

**Gangadhar Meher University**  
SAMBALPUR, ODISHA



**2023-2024**

STATE MODEL SYLLABUS FOR UNDERGRADUATE

COURSE IN POLITICAL SCIENCE

(Bachelor of Arts Examination)



**SCHOOL OF POLITICAL SCIENCE**



## **About the School**

The School of Political Science started functioning since 1983. With the progress of time, the School of Political Science of the Gangadhar Meher University, Sambalpur has experienced a remarkable development and has grown into one of the top national teaching and research centers in Political Science. There are currently five active faculty members in the School with supportive staffs. The School offers undergraduate, post graduate course and Doctoral degree. As a pioneer of academic deliberation and research activity, the School has greatly contributed to produce talents who are leading the national and global scenario. The School has a tradition of carrying out quality research in the diverse sub fields of Political Science. The students are the most cherished resource of the department being actively involved both in curricular and co-curricular activities under the supervision of the faculty members. The Department is proud of its intensive faculty-student rapport. The healthy, competitive and academic environment attracts students not only from western Odisha but also from other parts of the state. It has a rich legacy in terms of achievement of its alumni. Our students qualify different national level tests such as UGC NET, UPSC CSE, SSC Exams, etc. The students also qualify exams like SSB, OPSC, OSSC and OSSSC and take up jobs teaching, research and administration. The department has a seminar library containing 1000 print and digitized books, one lecture theatres, four laboratories, and a student activity center. In every academic session seminar, conferences and special lectures are regularly organized.

## **About the Programme**

B.A. in Political Science under the Choice Based Credit System (CBCS) with Learning Outcomes aims at offering a general framework within which Political Science teaching may be organized. It serves twin goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as: -

- Entry level expectations of students coming from various Board of examination (CBSE/ICSE/CHSE/State Boards) and their socio-economic background
- General expectations from a three-year undergraduate honours training.
- The changing profile of undergraduate students

Keeping the above aspect in mind the proposed learning objectives and outcomes have been adapted to the local, regional and linguistic diversities with the changing academic scenario and conditions. Further, the learning objectives and outcomes have been framed with a projected scope on the basis of the extent of academic facilities available (e.g. availability of faculty and their expertise, resources and opportunities for field training).

### **Graduate Attributes in Political Science**

Attributes of Political Science graduate under the outcome-based teaching-learning framework may encompass the following:

- **Core competency:** The Political Science graduates are expected to know the fundamental concepts of Political Science. These fundamental concepts would reflect the latest understanding of the field, and therefore, are dynamic in nature and require frequent and time-bound revisions.
- **Communication skills:** Political Science graduates are expected to possess minimum standards of communication skills expected of a graduate in the country. They are expected to read and understand documents with in- depth analyses and logical arguments. Graduates are expected to be well- versed in speaking and communicating their idea/finding/concepts to wider audience.
- **Critical thinking:** Political Science graduates are expected to know basics of cognitive biases, mental models, logical fallacies, scientific methodology and constructing cogent scientific arguments.
- **Psychological skills:** Political Science Graduates are expected to possess basic psychological skills required to face the world at large, as well as the

skills to deal with individuals and students of various sociocultural, economic and educational levels. Psychological skills may include feedback loops, self-compassion, self-reflection, goal-setting, interpersonal relationships, and emotional management.

- **Problem-solving:** Political Science Graduates are expected to be equipped with problem-solving philosophical approaches that are pertinent across the disciplines.
- **Analytical reasoning:** Political Science Graduates are expected to acquire formulate persuasive arguments and spot logical flaws, inconsistencies, circular reasoning etc.
- **Research-skills:** Political Science Graduates are expected to be keenly observant about what is going on in the natural surroundings to awake their curiosity. Political Science Graduates are expected to carryout research in contemporary issues of global and national politics.
- **Teamwork:** Political Science Graduates are expected to be team players, with productive cooperations involving members from diverse socio-cultural backgrounds.
- **Digital Literacy:** Political Science Graduates are expected to be digitally literate for them to enroll and increase their core competency via e-learning resources such as MOOC and other digital tools for lifelong learning. Political Science Graduates should be able to spot data fabrication and fake news by applying rational skepticism and analytical reasoning.

- **Moral and ethical awareness:** Political Science Graduates are expected to be responsible citizen of India and be aware of moral and ethical baseline of the country and the world. They are expected to define their core ethical virtues good enough to distinguish what construes as illegal and crime in Indian constitution. Emphasis be given on academic and research ethics, including fair Benefit Sharing, Plagiarism, Scientific Misconduct and so on.
- **Leadership readiness:** Political Science Graduates are expected to be familiar with decision making process and basic managerial skills to become a better leader. Skills may include defining objective vision and mission, how to become charismatic inspiring leader and so on.

### **Qualification Descriptors for a Bachelor’s Degree Program in Political Science**

The qualification descriptors for a Bachelor’s degree in Political Science (Honours) may include following:

- To demonstrate a systematic, extensive and coherent knowledge and understanding of academic fields of study as a whole and its applications and links to disciplinary areas of the study; including critical understanding of the established theories, principles and concepts of a number of advanced and emerging issues in the field of Political Science.
- Procedural knowledge that creates different types of professionals in the field of Political Science. Further application of knowledge can enhance new ideas about politics.
- Identifying Political Science related problems, analysis and application of data using appropriate methodologies and applying subject knowledge and

skill to solve complex problems with defined solutions.

- Finding opportunity to apply subject-related skill for acquiring jobs and self-employment.
- Understanding new frontiers of knowledge in Political Science for professional development.
- Applying subject knowledge for solving societal problems related to day to day life.
- Use knowledge understanding and skills for critical assessment of wide range of ideas and problems in the field of Political Science.
- Applying subject knowledge for sustainable environment friendly green initiatives. Adopting expertise in Political Science and solve the problems of environment, ecology, sustainable development, hunger, poverty etc.
- Demonstrate comprehensive knowledge about Political Science, current research, scholarly and professional literature of advanced learning areas of Political Science.
- Apply understanding of the subject of Political Science in identifying the problems which can be solved through the use of Political Science knowledge.

### **Programme Outcomes of Political Science B.A. Programme**

The programme outcomes and attributes are attained by the Political Science

graduate students of Gangadhar Meher University through learning acquired on completion of a programme of study. Individual programmes of study has a defined programme specific learning outcomes which needs to be attained for the award of



a specific degree. The programme learning outcomes of Gangadhar Meher University focus on various aspects of knowledge and skills that prepare students for further study, employment, and citizenship. Therefore, the Political Science UG programme of the Gangadhar Meher University has been designed with the objective to develop in-depth knowledge of students in frontier areas of concerned subject and seeks to achieve the following:

**PO1:** Disciplinary Knowledge: Undergraduate students will demonstrate knowledge and understanding of one or more discipline knowledge.

**PO2:** Critical Thinking: Apply their analytical thoughts to evaluate evidences, claims, theories and arguments of the discipline; formulate coherent arguments, evaluate practices and policies in the academic field.

**PO3:** Problem solving: Solve the non familiar problems based upon his/her knowledge and understanding about the discipline knowledge, including real life problems.

**PO4:** Communication skills: Ability to express thoughts and ideas effectively verbally and written. Develops the capacity to listen patiently, express himself or herself.

**PO5:** Research Related Skills: A sense of Enquiry, and capacity for asking relevant/appropriate questions. Ability to recognise cause-effect relationship, define problem, formulate hypothesis, analyse, interpret and draw conclusions ; generate and test hypothesis; conduct experiment and draw conclusion from findings scientifically.

**PO6:** Co-Operative/Team Work: Ability to work effectively and respectfully with diverse team; facilitate or co-ordinate efforts within group activities; work together within a team.

**PO7:** Multicultural competencies: Possess knowledge of the values and beliefs of multiple culture and a global perspective; capacity to work effectively in multiple socio-cultural context and interact respectfully with diverse social groups.

**PO8: Digital Literacy:** Capacity to use ICT in a variety of learning situations; demonstrate ability to access, evaluate and use variety of relevant information sources; use appropriate software for data analysis.

### **Programme Specific Learning Outcome Political Science**

The student graduating with the Degree B.A (Honours) in Political Science should be able to acquire

**PSO1: Core Knowledge:** A graduate student is expected to be capable of demonstrating comprehensive knowledge and understanding of in various fields of Political Science.

**PSO2: Critical thinker and problem solver:** The course curriculum also includes components that can be helpful to graduate students to develop critical thinking ability by way of solving problems/numerical using basic Political Science knowledge and concepts.

**PSO3: Problem-Solving:** Student will develop their problem-solving skills related to various issues.

**PSO4: Skilled communicator:** The course curriculum incorporates basics and advanced training to make a graduate student capable of expressing the subject through technical writing as well as through oral presentation.

**PSO5: Sense of inquiry:** It is expected that the course curriculum will develop inquisitive characteristics among the students to write clearly and with purpose on issues of international and domestic politics and public policy; participate as a civically engaged member of society; Analyze political and policy problems and formulate policy options

**PSO6: Team player:** The course curriculum has been designed to provide an opportunity to act as a team player by contributing to field-based research. Apply quantitative problem-solving skills to social scientific questions.

**PSO7: Skilled project manager:** The course curriculum has been designed in such

a manner as to enabling a graduate student to become a skilled project manager by acquiring knowledge about modern social science research including competency in statistics and qualitative analysis.

**PSO8: Digital literacy:** The course curriculum has been so designed to impart a good working knowledge in understanding and carrying out data analysis, use of library search tools, and use of Statistical software's like SPSS, R and related computational work.

### **Teaching Learning Process**

Teaching and learning is a continuous process which is surrounded by students' attitudes to learn & share knowledge, academic curiosity, reading & practicing, creativity, thinking ability and extending knowledge levels. Therefore, the teaching-learning process of the programme focuses on learner-centric pedagogies and interactive and participatory pedagogies. Planning for teaching constitutes a critical dimension. The teaching and learning process revolves around a well-structured and sequenced acquisition of knowledge and skills.

Teaching and learning under this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. For a visual and better learning outcomes instructors would use ICT facilities, e-learning platforms and other innovative e-content platforms for student-centric learning methods. As part of participative teaching-learning practices few courses include seminars, presentations and group discussions. To cater the needs of slow and advance learners, special, remedial and peer teaching classes will be encouraged. Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are to be held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement.

There is also the provision of mentor- mentee for each class where the mentor can keep track of each student's progress and address her/his individual difficulties. For the experiential learning course on project work is offered (i.e. short-term projects, research projects, assignments and field works), which is the integral components of the programme that enable the students to solve practical problems. The provision of written assignments and projects submitted by students as part of the course, are also to be discussed in special classes. Some courses also have a laboratory component and for each course students will be assigned regular home assignments and will be tested periodically through quizzes and class tests to ensure that they have properly learnt the course material.

### **Assessment Methods / Evaluation Scheme**

Assessment methods and evaluation schemes will be as per the Gangadhar Meher University Examination Rules and Regulation. Each Core, discipline-specific electives (DSE) and Generic Electives (GE) papers will have maximum 100 marks with 6 credits whereas Ability Enhancement (AECC) and Skill Enhancement Courses (SEC) will have maximum 50 marks with 4 credits. The value added and add on courses if any will have maximum 50 marks with 2 credits. The distribution of marks for assessment and evaluation is follows:

The distribution of marks for assessment and evaluation is follows:

For 100 Marks Paper

- I. 20 marks will be assessed and evaluated by internal assessment
- II. 80 marks will be assessed and evaluated by end term examination

For 50 Marks Paper

- I. 10 marks will be assessed and evaluated by internal assessment
- II. 40 marks will be assessed and evaluated by end term examination

**The internal assessment and evaluation** may be done through a continuous process having assignments, class test, review works, writing of term papers, quiz

or examination.

**The end term examination** will be based on written examination for theory paper and the question will be set following Bloom's taxonomy which will cover the entire syllabus of the course.

**For the research project paper**, the student will submit the project write up and defend his/her project through presentation/Viva-Voce as per the University rule.

Semester	Course	Course Name	Credits	Total Marks
<b>I</b>	AEC - I	AEC – I	4	100
	C - I	Understanding Political Theory	6	100
	C - II	Constitutional Government and Democracy in India	6	100
	GE - I	Feminism: Theory and Practice	6	100
			<b>22</b>	
<b>II</b>	AEC - II	AEC – II	4	100
	C - III	Political Theory: Concepts and Debates		
	C - IV	Political Process in India	6	100
	GE II	Governance: Issues and Challenges	6	100
			<b>22</b>	
<b>III</b>	C - V	Introduction to Comparative Governments and Politics	6	100
	C - VI	Introduction to Public Administration	6	100
	C - VII	Perspectives on International Relations	6	100
	GE - III	Gandhi and the Contemporary World	6	100
	SEC - I	SEC - I	6	100
<b>IV</b>	C - VIII	Political Processes and Institutions in Comparative Perspective	6	100
	C - IX	Public Policy and Administration in India	6	100
	C - X	Global Politics	6	100
	GE - IV	United Nations and Global Conflicts	6	100

	SEC - II	SEC - II	6	100
			<b>28</b>	
<b>V</b>	CC - XI	Western Political Philosophy	6	100
	CC - XII	Indian Political Thought (Ancient & Medieval)	6	100
	DSE - I	Introduction to Human Rights	6	100
	OR			
	DSE – I. C	Human Rights: Indian Perspective	6	100
	DSE - II	Development Process and Social Movements in Contemporary India	6	100
	OR			
	DSE – II. C	Colonialism and Nationalism in India	6	100
			<b>24</b>	
<b>VI</b>	C - XIII	Contemporary Political Philosophy	6	100
	C - XIV	Modern Indian Political Thought	6	100
	DSE - III	India's Foreign Policy in a Changing World	6	100
	OR			
	DSE – III.C	South Asian: Political System	6	100
	DSE – IV	Women, Power, and Politics	6	100
	OR			
	DSE – IV. C	Gender and Environment	6	100
	OR			
	DSE -IV	Dissertation	6	100
			<b>24</b>	

Red: Employability

Green: Entrepreneurship

Blue: Skill development

**Value Added Course**  
**Scheme of Marks**

Papers		Theory Marks		Total Marks	Credits
Paper No	Title	Mid Term	End Term		
VAC-1	Human Rights in the Contemporary World	30	70	100	2
VAC-2	Sustainable Rural Livelihoods and Adaptations to Climate Change (SLACC)	30	70	100	2
VAC-3	Development Studies	30	70	100	2
VAC-4	Studies on Indian Election	30	70	100	2
Total				400	08

**Discipline Specific Elective Papers: (Credit: 06 each) (4 papers to be selected by students of Political Science Honours): DSE 1-IV**

1. Human Rights in a Comparative Perspective
2. Development Process and Social Movements in Contemporary India (PROJECT)
3. India's Foreign Policy in a Globalizing world
4. Women, Power and Politics
5. Project \*Dissertation (can be opted as an alternative of DSE-IV only and of 6 credits.  
Dissertation content: 50, Seminar: 30, Viva: 20)



## POLITICALSCIENCE

### HONOURS PAPERS:

Core course– 14 papers

Discipline-Specific Elective– 4 papers

Generic Elective for Non-Political Science students– 4 papers.

In case the University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm: 20 marks, End term: 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours of tutorial

#### Core Paper I:

#### UNDERSTANDING

#### POLITICAL THEORY

**Course Rationale:** This course introduces basic concepts and theories of political science to students. Unlike what many perceive, the discipline of political science does not exclusively deal with various political developments as they take place in our day to day lives. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This includes not only an understanding of the evolution of the modern state system and sovereignty but also the key elements of prominent political schools of thoughts. This paper is also an attempt not only to engage with the quotidian nature of politics but also its interface with high politics.

**Course Objective:** The main objective of the course is to familiarize students to the political theory, its history and approaches and an assessment of its critical and contemporary trends. This course introduces the students to the traditions, approaches and Critical and Contemporary Perspectives of political theory. It is designed to reconcile political theory and practices through reflections on the ideas and practices related to democracy. This course familiarizes students to the Political theory and Practice with special reference to Grammar of Democracy.

**Course Outcomes:** At the end of the course students will be able to :

- Understand and get familiarized with the traditions, approaches and Critical and Contemporary Perspectives of political theory.
- Understand the significance of the factors guiding the day to day life.
- Realize the importance of major political values guiding the political life.
- Critically analyze the theory and practice of political theory.

*UNIT-1: Introducing Political Theory*

**(i) What is Politics: Theorizing the 'Political'**

- (ii) Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- (iii) Approaches to Political Theory: Normative, Historical, Behavioural and Post-behavioural

*UNIT-II: Critical and Contemporary Perspectives in Political Theory*

- (i) Theories of Feminism: Feminist and Postmodern
- (ii) Modernism and Post-modernism

*UNIT-III: Political theory and Practice*

- (i) Democracy: Liberal and Marxist.
- (ii) Procedural Democracy and its critique

*UNIT-IV: The Grammar of Democracy*

- (i) Deliberative Democracy
- (ii) Participation and Representation

**TextBooks**

1. Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
2. Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi.
3. Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3<sup>rd</sup> Reprint, New Delhi.
4. Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
5. Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
6. Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
7. Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

**Further Reading**

1. Kukathas, Ch. and Gaus, G. F. (2004) (eds.) 'Handbook of Political Theory'. New Delhi, Sage.
2. Vincent, A. (2004) 'The Nature of Political Theory'. New York: Oxford University Press.
3. Mckinnon, C. (ed.) (2008) 'Issues in Political Theory', New York: Oxford University Press.
4. Arblaster, A. (1994) 'Democracy', (2nd Edition), Buckingham: Open University Press.
5. Parekh, B. (2000), 'Rethinking Multiculturalism: Cultural Diversity and Political Theory', Macmillan Press, London.

## Core Paper II

### CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

**Course Rationale:** This course has been designed to educate students about the various features of Indian constitution. This course acquaints students with the Constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment. The course aims at enhancing knowledge and academic skills of the students. This will also serve as training in citizenship.

**Course Objective:** The main objective of the course is to familiarize students to the structure of Union Government. This course studies the Indian Constitution with a focus on the role of the Constituent Assembly and examines the essence of the Preamble. It provides information about Government of India Acts. The course is designed to study the fundamental rights and duties of Indian citizens and directive principles of state policy. This course familiarizes students to the structure of Union Government as outlined in the Indian Constitution. The course describes the jurisdiction and composition of Supreme Court.

**Course Outcomes:** At the end of the course students will be able to :

- Understand the structure of union government.
- Understand the importance of preamble of Indian Constitution.
- Examine the Fundamental Rights and Duties of Indian citizens with study of the significance and status of Directive Principles
- Critically analyze the important institutions of Indian union.
- Acquire knowledge about the functions of executive, legislature and judiciary.

#### UNIT-I: The Constituent Assembly and the Constitution

- i) Formation and working of the Constituent Assembly
- ii) The Philosophy of the constitution: The Preamble and its Features.
- iii) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

#### UNIT-II: Organs of Government

- i) The Legislature and the Executive
- ii) The Judiciary: Supreme Court and High Courts

#### UNIT-III: Federalism

- i) Federalism: Centre-State relations
- ii) Recent trends in federalism

#### UNIT-IV: Decentralization

- i) Panchayati Raj Institutions: Composition, Powers and Functions of Gram Panchayat, Panchayat Samiti and Zilla Parishad.
- ii) Municipalities: Composition Powers and function of Municipal Corporation, Municipal Council and Notified Area Council

#### **Text Books**

1. G. Austin, (2010) 'The Indian Constitution: Cornerstone of a Nation', New Delhi, Oxford University Press, 15th print.
2. R. Bhargava (ed.) 'Politics and Ethics of the Indian Constitution', New Delhi, Oxford University Press.
3. D. Basu, (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
4. S. Chaube, (2009) 'The Making and Working of the Indian Constitution', New Delhi, National Book Trust.
5. G. Austin, (2000) 'Working a Democratic Constitution', New Delhi, Oxford University Press.
6. B. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
7. P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.

#### **Reference Books**

1. Mehra and G. Kueck (eds.) 'The Indian Parliament: A Comparative Perspective', New Delhi, Konark.
2. B. Kirpal et.al (eds.) 'Supreme but not Infallible: Essays in Honour of the Supreme Court of India', New Delhi, Oxford University Press
3. L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
4. M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning', Delhi: PHI Learning Private Ltd.
5. K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism', Volume 3 Montreal, Queen's University Press

**Core Paper III**  
**POLITICAL THEORY-CONCEPTS AND DEBATES**

**Course Rationale:** The paper offers various concepts and theories on various political themes. This includes study of liberty, equality, justice and so on. The paper endeavors to explain the concepts that have shaped important paradigms of state and society. Political concepts and theories are important part of political science that explores what and how a world should look like by incorporating various political theories and concepts. It is mainly concerned with foundations of political institutions, human nature and also moral and ethical purpose of the political communities in light of human behavior. This paper hence, gives a strong theoretical base to the study of political science.

**Course Objective:** The main objective of the course is to familiarize students with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. The course is designed to study the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of Political debates.

**Course Outcomes:** At the end of the course students will be able to :

- Understand the fundamental areas of Political Science.
- Comprehend the range and fundamental concepts of Political Science.
- Examine and enhance their ability to relate themselves to the day to day Political happenings.
- Critically analyze various political theories and concepts.

*UNIT-I: Importance of Freedom*

- (i) Negative Freedom and Positive Freedom, Freedom of belief, expression and dissent
- (ii) Equality: Meaning and Types, Egalitarianism: Social Exclusion & Affirmative action

*UNIT-II: Indispensability of Justice*

- (i) Justice: Meaning and Types
- (ii) Procedural, Distributive and Global Justice.

*UNIT-III: The Universality of Rights*

- (i) Rights: Natural, Moral and Legal
- (ii) Three Generations of Rights

*UNIT-IV: Major debates*

- (i) Political obligation: Grounds

(ii) Cultural Relativism and Multiculturalism.

**Text Book**

1. Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
2. Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi.
3. Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3<sup>rd</sup> Reprint, New Delhi.
4. Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
5. Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
6. Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
7. Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

**Reference Books**

1. Bellamy, Richard and Mason, Andrew (1993) (eds.) 'Political Concepts' Manchester, Manchester University Press.
2. Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.
3. Mckinnon, Catriona (2008) (ed.) 'Issues in Political Theory', New York: Oxford University Press.
4. Swift, Adam. (2001) 'Political Philosophy: A Beginners Guide for Student's and Politicians', Cambridge, Polity Press.
5. La Follett, Hugh (2003) (ed.) 'The Oxford Handbook of Practical Ethic'. New York, Oxford University Press.
6. Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.

**Core Paper IV**  
**POLITICAL PROCESS IN INDIA**

**Course Rationale:** This paper aims to introduce students to some of the major institutions and themes that impact the conduct of, as well as the outcomes of politics in India. It focuses on both theoretical and empirical issues, and formal and informal politics in order to equip students with a comprehensive understanding of key issues in India politics.

**Course Objective:** Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis. This course acquaints students with the constitutional design of state structures and institutions as outlined in the Indian Constitution. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. This course studies the major issues in Indian Politics such as religion; language; caste; regionalism. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

**Course Outcomes:** At the end of the course students will be able to :

- Understand the structure of State government.
- Critically evaluate the Indian Party system-its development and ideology of dominant national parties.
- Assess the nature of Indian Federalism with focus on Union-State Relations.
- Evaluate the role of various forces on Indian politics: religion; language; caste; regionalism.
- Evaluate the Electoral Process in India with focus on the Election Commission: Composition, Functions and Role.

*Political Parties, the Party system and Determinants of voting*

*UNIT-I: Indian party system*

- (i) Party System in India: Features and Trends
- (ii) Voting Behaviour and Its determinants: Caste, Class, Gender and Religion.
- (iii) Election Commission: Constitution and Functions, Electoral Reforms

*UNIT-II: Regionalism, Religion and Politics*

- (i) Regionalism: Causes and its trends,
- (ii) Secularism and Communalism: Debates

*UNIT-III: Caste and Politics*

- (i) Caste and Politics: Politicisation of Caste
- (ii) Affirmative Action: Policies, Women, Caste and Marginalized Class



*UNIT-IV: The Changing Nature of the India State*

- (i) Developmental and Welfare Dimensions
- (ii) Coercive Dimension

**Text books**

1. Kaviraj, Suddipta (2009) 'Politics in India', Oxford University Press, New Delhi
2. Kohli, Atul (2004) (ed.) 'The Success of India's Democracy', New Delhi, Cambridge University Press.
3. Kothari, R (1970) 'Caste in Indian Politics', Delhi, Orient Longman.
4. M. John, (ed) (2008) 'Women in India: A Reader, Penguin, India
5. P. Brass, (1999) 'The Politics of India since Independence, New Delhi, Cambridge University Press and Foundation Books.
6. P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.
7. Z. Hasan (2002) (ed.) 'Parties and Party Politics in India', New Delhi: Oxford University Press.
8. Z. Hasan, E. Sridharan and R. Sudarshan (2002) (eds.) 'India's Living Constitution: Ideas, Practices, Controversies', New Delhi, Permanent Black.

**Reference Books**

1. N. Menon and A. Nigam, (2007) 'Power and Contestation: India since 1989', London, Fernwood Publishing, Halifax and Zed Books.
2. R. Vora and S. Palshikar (eds.) 'Indian Democracy: Meanings and Practices', New Delhi, Sage.
3. Shah, G (ed.) 'Social Movements and the State', New Delhi, Sage Publications.
4. P. de Souza and E. Sridharan (eds.) 'India's Political Parties', New Delhi, Sage Publications.
5. A. S. Ganguly, L. Diamond and M. Plattner (eds.) 'The State of India's Democracy', Baltimore, John Hopkins University Press.

**Core Paper V**  
**INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS**

**Course Rationale:** This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. It would enable the students to understand the political institutions and political process in these countries. To facilitate the understanding, the course also covers the approaches and forms of political systems, along with Constitution and Constitutionalism.

**Course Objective:** This course will train students in the application of comparative methods to study politics. The course is comparative in both what we study and how we study, and introduces the students to a wide range of issues, literature, and methods related to comparative political aspects.

**Course Outcomes:** At the end of the course Students will be able to :

- Understand different political aspects prevailing in different countries.
- Have the capacity to compare and analyse political systems operating in different countries.
- Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.

*UNIT-1: Understanding Comparative Politics*

- (i) Meaning, Nature, scope and Evolution
- (ii) Approaches to the study of Comparative Politics

*UNIT-II: Historical context of modern government*

- (i) Capitalism: meaning and development
- (ii) Globalization: Features & impact

*UNIT-III: Historical context of Modern Government- II*

- (i) Socialism: Meaning, Types and its growth
- (ii) Rise and Decline of Communism as a Ruling Ideology
- (iii) Colonialism and decolonization: meaning, context, forms of colonialism

*UNIT-IV: Themes of Comparative Politics*

- (i) A comparative study of Governments of USA & China
- (ii) US: President, Congress, Supreme Court
- (iii) China: People's Congress, National Assembly, Role of Communist Party of China

**Text books:**

1. Bhagwan, Vishnoo et al (2012) 'World Constitutions', Sterling Publishers , New Delhi
2. Chilcote, Ronald (1994) 'Theories of Comparative Politics: The Search for a Paradigm Reconsidered', Westview Press, Boulder.
3. G. Ritzer, (2002) 'Globalization: A Basic Text'. London, Wiley-Blackwell.
4. Huntington, Samuel, (1968) 'Political Order in Changing Societies', Yale University Press, New Haven.
5. Kapur, A.C and K.K. Mishra (2010) 'Select Constitutions', S. Chand, New Delhi
6. Suresh. R(2010), 'Economy and Society : Evolution of Capitalism', Sage , New Delhi

## Reference Books

1. P. Burnell, et. al, 'Politics in the Developing World'. New Delhi: Oxford University Press,
2. J. McCormick, (2007) 'Comparative Politics in Transition', UK, Wadsworth.
3. L. Barrington et. al (2010) 'Comparative Politics - Structures and Choices', Boston, Wadsworth,
4. M. Kesselman, J. Krieger and William (2010), 'Introduction to Comparative Politics: Political Challenges and Changing Agendas', UK, Wadsworth.
5. J. Kopstein and M. Lichbach. (eds.) 'Comparative Politics: Interest, Identities and Institutions in a Changing Global Order'. Cambridge: Cambridge University Press.

**Core Paper VI**  
**INTRODUCTION TO PUBLIC ADMINISTRATION**

**Course Rationale:** This course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments. This would help them obtain a suitable conceptual perspective on Public Administration and the growth of institutional devices so as to meet the exigencies of the changing times. The course also aims to instil and emphasise on the need of ethical seriousness in contemporary Indian Public administration within the constitutional frame work.

**Course Objective:** The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

**Course Outcomes:** At the end of the course students will be able to :

- Understand the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations.
- Have the better grounding in the discipline which they further can use to understand issues in public policy and governance.

*UNIT-1 : Public Administration as a Discipline*

- (i) Meaning, Scope and Significance of the Discipline, Public and Private Administration
- (ii) Evolution of Public Administration

*UNIT-II: Theoretical Perspectives Classical Theories*

- (i) Scientific management (F. W. Taylor), Ideal-type bureaucracy (Max Weber)
- (ii) Administrative Management (Gullick, Urwick and Fayol)

*UNIT-III: Neo-Classical and Contemporary Theories*

- (i) Human Relations theory (Elton Mayo), Rational decision-making (Herbert Simon)
- (ii) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

*UNIT-IV: Public Policy and Major Approaches in Public Administration*

- (i) Public Policy-Concept and approaches, Formulation, implementation and evaluation
- (ii) New Public Administration, New Public Management, New Public Service Approach
- (iii) Good Governance, Feminist Perspectives in Governance

**Text books:**

1. B. Chakrabarty and M. Bhattacharya (eds), 'Administrative Change and Innovation: A Reader', New Delhi, Oxford University Press.
2. Basu, Rumki, (2014) 'Public Administration: Concepts and Theories', Sterling Publishers, New Delhi
3. D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyranarayana, (2010) (eds.) 'Administrative Thinkers', Sterling Publishers.
4. J. Shafritz, and A. Hyde, (2004) (eds.) 'Classics of Public Administration', 5th Edition. Belmont, Wadsworth.
5. M. Bhattacharya, (2008) 'New Horizons of Public Administration', 5th Revised Edition. New Delhi, Jawahar Publishers.
6. M. Bhattacharya, (2011) 'New Horizons of Public Administration', New Delhi: Jawahar Publishers.
7. M. Bhattacharya, (2012) 'Restructuring Public Administration: A New Look', New Delhi, Jawahar Publishers,
8. N. Henry, (2013) 'Public Administration and Public Affairs', 12th edition. New Jersey, Pearson,
9. Shafritz, J. and Hyde, A. , (1997) (eds.) 'Classics of Public Administration', 4th Edition. Forth Worth, Hartcourt Brace, TX.

**Reference Books**

1. B. Chakrabarty and M. Bhattacharya (2003) (eds.), 'Public Administration: A Reader', New Delhi, Oxford University Press.
2. B. Chakrabarty, (2007) 'Reinventing Public Administration: The India Experience'. New Delhi, Orient Longman,
3. B. Miner, (2006) 'Organisational Behaviour: Historical Origins and the Future'. New York,
4. Peter F. Ducker, (2006) 'The Practice of Management', Harper Collins.
5. S. Maheshwari, (2009) 'Administrative Thinkers', New Delhi: Macmillan

**Core Paper**  
**VII**  
**PERSPECTIVES ON INTERNATIONAL RELATIONS**

**Course Rationale:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency- structure problem through the levels-of- analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

**Course Objective:** This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the Global South.

**Course Outcomes:** At the end of the course students will be able to :

- Understand the range, fundamental concepts and categories of International relations.
- Grasp the theoretical bases of International relations.
- Familiarize with the foreign policy strategies and processes of International relations.
- understand the dynamics and forces that shape International relations at present Hours of Instruction

*UNIT-I: Studying International Relations*

(i) International Relations: Meaning, Scope and Evolution, Emergence of International State System

(ii) National Interest-Key Determinant of International Relations

(iii) Power-Cornerstone of International Relations

*UNIT-II: Theoretical Perspectives*

- (i) Classical Realism & Neo-Realism, Liberalism & Neo-liberalism
- (ii) Marxist Approaches, Feminist Perspectives, Euro- centricism & Perspective from the Global South

*UNIT-III: An Overview of Twentieth Century IR History-I*

- (i) World War I: Causes & Consequences, significance of Bolshevik Revolution
- (ii) Rise of Fascism / Nazism, World war II-Causes &Consequences

*UNIT-IV: An Overview of Twentieth Century IR -II*

- (i) Cold War Evolution&Different Phases (4 Lectures)Disintegration of USSR
- (ii) Emergence of the Third World, End of the Cold War

**Text Books**

1. Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
2. Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007 W.Bello, Deglobalization, Zed Books, London.
3. M. Nicholson, (2002) 'International Relations: A Concise Introduction', New York Palgrave.
4. P. Viotti and M. Kauppi, (2007) 'International Relations and World Politics: Security, Economy, Identity', Pearson Education.
5. R. Jackson and G. Sorensen, (2007) 'Introduction to International Relations: Theories and Approaches', 3rd Edition, Oxford, Oxford University Press.
6. S.Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.

**Reference Books**

1. Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.
2. Dey, Dipankar (2007)(ed.), 'Sustainable Development: Perspectives and Initiatives', ICFAI University Press, Hyderabad,
3. K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.
4. M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

**Core Paper VIII**  
**POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE**

**Course Rationale:** This paper seeks to equip students with few modern governments to develop an ability to compare and contrast the political systems. In this course, students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process, the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

**Course Objective:** This course will give knowledge to students about the different approaches to the study of comparative politics. It would enable the students to understand the political institutions and political processes in these countries. The students will know about the political systems of these countries and the different political institutions operating in these countries.

**Course Outcomes:** At the end of the course Students will be able to :

- Understand different political aspects prevailing in different countries.
- Have the capacity to compare and analyse political systems operating in different countries.
- Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.

*UNIT-I: Approaches to Studying Comparative Politics*

- (i) Political Culture –Meaning, Types &relevance.
- (ii) New Institutionalism –Meaning, Background, Significance

*UNIT-II: Election & Party System*

- (i) Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
- (ii) Party System -Evolution, Theories and types

*UNIT-III: Nation-state*

- (i) Nation-state; Meaning and Evolution in West Europe
- (ii) Nation and State; Debates in Post-colonial contexts

*UNIT-IV: Democratization in Post- colonial societies*

- (i) Democratization in Post-authoritarian countries and in Post-communist countries
- (ii) Federalism: Meaning and Features, Federation & Confederation: Debates around territorial division of power.



### **Text Books**

1. Heywood, (2002) 'Politics', New York, Palgrave.
2. J. Bara and M. Pennington, (eds.) Comparative politics. New Delhi: Sage Publications.
3. J. Bara and Pennington. (2009) (eds.) 'Comparative Politics: Explaining Democratic System', Sage Publications, New Delhi.
4. J. Ishiyama, and M. Breuning, (2011) (eds) '21st Century Political Science: A Reference Book', Los Angeles, Sage Publications.
5. M. Lichback and A. Zuckerman, (eds.) 'Comparative Political: Rationality, Culture, and Structure'. Cambridge, Cambridge University Press.

### **Reference Books**

1. R. Watts, (2008) 'Comparing Federal Systems'. Montreal and Kingston, McGill Queen's University Press.
2. Saxena, R (2011) (eds.) 'Varieties of Federal Governance: Major Contemporary Models', New Delhi, Cambridge University Press.
3. T. Landman, (2003) 'Issues and Methods of Comparative Methods: An Introduction'. London, Routledge.

**Core Paper IX**  
**PUBLIC POLICY AND ADMINISTRATION IN INDIA**

**Course Rationale:** This paper seeks to equip Indian context, so the students will become familiar with details of the administrative organization of India. The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

**Course Objectives:** This Course is an introduction to the concepts and theories of Public Administration and the paradigm shift in the study of the state society, economy relationships, Public Administration, governance and the intricacies of financial administration perform by the state.

**Course Outcomes:** At the end of the course Students will be able to:

- Understand the theory, structure functioning, rules and processes of Indian administration.
- Grasp the scope and the challenges of administration of the today's India.
- Recognize the basic principles and concepts of financial administration.
- Study the concepts of planning, budgeting, auditing and the role of the finance ministry in formulating the budget.
- Familiar with a range of budgetary procedures and practices, as part of the budget cycle in India.

*UNIT-I: Public Policy*

- i) Definition, characteristics and models
- ii) Public Policy Process in India

*UNIT-II: Decentralization*

- (i) Meaning, significance, types and approaches to decentralization.
- (ii) Local Self Governance: Rural and Urban

*UNIT-III: Budget and Social Welfare Administration*

- (i) Concept and Significance of Budget, Budget cycle in India, Types of Budgeting Concept and Approaches of Social Welfare.
- (ii) Social Welfare Policies: Education:
  - a) Right to Education,
  - b) Health: National Health Mission,
  - c) Food: Right to Food Security,

d) Employment: MNREGA

*UNIT-IV: Citizen and Administration Interface*

(i) Public Service Delivery System;

(ii) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and e-Governance

**Text Books**

1. Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', New Delhi, Sterling Publishers
2. Bidyut Chakrabarty, (2007) 'Reinventing Public Administration: The Indian Experience', Orient Longman,
3. Henry, N.(1999) 'Public Administration and Public Affairs', New Jersey, Prentice Hall
4. Jean Drèze and Amartya Sen, (1995) 'India, Economic Development and Social Opportunity', Oxford, Oxford University Press.
5. R.B. Denhardt and J.V. Denhardt, (2009) 'Public Administration', New Delhi, Brooks/Cole
6. Satyajit Singhand Pradeep K. Sharma (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India', Oxford University Press, New Delhi.
7. Singh, S. and Sharma, P. (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India'. New Delhi, Oxford University Press.
8. VasuDeva, (2005) 'E-Governance In India: A Reality', Commonwealth Publishers.
9. Vijaya Kumar, (2012) 'Right to Education Act 2009: Its Implementation as to Social Development in India', Delhi: Akansha Publishers.

**Reference Books**

1. Anderson, (1975) 'Public Policy Making', New York, Thomas Nelson and sons Ltd.
2. Gabriel Almond and Sidney Verba, (1965) 'The Civic Culture', Boston, Little Brown.
3. J.Dreze and Amartya Sen, (1997) 'Indian Development: Selected Regional Perspectives', Oxford, Clarendon Press
4. Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press.
5. Jugal Kishore, (2005) National Health Programs of India: National Policies and Legislations, Century Publications.
6. Lee and Mills, (1983) 'The Economic of Health In Developing Countries', Oxford, Oxford University Press.
7. M. Howlett, M. Ramesh, and A. Perl, (2009), 'Studying Public Policy: Policy Cycles and Policy subsystems', 3rd edition, Oxford University Press, New Delhi
8. Marma Mukhopadhyay and Madhu Parhar (2007) (ed.) 'Education in India: Dynamics of Development' New Delhi, Shipra Publications.
9. Noorjahan Bava, (2001) 'Development Policies and Administration in India', Delhi, Uppal Publishers.
10. R. Putnam, (1993) 'Making Democracy Work', Princeton University Press.
11. T.Dye, (2002) 'Understanding Public Policy', New Delhi, Pearson United Nation Development
12. Programme, (1997) 'Reconceptualising Governance', New York
13. Y. Dror, (1989) 'Public Policy Making Reexamined'. Oxford, Transaction Publication

## **Core Paper X**

### **GLOBAL POLITICS**

**Course Rationale:** This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

**Course Objective:** This Course is an introduction to the globalization by addressing its political, economic, social, cultural and technological dimensions. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

**Course Outcomes:** At the end of the course Students will be able to:

- Develop fundamental clarity about the idea globalization in Global Politics.
- After Completing Graduation in the department students go for higher education. This course will provide conceptual understanding a clear overview major events happened in Global Politics.
- Understand basic ideas in Global Politics.
- Understand the current challenges of world .

#### *UNIT-I: Globalization: Conceptions*

- (i) Understanding Globalization and its Alternative Perspectives, Non-Proliferation Regimes
- (ii) Global Economy: Its significance & anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

#### *UNIT-II: Globalization: Perspectives*

- (i) Political Debates on Sovereignty and Territoriality
- (ii) Cultural and Technological Dimension
- (iii) Global Resistances (Global Social Movements and NGOs)
- (iv) Ecological Issues: International Environmental Agreements, Climate Change

#### *UNIT-III: Contemporary Global Issues-I*

- (i) Proliferation of Nuclear Weapons
- (ii) International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

*UNIT-IV: Contemporary Global Issues-II*

- (i) Migration & Human Security
- (ii) Global Shifts: Power and Governance

**Text Books**

1. G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex: Wiley-Blackwell.
2. M. Strager, (2009) 'Globalization: A Very Short Introduction', London, Oxford University Press.
3. Heywood, (2011) 'Global Politics', New York, Palgrave-McMillan.
4. J. Baylis, S. Smith and P. Owens (2011) (eds.) 'Globalization of World Politics: An Introduction to International Relations', New York, Oxford University Press.
5. W. Ellwood, (2005) 'The No-nonsense Guide to Globalization', Jaipur, Rawat Publications.
6. D. Held and A. McGrew (2000) (eds.) 'The Global Transformations Reader', Cambridge, Polity Press.

**References**

1. A. Narlikar, (2005) 'The World Trade Organization: A Very Short Introduction', New York, Oxford University Press.
2. Goldstein, (2006) 'International Relations', New Delhi, Pearson.
3. P. Hirst, G. Thompson and S. Bromley, (2009) 'Globalization in Question', Cambridge, Polity Press.
4. D. Held et al, (1999) 'Global Transformations: Politics, Economics and Culture', California, Stanford University Press.
5. F. Lechner and J. Boli (ed.), (2004) 'The Globalization Reader', London, Blackwell. (WTO).
6. G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex, Wiley-Blackwell.
7. T. Cohn, (2009) 'Global Political Economy', New Delhi, Pearson.
8. D. Held and A. McGrew (eds.), (2002) 'Global Transformations Reader: Politics, Economics and Culture', Cambridge, Polity Press.
9. A. Vanaik, (ed.), (2004) 'Globalization and South Asia: Multidimensional Perspectives', New Delhi, Manohar Publications.

## **Core Paper XI**

### **WESTERN POLITICAL PHILOSOPHY**

Course Rationale: The aim of this course is to introduce the student with the most essential thinkers of Western Political Thought. It tries to inform the student with the rudimentary context and central arguments and aims of the concerned thinker. It is not intended to be exhaustive but appreciative introduction to western political thought.

Course Objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke, Rousseau, Marx. This is a basic foundation course for students.

**Course Outcomes:** At the end of the course Students will be able to:

- Summarize the passage of political thought through the classical, medieval and modern periods based on the works of Plato, Aristotle, and Machiavelli.
- Compare and contrast the differences between Plato and Aristotle with regard to their understandings of the nature of the person, ethics, society, citizenship, and governance.
- Explain the historical and intellectual context in which the political thought that helped to develop the modern state came to be.
- Compare and contrast the concepts of justice, freedom, equality, citizenship, obligation and sovereignty in the works.

#### **UNIT-I : Text and Interpretation: Antiquity**

- (i) Plato
- (ii) Aristotle

#### **UNIT-II**

- (i) Machiavelli
- (ii) Hobbes

#### **UNIT-III**

- (i) Locke
- (ii) Rousseau

#### **UNIT-IV**

- (i) J. S. Mill
- (ii) Karl Marx

### **Text Books**

1. C. Kukathas and G. Gaus, (eds.) 'Handbook of Political Theory', London, Sage Publications Ltd.
2. D. Boucher and P. Kelly (2009), (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
3. J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers.
4. Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi.
5. Okin,S. (1992), 'Women in Western Political Thought', Princeton, Princeton University Press.
6. R. Kraut (1996) (ed.) 'The Cambridge Companion to Plato', Cambridge, Cambridge University Press.

### **Reference Books**

1. A. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.
2. J. Barnes (1995) (ed.), 'The Cambridge Companion to Aristotle'. Cambridge, Cambridge University Press.

**Core Paper XII**  
**INDIAN POLITICAL THOUGHT (ANCIENT AND MEDIEVAL)**

**Course Rationale:** The aim of this course is to introduce some of the most important thinkers that have shaped modern political thought. It selects thinkers that can broadly represent various dimensions and richness of Indian political ideas. It introduces them to critically relate to modern Indian politics and discourses through these thinkers

**Course Objective:** This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of Reference books is meant for teachers as well as the more interested students.

**Course Outcomes:** At the end of the course Students will be able to:

- Understand the political traditions existed in the past.
- Develop interest to read ancient and modern texts dealing with power governance
- Develop an ability to read and reflect upon the major contributions of identified thinkers
- Derive inspiration from the thinkers and preserve the values that integrate and help them to build a healthy society.

*UNIT-I: Traditions of Pre-colonial Indian Political Thought*

- i) Brahmanic and Shramanic
- ii) Islamic and Syncretic.

*UNIT-II: Ved Vyasa (Shantiparva) and Manu*

- (i) Ved Vyasa: Rajadharma
- (ii) Manu: Social Laws

*UNIT-III: Kautilya, Barani and Aggannasutta*

- (i) Kautilya: Theory of State, Foreign Policy, Role of King
- (ii) Aggannasutta- Theory of Kingship
- (iii) Barani: Ideal Polity

*UNIT-IV: Kabir and Abul Fazal*

- (i) Abul Fazal-Monarchy
- (ii) Kabir: Syncretism



### **Text Books**

1. A. Appodoroy, (2002) 'Political Thought in India, Delhi, Khama Publication.
2. A. B. M, (1976), 'The Foundation of Muslim Rule in India', Allahabad, Central Book Depot.
3. Brown, (2003) 'The Verses of Vemana', Asian Educational Services, Delhi.
4. Habib, Irfan.(1995) 'Essays in Indian History', New Delhi, Tulika Publications.
5. Roy, Himanshu and Singh, M. (2017), 'Indian Political Thought: Themes and Thinker', Second Edition, New Delhi, Pearson.
6. S. Saberwal, (2008) 'Spirals of Contention', New Delhi, Routledge,
7. Sharma, R. S (1991) 'Aspects of Political Ideas Institutions in Ancient India, Delhi, Motilal Banarsidas.
8. T. Pantham, and K. Deutsch (1986) (eds.), Political Thought in Modern India, New Delhi, Sage Publications.
9. Thapar, Romila, (1997) 'Ashok and the Decline of the Mauryas, ' New York, Oxford University Press.
10. V. Mehta, (1992) 'Foundations of Indian Political Thought, New Delhi, Manohar Publications.
11. V.P. Varma, (1974) 'Studies in Hindu Political Thought and Its Metaphysical Foundations', New Delhi, Motilal Banarsidas.

### **Reference Books**

1. A. Fazl, (1873) 'The Ain-i Akbari ' (translated by H. Blochmann), Calcutta: G. H. Rouse.
2. J. Spellman, (1964) 'Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford, Clarendon Press.
3. L. Hess and S. Singh, (2002) 'The Bijak of Kabir', New Delhi, Oxford University Press.
4. R. Kangle (ed. and trns.), 'Arthasastra of Kautilya', New Delhi, Motilal Publishers.
5. S. Collins, (2001) 'Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali), Delhi, Sahitya Akademi.

**Core Paper XIII**  
**CONTEMPORARY POLITICAL PHILOSOPHY**

**Course Rationale:** Philosophy and politics are closely intertwined. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence. Contemporary political philosophy and debates are introduced to the students here. The aim of this course is to introduce the student with the most essential thinkers of Western Political Thought. It tries to inform the student with the rudimentary context and central arguments and aims of the concerned thinker. It is not intended to be exhaustive but appreciative introduction to western political thought.

**Course Objective:** This course focuses upon modern western political thought. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of modern western political thought while encouraging a specific knowledge of individual thinkers and texts. This course starts with idea of origin of state on the basis of social contract and finished with John Rawl's philosophy.

**Course Outcomes:** At the end of the course Students will be able to:

- Understand modern western philosophy of various political thinkers
- Explain Marxist worldview, with particular regard to his critique of capitalism, and state.
- Explain marxism and how it can be applied to society and the state.
- Develop conceptual clarity upon importance of state and its obligation.

**UNIT-I**  
**i) Lenin**

**UNIT-II**  
**i) Mao Zedong (Mao Tse Tung)**

**UNIT-III**  
**(i) Antonio Gramsci**

**UNIT-IV**  
**(i) John Rawls**

## Reading List

1. B. Nelson, (2008) 'Western Political Thought'. New York, Pearson Longman.
2. D. Boucher, and P. Kelly, (2003) (eds.) 'Political Thinkers: From Socrates to the Present'. New York, Oxford University Press.
3. Gramsci, Antonio (1996), 'Selections from the Prison Notebooks', Orient Longman, Hyderabad
4. Hacker, A. (1961), 'Political Theory: Philosophy, Ideology, Science', Macmillan, New York.
5. Mukherjee, Subrato and Susheela Ramaswamy (2011) 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi
6. Rawls, John (2011), 'A Theory of Justice', Universal Law Publishing Co., New Delhi.
7. Sabine, George, H. (1973). 'A History of Political Theory', Oxford and I.B.H. Publishing, New Delhi.
8. Wayper, C.L (1989), 'Political Thought', B.I. Publications, Bombay.

## Reference Books

1. D. Germino (1972). Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago.
2. F.W. Coker (1971). Recent Political Thought, The World Press Pvt. Ltd., Calcutta.
3. J.H. Hallowell (1960). Main Currents in Modern Political Thought, Holt, New York.

## Core Paper XIV

### MODERN INDIAN POLITICAL THOUGHT

**Course Rationale:** The aim of this course is to introduce some of the most important thinkers that have shaped modern Indian political thought. It selects thinkers that can broadly represent various dimensions and richness of Indian political ideas. It introduces them to critically relate to modern Indian politics and discourses through these thinkers

**Course Objective:** This course introduces the specific elements of modern Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of modern Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.

**Course Outcomes:** At the end of the course Students will be able to:

- Understand the modern political traditions existed in the past.
- Develop interest to read the ancient and modern texts dealing with power governance
- Develop an ability to read and reflect upon the major contributions of identified thinkers
- Derive inspirations from the thinkers and preserve the values that integrates and helps them to build healthy society.

#### *UNIT-I: Introduction*

(i) Rammohan Roy: Rights, Reform Movement, Liberalism

(ii) Pandita Ramabai: Gender, critique of orthodoxy Vivekananda: Ideal Society, Humanism, Nationalism

#### *UNIT-II: Gandhi & Ambedkar*

(i) Gandhi: Swaraj, Swadeshi(8 lectures)

(ii) Ambedkar: Social Justice

#### *UNIT-III: Tagore & Savarkar*

(i) Tagore Critique of Nationalism (8 lectures)

(ii) Savarkar: Hindutwa-A critical Assessment

#### *UNIT-IV: Nehru, Lohia and J.P. Narayan*

(i) Nehru: Secularism, Socialism

(ii) Lohia: Socialism,

(iii) J.P. Narayan: Total Revolution

#### **Text books:**

1. A. Sen, (2003) 'Swami Vivekananda', Delhi, Oxford University Press.

2. D. Dalton, (1982) 'Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo
3. Ghose, Rabindranath Tagore and Mahatma Gandhi', Academic Press, Gurgaon.
4. G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in Seeking Begumpura: The Social Vision of Anti Caste Intellectuals, New Delhi, Navayana.
5. M. Kosambi (2000) (ed.), 'Pandita Ramabai Through her Own Words: Selected Works', New Delhi, Oxford University Press.
6. Raghuramaraju, (2007) 'Debates in Indian Philosophy: Classical, Colonial, and Contemporary', Delhi, Oxford University Press.
7. S. Sarkar, (1985) 'A Critique on Colonial India', Calcutta, Papyrus.
8. Sh. Kapila (2010) (ed.), 'An intellectual History for India', New Delhi: Cambridge University Press.
9. T. Pantham and K. Deutsch (1986), (eds.) 'Political Thought in Modern India', New Delhi, Sage.
10. V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi, Sage Publication.

### **Reference Books**

1. P. Chatterjee, (1986) 'Nationalist Thought and the Colonial World: A Derivative Discourse? London, Zed Books.
2. S. Hay (1991) (ed.), 'Sources of Indian Tradition', Vol. 2. Second Edition, New Delhi, Penguin.
3. S. Thorat and Aryama (2007) (eds.), 'Ambedkar in Retrospect - Essays on Economics, Politics and Society', Jaipur, IIDS and Rawat Publications.

## **Discipline Specific Elective Paper-I INTRODUCTION TO HUMAN RIGHTS**

**Course Rationale:** The aim of this course is to introduce human rights among students. This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.

**Course Objective:** This Course is an introduction to the Declaration of Human Rights. The course also offers insights into key contemporary violation of Human Rights issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security.

**Course Outcomes:** At the end of the course Students will be able to:

- Develop fundamental clarity about the idea of Human Rights.
- After Completing Graduation in the department students go for higher education. This course will provide conceptual understanding a clear overview major events happened in Universal Declaration of Human Rights.
- Understand basic ideas in Declaration of Human Rights.
- Understand the current Human Rights challenges of world .

### **HumanRights:Theory and**

### **Institutionalization**

#### **UNIT-I:**

- i) Understanding Human Right
- ii) Three Generations of Rights

#### **UNIT-II**

- i) Universal Declaration of Human Rights

#### **UNIT-III**

- i) Rights in National Constitutions: South Africa and India

#### **UNIT-IV**

- i) International Refugee Law, International Humanitarian Law

## **Text Books**

1. Alston Philip (1995), 'The United Nations and Human Rights-A Critical Appraisal', Oxford
2. Baxi, Upendra (1995) (ed.), 'The Right to be Human', Delhi, Lancer,
3. Beetham, David (1987) (ed.), 'Politics and Human Rights', Oxford, Blackwell.
4. Desai, A.R. (1986) (ed.), 'Violations of Democratic Rights in India', Bombay, Popular Prakashan.
5. Evans, Tony (2001), 'The Politics of Human Rights: A Global Perspective', London, Pluto Press.
6. Hargopal. G.(1999) 'Political Economy of Human Rights', Hyderabad, Himalaya.
7. J. Hoffman and P. Graham, (2006) 'Introduction to Political Theory', Delhi, Pearson.

## **References**

1. Kothari, Smitu and Sethi, Harsh (1991) (eds.), 'Rethinking Human Rights', Delhi, Lokayan.
2. Saksena, K.P. (1999) (ed.), 'Human Rights: Fifty Years of India's Independence', Delhi, Gyan.
3. Subramanian, S. (1997), 'Human Rights: International Challenges', Delhi, Manas Publications.
4. Vistaar Iyer, V.R. Krishna (1999), 'The Dialectics and Dynamics of Human Rights in India', Delhi, Eastern Law House

## **Discipline Specific Elective Paper-I.C.**

### **Human Rights: Indian Perspective**

**Course Rationale:** This course aims to introduce human rights an Indian perspective among students. This course attempts to build an understanding of human rights among students through a study of specific issues from an Indian perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary scenario. The course seeks to anchor all issues in the Indian context.

**Course Objective:** The purpose of the course is to build conceptual understanding in students about the Indian conception of human rights and enable them to critically examine key issues and areas often talked about in Indian human rights discourses. Apart from state actors and institutions, agencies, and laws associated with them, which occupy the central place in the discussion, the module also engages with social, religious, political and economic ideologies in India which unleash several critical issues pertaining to human rights. The course also make explains India's Institutional set up to deal with abuses of Human Rights and their protection.

**Course Outcomes:** At the end of the course Students will be able to

- The student will be able to explain the meaning of human rights and examine human rights issues in different Indian social, political and cultural contexts.
- The students will be able to relate human rights with Indian values and ethos.
- They will come to know how fundamental rights and Directive principles of state policy enshrine the concept of Human rights.
- Students will be able to examine and explain the role and structure of National Human Rights commission.
- They will come to know about the human rights protection Act and role of police in protection of human rights. Students will come to know how judicial activism act in favor or against the spirit of human rights.
- They will also come to know how poverty acts against the protection of Human rights.

#### **Unit 1**

- i) Development of the concept of Human Rights in India
- ii) Values of Indian Culture,
- iii) Preamble of the Indian Constitution and Human Rights.



## **Unit 2**

- i) Fundamental Rights Directive Principles of state Policy
- ii) Fundamental Duties.

## **Unit 3**

- i) National Human Rights Commission: Structure and functions and Powers
- ii) Human Rights Protection Act, 1993 Role of Police in Protection of Human Rights

## **Unit 4**

- i) Judicial Activism and Human Rights,
- ii) Role of Public Interest Litigation in Protection of Human Rights.
- iii) Role of Media in Protection of Human Rights.
- iv) Consumer Rights, Human Rights and Problem of Poverty, Rights to Information.

## **Readings**

- Arun Ray, National Human Right Commission of India, Vol. 1 & 2, Khanna Publications, New Delhi 1997.
- D.N. Gupta & Chandrachur Singh, Kalpaz Pub. Delhi 2003 3 Krishna Mohan Mathur, Challenges to Police, Human Rights and National Securities, Kalpaz Pub. Delhi 2003
- S. Subharamanion, Human Rights: International Challenge, Vol. 1 & 2, Mahas Pub., New Delhi 2007
- V.V. Devasia & Lilama Devasia, Women Social Justice and Human Rights, A.P.H. Pub. Co., New Delhi 1998
- Y.K. Tyagi, Human Rights in India. Vol. 29 No. 2, April-June 1992.
- Vijay K. Gupta (Ed.), Perspective on Human Rights, Vikas Pub. House, Pvt. Ltd., New Delhi. 1996 8 C.J. Nirmal (Ed.) Human Rights in India: Historical, Social and Political perspective, Oxford University Press, New Delhi.

**Discipline-Specific Elective Paper II**  
**DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY INDIA**  
**(Project)**

**Course Rationale:** Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

**Course Objective:** This course deal with various issues and conflict of society such as Social Asymmetries and Politics in India (Caste, Ethnicity), Gender and Politics in India, Protest and Change in India (working class and peasant movement), New Social Movements in India (movements of ecology and anti-corruption), and Politics of Violence in India (Insurgency– Origin, Reasons, Expansion, State Response and Naxal Movement – Origin, Reasons, Expansion, State Response).

**Course Outcomes:** At the end of the course Students will be able to:

- Understand the interaction between society and government in Indian context.
- Become aware of different social issues in India.
- Know how the Indian state responds to social problems in India..

*UNIT-I: Development Process since Independence*

- (i) Welfare State, Development and the role of Planning commission
- (ii) Development in the era of Liberalization and Reforms

*UNIT-II: Development Strategy and its Impact on the Social Structure*

- (i) Industrial Development and its impact on organized and unorganized labour
- (ii) Agricultural Development and Agrarian Crisis, Land Reforms and Green Revolution,

*UNIT-III: Social Movements*

- i) Social Movements: Meaning and Approaches, New Social Movements
- ii) Women's Movement, Environmental Movements

*UNIT-IV: Social Movements*

- i) Dalit Movement, Tribal Movement,
- ii) Leftwing Extremism: Issues and Challenges

### **Text Books**

1. A. Desai, (1986) (ed.), 'Agrarian Struggles in India After Independence', Delhi, Oxford University Press
2. A. F. Frankel, (2005) 'India's Political Economy (1947-2004): The Gradual Revolution', Delhi, Oxford University Press.
3. B. Nayar, (2007) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
4. G. Omvedt, (1983) 'Reinventing Revolution, New Social Movements and the Socialist Tradition in India', New York, Sharpe.
5. G. Rath, (2006) (ed.), 'Tribal development in India: The Contemporary Debate', New Delhi Sage Publication.
6. G. Shah, (2004) 'Social Movements in India: A Review of Literature', New Delhi, Sage Publication.
7. G. Shah, (ed.), (2002) 'Social Movements and the State'. New Delhi, Sage Publications.
8. R. Mukherji (2010) (ed.) 'India's Economic Transition: The Politics of Reforms', Delhi, Oxford University Press.
9. S. Roy and K. Debal, (2004) 'Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity', Delhi, Sage.

### **Reference Books**

1. J. Harris, (2009) 'Power Matters: Essays on Institutions, Politics, and Society in India', Delhi, Oxford University press.
2. J. Harriss, (2006) (ed) 'Power Matters: Essays on Institutions, Politics, and Society in India,' Delhi. Oxford University Press
3. K. Suresh, (ed.), (1982) 'Tribal Movements in India', Vol I and II, New Delhi, Manohar.
4. L. Fernandes, (2007) 'India's New Middle Class: Democratic Politics in an Era of Economic Reform', Delhi, Oxford University Press.
5. M. Jayal, and P. Mehta, (2010) (eds.), 'The Oxford Companion to Politics in India', Delhi, Oxford University Press.
6. M. Mohanty, P. Mukherji and O. Tornquist, (1998) (eds.) 'People's Rights: Social Movements and the State in the Third World', New Delhi, Sage.
7. N. Jayal (2012) (ed.) 'Democracy in India', New Delhi, Oxford India Paperbacks, Sixth impression.

## DSE. II. C.

### Colonialism and Nationalism in India

**Course Rationale:** Under the influence of colonialism and Nationalism, India has transformed to produce spaces of advantage and disadvantage and new geographies of power. The extreme exploitation of colonialism costs and dispossession of vulnerable social groups involved in the struggle for Nationalism. A variety of protest movements emerged to interrogate and challenge this nationalism. This course proposes to introduce students to the conditions, contexts, and forms of colonialism and nationalism.

**Course Objective:** The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving the way towards independence and democracy in India.

#### Unit: I

- a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism
- b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations

#### Unit: II

- a. Constitutional developments and the colonial state
- b. Colonial ideology of civilizing mission: Utilitarians and Missionaries
- c. Impact on agriculture, land relations, industry and ecology

#### Unit III.

- a. The 1857 rebellion
- b. Major social and religious movements

c. Education and the rise of the new middle class

#### **Unit IV.**

i) Nationalist Politics and Expansion of its Social Base

a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League

b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements

c. Socialist alternatives: Congress socialists, Communists

d. Communalism in Indian Politics

e. The two-nation theory, negotiations over partition

ii) Social Movements

a. *The Women's Question*: participation in the national movement and its impact

b. *The Caste Question*: anti-Brahmanical Politics

c. *Peasant, Tribals, and Workers* movements

#### **Essential Readings:**

- Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22.
- Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin, pp.13-30.
- Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.
- Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) *Science, Technology, Imperialism and War*. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.
- Guha, Ranajit. (1982). *Subaltern Studies, I*. Oxford University Press. Delhi. pp.1-8.
- Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp.28-65.

- Young, R. (2003) *Postcolonialism : A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.
- Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.
- Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.
- Chandra, B. (1999) *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 58-78.
- Metcalf and Metcalf. (2002) *A Concise History of India*. Cambridge: Cambridge University Press, pp. 55-80.
- Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.
- Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences*. Vol X. New Delhi: Oxford University Press.
- Guha, R. and Gadgil, M. (1989) 'State Forestry and Social Conflict in British India', in Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies*. May: 123, pp. 141-177.
- Mann, M. (2004) 'Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral And Material Progress in India', in Mann, M. and Fischer-Tine, H. (eds.) *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.
- Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.
- Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences* . Vol X. New Delhi: Oxford University Press.
- Bandopadhyay, S. (2008) Eighteen-Fifty-Seven and Its Many Histories, in *1857: Essays From Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.
- Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.
- Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.
- Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

- Bandopadhyaya, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi:Orient Longman, pp. 334-381.
- Desai, A.R. (1987 reprint) *Social Background of Indian Nationalism*, Bombay, Popular.
- Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin.
- Chatterjee, P. (2010) 'A Brief History of *Subaltern Studies*', in Chatterjee, Partha *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black.
- Metcalf, T. (1995) *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp. 132-148.
- Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.
- Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareepeksha', in *Bharat Mein Algaovaad Aur Dharm*. New Delhi: Vani Prakashan, pp. 33-51.
- Pradhan, Ram Chandra. (2008) *Raj to Swaraj*. New Delhi: Macmillan.
- Sangari, Kumkun and Vaid, S. (1989) *Recasting Woman: Essays in Colonial History*. New Delhi:Oxford University Press.
- Singh, Abhay Prasad, *Bharat mein Upaniveshvaad*, Orient Blackswan, 2014.
- Singh, Abhay Prasad, *Bharat mein Rashtravaad*, Orient Blackswan, 2014.
- Mani, B.R. (2005) *Debrahmanising History, Dominance and Resistance in Indian Society*. New Delhi: Manoha

### Discipline-Specific Elective Paper III

#### INDIA'S FOREIGN POLICY IN A CHANGING WORLD

**Course Rationale:** This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'.

**Course Objective:** This course deal with India's Foreign Policy in a changing world. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international politics facilitate an understanding of the changing positions and development of India's role as a global player since independence.

**Course Outcomes:** At the end of the course Students will be able to:

- Understand India's Foreign Policy in a changing world.
- Become aware India's Relation with major powers.
- Know how the rise of India as an emerging Global Power and its Myth and Reality

##### *UNIT-I : India's Foreign Policy in a changing world*

- i) India's Foreign Policy: Major bases and determinants
- ii) India's Foreign Policy: Postcolonial Perspective

##### *UNIT-II : India's Relation with USA & Russia*

- i) India's Relations with the USA
- ii) India's Relation with USSR/Russia,

##### *UNIT-III : India-China Relations, India and South Asia*

- (i) India-China Relations
- (ii) India and South Asia: SAARC, Look East Policy, Act East Policy

##### *UNIT-IV : India and Contemporary World*

- (i) India as an emerging Global Power, Myth and Reality
- (ii) India in the Contemporary World



## Reading List

1. Appadorai, A. and M.S. Rajan(1988), 'India's Foreign Policy and Relations', New Delhi, South Asian Publishers Pvt. Ltd.
2. Bahadur, Kalim (ed.)(1986), 'South Asia in transition: Conflicts and Tensions', New Delhi, Patriots.
3. Bandyopadhyaya, J.(2006), 'The making of India's Foreign Policy', New Delhi, Allied Publishers Pvt. Ltd.
4. Banerjee, A.K. (ed.)(1998), 'Security issues in South Asia: Domestic and External Sources of Threats to Security', Calcutta,
5. Minerva. Bidwai, Praful and Achin Vanaik (eds.)(1999), 'South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament', New Delhi, Oxford University Press.
6. D. Scott (2011)(ed.), 'Handbook of India's International Relations', London, Routledge.
7. Dutt, V.P.(2007), 'India's Foreign Policy Since Independence', New Delhi, National Book Trust.
8. Tellis and S. Mirski (2013) (eds.), 'Crux of Asia: China, India, and the Emerging Global Order', Carnegie Endowment for International Peace, Washington.

## Reference Books

1. A. Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
2. Ghosh, Partha S.(1989), Cooperation and conflict in South Asia, New Delhi: Manohar.
3. Gould, H.A. and Sumit Ganguly (eds.)(1993), The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan, New Delhi: Oxford & IBH.
4. Gujral, I.K.(1998), A foreign policy for India, Delhi: External publicity division, MEA, Government of India.
5. Mansingh, Surjeet(1984), India's search for power: Indira Gandhi's foreign policy, 1966-1982 New Delhi: Sage.
6. Muni, S.D.(2010), India's Foreign Policy the democracy dimension, New Delhi: Foundation Books.
7. Nayar, B.R. and T.V. Paul(2004), India in the world order searching for major power status, New Delhi: Cambridge University Press.
8. S. Cohen,(2002) India: Emerging Power, Brookings Institution Press.
9. S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge.
10. Sengupta, Bhabani(1998), Fulcrum of Asia relations among China, India, Pakistan and the USSR, New Delhi: Konark Publishers.
11. W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trusts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

## **Discipline Specific Elective Paper III.C**

### **South Asian: Political System**

**Course Rationale:** This course's objective is to teach students the political systems of South Asian countries. The endeavour is to highlight integral linkages among South Asian countries. The identity of the South Asian Political System is changing according to different period. Students will be instructed on South Asian countries shifting identity from the past to the contemporary period.

**Course Objective:** The course has been designed to understand the South Asian region thematically. It involves studying the political structures and processes of governance, in addition to the socio-economic dynamics operating in the region. The course can be seen as a unique combination of themes and concepts drawn from other conventional courses like Indian government and politics and Comparative politics. The course aims to provide a holistic understanding of various issues and challenges faced by the countries in this region, for instance political instability, terrorism, migration, ethnic conflicts, and economic disparity, etc. Considering the fact that countries in this region like India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and Maldives share a common historical background, the course will begin with developing an understanding about their common past and from there on moving towards distinct trajectories.

#### **Outcomes:**

- After completion of the course the students will have an
- Understanding of South Asia as a region, its politics, brief history, economy, etc.
- Will learn about various issues and challenges like political instability, terrorism, migration, ethnic conflicts, and economic disparity.
- Will learn about the colonial experience and freedom struggle of different countries in South Asia.
- Students will develop a better understanding of the political systems of Pakistan, Nepal, Bhutan Bangladesh, and Sri Lanka.

#### **Unit 1**

- i) Political Background: Social and Cultural aspects of South Asia as a region;
- ii) Colonial Experience and freedom struggle.

## **Unit 2**

- i) Political Economy of South Asian States: Issues of Poverty,
- ii) Development and Democracy.

## **Unit 3**

- i) Pakistan & Bangladesh: Partition, Constitutional Development, Role of religion Army in Political Process, Party System.

## **Unit 4**

- i) Nepal & Bhutan: Constitutional Developments, Transition from Monarchy to Democracy, Democratic Process, Party System.
- ii) Sri Lanka: Constitutional Development, Party System, Religion Tamil Separatism.

## **Readings**

- Singh, R.P. (2010). Geo-political position of Nepal and its impact on Indian security. *The Indian Journal of Political Science*, 71(4), pp. 1281-1292.
- Singh, B. (2016). India's Neighbourhood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution. *Journal of International and Area Studies*, 23(1), pp. 59-75.
- Ranjan, A. & Ravindran, L. (2018). *India-Bhutan: Affirming 50 Years of Relationship*. Institute of South Asian Studies.
- Dr. Parmanand - *Political Development in South Asia*, Crag Baxter, *Govt. & Politics in South Asia*.
- K. Bahadur - *Democracy in Pakistan: Creies and Coufhit f. M.Chadda - Building Democracy in South Asia : India, Nepal, Pakistan*.
- Urmila Phaduis and R.Ganguli - *Ethnicity and nation Building in South Asia*.
- Kapur, A., & Wilsen, A.J. (1996). *Foreign Policy of India and her Neighbors*. Houndmills, Macmillan Press.
- Kapur, H. (1994). *India's Foreign Policy— Shadows and Substance*. New Delhi: Sage.
- Muni, S. (2003). *Problem Areas in India's Neighbourhood Policy*. *South Asian Survey*, 10(2), pp. 185-196.

- Punjabi, R., & A. K., Pasha (Eds.), (1998). *India and the Islamic World*. Delhi: Radiant Publishers.
- Saran, S. (2017). *How India Sees the World: Kautilya to the 21st Century*. New Delhi: Juggernaut.
- Scott, D. (2009). India's "Extended Neighborhood" Concept: Power Projection for a Rising Power. *India Review*, 8(2), pp. 107-143.
- Singh, R. P. (2010). Geo-political position of Nepal and its impact on Indian security, *The Indian Journal of Political Science*, 71(4), pp. 1281-1292.
- Singh, B. (2016). India's Neighbourhood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution. *Journal of International and Area Studies*, 23(1), pp. 59-75.

## **Discipline-Specific Elective Paper IV WOMEN, POWER AND POLITICS**

**Course Rationale:** This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook.

**Course Objective:** This course explores women's agency by emphasising them as radical social activists and moving the conversation beyond "women's empowerment." It makes an effort to call into question how social structures and relationships contribute to gender inequity. This is expanded to include new types of labour and precarious work in the context of the new economy. There will be a focus on feminism as a perspective and method. This course is divided into two sections. Section A is divided into three units. Unit One is about the idea of Patriarchy, its history, Sex-Gender Debates, women's role in Public and Private sphere and Power. Unit Second is designed to understand the concept of Feminism. Unit third discusses on the concept of family, Community and State. Section B is also classified in 3 Unit. Unit four emphasizes on various Women's movement in India. Unit five focuses on violence against women and Unit Six deal with issues on work and labour (visible and invisible work, reproduction & care work, sex work).

**Course Outcomes:** At the end of the course Students will be able to:

- Develop fundamental clarity about different aspects of Feminism which are covered in the syllabi.
- After Completing Graduation in the department students go for higher education. This course will provide conceptual understanding about feminism.
- After Completion of course students will be able to understand the participation of women in public and private sphere.

### *UNIT-I: Feminism*

- (i) Meaning and Development
- (ii) Liberal, Socialist and Radical Feminism

### *UNIT-II: Issues*

- i) Patriarchy
- ii) Sex and Gender
- iii) Gender, Power and Politics

*UNIT-III: Issues*

- (i) Women Movement in India
- (ii) Women Empowerment: Policies and Practices
- (iii) Violence against Women

*UNIT-IV: Women and Development*

- i) WID (Women in Development), WAD (Women and Development), GAD (Gender and Development)
- ii) Women and Work (Visible and Invisible)

**Text Books.**

1. B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),
2. M. John. (2008) (ed) Women's Studies in India, New Delhi: Penguin.
3. M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black.
4. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.
5. Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board.
6. T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press.
7. The Feminist Reader: Local and Global Perspectives, New York: Routledge.
8. U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)
9. V Geetha, (2002) Gender, Kolkata, Stree Publications.

**Reference Books**

1. N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.
2. N. Menon, (2004) 'Sexual Violence: Escaping the Body', in Recovering Subversion, New Delhi: Permanent Black.
3. P. Swaminathan, (2012) 'Introduction', in Women and Work, Hyderabad: Orient Blackswan.
4. R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press.
5. U. Chakravarti, (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree publications.

## **Discipline Specific Elective Paper IV.C**

### **Gender and Environment**

**Course Rationale:** This course opens up the question of the relationship between gender and Environment. It attempts to question the complicity of social, economic and environmental structures and relations in gender inequality.

**Course Objective:** This course opens up the question of gender issues with the environment. It attempts to question the complicity of various issues related to social, economic and environment.

#### **UNIT I:**

- i. Analysing structures of Patriarchy
- ii. Gender, Culture and History

#### **UNIT II:**

- i. Economic Development and Women
- ii. The issue of Women's Political Participation and Representation in India
- iii. Laws, Institutions and Women's Rights in India

#### **UNIT III:**

- i) Women's Movement in India

#### **UNIT IV:**

- i. Environment and Sustainable Development
- ii. UN Environment Programme: Rio, Johannesburg and After
- iii. Issues of Industrial Pollution, Global Warming, Threats to Biodiversity
- iv. Environment Policy in India
- v. Environmental Movement in India

#### **Readings:**

- Agarwal, Anil and Sunita Narain (1991), Global Warming and Unequal World: A Case of Environmental Colonialism, Centre for Science and Environment, Delhi.

- Banarjee, Madhulika et al, (2009), Human Rights, Gender and Environment, Pearson Publications, New Delhi.
- Baxi, Upendra (2002), The Future of Human Rights, Oxford University Press, Delhi.
- Beteille, Andre (2003) , Antinomies of Society : Essays on Ideology and Institutions, Oxford University Press, Delhi.
- Biswal, Tapan (ed) (2006), Human Rights, Gender and Environment, viva Publications, New Delhi.
- Chandhoke, Neera (2003), Conceits of Civil Society, Oxford University Press, Delhi.
- Geetha, V (2002) Gender, Stree Publications, Kolcutta.
- Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.
- Guha, Ramachandra and Madhav Gadgil, (1993), Environmental History of India, University of California Press, Berkeley.
- Haragopal, G (1997) The Political Economy of Human Rights, Himachal Publishing House, Mumbai.
- Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.
- Mohanty, Manoranjan, (2004), Class, Caste, Gender, Sage Publications, New Delhi.
- Patel, Sujata et al (eds) (2003), Rethinking Social Science in India, Sage, New Delhi.
- Rao, Anupama (ed.) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, Kali for Women, Delhi.
- Shah, Nandita and Nandita Gandhi (1992) Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women, Delhi



## **DSE Paper – IV**

### **DISSERTATION/ RESEARCH PROJECT**

#### **Project Paper- Development Process and Social Movements in Contemporary India (DSE-II)**

**Course Rationale:** The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able to develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication. This course is included to promote above mentioned abilities among the students.

#### *Learning Objectives:*

- To help students to learn how to develop scientific research designs in the study of Political Science.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem.
- To help students understand the logic of hypothesis testing in both quantitative and qualitative research.
- To make students learn the methods of writing a research report.

#### *Expected outcomes: Students will be able to*

- Independently prepare a research design to carry out a research project
- Review the related research papers to find out a research problem and relevant hypotheses
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

#### *Unit I*

A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

#### *Format*

- o Abstract – 150 words including problem, method and results.
- o Introduction – Theoretical considerations leading to the logic and rationale for the present research
- o Review- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and

hypotheses of the present research.

- o Method – Design, Sample, Methods of data collection, Procedure
  - o Results- Quantitative analysis of group data-- (Raw data should not be attached in Appendix) Graphical representation of data wherever required. ☛ Qualitative analysis wherever done should indicate the method of qualitative analysis.
    - Discussion
    - References (APA Style) & Appendices
1. Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one sides of the paper.
  2. Total text should not exceed 50 pages (References & Appendices extra).
  3. Two copies of the project should be submitted to the College.
  4. Project - American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing

Broad areas identified for Project: Social Movements: Environment, Women, Dalit, Peasant, Social Development, Political Development in Odisha, Political Socialization, Political Participation, Political Modernization and Communication, Decentralized democracy: Rural and Urban Local Self Governance, Functionary of Gram Sabha, Empowerment of Women and other marginals in PRIs, Development, Displacement, Rehabilitation, Resettlement in Odisha, Role of NGOs in Development, Regional Development and Regional Imbalances, Implementation of ORTPS- 2012, RTE-2009, Food Security Act, 2013, FRA, 2007

## **Generic Elective Paper I FEMINISM: THEORY AND PRACTICE**

**Course Rationale:** The aim of the course is to introduce students to contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. It offers a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

**Course Objective:** The aim of the course is to explain various perspectives on feminism and the history of feminist struggles. This course is divided in to four units. Unit One is about Feminist approach to political theory. Different perspectives of feminism have also been discussed in this unit. Unit Second talks about theories of Feminism. Unit third deals with Feminist issues and women's participation. Unit four is designed to explain Understanding Woman's Work and Labour.

### *Course Outcome:*

- The students will have fundamental clarity about feminist approach to political theory.
- After completing the course students will be able to analyze different perspectives (Liberal, Socialist, Marxist, and Radical) of Feminism.

### *UNIT-I: Understanding Feminism*

- (i) Feminist theorizing of the sex/gender distinction; Public Man and Private Woman
- (ii) Understanding Patriarchy and Feminism

### *UNIT-II: Theories of Feminism*

- (i) Liberal and Socialist,
- (ii) Radical feminism and Eco-feminism

### *UNIT-III: Feminist issues and women's participation: The Indian Experience*

- (i) Women's participation in anti-colonial and national liberation movements with special focus on India
- (ii) Traditional Historiography and Feminist critiques; Social Reforms Movement and position of women in India, History of Women's struggle in Post- Independent India

### *UNIT-IV: Family in contemporary India and Understanding Woman's Work and Labour*

- (i) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights

(ii) Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

### **Text Books**

1. Bina Agarwal, (2013) 'Gender And Green Governance', Oxford University Press, Oxford,
2. Forbes, Geraldine (1998) 'Women in Modern India'. Cambridge, Cambridge University Press
3. Geetha, V. (2002) 'Gender'. Calcutta, Stree Publications.
4. Geetha, V. (2007) 'Patriarchy'. Calcutta, Stree Publications.
5. Jagger, Alison. (1983) 'Feminist Politics and Human Nature'. U.K, Harvester Press.
6. John, Mary (2008) 'Women studies in India: A Reader', Penguin, New Delhi
7. Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

### **Reference Books**

1. Banarjee, Sikata. (2007) 'Ghadi ally, Rehana. (ed.) 'Urban Women in Contemporary India: A Reader'. New Delhi, Sage.
2. Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of
3. Gender Relations in Early Indian History', Social Scientist, Volume 16, No.8.
4. Desai, Neera & Thakkar, Usha. (2001) 'Women in Indian Society'. New Delhi: National Book Trust.
5. Gandhi, Nandita & Shah, Nandita. (1991) 'Contemporary Women's Movement in India'. Delhi, Zubaan.
6. Gupta, A and Sinha Smita, (2005) 'Empowerment of women: Language and Other Facets', Mangal Deep, New Delhi.
7. Jayawardene, Kumari. (1986) 'Feminism and Nationalism in the Third World'. London, Zed Books and Conclusion.
8. Nayak, Smita (2016) (eds.) 'Combating Violence Against Women: A Reality in the Making', Kalpaz, Gyan Books Pvt, Ltd, New Delhi
9. Nayak, Smita (2016) (eds.) 'Gender Dynamics: The Emerging Frontiers', Research India Publications, New Delhi.
10. Rowbotham, Shiela. (1993) 'Women in Movements', New York and London, Routledge.

**Generic Elective Paper II**  
**GOVERNANCE:**  
**ISSUES AND CHALLENGES**

**Course Rationale:** This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

**Course Objectives:** This Course is an introduction to the concepts and theories of Governance and the paradigm shift in the study of the state society, economy relationships, Public Administration, governance and the intricacies of financial administration perform by the state.

*Course Outcomes:*

- The students introduced to understand the theory, structure functioning, rules and processes of Indian administration.
- This is a paper devoted specially to discuss the scope and the challenges of administration of the today's India.
- This is a paper devoted specially to the Indian context, so the students will become familiar with details of Governance of India.

*UNIT-I: Government and governance: concepts*

- (i) Governance: Meaning, Nature and Types
- (ii) Role of State in the Era of Globalisation: State, Market and Civil Society

*UNIT-II: Good Governance*

- (i) Good Governance
- (ii) Sustainable Development and Governance

*UNIT-III: Local Governance*

- (i) Democratic Decentralization: Institutions of Local Governance (PRIs),
- (ii) People' Participation in Local Governance & Deepening Democracy

*UNIT-IV : Good Governance Initiatives In India*

- (i) Public Service Guarantee Acts & Electronic Governance
- (ii) Citizens Charter & Right to Information, Corporate Social Responsibility

**Text Books**

1. A Baviskar, ((1995) *The Belly of the River: Tribal Conflict Over Development in the Narmada Valley'*, Delhi, Oxford University Press.
2. A. Parel (2000) (ed) '*Gandhi, Freedom and Self-Rule'*, New Delhi, Lexington Books.
3. B. Parekh, (1997) '*Gandhi: A Brief Insight'*, Delhi, Sterling Publishing Company.

4. B. Parekh, (1999) 'Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse', New Delhi, Sage Publication.
5. D. Hardiman, (2003) 'Gandhi in his Time and Ours'. Delhi, Oxford University Press.

**Reference Books**

1. R Iyer, (ed) (1993) 'The Essential Writings of Mahatma Gandhi', New Delhi, Oxford University Press.
2. R. Ramashray, (1984) 'Self and Society: A Study in Gandhian Thought', New Delhi, Sage Publication.

## Generic Elective Paper III

### GANDHI AND THE CONTEMPORARY WORLD

**Course Rationale:** Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

**Course Objective:** This course focuses upon Gandhian thought and examine its practical implications. The basic focus of study is on Gandhian thought and examine its practical implications whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Gandhian thought and examine its practical implications.

*Course Outcomes:*

- A main key aim of this course is to introduce Gandhian thought .
- Explain Gandhian worldview, with particular regard to his critique of capitalism, and state.
- Explain Gandhian thought and how he applies it to society and the state.
- After finishing course, students will have conceptual clarity upon importance of Gandhian thought .

#### UNIT-I-

##### i) Theories: Satyagraha, Ahimsa

#### UNIT-II-

##### i) Swaraj, Swadeshi

#### UNIT-III-

##### i) Relevance Gandhi: Gandhi & Environment, Gandhi & Women, Gandhi & Social Harmony

#### UNIT-IV-

##### i) Gandhi & Global Peace: Gandhian Philosophy in Contemporary World

#### Text Books

1. B. C. Smith (2007), 'Good Governance and Development', Palgrave.
2. B. Chakrabarty and M. Bhattacharya, (1998) (eds.) 'The Governance Discourse'. New Delhi, Oxford University Press.
3. B. Nayar (1995) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
4. Neera Chandhoke, (1995) 'State and Civil Society Explorations In Political Theory' Sage Publisher.
5. Panda, Smita Mishra (2008), 'Engendering Governance Institutions: State, Market and Civil Society', Sage Publications.
6. Surendra Munshi and Biju Paul Abraham (2004) (eds.), 'Good Governance, Democratic Societies and Globalisation', Sage.
7. United Nation Development Programme, (1997) 'Reconceptualising Governance', New York.

8. World Bank Report, (1992) 'Governance and Development'.

### **Reference Books**

1. Burns H Weston and David Bollier (2013), 'Green Governance: Ecological Survival, Human Rights, and the Law of the Commons', Cambridge University Press.
2. Emilio F. Moran, (2010) 'Environmental Social Science: Human - Environment interactions and Sustainability', Wiley-Blackwell.
3. Pardeep.Sachdeva, (2011) 'Local Government in India', Pearson Publishers, New Delhi.
4. Pranab Bardhan and Dilip Mookherjee (2006), 'Decentralization And Local Governance In Developing Countries: A Comparative Perspective', MIT Press.
5. T.R. Raghunandan (2013), 'Decentralization and Local Governments: The Indian Experience, Readings on The Economy, Polity and Society', Orient Blackswan.
6. D.Crowther (2008), 'Corporate Social Responsibility', Deep and Deep Publishers, New Delhi.



## **Generic Elective Paper IV**

### **UNITED NATIONS AND GLOBAL CONFLICTS**

**Course Rationale:** This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

**Course Objective:** This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.

#### *Course Outcomes*

- The students are given fundamental clarity about the Overview of the United Nations.
- After Completing Graduation in the department students go for higher education. This course will provide conceptual understanding a clear overview major events happen after first world war.
- After Completion of course students will able to understand Major Global Conflicts since the Second World war.

#### *UNIT-I: The United Nations*

- i) An Historical Overview of the United Nations.
- ii) Principles and Objectives

#### **UNIT-II**

- i) Structures and Functions: General Assembly, Security Council, Economic and Social Council,
- ii) The International Court of Justice, The Specialized Agencies ( International Labour Organisation (IOL), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), UN Programmes Funds: United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations High Commissioner for Refugees (UNHCR)
- iii) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- iv) Millennium Development Goals.

#### *UNIT-III Major Global Conflicts since the Second World war*

- i) Korean war
- ii) Vietnam War
- iii) Afghanistan War
- iv) Balkans Serbia and Bosnia

## **UNIT-IV**

### Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

#### **Text Books**

1. Basu, Rumki (2014) 'United Nations: Structure and Functions of an international organization', New Delhi, Sterling Publishers
2. Baylis, J. and Smith, S. (2008) (eds.) 'The Globalization of World Politics: An Introduction to International Relations'. 4th edn. Oxford, Oxford University Press.
3. Gareis, S.B. and Warwick, J. (2005) 'The United Nations: an introduction'. Basingstoke, Palgrave.
4. Goldstein, J. and Pevehouse, J.C. (2006) 'International Relations'. 6th edn. New Delhi, Pearson.
5. Saxena, J.N. (1986) et.al. 'United Nations for a Better Worl', New Delhi, Lancers.
6. White, B. et al. (eds.) (2005) 'Issues in World Politics', 3rd edn. New York, Macmillan.
7. Whittaker, D.J. (1997) 'United Nations in the Contemporary World', London, Routledge.

#### **Reference Books**

1. Armstrong, D., Lloyd, L. and Redmond, J. (2004) 'International Organisations in World Politics'. 3rd edn. New York, Palgrave, Macmillan.
2. Calvocoressi, P. (2001) 'World Politics: 1945-2000', 3rd edn. Harlow, Pearson Education.
3. Moore, J.A. Jr. and Pubantz, J. (2008) 'The new United Nations', Delhi, Pearson Education.
4. United Nations Department of Public Information. (2008) 'The United Nations Today'. New York, UN.

**SKILL ENHANCEMENT COURSES (SEC)**  
**Optional for SECC II paper**  
**Total Marks- 100**  
**Skill Enhancement Courses (SECC Option-I):**  
**LEGISLATIVE PRACTICES AND**  
**PROCEDURES**

**Course Rationale:** To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work.

**Course Objectives:** This Course is an introduction to the legislative practices and procedures. These will be, to understand complex policy issues, draft new legislation, track and analyze ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

*Course Outcomes:*

- The students introduced to understand the legislative practices and procedures.
- This is a paper devoted specially to discuss the scope and the challenges of administration of the today's India.
- The students will How a Bill becomes law
- This is a paper devoted specially to the Indian context, so the students will become familiar with details legislative practices and procedures of India.

*Unit-I*

**Powers and Functions of People's Representatives at different tiers of Governance**

- i) Members of Parliament, State Legislative Assemblies
- ii) Representatives of Rural & Urban local self-government from Zilla Parishad, Municipal Corporation to Panchayat/ Ward

*Unit-II : Supporting the Legislative Process and the Legislative Committees*

- i) Legislative Procedure: How a Bill becomes law, Role of the Standing Committee in reviewing a Bill
- ii) Types of Committees; Role of Committees in reviewing Government Finances, policy, programmes and legislation

*Unit-III : Reading the Budget Document*

- i) Overview of the Budget Process, Role of Parliament in Parliament in reviewing the Union Budget
- ii) Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries

*Unit –IV : Support in Media monitoring and Communication*

- i. Types of Media and their significance for Legislators
- ii. Basics of Communication in Print and Electronic Media

**Text Books**

1. D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development.
2. Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation,
3. Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure.
4. P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.
5. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi

**Reference Books**

1. AD.elChie,lestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New
2. B. Jalan, (2007) India's Politics, New Delhi: Penguin.
3. G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State Legislatures, Vol. 31(3).
4. N. Jayal and P. Mehta (eds), (2010) The Oxford Companion to Politics in India, Oxford University Press: New Delhi,
5. R. Guha, (2007), India After Gandhi, Macmillan: New Delhi.

*Skill Enhancement Courses (SECC Option-II)*  
*PEACE AND CONFLICT RESOLUTION*

**Course Rationale:** The course is designed to familiarise students with the historical background of various peace movements, to analyse principles used to resolve conflict and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration and ethnicity.

**Course Objectives:** The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence, Peace and Conflict Resolution addresses the sources of war, social oppression and valence and the challenges of promoting peace and justice internationally and domestically.

*Course Outcomes:*

- The students introduced to more equitable, cooperative and non-violent methods that can be used to transform unjust, violent or oppressive world situations.
- This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories.

*Unit-I International Peace and Conflict Resolution: Sources of War*

- i) Sources of War: International and Domestic Issues and Trends
- ii) What is Conflict: Introduction to International Conflict Resolution

*Unit-II International Conflict Resolution Theories:*

- i) Models developed by Johan Galtung, Joseph Montville,
- ii) Models developed by Morton Deutsch, William Zartman, Levy Jack.

*Unit-III Conflict Resolution*

- i) Background of various Peace Movement and Concepts,
- ii) Principles used to resolve conflict.

*Unit-IV Cross-border Relationship*

- i) Migration, International rules and regulations, normative concept and political decisions.
- ii) Current perspective of peace and conflict resolution.

### **TextBooks**

1. Bidwai, Praful and Achin Vanaik (eds.)(1999), South Asia on a short fuse: Nuclear politics and the future of global disarmament, New Delhi: OUP.
2. Carr, Edward H.,(1994) "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster.
3. Ghosh, Partha S.(1989), Cooperation and conflict in South Asia, New Delhi: Manohar.

### **Reference Books**

1. Kriesberg, Louis (1998), Constructive Conflicts: From Escalation to Resolution, Rowman & Littlefield, Maryland. Banerjee, A.K. (ed.)(1998), Security issues in South Asia: Domestic and external sources of threats to security, Calcutta: Minerva.
2. Levy, Jack, (1995)"Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP.
3. Starkey, Boyer, and Wilkenfield, (1999) Negotiating a Complex World. Rowman & Littlefield, Maryland.
4. Waltz, Kenneth N., (1994)"Structural Causes and Economic Effects," Richard Betts(ed), Conflict After the Cold War, Boston: Simon & Schuster

## **Training Component of the UG Syllabus in Political Science**

**The present Syllabus in Political Science requires special training for the teachers of undergraduate teaching.**

**The training modules will update their knowledge and help them to deliver quality inputs to the students.**

*Themes on which inputs for teachers are to be developed:*

### **I. Understanding Political Theory**

- Theorizing the Political
  - Theories of Feminism
  - Modernism and Post Modernism

### **II. Constitutional Government and Democracy in India**

- Recent trends in Federalism

### **III. Political Theory-Concepts and Debates**

- Egalitarianism: Special Exclusion and Affirmative Action
- Procedural, Distributive and Global Justice
- Cultural Relativism and Multiculturalism

### **IV. Political Process in India**

- Recent trends in Indian Party System
- Role of Caste, Class, Gender and Religion in Voting Behaviour
- Electoral Reforms-Recent Debates
- Secularism and Communalism Debates
- Politicisation of Caste

### **V. Introduction to Comparative Governments and Politics**

- Going beyond Euro-centrism
- Capitalism: Meaning and development
- Globalization: features and impact
- Rise and decline of Communism as a ruling Ideology
- Decolonization meaning and context

### **VI. Introduction to Public Administration**

- Public Policy
- New public Administration
- New Public Management
- New Public Service Approach
- Good governance
- Feminist perspective

## VII. Perspective on International Relations

- Development of International Relations; Emergence of International State System
- Nationalization and Power
- National Interest-Key Development of International Relations
- Power, Conservations of International Relations
- Classical Realism and Neo-realism, Liberalism and Neo- liberalism, Marxist Approach, Feminist Perspective
- Euro-centricism and Perspective from Global South
- World War-I causes and consequences, Significance of Bolshevik Revolution
- Rise of Fascism and Nazism, World War-II cause and consequences
- Cold war evolution and different phrases, Disintegration of USSR
- Emergence of Third World War and End of Cold War

## VII. Political Processes and Institutions in Comparative Perspective

- New Institutionalism: meaning, background, significance
- Nation-State-meaning and Evolution in West Europe
- Nation and State Debates in Post colonial context
- Democratization in Post-Authoritarian Countries
- Democratization in Post-Communist Countries
- Federalism: meaning, evolution and features

## IX. Public Policy and Administration in India

- Public Policy Process in India
- Concept and Significance of Budget, Budget cycle in India
- Various Approaches and Types of Budgeting
- Public Service Delivery System
- Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and e-Governance

## X. Global Politics

- Proliferation of Nuclear Weapons
- International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
- Political Debates on Sovereignty and Territoriality
- Cultural and Technological Dimension
- Global Resistances (Global Social Movements and NGOs)
- Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change
- Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs
- Understanding Globalization and its Alternative Perspectives
- Migration & Human Security
- Global Shifts: Power and Governance

## XI. Western Political Philosophy

- Hegel
- Marx



## XII. Indian Political Philosophy

- Brahmanic and Shramanic
- Islamic and Syncretic
- Abul Fazal-Monarchy
- Kabir: Syncretism

## XIII. Contemporary Political philosophy

- Antonio Gramsci
- John Rawls

## XIV. Modern Indian Political Thought

- Pandita Ramabai: Gender, Critique of Orthodoxy
- Tagore Critique of Nationalism
- Savarkar: Hindutwa-A Critical Assessment
- Lohia: Socialism,
- J.P.Narayan: Total Revolution

### **Generic Elective (Interdisciplinary): 4**

#### **1. Feminism: Theory and Practice**

- Feminist theorizing of the sex/gender distinction; Public Man and Private Woman
- Radical feminism and Eco-feminism
- Women's participation in anti-colonial and national liberation movements with special focus on India
- Traditional Historiography and Feminist critiques;
- Social Reforms Movement and position of women in India,
- History of Women's struggle in Post- Independent India
- Family in contemporary India - patrilineal and matrilineal practices.
- Gender Relations in the Family,
- Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour,
- Productive and Reproductive labour,
- Visible - invisible work – Unpaid (reproductive and care),
- Underpaid and Paid work,- Methods of computing women's work , Female headed households

#### **II. Gandhi and The Contemporary World**

- Relevance Gandhi: Gandhi and Environment, Gandhi and Women, Gandhi and Social Harmony
- Gandhi and Global Peace: Gandhian Philosophy in Contemporary World

#### **III. Governance: Issues and Challenges**

- Role of State in the Era of Globalization: State, Market and Civil Society
- Good Governance

- Sustainable Development and Governance
- People' Participation in Local Governance and Deepening Democracy
- Public Service Guarantee Acts and Electronic Governance
- Citizens Charter and Right to Information, Corporate Social Responsibility

### **DISCIPLINE SPECIFIC ELECTIVE -4 (DSE)**

#### I. Human Rights in a Comparative Perspective

- Rights in National Constitutions: South Africa
- International Refugee Law, International Humanitarian Law

#### II. Development Process and Social Movements in Contemporary India

- Welfare State, Development and the role of Planning Commission
- Development in the era of Liberalization and Reforms
- Industrial Development and its impact on organized and unorganized labour
- Agricultural Development and Agrarian Crisis, Land Reforms and Green Revolution,
- Social Movements: Meaning and Approaches, New Social Movements
- Women's Movement, Environmental Movements
- Dalit Movement, Tribal Movement,
- Leftwing Extremism: Issues and Challenges

#### III. India's Foreign Policy in a Changing World

- India's Foreign Policy: Postcolonial Perspective
- India and South Asia: SAARC, Look East Policy, Act East Policy
- India as an emerging Global Power, Myth and Reality
- India in the Contemporary World

#### IV. Women, Power and Politics

- Gender, Power and Politics
- WID (Women in Development), WAD (Women and Development), GAD (Gender and Development)
- Women and Work (Visible and Invisible)

### **Ability Enhancement (Skill Based)-2**

#### 1. Legislative Practices and Procedures

- Types of Media and their significance for Legislators
- Basics of Communication in Print and Electronic Media
- Peace and Conflict Resolution
- What is Conflict: Introduction to International Conflict Resolution
- Models developed by Johan Galtung, Joseph Montville,
- Models developed by Morton Deutsch, William Zartman, Levy Jack.
- Background of various Peace Movement and Concepts,
- Principles used to resolve conflict.
- Migration, International rules and regulations, normative concept and political decisions. Current perspective of peace and conflict resolution.

**Value Addition Course**  
**Human Rights in the Contemporary World**

Credits:02  
F.M-50

**Course Objectives**

This course introduces the students to develop analytical skills to question and appraise human rights policies and practices at the international and national levels, to gain substantive knowledge of the international law and policy of human rights and consider prevailing trends in the field of human rights and the challenge and contribution of critics. It identifies improvements discern ambiguities and identify contradictions in the human rights movement. The purpose is to draw useful conclusions about the roles of various state and non-state actors in the identification of rights and in their promotion and enforcement and identify potential roles for oneself in the promotion of human rights.

**Unit I**

Meaning and Nature-Connotations-Evolution-Conventions at National and International level Geneva Conventions-Constitution-Practices

**Unit II**

Human Rights in the ancient, medieval and Modern era, Natural Justice, Different Schools of Thought, Philosophical perspectives, Human Rights Education

**Unit III**

Rights at International level-Women rights, Children, Disabled, Elder, Minorities Rights Violation, State Machinery.

**Unit IV**

Human rights issues-Police-Commissions, Abuses, socio-economic and political exploitation, Welfare state and rights related hurdles

**Course Outcomes**

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

CO: 1. To identify issues and problems relating to the realisation of human rights

CO :2. To contribute to the resolution of human rights issues and problems by developing investigative and analytical skills.

CO:3. To contribute to the promotion and protection of human rights at the international level, advancing principles of equality, dignity, and justice for all. Co:4. To contribute to the promotion and protection of human rights, advocate for accountability and justice, and work towards building more inclusive and equitable societies.

**Text Books**

Bhagwati,P.N.(1987) Dimensions of Human Rights, Madurai: Society for Community Organization Trust.

Mehta, and Neena Verma (1995) *Human Rights Under the Indian Constitutions*, Deep and Deep Publications, New Delhi.

Peter Bachr, R (2006) *Human Rights: Universality in Practice*, New York: Palgrave.

**Supplementary Readings**

Bava, Noorjahan (2000) *Human rights and Criminal Justice Administration in India*(Ed.) Uppal Publishing House, New Delhi.

Sanajaoba, Naorem (2000) *Human Rights in the New Millennium*, Manas Publications, New Delhi.

Dube, M. P. and Bora, Neeta (2000) *Perspectives on Human Rights*(Ed) Anamika Publishers, New Delhi.

**Value Addition Course**  
**Sustainable Rural Livelihoods and Adaptations to Climate Change (SLACC)**

Credits-02  
F.M-50

**Course Objectives**

The objective of this paper is to introduce the students to understand climate change and adaptation for sustainable rural livelihoods. It helps them to understand earth sciences and natural resources, climate change and adaptation planning.

**Unit I: Sustainable Rural Livelihoods**

Concept of Sustainable Rural Livelihoods (SRL) – Objectives – Strategies – Issues, Breeding – Health & Nutrition – Income generation.

**Unit II: Climate Change**

Climate Change – Components – Natural Resources Management (NRM) – Water Resources, Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed

**Unit III: Earth Sciences and Natural Resources**

Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures, – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology.

**Unit IV: Adaptation Techniques**

Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock, Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping, – Organic – fertilizers & Pesticides.

**Course Outcomes**

After completion of the course, the students will able:

CO I: To work in Climate Change related Projects.

CO 2: To get the complete information on natural resources.

CO3: To avail knowledge on adaptation techniques.

CO4: To recognize the interconnectedness of economic, social, and environmental factors in rural livelihoods.

**Text Books**

Ajoy (2016) Environment and Biodiversity, Mittal Publications

Gangopadhyay (2018) Plant Biodiversity, Sage Publications

Regina et.al, (2019) The Global Environment: Institutions, Law and Policy, Sage Publications

**Supplementary Readings**

Dan Egan, 2019. The Death and Life of the Great Lakes. Texas: Barnes & Noble

Security, Washington: Food and Environment Program

Sumita Sarkar Globalization and Gender, London. Longman

Todd Miller, 2019. Storming the Wall, Climate Change, Migration, and Homeland

## Value Addition Course Development Studies

Credits-02  
F.M-50

### Course Objectives

This course will engage students in developing critical understanding of the concept of development and its ramifications on all sectors of society including the marginalised. It examines in depth the consequences of development on the individual and society besides creating linkages between development and contemporary social issues. It enables students to understand the features of the emerging Indian state with dynamic concepts such as decentralisation, role of institutions and people's participation.

### Unit I: Introduction to Development Studies

1. Concept of Development and Underdevelopment
2. Economic development: Economic inequalities, Income and growth.
3. Social development: Poverty, conceptual issues and measures, impact of poverty.

### Unit II: Different Models of Development

1. Harrod-Domar Model
2. W A Lewis Growth Model
3. Rostow's stages of growth

### Unit III: Governance and Development

1. Meaning and Significance of Governance.
2. Rural local governance: 73<sup>rd</sup> Constitutional Amendment Act.
3. Urban local governance: 74<sup>th</sup> Constitutional Amendment Act.

### Unit IV: Social Development

1. Diversity and Social exclusion: Concept and implications
2. Sustainable development Goals.
3. Millenium development goals.

### Course Outcomes

After completion of the course, the students will able:

CO I: To make students appreciate the interdisciplinary nature of the concept of development.

CO 2: The student will understand the differences between economic and social development as well as the different development needs across the life span.

CO3: To avail knowledge on role of institutions and people's participation.

CO4: It helps students to handle the various facets envisaged in the entire course.

### Text Books

Pattnaik, B. K. (2019) Introduction to Development Studies. SAGE Publications.

Peet, Richard and Elaine Hartwick (2015) Theories of Development: Contentions Arguments and Alternatives, Guilford Press

Saxena, Ashish. (2013) Marginality, Exclusion and Social Justice. New Delhi: Rawat Publication.

Willis, Katie (2005) Theory and Practices of Development, Routledge

Seddon, David (2007) Theories of Development in Comparative & Historical Perspectives London, Routledge

Robin N. Ghosh, Kulwant Rai Gupta, Prasenjit Maiti · (2008) Development Studies. Atlantic Publishers and Distributers.

**Value Addition Course  
Studies on Indian Election**

Credits-02  
F.M-50

**Course Objectives**

Actual politics in India diverges quite significantly from constitutional legal rules. This course is introduced from the point of view that all students upon entering into the college, enroll themselves. As a voter the students encourage and enthuse other members of the society to participate not only in election process but also electoral and political process in general.

**Unit I: Electoral system conceptual framework**

- a. Classification of electoral systems
- b. Electoral laws and party system

**Unit II: Role of Election Commission of India**

- a. Model code of conduct and violation
- b. Administration of elections.

**Unit III: Election Management and Voting Behaviour**

- a. Campaign management, Mode of communication, Manifestoes
- b. Role of social cleavages Indian election. Strategy of voting

**Unit IV: Electoral Reforms**

- a. Structural reforms
- b. Administrative and finance reform.

**Course Outcomes**

**After completion of the course, the students will able:**

**CO I:** To make the students aware of the importance of election.

**CO 2:** To know about the role of election commission in India.

**CO3:** Student will aware the changing voting behaviour pattern of Indian Politics.

**CO4:** The student will spread knowledge about the reformation in the electoral process.

**Text Books**

Hasan, Zoya (ed.) parties and party politics in India, Oxford university press, New Delhi, 2001.

Ahmed, Bashiruddin (1970) „ caste and electoral politics“, Asian survey, 10(11), 979-92

Duverger Maurice (1964) Political parties: Their organization and activities in modern states, Muthuen

Kothari Rajni, Politics in India (1970) Orient longman private limited, Hyderabad

Chakravarty, Vidut and Sugato Hazra, 2016 wining the mandate: The Indian experience, New Delhi: Sage publication.

Chandra Kanchan (2016) Democretic dynasties: state, party and family in contemporary Indian politics, Cambridge: Cambridge university press

Choudhary Renuka (2018) “one nation one election “International journal of law volume 4, issue 1, pp98,99

Type	Code		L-T-P	Credits	Marks
CC	I	<b>UNDERSTANDING POLITICAL THEORY</b>	4-1-0	6	100

<b>Course Rationale:</b>	This course introduces basic concepts and theories of political science to students. Unlike what many perceive, the discipline of political science does not exclusively deal with various political developments as they take place in our day to day lives. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This paper is also an attempt not only to engage with the quotidian nature of politics but also its interface with high politics.
<b>Course Objective:</b>	The objective of this course is to familiarize the students with the knowledge and concepts of the political theory, its history and approaches and an assessment of its critical and contemporary trends. This course introduces the students to the traditions, approaches and Critical and Contemporary Perspectives of political theory. This course familiarizes students to the Political theory and Practice with special reference to Grammar of Democracy.
<b>Pre-Requisites</b>	A good knowledge of concepts of the political theory, its history and approaches and an assessment of its critical and contemporary trends.
<b>Teaching Scheme:</b>	Regular classroom lectures with use of ICT as and when required, sessions are planned to be interactive with a focus on debates and discussions with role playing activities.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1:</b> <b>Introducing Political Theory</b>	(i) What is Politics: Theorizing the ‘Political’ (ii) Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative (iii) Approaches to Political Theory: Normative, Historical, Behavioural and Post- behavioural	17
<b>UNIT-II:</b> <b>Critical and Contemporary Perspectives in Political Theory</b>	(i) Theories of Feminism: Feminist and Postmodern (ii) Modernism and Post -modernism	16
<b>UNIT-III:</b> <b>Political theory and Practice</b>	(i) Democracy: Liberal and Marxist. (ii) Procedural Democracy and its critique	15
<b>UNIT-IV:</b> <b>The Grammar of Democracy</b>	(i) Deliberative Democracy (ii) Participation and Representation	16



**Text Books:**

1. Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
2. Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi.
3. Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3<sup>rd</sup> Reprint, New Delhi.
4. Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
5. Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
6. Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
7. Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

**Reference Books:**

1. Kukathas, Ch. and Gaus, G. F. (2004) (eds.) 'Handbook of Political Theory'. New Delhi, Sage.
2. Vincent, A. (2004) 'The Nature of Political Theory'. New York: Oxford University Press.
3. Mckinnon, C. (ed.) (2008) 'Issues in Political Theory', New York: Oxford University Press.
4. Arblaster, A. (1994) 'Democracy', (2nd Edition), Buckingham: Open University Press.
5. Parekh, B. (2000), 'Rethinking Multiculturalism: Cultural Diversity and Political Theory', Macmillan Press, London.

**Online Resources:**

1. Charles Larmore, What Is Political Philosophy? Journal of Moral Philosophy, pages.uoregon.edu/koopman/siap/readings/Larmore\_Pol\_Phil.pdf
2. Stanford Encyclopaedia of Philosophy <https://plato.stanford.edu>
3. NPTEL Courses, <http://nptel.ac.in/courses>
4. Course Era Courses, <https://www.coursera.org/learn>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand and get familiarized with the traditions, approaches and Critical and Contemporary Perspectives of political theory.
CO2	Understand the significance of the factors guiding the day-to-day life.
CO3	Realize the importance of major political values guiding the political life.
CO4	Critically analyse the theory and practice of political theory.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3
CO2	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3
CO3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	CONSTITUTIONAL GOVERNMENT  AND  POLITICS	L-T-P	Credits	Marks
CC	II		4-1-0	6	100

<b>Course Rationale:</b>	This course has been designed to educate students about the various features of Indian constitution. This course acquaints students with the Constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment. The course aims at enhancing knowledge and academic skills of the students. This will also serve as training in citizenship.
<b>Course Objective:</b>	The main objective of the course is to familiarize students to the structure of Union Government. This course studies the Indian Constitution with a focus on the role of the Constituent Assembly and examines the essence of the Preamble. It provides information about Government of India Acts. The course is designed to study the fundamental rights and duties of Indian citizens and directive principles of state policy. This course familiarizes students to the structure of Union Government as outlined in the Indian Constitution. The course describes the jurisdiction and composition of Supreme Court.
<b>Pre-Requisites</b>	A basic understanding of constitutional functioning, role of different organ of the state is necessary for critically analysing the different concepts like

	federalism, decentralisation.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required. Classes focussed on Discussion and debate to make it more participatory.

### Evaluation Scheme

Continuous Assessment		Written Assessment	Total
Informal	Mid-Term	End-Term	
The continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10=10) and</p> <p>Each short type question contains 2.5 marks (2.5x4=10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

### Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1: The Constituent Assembly and the Constitution</b>	i) Formation and working of the Constituent Assembly  ii) The Philosophy of the constitution: The Preamble and its Features.  iii) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties	16
<b>UNIT-II:</b>	i. The Legislature and the Executive	18

<b>Organs of Government</b>	ii) The Judiciary: Supreme Court and High Courts	
<b>UNIT-III: Federalism</b>	i. Federalism: Centre-State relations  ii. Recent trends in federalism	16
<b>UNIT-IV: Decentralization</b>	i. Panchayati Raj Institutions: Composition, Powers and functions of Gram Panchayat, Panchayat Samiti and Zilla Parishad.  ii. Municipalities: Composition Powers and function of Municipal Corporation, Municipal Council and Notified Area Council	14

#### **Text Books:**

1. G. Austin, (2010) 'The Indian Constitution: Cornerstone of a Nation', New Delhi, Oxford University Press, 15th print.
2. R. Bhargava (ed.) 'Politics and Ethics of the Indian Constitution', New Delhi, Oxford University Press. • D. Basu, (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
3. S. Chaube, (2009) 'The Making and Working of the Indian Constitution', New Delhi, National Book Trust.
4. G. Austin, (2000) 'Working a Democratic Constitution', New Delhi, Oxford University Press.
5. B. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
6. P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.

#### **Reference Books:**

- 1-Mehra and G. Kueck (eds.) 'The Indian Parliament: A Comparative Perspective', New Delhi, Konark.
- 2-B. Kirpal et.al (eds.) 'Supreme but not Infallible: Essays in Honour of the Supreme Court of India', New Delhi, Oxford University Press.
- 3- L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
- 4-M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning', Delhi: PHI Learning Private Ltd.
- 5-K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism', Volume-3 Montreal, Queen's University Press

**Online Resources:**

1. NPTEL Courses, <http://nptel.ac.in/courses>
2. <https://cec.nic.in/>
3. <https://egyankosh.ac.in>
4. <https://journals.sagepub.com/>
5. <https://www.archives.gov/legislative/resources/education/constitution>

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

CO1	Understand the role of the constituent assembly and the essence of the preamble, Fundamental Rights, Fundamental Duties and DPSP
CO2	They will be able to gather the basic information on the structure of the legislature, executive and judiciary of Indian political system
CO3	Understand the nature of Indian Federalism with recent development
CO4	Understand the importance of local self-government for decentralisation

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3

Type	Code	POLITICAL THEORY CONCEPTS AND DEBATES	L-T-P	Credits	Marks
CC	III		4-1-0	6	100

<b>Course Rationale:</b>	The paper offers various concepts and theories on various political themes. This includes the study of liberty, equality, justice, and so on. The paper endeavors to explain the concepts that have shaped important paradigms of state and society. Political concepts and theories are an important part of political science that explores what and how a world should look like by incorporating various political theories and concepts. It is mainly concerned with the foundations of political institutions, human nature, and also moral and ethical purpose of the political communities in light of human behavior. This paper hence, gives a strong theoretical base to the study of political science.
<b>Course Objective:</b>	The main objective of the course is to familiarize students with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. The course is designed to study the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of Political debates.
<b>Pre-Requisites</b>	A good knowledge of concepts of political theory, its history, and approaches and an assessment of its critical and contemporary trends.
<b>Teaching Scheme:</b>	Regular classroom lectures with use of ICT as and when required, sessions are planned to be interactive with a focus on debates and discussions with role playing activity.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4=10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b> <b>Importance of Freedom</b>	<p>(i) Negative Freedom and Positive Freedom, Freedom of belief, expression and dissent</p> <p>(ii) Equality: Meaning and Types, Egalitarianism: Social Exclusion &amp; Affirmative action</p>	17
<b>UNIT-II:</b> <b>Indispensability of Justice</b>	<p>(i) Justice: Meaning and Types</p> <p>(ii) Procedural, Distributive and Global Justice.</p>	15
<b>UNIT-III:</b> <b>The Universality of Rights</b>	<p>(i) Rights: Natural, Moral and Legal</p> <p>(ii) Three Generations of Rights</p>	15
<b>UNIT-IV:</b>	(i) Political obligation: Grounds	17



**Text Books:**

1. Bhargava, R. and Ashok Acharya (2008) 'Political Theory: An Introduction. New Delhi: Pearson Longman.
2. Vinod, M.J and Deshpande, Meena (2013) 'Contemporary Political Theory', PHI, New Delhi.
3. Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3rd Reprint, New Delhi.
4. Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
5. Bellamy, R. (1993), (ed.) 'Theories and Concepts of Politics'. New York: Manchester University Press.
6. Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London: Macmillan.
7. Heywood, Andrew (2016) (Reprint) 'Political Theory: An Introduction', Palgrave, UK.

**Reference Books:**

1. Bellamy, Richard and Mason, Andrew (1993) (eds.) 'Political Concepts' Manchester, Manchester University Press.
2. Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.
3. Mckinnon, Catriona (2008) (ed.) 'Issues in Political Theory', New York: Oxford University Press.
4. Swift, Adam. (2001) 'Political Philosophy: A Beginners Guide for Student's and Politicians', Cambridge, Polity Press.
5. La Follett, Hugh (2003) (ed.) 'The Oxford Handbook of Practical Ethic'. New York, Oxford University Press.
6. Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge

**Online Resources:**

1. Charles Larmore, What Is Political Philosophy? Journal of Moral Philosophy, pages.uoregon.edu/koopman/siap/readings/Larmore\_Pol\_Phil.pdf
2. Stanford Encyclopaedia of Philosophy <https://plato.stanford.edu>
3. NPTEL Courses, <http://nptel.ac.in/courses>
4. Course Era Courses, <https://www.coursera.org/learn>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand and get familiarized with the fundamental areas of Political theory.
CO2	Comprehend the fundamental concepts of Political theory.
CO3	Examine the day-to-day Political happenings in the light of new insights.
CO4	Critically analyse the theory and debates on political theory.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO2	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3

Type	Code	<b>POLITICAL PROCESS IN INDIA</b>	L-T-P	Credits	Marks
CC	IV		4-1-0	6	100

<b>Course Rationale:</b>	This paper aims to introduce students to some of the major institutions and themes that impact the conduct of, as well as the outcomes of politics in India. It focuses on theoretical and empirical issues, and formal and informal politics to equip students with a comprehensive understanding of key issues in Indian politics.
<b>Course Objective:</b>	Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis. This course acquaints students with the constitutional design of state structures and institutions as outlined in the Indian Constitution. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. This course studies the major issues in Indian Politics such as religion; language; caste; and regionalism. It also familiarizes students with the workings of the Indian state, paying attention to the contradictory dynamics of modern state power.
<b>Pre- Requisites</b>	A basic understanding of political parties and the electoral system is necessary to critically analyse the importance of various reforms and the role of the state.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required. Classes focused on Discussion and debate to make it more participatory.

## Evaluation Scheme

Continuous Assessment		Written Assessment	Total
Informal	Mid-Term	End-Term	
The continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments	The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.  Each MCQ contains 1 mark (1x10=10) and  Each short type question contains 2.5 marks (2.5x4=10)	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.  Each multiple-choice question contains 1 mark (1x12=12),  Very short answer type question contains 2 marks each (2x8=16)  Short answer type question contains 3 marks each (3x8=24)  Long answer type question contains 7 marks each (7x4=28)	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1:</b> <b>Indian party system</b>	(i) Party System in India: Features and Trends  (ii) Voting Behaviour and Its determinants: Caste, Class, Gender and Religion.  (iii) Election Commission: Constitution and Functions, Electoral Reforms	17
<b>UNIT-II:</b> <b>Regionalism, Religion and Politics</b>	(i) Regionalism: Causes and its trends,  (ii) Secularism and Communalism: Debates	16
<b>UNIT-III:</b> <b>Caste and Politics</b>	i) Caste and Politics: Politicisation of Caste  ii) Affirmative Action: Policies, Women, Caste and Marginalized Class	16
<b>UNIT-IV:</b> <b>The Changing Nature of the India State</b>	(i) Developmental and Welfare Dimensions  (ii) Coercive Dimension	15

### **Text books**

1. Kaviraj, Sudipta(2009) 'Politics in India', Oxford University Press, New Delhi
2. Kohli, Atul (2004) (ed.) 'The Success of India's Democracy', New Delhi, Cambridge University Press.
3. Kothari,R (1970) 'Caste in Indian Politics', Delhi, Orient Longman.
4. M. John, (ed) (2008) 'Women in India: A Reader, Penguin , India
5. P. Brass, (1999) 'The Politics of India since Independence, New Delhi, Cambridge University Press and Foundation Books.
6. P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.
7. Z. Hasan (2002) (ed.) 'Parties and Party Politics in India', New Delhi: Oxford University Press.
8. Z. Hasan, E. Sridharan and R. Sudarshan (2002) (eds.) 'India's Living Constitution: Ideas, Practices, Controversies', New Delhi, Permanent Black.

### **Reference Books:**

1. N. Menon and A. Nigam, (2007) 'Power and Contestation: India since 1989', London, Fernwood Publishing, Halifax and Zed Books.
2. R. Vora and S. Palshikar (eds.) 'Indian Democracy: Meanings and Practices', New Delhi, Sage.
3. Shah, G (ed.) 'Social Movements and the State', New Delhi, Sage Publications.
4. P. deSouza and E. Sridharan (eds.) 'India's Political Parties', New Delhi, Sage Publications.
5. A S. Ganguly, L. Diamond and M. Plattner (eds.) 'The State of India's Democracy', Baltimore, John Hopkins University Press.

### **Online Resources:**

1. NPTEL Courses, <http://nptel.ac.in/courses>
2. <https://cec.nic.in/>
3. <https://egyankosh.ac.in>
4. <https://journals.sagepub.com/>
5. <https://www.researchgate.net/>

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

CO1	Understand the Indian Party system and its development by focusing on the ideology of dominant national parties.
CO2	Understand the challenges arising due to caste, class, gender and religious diversities and understand the nature of state in the light of these diversities
CO3	Understand the electoral process in India with a focus on the role of the election commission and future reforms
CO4	Gain insights into the interconnections between social and economic relations and the political process in India

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3

Type	Code	COMPARATIVE GOVERNMENT AND POLITICS	L-T-P	Credits	Marks
CC	V		4-1-0	6	100

<b>Course Rationale:</b>	This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries. It would enable the students to understand the political institutions and political process in these countries. To facilitate the understanding, the course also covers the approaches and forms of political systems, along with Constitution and Constitutionalism.
<b>Course Objective:</b>	This course will train students in the application of comparative methods to study politics. The course is comparative in both what we study and how we study, and introduces the students to a wide range of issues, literature, and methods related to comparative political aspects.
<b>Pre-Requisites</b>	A good knowledge of world affairs, especially geographical location and historical context of important countries.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Written Assessment	Total
Informal	Mid-Term	End-Term	
The continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10=10) and</p> <p>Each short type question contains 2.5 marks (2.5x4=10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1: Understanding Comparative Politics</b>	i) Meaning, Nature, scope, and Evolution ii) Approaches to the study of Comparative Politics	15
<b>UNIT-II: Historical Context of Modern Government</b>	i) Capitalism: Meaning and development ii) Globalization: Features & impact	15



<p><b>UNIT-III: Historical Context of Modern Government-II</b></p>	<ul style="list-style-type: none"> <li>i) Socialism: Meaning, Types and its growth</li> <li>ii) Rise and Decline of Communism as a Ruling Ideology</li> <li>iii) Colonialism and decolonization: meaning, context and forms of colonialism</li> </ul>	<p>16</p>
<p><b>UNIT-IV: Themes of Comparative Politics</b></p>	<ul style="list-style-type: none"> <li>i) A comparative study of Governments of USA &amp; China</li> <li>ii) US: President, Congress, Supreme Court</li> <li>iii) China: People's Congress, National Assembly, Role of Communist Party of China</li> </ul>	<p>18</p>

### **Text Books:**

- Bhagwan, Vishnoo et al (2012) 'World Constitutions', Sterling Publishers, New Delhi
- Chilcote, Ronald (1994) 'Theories of Comparative Politics: The Search for a Paradigm Reconsidered', West view Press, Boulder.
- G.Ritzer, (2002) 'Globalization: A Basic Text'. London, Wiley-Blackwell.
- Huntington, Samuel, (1968) 'Political Order in Changing Societies', Yale University Press, New Haven.
- Kapur, A.C and K.K. Mishra (2010) 'Select Constitutions', S.Chand, New Delhi
- Suresh.R (2010), 'Economy and Society: Evolution of Capitalism', Sage, New Delhi

### **Reference Books:**

- P.Burnell, et.al, 'Politics in the Developing World'. New Delhi: Oxford University Press,
- J.McCormick, (2007) 'Comparative Politics in Transition', UK, Wadsworth.
- L.Barrington et al (2010) 'Comparative Politics-Structures and Choices', Boston, Wadsworth,
- M.Kesselman, J.Krieger and William (2010), 'Introduction to Comparative Politics: Political Challenges and Changing Agendas', UK, Wadsworth.
- J.Kopstein and M.Lichbach. (eds.) 'Comparative Politics: Interest, Identities and Institutions in a Changing Global Order'. Cambridge: Cambridge University Press.

### **Online Resources**

- <https://rgu.ac.in/2021/02>
- Introduction to Comparative Government and Politics, An Open Education Resource Textbook
- <https://www.coursera.org/learn>

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

CO1	Understand different political aspects prevailing in different countries.
CO2	Have the capacity to compare and analyze political systems operating in different countries.
CO3	Develop the capacity to point out the merits and demerits of different political systems and suggest a better system.
CO4	Ability to critically analyze the political systems and ecosystems of different countries.

**Mapping of Cos to POS and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO4	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3

Type	Code	INTRODUCTION TO PUBLIC ADMINISTRATION	L-T-P	Credits	Marks
CC	VI			4-1-0	6

<b>Course Rationale:</b>	<p>This course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments. This would help them obtain a suitable conceptual perspective on Public Administration and the growth of institutional devices so as to meet the exigencies of the changing times. The course also aims to instil and emphasise on the need of ethical seriousness in contemporary Indian Public administration within the constitutional framework.</p>
<b>Course Objective:</b>	<p>The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students with a comprehensive understanding of contemporary administrative developments.</p>
<b>Pre-Requisites</b>	<p>A good knowledge of concepts of public administration, its history, theoretical perspectives, approaches, and an assessment of its evolution and contemporary trends.</p>

<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.
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### Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks(2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)</p>	100

### Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1: Public Administration as a Discipline</b>	i. Meaning, Scope, and Significance of the Discipline, Public and Private Administration ii. Evolution of Public Administration	15
<b>UNIT-II: Theoretical</b>	i. Scientific management (F. W. Taylor), Ideal- type bureaucracy (Max Weber) ii. Administrative Management (Gullick, Urwick)	

<b>Perspectives</b> <b>Classical Theories</b>	and Fayol)	15
<b>UNIT-III:</b> <b>Neo-Classical and Contemporary Theories</b>	i. Human Relations theory (Elton Mayo), Rational decision-making (Herbert Simon) ii. Ecological approach (Fred Riggs), iii. Innovation and Entrepreneurship (Peter Drucker)	16
<b>UNIT-IV:</b> <b>Public Policy and Major Approaches in Public Administration</b>	i. Public Concepts and approaches, Formulation, implementation, and evaluation ii. New Public Administration, New Public Management, New Public Service Approach iii. Good Governance, Feminist Perspectives in Governance	18

#### **Text Books:**

- B. Chakrabarty and M. Bhattacharya (eds), 'Administrative Change and Innovation: A Reader', New Delhi, Oxford University Press.
- Basu, Rumki, (2014) 'Public Administration: Concepts and Theories', Sterling Publishers, New Delhi
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, (2010)(eds.) 'Administrative Thinkers', Sterling Publishers.
- J. Shafritz, and A. Hyde, (2004) (eds.) 'Classics of Public Administration', 5th edition. Belmont, Wadsworth.
- M. Bhattacharya, (2008) 'New Horizons of Public Administration', 5th Revised Edition. New Delhi, Jawahar Publishers.
- M. Bhattacharya, (2011) 'New Horizons of Public Administration', New Delhi: Jawahar Publishers.
- M. Bhattacharya, (2012) 'Restructuring Public Administration: A New Look', New Delhi, Jawahar Publishers.
- N. Henry, (2013) 'Public Administration and Public Affairs', 12th edition New Jersey, Pearson.

- Shafritz, J. and Hyde, A. , (1997) (eds.) ‘Classics of Public Administration’, 4th Edition. Forth Worth, Hartcourt Brace, TX.

**Reference Books:**

1. B. Chakrabarty and M. Bhattacharya (2003) (eds.), ‘Public Administration: A Reader’, New Delhi, Oxford University Press.
2. B. Chakrabarty, (2007) ‘Reinventing Public Administration: The India Experience’. New Delhi, Orient Longman,
3. B. Miner, (2006) ‘Organisational Behaviour: Historical Origins and the Future’. New York,
4. Peter F. Ducker, (2006) ‘The Practice of Management’, Harper Collins.
5. S. Maheshwari, (2009) ‘Administrative Thinkers’, New Delhi: Macmillan

**Online Resources:**

1. [https://www.researchgate.net/publication/342876516\\_Public\\_Administration\\_Meaning\\_Scope\\_and\\_Its\\_Nature](https://www.researchgate.net/publication/342876516_Public_Administration_Meaning_Scope_and_Its_Nature)
2. [https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/S000030PU/P000179/M016452/ET/14658892832et.pdf](https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000030PU/P000179/M016452/ET/14658892832et.pdf)
3. <https://onlineresearchjournals.com/ijopagg/art/182.pdf>
4. [https://www.researchgate.net/figure/Three-Approaches-to-Public-Administration\\_tbl1\\_275572897](https://www.researchgate.net/figure/Three-Approaches-to-Public-Administration_tbl1_275572897)

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

CO1	Understand the fundamental and key concepts in Public Administration.
CO2	Understand how these concepts can be used to explain the working of modern public administration.
CO3	Realize the importance of major Public Policy and Governance values to guiding the political life.
CO4	Critically analyse the theory and practice of Public Administration.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO4	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3



Type	Code	PERSPECTIVES ON INTERNATIONAL RELATION	L-T-P	Credits	Marks
CC	VII		4-1-0	6	100

<b>Course Rationale:</b>	This paper seeks to equip students with a few concepts and theories of international relations to develop an ability to compare and contrast the aspects of international relation. In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature and methods that cover international relation.
<b>Course Objectives</b>	This course will give knowledge to students about the different approaches to the study concepts, theories, issues and challenges in international relations. The students will know about the role of international organizations in maintaining international relations.
<b>Pre-Requisites</b>	Students need to be aware about the basic processes in international relations.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks(2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<p><b>UNIT-I:</b> <b>Studying International Relations</b></p>	<p>i. International Relations: Meaning, Scope and evolution, Emergence of International State system</p> <p>ii. National Interest-Key Determinant of International Relations</p> <p>iii. Power-Cornerstone of International Relations</p>	16

<p style="text-align: center;"><b>UNIT-II:</b> <b>Theoretical Perspective</b></p>	<p>i. Classical Realism and Neo-Realism, Liberalism and Neo-Liberalism</p> <p>ii. Marxist Approaches, Feminist Perspectives, Euro-centrism and Perspective from the Global South</p>	16
<p style="text-align: center;"><b>UNIT-III:</b> <b>An Overview of Twentieth Century IR History-I</b></p>	<p>i. World-War I: Causes and Consequences, Significance of Bolshevik Revolution</p> <p>ii. Rise of Fascism/Nazism, World War II -Causes and Consequences</p>	16
<p style="text-align: center;"><b>UNIT-IV:</b> <b>An Overview of Twentieth Century IR History-I</b></p>	<p>i. Cold War Evolution and Different Phases, Disintegration of USSR</p> <p>ii. Emergence of the Third World, End of the Cold War</p>	16

## Text Books

1. Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
2. Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007 W.Bello, Deglobalization, Zed Books, London.
3. M. Nicholson, (2002) 'International Relations: A Concise Introduction', New York, Palgrave.
4. P. Viotti and M. Kauppi, (2007) 'International Relations and World Politics: Security, Economy, Identity', Pearson Education.
5. R. Jackson and G. Sorensen, (2007) 'Introduction to International Relations: Theories and Approaches', 3rd Edition, Oxford, Oxford University Press.
6. S. Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.

## Reference Books

1. Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.
2. Dey, Dipankar (2007)(ed.), 'Sustainable Development: Perspectives and Initiatives', ICAFI University Press, Hyderabad,
3. K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.
4. M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

## ONLINE RESOURCES

1. <https://library.oapen.org/bitstream/id/ab86bf74-adb0-4da4-af91-81d1cf34c25a/1007712.pdf>
2. <http://www.e-ir.info/wp-content/uploads/2017/11/International-Relations-Theory-E-IR.pdf>
3. <https://egyankosh.ac.in/bitstream/123456789/20750/1/Unit-1.pdf>
4. <https://egyankosh.ac.in/bitstream/123456789/20750/1/Unit-1.pdf>

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

CO1	Understand the fundamental and key concepts of International Relation.
CO2	Understand different theories of International Relations.
CO3	Understand different aspects of World War I and World War II.
CO4	Understand origin of the Cold War and third World.

**Mapping of Cos to POS and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3

Type	Code	POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE	L-T-P	Credits	Marks
CC	VIII		4-1-0	6	100

<b>Course Rationale:</b>	This paper seeks to equip students with few modern governments to develop an ability to compare and contrast the political systems. In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature and methods that cover comparative politics.
<b>Course Objectives</b>	This course will give knowledge to students about the different approaches to the study of comparative politics. It would enable the students to understand the political institutions and political process in these countries. The students will know about the political systems of these countries and the different political institutions operating in these countries.
<b>Pre-Requisites</b>	Students need to be aware about the basic processes and geographical position of major nation-states around the world. Further students should also be aware of the different types of socio-economic traditions around the world.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It consists of MCQ and short questions.</p> <p>Each MCQ contains one mark (1x10 =10) and</p> <p>Each short type of question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions, and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I: Approaches to Studying Comparative Politics</b>	<p>(i) Political Culture—Meaning, Types &amp; relevance.</p> <p>(ii) New Institutionalism—Meaning, Background, Significance</p>	16
<b>UNIT-II: Elections &amp; Party Systems</b>	<p>(i) Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)</p> <p>(ii) Party System- Evolution, Theories and types</p>	16
<b>UNIT-III: Nation-state</b>	<p>(i) Nation-state; Meaning and Evolution in West Europe</p> <p>(ii) Nation and State; Debates in Post-colonial contexts</p>	16

<p><b>UNIT-IV: Democratization in Post-colonial societies</b></p>	<p>(i) Democratization in Post-authoritarian countries and in Post-communist countries</p> <p>(ii) Federalism: Meaning and Features, Federation &amp; Confederation: Debates around territorial division of power.</p>	<p>16</p>
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**TextBooks**

1. Heywood, (2002) ‘Politics’, New York, Palgrave.
2. J. Bara and M. Pennington, (eds.) Comparative politics. New Delhi: Sage Publications.
3. J. Bara and Pennington. (2009) (eds.) ‘Comparative Politics: Explaining Democratic System’, Sage Publications, New Delhi.
4. J. Ishiyama, and M. Breuning, (2011) (eds) ‘21<sup>st</sup> Century Political Science: A Reference Book’, Los Angeles, Sage Publications.
5. M. Lichback and A. Zuckerman, (eds.) ‘Comparative Political: Rationality, Culture And Structure. Cambridge, Cambridge University Press.

**Reference Books**

- R. Watts, (2008) ‘Comparing Federal Systems’. Montreal and Kingston, McGill Queen’s
- R. Saxena (2011) (eds.) ‘Varieties of Federal Governance: Major Contemporary Models’, New Delhi, Cambridge University Press.
- T. Landman, (2003) ‘Issues and Methods of Comparative Methods: An Introduction’. London, Routledge.



## ONLINE RESOURCES

1. [https://www.jncpasighat.edu.in/file/ppt/pol/comparative\\_political\\_system.pdf](https://www.jncpasighat.edu.in/file/ppt/pol/comparative_political_system.pdf)
2. <https://legallaffairs.gov.in/sites/default/files/chapter%204.pdf>
3. <https://www.britannica.com/topic/nation-state>
4. [https://www.researchgate.net/publication/364087661\\_DEMOCRATIZATION\\_IN\\_THE\\_POST-COLONIAL\\_ERA\\_SHORTCOMINGS](https://www.researchgate.net/publication/364087661_DEMOCRATIZATION_IN_THE_POST-COLONIAL_ERA_SHORTCOMINGS)

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

CO1	Understand different political aspects prevailing in different countries.
CO2	Have the capacity to compare and analyze political systems operating in different countries.
CO3	Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.
CO4	Analyse how the political systems of different countries operate within their socio-cultural environments.

### Mapping of Cos to POS and PSOs (1: Low, 2: Medium, 3: High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3

Type	Code	PUBLIC POLICY	L-T-P	Credits	Marks
CC	IX	AND ADMINISTRATION IN INDIA	4-1-0	6	100

<b>Course Rationale:</b>	This course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments. This would help them obtain a suitable conceptual perspective on Public Administration and the growth of institutional devices so as to meet the exigencies of the changing times. The course also aims to instil and emphasise on the need for ethical seriousness in contemporary Indian Public administration within the constitutional framework.
<b>Course Objective:</b>	The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students with a comprehensive understanding of contemporary administrative developments.
<b>Pre-Requisites</b>	A good knowledge of concepts of public administration, its history, theoretical perspectives, approaches, and an assessment of its evolution and contemporary trends.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks(2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1: Public Policy</b>	i. Definition, Characteristics and models ii. Public Policy Process in India	15
<b>UNIT-II: Decentralization</b>	i. Meaning, significance, types, and approaches to decentralization ii. Local Self Governance: Rural and Urban	15
<b>UNIT-III:</b>	i. Concept and Significance of Budget, Budget cycle in India, Types of Budgeting	16

<p><b>Budget and Social Welfare Administration</b></p>	<p>ii. Concept and Approaches of Social Welfare  iii. Social Welfare Policies  a. Education: Right to Education,  b. Health: National Health Mission,  c. Food: Right to Food Security,  d. Employment: MNREGA</p>	
<p><b>UNIT-IV:  Citizen and Administration Interface</b></p>	<p>i. Public Service Delivery System;  ii. Redressal of Public Grievances: RTI, Lokpal, Citizen's Charter, and e- Governance</p>	<p>18</p>

**Text Books**

1. Basu Rumki (2015) 'Public Administration in India Mandates, Performance and future Perspectives', New Delhi, Sterling Publishers
2. Bidyut Chakrabarty, (2007) 'Reinventing Public Administration: The Indian Experience', Orient Longman,
3. Henry, N. (1999) 'Public Administration and Public Affairs', New Jersey, Prentice Hall
4. Jean Drèze and Amartya Sen, (1995) 'India, Economic Development and Social Opportunity', Oxford, Oxford University Press.
5. R.B. Denhardt and J.V. Denhardt, (2009) 'Public Administration', New Delhi, Brooks/Cole
6. Satyajit Singh and Pradeep K. Sharma (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India', Oxford University Press, New Delhi.
7. Singh, S. and Sharma, P. (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India'. New Delhi, Oxford University Press.
8. Vasu Deva, (2005) 'E-Governance In India: A Reality', Commonwealth Publishers.
9. Vijaya Kumar, (2012) 'Right to Education Act 2009: Its Implementation as to Social Development in India', Delhi: Akansha Publishers.

## Reference Books

1. Anderson, (1975) 'Public Policy Making', New York, Thomas Nelson and sons Ltd.
2. Gabriel Almond and Sidney Verba, (1965) 'The Civic Culture', Boston, Little Brown.
3. J.Dreze and Amartya Sen, (1997) 'Indian Development: Selected Regional Perspectives', Oxford, Cleveland Press
4. Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press.
5. Jugal Kishore, (2005) National Health Programs of India: National Policies and Legislations, Century Publications.
6. Lee and Mills, (1983) 'The Economic of Health In Developing Countries', Oxford, Oxford University Press.
7. M. Howlett, M. Ramesh, and A. Perl, (2009), 'Studying Public Policy: Policy Cycles and Policy subsystems', 3rd edition, Oxford University Press, New Delhi
8. Marma Mukhopadhyay and Madhu Parhar (2007) (ed.) 'Education in India: Dynamics of Development' New Delhi, Shipra Publications.
9. Noorjahan Bava, (2001) 'Development Policies and Administration in India', Delhi, Uppal Publishers.
10. R. Putnam, (1993) 'Making Democracy Work', Princeton University Press.
11. T. Dye, (2002) 'Understanding Public Policy', New Delhi, Pearson United Nation Development
12. Programme, (1997) 'Reconceptualising Governance', New York
13. Y. Dror, (1989) 'Public Policy Making Reexamined'. Oxford, Transaction Publication

## Online Resources:

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=88V8C8jJgAPSNBjF8NZMRA==>
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=qxCgn6i2dJ9uz2O8QM8FcA==>
3. <https://bookchapter.org/kitaplar/Public%20Administration-Vol%201.pdf>
4. [https://www.deshbandhucollege.ac.in/pdf/e-resources/pol-science/PS\(H\)-IV-Public%20Policy%20and%20Administration%20in%20India-1.pdf](https://www.deshbandhucollege.ac.in/pdf/e-resources/pol-science/PS(H)-IV-Public%20Policy%20and%20Administration%20in%20India-1.pdf)
5. <https://www.oecd-ilibrary.org/sites/d8bc40c6-en/index.html?itemId=/content/component/d8bc40c6-en>

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

CO1	Understand the fundamental and key concepts in Public Policy.
CO2	Understand how decentralization can be used to explain Public Policy.
CO3	Realize the importance of major Budget and Social Welfare policies to guiding the Administration.
CO4	Critically analyse the role of Administration in Public life.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO4	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3

Type	Code	GLOBAL POLITICS	L-T-P	Credits	Marks
CC	X			4-1-0	6

<b>Course Rationale:</b>	This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the workings of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of the relationship between the state and transnational actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.
<b>Course Objective:</b>	This course is an introduction to globalization by addressing its political, economic, social, cultural and technological dimensions. The course also offers insights in to key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.
<b>Pre-Requisites</b>	Adequate Knowledge and clear concepts in the field of Global Politics like Globalization, Non-Proliferation Regime, International Financial Institutions, Ecological Issues, Terrorism, and Human Security etc. are essential.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on debates and discussions with role-playing activities. Seminar presentations by students are essential in teaching and learning schemes.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
Students will be assessed on a continuous basis. Internal assessment will be conducted at the end of each unit which may include writing papers, and participation in class discussions. Students will be assessed on the basis of their ability to think critically.	The mid-term exam will carry 20 marks. It will consist of MCQ and a short questions. Each MCQ contains 1 mark (1x10=10) and Each short type question contains 2.5 marks (2.5x4=10)	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions, and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1:</b> <b>Globalization: Conceptions</b>	i. Understanding Globalization and its Alternative Perspectives, Non-Proliferation Regimes ii. Global Economy: Its significance & anchors of Global Political Economy: IMF, World Bank, WTO, TNCS.	17
<b>UNIT-II:</b> <b>Globalization: Perspectives</b>	i. Political Debates on Sovereignty and Territoriality ii. Cultural and Technological Dimension Global Resistances (Global Social Movements and NGOs) iii. Ecological Issues: International Environmental Agreements, Climate Change	16



<b>UNIT-III:</b> <b>Contemporary Global Issues-I</b>	Proliferation of Nuclear Weapons International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments	15
<b>UNIT-IV:</b> <b>Contemporary Global Issues-II</b>	Migration & Human Security Global Shifts: Power and Governance	16

### Text Books:

1. G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex: Wiley-Blackwell.
2. M. Strager, (2009) 'Globalization: A Very Short Introduction', London, Oxford University Press.
3. Heywood, (2011) 'Global Politics', New York, Palgrave-McMillan.
4. J. Baylis, S. Smith and P. Owens (2011) (eds.) 'Globalization of World Politics: An Introduction to International Relations', New York, Oxford University Press.
5. W. Ellwood, (2005) 'The No-nonsense Guide to Globalization', Jaipur, Rawat Publications.
6. D. Held and A. McGrew (2000) (eds.) 'The Global Trans-Formations Reader', Cambridge, Polity Press.

### Reference Books:

1. A. Narlikar, (2005) 'The World Trade Organization: A Very Short Introduction', New York, Oxford University Press.
2. Goldstein, (2006) 'International Relations', New Delhi, Pearson.
3. P. Hirst, G. Thompson and S. Bromley, (2009) 'Globalization in Question', Cambridge, Polity Press.
4. D. Held et al, (1999) 'Global Transformations: Politics, Economics and Culture', California, Stanford University Press.
5. F. Lechner and J. Boli (ed.), (2004) 'The Globalization Reader', London, Blackwell. (WTO).
6. G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex, Wiley-Blackwell.
7. T. Cohn, (2009) 'Global Political Economy', New Delhi, Pearson.
8. D. Held and A. McGrew (eds.), (2002) 'Global Transformations Reader: Politics, Economics and Culture', Cambridge, Polity Press.
9. A. Vanaik, (ed.), (2004) 'Globalization and South Asia: Multidimensional Perspectives', New Delhi, Manohar Publications.

### Online Resources:

1. <https://www.studyshipwithkrati.com/post/globalization-conception-and-perspectives-notes#:~:text=Understanding%20Globalization%20and%20its%20Alternative%20Perspectives,->

[Introduction&text=Globalization%20is%20a%20an%20economic,the%20end%20of%20geographical%20distances.](#)

2. [https://carnegieendowment.org/files/Repairing\\_App1.pdf](https://carnegieendowment.org/files/Repairing_App1.pdf)
3. <https://testbook.com/banking-awareness/international-financial-institutions>
4. <https://www.studocu.com/in/document/university-of-delhi/political-science/ecological-issues-gp/28810353>
5. [https://www.unodc.org/documents/e4i/18-04932\\_CT\\_Mod\\_01\\_ebook\\_FINALpdf.pdf](https://www.unodc.org/documents/e4i/18-04932_CT_Mod_01_ebook_FINALpdf.pdf)
6. <https://humansecuritycourse.info/module-4-human-security-in-diverse-contexts/issue-5-migration/>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Develop fundamental clarity about the idea of globalization in Global Politics.
CO2	After Completing Graduation in the department students go for higher education. This course will provide a conceptual understanding and a clear overview of major events that happened in Global Politics.
CO3	Understand basic ideas in Global Politics.
CO4	Understand the current challenges of the world & develop fundamental clarity about the idea of globalization in Global Politics.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO2	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO3	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO4	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3

Type	Code	WESTREN POLITICAL THOUGHT	L-T-P	Credits	Marks
CC	XI		4-1-0	6	100

<b>Course Rationale:</b>	The aim of this course is to introduce the student with the most essential thinkers of Western Political Thought. It tries to understand the student with the rudimentary context and central arguments and aims of the concerned thinker. It is not intended to be exhaustive but an appreciative introduction to western political thought.
<b>Course Objective:</b>	This course has connected the ideas of the Greek philosophy of Plato and Aristotle to the interpretation of modern politics followed by the ideas of Machiavelli, Hobbes, Locke, Rousseau, and Marx.
<b>Pre-Requisites</b>	A good knowledge of the interpretation of political ideas by different thinkers.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT when it is required. In addition to that, deliberative participation is planned to be interactive through debates and discussions with role-playing activities.

### Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.	The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.  Each MCQ contains 1 mark (1x10 =10) and  Each short type question contains 2.5 marks (2.5x4 =10)	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.  Each multiple-choice question contains 1 mark (1x12=12),  Very short answer type question contains 2 marks each (2x8=16)  Short answer type question contains 3 marks each (3x8=24)  Long answer type question contains 7 marks each (7x4=28)	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b> <b>Text and Interpretation: Antiquity</b>	(i) Plato (ii) Aristotle	14
<b>UNIT-II:</b>	(i) Machiavelli (ii) Hobbes	16
<b>UNIT-III:</b>	(i) Locke (ii) Rousseau	18
<b>UNIT-IV:</b>	(i) J.S Mill (ii) Karl Marx	16

### Text Books:

1. C. Kukathas and G. Gaus, (eds.) 'Handbook of Political Theory', London, Sage Publications Ltd.
2. D. Boucher and P. Kelly (2009), (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
3. J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers.
4. Mukherjee, Subrato and Susheela Ramaswamy (2011) 'History of Political Thought: Plato to Marx', PHI Publishers, New Delhi.
5. Okin, S. (1992), 'Women in Western Political Thought', Princeton, Princeton University Press.
6. R. Kraut (1996) (ed.) 'The Cambridge Companion to Plato', Cambridge, Cambridge University Press.

### Reference Books:

1. A. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.
2. J. Barnes, (1995) (ed), 'The Cambridge Companion to Aristotle'. Cambridge, Cambridge University Press.

**Online Resources:**

1. <https://plato.stanford.edu/entries/plato/Course>
2. <https://plato.stanford.edu/entries/aristotle/>
3. <https://plato.stanford.edu/entries/machiavelli/>
4. <https://plato.stanford.edu/entries/rousseau/>
5. <https://plato.stanford.edu/entries/locke/>
6. <https://plato.stanford.edu/entries/hobbes/>
7. <https://plato.stanford.edu/entries/mill/>
8. <https://plato.stanford.edu/entries/marx/>
9. <https://theconversation.com/karl-marx-his-philosophy-explained-164068>
10. <https://www.britannica.com/topic/state-of-nature-political-theory>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Summarize the passage of political thought through the classical periods based on the works of Plato, and Aristotle.
CO2	Explain the historical and intellectual context in which the political thought of Machiavelli and Hobbes helped to develop the modern state came to be.
CO3	Compare and contrast the differences between Locke and Rousseau with regard to their understandings of the nature of the person, ethics, and society.
CO4	It will create understanding related to the contribution of J.S Mill and Karl Marx

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	3	3	3	3	3	3	2	2	3	3	2	2
CO2	3	2	2	2	3	3	3	3	3	3	2	2	3	3	2	2
CO3	3	2	2	2	3	3	3	3	3	3	2	2	3	3	2	2
CO4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	2

Type	Code		L-T-P	Credits	Marks
CC	XII	<b>INDIAN POLITICAL THOUGHT (ANCIENT&amp;MEDIEVAL)</b>	4-1-0	6	100

<b>Course Rationale:</b>	The aim of this course is to introduce some of the most important thinkers that have shaped modern political thought. It selects thinkers that can broadly represent various dimensions and richness of Indian political ideas. It introduces them to critically relate to modern Indian politics and discourses through these thinkers.
<b>Course Objective:</b>	This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of Reference books is meant for teachers as well as the more interested students.
<b>Pre-Requisites</b>	A good knowledge of concepts of Modern Indian Political Thought, its history, theoretical perspectives, approaches, and an assessment of its importance in the current scenario.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.	The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks (2.5x4 =10)	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7marks each (7x4=28)	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I: Traditions of Pre-colonial Indian Political Thought</b>	i) Brahmanic and Shramanic ii) Islamic and Syncretic.	15
<b>IT-II: Ved Vyasa (Shantiparva) and Manu</b>	(i) Ved Vyasa: Rajadharma (ii) Manu: Social Laws	15
<b>UNIT-III: Kautilya, Barani and Aggannasutta</b>	(i) Kautilya: Theory of State, Foreign Policy, Role of King (ii) Aggannasutta- Theory of Kingship (iii) Barani: Ideal Polity	16

<b>UNIT-IV: Kabir and Abul Fazal</b>	(i) Abul Fazal-Monarchy (ii) Kabir: Syncretism	18
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**Text Books:**

1. A. Appodoroy, (2002) 'Political Thought in India, Delhi, Khama Publication.
2. A. B. M, (1976), 'The Foundation of Muslim Rule in India', Allahabad, Central Book Depot.
3. Brown, (2003) 'The Verses of Vemana', Asian Educational Services, Delhi.
4. Habib, Irfan.(1995) 'Essays in Indian History', New Delhi, Tulika Publications.
5. Roy, Himanshu and Singh, M. (2017), 'Indian Political Thought: Themes and Thinker', Second Edition, New Delhi, Pearson.
6. S. Saberwal, (2008) 'Spirals of Contention', New Delhi, Routledge,
7. Sharma, R. S (1991) 'Aspects of Political Ideas Institutions in Ancient India, Delhi, Motilal Banarsidas.
8. T. Pantham, and K. Deutsch (1986) (eds.), Political Thought in Modern India, New Delhi, Sage Publications.
9. Thapar, Romila, (1997) 'Ashok and the Decline of the Mauryas, ' New York, Oxford University Press.
10. V. Mehta, (1992) 'Foundations of Indian Political Thought, New Delhi, Manohar Publications.
11. V.P. Varma, (1974) 'Studies in Hindu Political Thought and Its Metaphysical Foundations', New Delhi, Motilal Banarsidass.

**Reference Books:**

1. A. Fazl, (1873) 'The Ain-i Akbari '(translated by H. Blochmann), Calcutta: G. H. Rouse.
2. J. Spellman, (1964) 'Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford, Clarendon Press.
3. L. Hess and S. Singh, (2002) 'The Bijak of Kabir', New Delhi, Oxford University Press.
4. R. Kangle (ed. and trns.), 'Arthasastra of Kautilya', New Delhi, Motilal Publishers.
5. S. Collins, (2001) 'Agganna Sutta: The Discussion on What is Primary  
(An Annotated Translation from Pali), Delhi, Sahitya Akademi.

**Online Resources:**

1. <https://www.studocu.com/in>
2. <https://www.drishtias.com/images/pdf/IGNOU%20Social%20and%20Political%20Thoughts.pdf>
3. <https://www.scribd.com/document/601694286/Indian-Political-Thought-All-Thinkers-Eduseeker>



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

CO1	Understand the political traditions that existed in the past.
CO2	Develop an interest to read the ancient texts of Vedavyasa and Manu and compare those texts with modern texts dealing with power governance
CO3	Develop an ability to read and reflect upon the major contributions of identified thinkers & ideology (Barini, Kautilya & Aggannasutta).
CO4	Derive inspiration from the thinkers ( Abul Fazal & Kabir) and preserve the values that integrate and help them to build a healthy society.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO2	3	2	3	2	3	3	3	3	3	2	3	2	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3

Type	Code		L-T-P	Credits	Marks
CC	XIII	<b>CONTEMPORARY POLITICAL PHILOSOPHY</b>	4-1-0	6	100

<b>Course Rationale:</b>	This course provides knowledge about the close relationship between philosophy and politics. The aim of this course is to introduce the student with the most essential thinkers of Western Political Thought. It tries to inform the student with the rudimentary context and central arguments and aims of the concerned thinker. It is not intended to be exhaustive but an appreciative introduction to western political thought.
<b>Course Objective:</b>	This course provides a comprehensive introduction on modern western political thinkers and their ideas. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of modern western political thought while encouraging a specific knowledge of individual thinkers and texts. This course starts with idea of origin of state on the basis of social contract and finished with John Rawl's philosophy.
<b>Pre-Requisites</b>	A fundamental knowledge on ideas of modern western philosophy of different thinkers and its implication on contemporary society.
<b>Teaching Scheme:</b>	With an emphasis on debates and discussions, classes are intended to be interactive. Classroom instruction includes regular lectures as well as the use of documentaries on a range of topics.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
Unit-I	Lenin	16
Unit-II	Mao Zedong (Mao Tse Tung)	18
Unit-III	Antonio Gramsci	16
Unit-IV	John Rawls	14

### Text Books:

1. B. Nelson, (2008) 'Western Political Thought'. New York, Pearson Longman.
2. D. Boucher, and P. Kelly, (2003) (eds.) 'Political Thinkers: From Socrates to the Present'. New York, Oxford University Press.
3. Gramsci, Antonio (1996), 'Selections from the Prison Notebooks', Orient Longman, Hyderabad
4. Hacker, A. (1961), 'Political Theory: Philosophy, Ideology, Science', Macmillan, New York.

5. Mukherjee, Subrato and Susheela Ramaswamy (2011) 'History of political Thought: Plato to Marx', PHI Publishers, New Delhi
6. Rawls, John (2011), 'A Theory of Justice', Universal Law Publishing Co., New Delhi.
7. Sabine, George, H. (1973). 'A History of Political Theory', Oxford and I.B.H. Publishing, New Delhi.
8. Wayper. C.L (1989), 'Political Thought', B.I. Publications, Bombay.

#### **Reference Books:**

1. D. Germino (1972). Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago.
2. F.W. Coker (1971). Recent Political Thought, The World Press Pvt. Ltd., Calcutta.
3. J.H. Hallowell (1960). Main Currents in Modern Political Thought, Holt, New York.

#### **Online Resources:**

1. <https://socialistworker.co.uk/features/lenin-and-his-ideas-today/>
2. <https://www.britannica.com/topic/Leninism>
3. <https://www.encyclopedia.com/people/history/chinese-and-taiwanese-history-biographies/mao-zedong>
4. <https://www.britannica.com/summary/Mao-Zedong>
5. <https://plato.stanford.edu/entries/rawls/>
6. <https://plato.stanford.edu/entries/original-position/>
7. [https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm#:~:text=According%20to%20Gramsci%2C%20hegemony%20\(%E2%80%9C,as%20well%20as%20on%20the](https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm#:~:text=According%20to%20Gramsci%2C%20hegemony%20(%E2%80%9C,as%20well%20as%20on%20the)
8. <https://plato.stanford.edu/entries/gramsci/>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand the modern western philosophy of V. Lenin
CO2	Explain the Marxist worldview, with particular regard to his critique of capitalism, and state by Mao Zedong
CO3	Explain Marxism and how it can be applied to society and the state by A. Gramsci
CO4	Develop conceptual clarity upon the importance of justice by John Rawls

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
CC	XIV	<b>MODERN INDIAN POLITICAL THOUGHT</b>	<b>4-1-0</b>	<b>6</b>	<b>100</b>

<b>Course Rationale:</b>	The aim of this course is to introduce some of the most important thinkers that have shaped modern Indian political thought. It selects thinkers that can broadly represent various dimensions and richness of Indian political ideas. It introduces them to critically relate to modern Indian politics and discourses through these thinkers.
<b>Course Objective:</b>	This course introduces the specific elements of modern Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of modern Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class.
<b>Pre-Requisites</b>	A good knowledge of concepts of Modern Indian Political Thought, its history, theoretical perspectives, approaches, and an assessment of its importance on the current scenario.
<b>Teaching Scheme</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>Unit -1 Introduction</b>	(i) Rammohan Roy: Rights, Reform Movement, Liberalism  (ii) Pandita Ramabai: Gender, critique of orthodoxy Vivekananda: Ideal Society, Humanism, Nationalism	14
<b>Unit-II &amp;Ambedkar</b>	(i) Gandhi: Swaraj, Swadeshi (8 lectures) (ii) Ambedkar: Social Justice	16
<b>Unit-III &amp;Savarkar</b>	(i) Tagore Critique of Nationalism (8 lectures) (ii) Savarkar: Hindutwa-A critical Assessment	18

<b>Unit-IV Nehru, Lohia and J.P. Narayan</b>	(i) Nehru: Secularism, Socialism (ii) Lohia: Socialism, (iii) J.P. Narayan: Total Revolution	16
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### Text Books:

1. A. Sen, (2003) 'Swami Vivekananda', Delhi, Oxford University Press.
2. D. Dalton, (1982) 'Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo
3. Ghose, Rabindranath Tagore and Mahatma Gandhi', Academic Press, Gurgaon.
4. G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in Seeking Begumpura: The Social Vision of Anti Caste Intellectuals, New Delhi, Navayana.
5. M. Kosambi (2000) (ed.), 'Pandita Ramabai Through her Own Words: Selected Works', New Delhi, Oxford University Press.
6. Raghuramaraju, (2007) 'Debates in Indian Philosophy: Classical, Colonial, and Contemporary', Delhi, Oxford University Press.
7. S. Sarkar, (1985) 'A Critique on Colonial India', Calcutta, Papyrus.
8. Sh. Kapila (2010) (ed.), 'An intellectual History for India', New Delhi: Cambridge University Press.
9. T. Pantham and K. Deutsch (1986), (eds.) 'Political Thought in Modern India', New Delhi, Sage.
10. V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi, Sage Publication.

### Reference Books:

1. P. Chatterjee, (1986) 'Nationalist Thought and the Colonial World: A Derivative Discourse? London, Zed Books.
2. S. Hay (1991) (ed.), 'Sources of Indian Tradition', Vol. 2. Second Edition, New Delhi, Penguin.

S. Thorat and Aryama (2007) (eds.), 'Ambedkar in Retrospect - Essays on Economics, Politics and

### Online Resources:

1. <https://www.studocu.com/in>
2. <https://www.drishtias.com/images/pdf/IGNOU%20Social%20and%20Political%20Thoughts.pdf>
3. <https://www.scribd.com/document/601694286/Indian-Political-Thought-All-Thinkers-Eduseeker>



**Course Outcomes:** At the end of this course, the students will be able to:

<b>CO-1</b>	Understand the modern political traditions that existed in the past related to the thinkers like Raja Ram Mohan Roy & Pandita Ramabai
<b>CO-2</b>	Develop interest to read about thinkers like Mahatma Gandhi and Dr. B. R. Ambedkar
<b>CO-3</b>	Develop an ability to read and reflect upon the major contributions of identified thinkers like Shree Rabindranath Tagore & V. D. Savarkar.
<b>CO-4</b>	Derive inspirations from the thinkers like J. L. Nehru, Ram Manohar Lohia & J. P. Narayan and preserve the values that integrates and helps them to build healthy society.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
DSE	I	<b>INTRODUCTION TO HUMAN RIGHTS</b>	4-1-0	6	100

<b>Course Rationale:</b>	This course tries to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.
<b>Course Objective:</b>	This course provides a comprehensive introduction on Universal Declaration of Human Rights. The course also offers insights into key contemporary violation of Human Rights issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security.
<b>Pre-Requisites</b>	A fundamental knowledge on ideas of Violation of Human rights contemporary society and to acknowledge the existence of mechanisms to safeguard human rights of an individual.
<b>Teaching Scheme:</b>	With an emphasis on debates and discussions, classes are intended to be interactive. Classroom instruction includes regular lectures as well as the use of documentaries on a range of topics.

### Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be	The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question	100

conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.	mark (1x10=10) and Each short type question contains 2.5 marks (2.5x4=10)	contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)	
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## Detailed Syllabus

UNITS	TOPICS	HOURS
Unit-I	i) Understanding Human Right ii) Three Generations of Rights	16
Unit-II	i) Universal Declaration of Human Rights	18
Unit-III	i) Rights in National Constitutions: South Africa and India	16
Unit-IV	i) International Refugee Law, International Humanitarian Law	14

### Text Books:

1. Alston Philip (1995), 'The United Nations and Human Rights-A Critical Appraisal', Oxford
2. Baxi, Upendra (1995) (ed.), 'The Right to be Human', Delhi, Lancer,
3. Beetham, David (1987) (ed.), 'Politics and Human Rights', Oxford, Blackwell.
4. Desai, A R. (1986) (ed), 'Violations of Democratic Rights in India', Bombay, Popular Prakashan.
5. Evans, Tony (2001), 'The Politics of Human Rights: A Global Perspective', London, Pluto Press.
6. Hargopal. G. (1999) 'Political Economy of Human Rights', Hyderabad, Himalaya.

7. J. Hoffman and P. Graham, (2006) 'Introduction to Political Theory', Delhi, Pearson.

**Reference Books:**

1. Kothari, Smitu and Sethi, Harsh (1991) (eds.), 'Rethinking Human Rights', Delhi, Lokayan.
2. Saksena, K.P. (1999) (ed.), 'Human Rights: Fifty Years of India's Independence', Delhi, Gyan.
3. Subramanian, S. (1997), 'Human Rights: International Challenges', Delhi, Manas Publications.
4. Vistaar Iyer, V.R. Krishna (1999), 'The Dialectics and Dynamics of Human Rights in India', Delhi, Eastern Law House.

**Online Resources:**

1. <https://sites.uab.edu/humanrights/2019/01/14/the-generations-of-human-rights/>
2. <https://www.britannica.com/topic/Universal-Declaration-of-Human-Rights>
3. <https://www.gov.za/documents/constitution/chapter-2-bill-rightshttps://www.mea.gov.in/Images/pdf1/Part3.pdf>
4. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-relating-status-refugees>
5. <https://egyankosh.ac.in/bitstream/123456789/24182/1/Unit-19.pdf>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Develop fundamental clarity about the idea of Human Rights.
CO2	Acknowledge conceptual understanding a clear overview major events happened in Universal Declaration of Human Rights.
CO3	Understand basic ideas related to national constitution of South Africa and India.
CO4	Understand the current Human Rights challenges of the world.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
DSE	I.C	<b>Human Rights: Indian Perspective</b>	4-1-0	6	100

<b>Course Rationale:</b>	<p>This course aims to introduce human rights in Indian perspective among students. This course attempts to build an understanding of human rights among students through a study of specific issues from an Indian perspective. Students need to see how debates on human rights have taken distinct forms historically and in the contemporary scenario. The course seeks to anchor all issues in the Indian context.</p>
<b>Course Objective:</b>	<p>The purpose of the course is to build conceptual understanding in students about the Indian conception of human rights and enable them to critically examine key issues and areas often talked about in Indian human rights discourses. Apart from state actors and institutions, agencies, and law associated with them, which occupy the central place in discussion, the module also engages with social, religious, political and economic ideologies in India which unleash several critical issues pertaining to human rights. The course also make explains India's Institutional setup to deal with abuses of Human Rights and their protection.</p>
<b>Pre-Requisites</b>	<p>A good knowledge of human rights.</p>
<b>Teaching Scheme:</b>	<p>Regular classroom lectures with use of ICT when it is required. In addition to that, deliberative participation is planned to be interactive through debates and discussions with role playing activities.</p>

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b>	i) Development of the concept of Human Rights in India  ii) Values of Indian Culture,  iii) Preamble of the Indian Constitution and Human Rights.	14
<b>UNIT-II:</b>	i) Fundamental Rights Directive Principles of State Policy  ii) Fundamental Duties.	16
<b>UNIT-III:</b>	i) National Human Rights Commission: Structure and functions and Powers  ii) Human Rights Protection Act, 1993 Role of Police in Protection of Human Rights	18
<b>UNIT-IV:</b>	i) Judicial Activism and Human Rights,  ii) Role of Public Interest Litigation in Protection	16

	of Human Rights. iii) Role of Media in Protection of Human Rights. iv) Consumer Rights, Human Rights and Problem of Poverty, Rights to Information.	
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## Readings

1. Arun Ray, National Human Right Commission of India, Vol. 1 & 2, Khanna Publications, New Delhi 1997.
2. D.N. Gupta & Chandrachur Singh, Kalpaz Pub. Delhi 2003 3 Krishna Mohan Mathur, Challenges to Police, Human Rights and National Securities, Kalpaz Pub. Delhi 2003
3. S. Subharamanion, HumanRights: International Challenge, Vol. 1 & 2, Mahas Pub., New Delhi 2007
4. V.V. Devasia & Lilama Devasia, Women Social Justice and Human Rights, A.P.H. Pub. Co., New Delhi 1998  
6 Y.K. Tyagi, Human Rights in India. Vol. 29 No. 2, April-June 1992.
5. Vijay K. Gupta (Ed.), Perspective on Human Rights, Vikas Pub. House, Pvt. Ltd. , New Delhi. 1996 8 C.J. Nirmal (Ed.) Human Rights in India : Historical, Social and Political perspective, Oxford University Press, New Delhi.

## Online Resources:

1. [https://www.ihra.co.in/uploads/pdf/Human\\_rights\\_law\\_in\\_India.pdf](https://www.ihra.co.in/uploads/pdf/Human_rights_law_in_India.pdf)
2. <https://unacademy.com/content/upsc/study-material/law/fundamental-rights-directive-principles-and-fundamental-duties/>
3. [https://nhrc.nic.in/sites/default/files/PHRAct\\_2021.pdf](https://nhrc.nic.in/sites/default/files/PHRAct_2021.pdf)
4. <https://byjus.com/free-ias-prep/public-interest-litigation-pil/>



**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand the conceptual background of rights.
CO2	Understand the conceptual background of duties.
CO3	Understand the rules, regulations, and agencies related to rights.
CO4	Understand the relevance of human rights in contemporary scenarios.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
DSE	II	<b>DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY INDIA</b>	4-1-0	6	100

<b>Course Rationale:</b>	Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts, and forms of political contestation over development paradigms and their bearing on the retrieval of the democratic voice of citizens.
<b>Course Objective:</b>	This course deals with various issues and conflicts of society such as Social Asymmetries and Politics in India (Caste, Ethnicity), Gender and Politics in India, Protest and Change in India (working class and peasant movement), New Social Movements in India (movements of ecology and anti- corruption), and Politics of Violence in India (Insurgency– Origin, Reasons,Expansion, State Response and Naxal Movement – Origin, Reasons, Expansion, State Response)
<b>Pre-Requisites</b>	Basic knowledge about the concepts like Development, Agriculture, and Industrial growth is necessary to critically analyse their impact on people and the state.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required. Classes focus on Discussion and debate to make it more participatory.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<p><b>UNIT-1:</b></p> <p><b>Development Process since Independence</b></p>	<p>(i) Welfare State, Development and the role of Planning commission</p> <p>(ii) Development in the era of Liberalization and Reforms</p>	17
<p><b>UNIT-II:</b></p> <p><b>Development Strategy and its Impact on the Social Structure</b></p>	<p>(i) Industrial Development and its impact on organized and unorganized labour</p> <p>(ii) Agricultural Development and Agrarian Crisis, Land Reforms and Green Revolution,</p>	17
<p><b>UNIT-III:</b></p> <p><b>Social Movements</b></p>	<p>i) Social Movements: Meaning and Approaches, New Social Movements</p> <p>ii) Women's Movement, Environmental Movements</p>	15

<b>UNIT-IV:</b>  <b>Social Movements</b>	i) Dalit Movement, Tribal Movement,  ii) Left wing Extremism: Issues and Challenges	15
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### Textbooks

1. A. Desai, (1986) (ed.), 'Agrarian Struggles in India After Independence', Delhi, Oxford University Press
2. A. F. Frankel, (2005) 'India's Political Economy (1947-2004): The Gradual Revolution', Delhi, Oxford University Press.
3. B. Nayar, (2007) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
4. G. Omvedt, (1983) 'Reinventing Revolution, New Social Movements and the Socialist Tradition in India', New York, Sharpe.
5. G. Rath, (2006) (ed.), 'Tribal development in India: The Contemporary Debate', New Delhi Sage Publication.
6. G. Shah, (2004) 'Social Movements in India: A Review of Literature', New Delhi, Sage Publication.
7. G. Shah, (ed.), (2002) 'Social Movements and the State'. New Delhi, Sage Publications.
8. R. Mukherji (2010) (ed.) 'India's Economic Transition: The Politics of Reforms', Delhi, Oxford University Press.
9. S. Roy and K. Debal, (2004) 'Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity', Delhi, Sage.

### Reference Books:

1. J. Harris, (2009) 'Power Matters: Essays on Institutions, Politics, and Society in India', Delhi, Oxford University press.
2. J. Harriss, (2006) (ed) 'Power Matters: Essays on Institutions, Politics, and Society in India,' Delhi. Oxford University Press
3. K. Suresh, (ed.), (1982) 'Tribal Movements in India', Vol I and II, New Delhi, Manohar.
4. L. Fernandes, (2007) 'India's New Middle Class: Democratic Politics in an Era of Economic Reform', Delhi, Oxford University Press.
5. M. Jayal, and P. Mehta, (2010) (eds.), 'The Oxford Companion to Politics in India', Delhi, Oxford University Press.
6. M. Mohanty, P. Mukherji and O. Tornquist, (1998) (eds.) 'People's Rights: Social Movements and the State in the Third World', New Delhi, Sage.
7. N. Jayal (2012) (ed.) 'Democracy in India', New Delhi, Oxford India Paperbacks, Sixth impression.

### Online Resources:

1. NPTEL Courses, <http://nptel.ac.in/courses>
2. <https://cec.nic.in/>
3. <https://egyankosh.ac.in>
4. <https://study.sagepub.in>
5. <https://epgp.inflibnet.ac.in/>

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

CO1	Gain knowledge of development policies and planning in India since independence
CO2	Understand the development strategies and their impact on industrial and agricultural sphere
CO3	Understand the emergence of social movements in response to the development policies adopted by successive governments
CO4	Understand the issues raised by social movements in India and the response of the state

### Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	Colonialism and Nationalism in India	L-T-P	Credits	Marks
DSE	I.I.C		4-1-0	6	100

<b>Course Rationale:</b>	Under the influence of colonialism and Nationalism, India has transformed to produce spaces of advantage and disadvantage and new geographies of power. The extreme exploitation of colonialism costs and dispossession of vulnerable social groups involved in the struggle for Nationalism. A variety of protest movements emerged to interrogate and challenge this nationalism. This course proposes to introduce students to the conditions, contexts, and forms of colonialism and nationalism.
<b>Course Objective:</b>	The purpose of this course is to help students understand historically the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India at the same time study the social, political and institutional practices that unfolded in that period, gradually paving way towards independence and democracy in India.
<b>Pre-Requisites</b>	A good knowledge of history of India.
<b>Teaching Scheme:</b>	Regular classroom lectures with use of ICT when it is required. In addition to that, deliberative participation is planned to be interactive through debates and discussions with role playing activity.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b>	<p>a. Main perspectives on colonialism: Liberalism, Marxism, Postcolonialism</p> <p>b. Approaches to the study of nationalism in India: Nationalist, Imperialist, Marxist, and Subaltern interpretations</p>	14
<b>UNIT-II:</b>	<p>a. Constitutional developments and the colonial state</p> <p>b. Colonial ideology of civilizing mission: Utilitarians and Missionaries</p> <p>c. Impact on agriculture, land relations, industry and ecology</p>	16

<p><b>UNIT-III:</b></p>	<p>a. The 1857 rebellion</p> <p>b. Major social and religious movements</p> <p>c. Education and the rise of the new middle class</p>	<p>18</p>
<p><b>UNIT-IV:</b></p>	<p>i) Nationalist Politics and Expansion of its Social Base</p> <p>a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League</p> <p>b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements</p> <p>c. Socialist alternatives: Congress socialists, Communists</p> <p>d. Communalism in Indian Politics</p> <p>e. The two-nation theory, negotiations over partition</p> <p>ii) Social Movements</p> <p>a. <i>The Women's Question</i>: participation in the national movement and its impact</p> <p>b. <i>The Caste Question</i>: anti-Brahmanical Politics</p> <p>c. <i>Peasant, Tribals, and Workers</i> movements</p>	<p>16</p>

### Readings

1. Chandra, B. (1999) *Essays on Colonialism*, Hyderabad. Orient Longman, pp.1-22.
2. Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin, pp.13-30.
3. Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.
4. Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) *Science, Technology, Imperialism and*



- War*. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.
6. Guha, Ranajit. (1982). *Subaltern Studies, I*. Oxford University Press. Delhi. pp.1-8.
  7. Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp.28-65.
  8. Young, R. (2003) *Postcolonialism: A Very Short Introduction*. Oxford: Oxford University Press, pp. 9-68.
  9. Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) *Contemporary India: Transitions*. New Delhi: Sage, pp. 25-36.
  10. Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 37-65; 66-138.
  11. Chandra, B. (1999) *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 58-78.
  12. Metcalf and Metcalf. (2002) *A Concise History of India*. Cambridge: Cambridge University Press, pp. 55-80.
  13. Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.
  14. Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences* . Vol X. New Delhi: Oxford University Press.
  15. Guha, R. and Gadgil, M. (1989) 'State Forestry and Social Conflict in British India', in
  16. Guha, R. and Gadgil, M. *Past and Present: A Journal of Historical Studies*. May: 123, pp. 141-177.
  17. Mann, M. (2004) 'Torchbearers Upon the Path of Progress: Britain's Ideology of a Moral And Material Progress in India', in Mann, M. and Fischer-Tine, H. (eds.) *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.
  18. Bandopadhyay, S. (2015, revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.
  19. Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) *Development of Modern Indian Thought and the Social Sciences* . Vol X. New Delhi: Oxford University Press.
  20. Bandopadhyay, S. (2008) Eighteen-Fifty-Seven and Its Many Histories, in *1857: Essays From Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

21. Bandopadhyay, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 227-323; 405-438.
22. Sarkar, S. (1983) *Modern India (1885-1847)*. New Delhi: Macmillan.
23. Jalal, A. and Bose, S. (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.
24. Bandopadhyaya, S. (2015 revised edition) *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.
25. Desai, A.R. (1987 reprint) *Social Background of Indian Nationalism*, Bombay, Popular.
26. Chandra, B. (1988) *India's Struggle for Independence*, New Delhi. Penguin.
27. Chatterjee, P. (2010) 'A Brief History of *Subaltern Studies*', in Chatterjee, Partha *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black.
28. Metcalf, T. (1995) *Ideologies of the Raj*. Cambridge: Cambridge University Press, pp. 132-148.
29. Islam, S. (2004) 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, pp. 71-103.
30. Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareepksha', in *Bharat Mein Algaovaad Aur Dharm*. New Delhi: Vani Prakashan, pp. 33-51.
31. Pradhan, Ram Chandra. (2008) *Raj to Swaraj*. New Delhi: Macmillan.
32. Sangari, Kumkun and Vaid, S. (1989) *Recasting Woman: Essays in Colonial History*. New Delhi: Oxford University Press.
33. Singh, Abhay Prasad, *Bharat mein Upaniveshvaad*, Orient Blackswan, 2014.
34. Singh, Abhay Prasad, *Bharat mein Rashtravaad*, Orient Blackswan, 2014.
35. Mani, B.R. (2005) *Debrahmanising History, Dominance and Resistance in Indian Society*. New Delhi: Manohar Publishers.

#### Online Resources:

1. <https://egyankosh.ac.in/bitstream/123456789/44295/3/Unit-3.pdf>
2. <https://www.studyshipwithkrati.com/post/colonial-rule-in-india-its-impact-notes>
3. <https://byjus.com/free-ias-prep/revolt-of-1857/>
4. <https://egyankosh.ac.in/bitstream/123456789/21037/1/Unit-3.pdf>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand the theoretical aspect of concepts.
CO2	Understand the history of India through various phenomena.
CO3	Understand the role of various movements in changing the circumstances.
CO4	Understand the relevance of the concepts.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	India's Foreign Policy in a Changing World	L-T-P	Credits	Marks
DSE	III		4-1-0	6	100

<b>Course Rationale:</b>	This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'.
<b>Course Objective:</b>	This course deals with India's Foreign Policy in a changing world. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international politics facilitate an understanding of the changing positions and development of India's role as a global player since independence.
<b>Pre-Requisites</b>	A basic understanding of international relations concepts, as well as awareness of current events, their history, methods, and emerging trends.
<b>Teaching Scheme:</b>	Classes are designed to be participatory, with a focus on debates and discussions with role-playing exercises. Regular lectures are held in the classroom, with ICT used as needed.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (<math>1 \times 10 = 10</math>) and</p> <p>Each short type question contains 2.5 marks (<math>2.5 \times 4 = 10</math>)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (<math>1 \times 12 = 12</math>),</p> <p>Very short answer type question contains 2 marks each (<math>2 \times 8 = 16</math>)</p> <p>Short answer type question contains 3 marks each (<math>3 \times 8 = 24</math>)</p> <p>Long answer type question contains 7 marks each (<math>7 \times 4 = 28</math>)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b> <b>India's Foreign Policy in a changing world</b>	(i) India's Foreign Policy: Major bases and determinants (ii) India's Foreign Policy: Postcolonial Perspective	14
<b>UNIT-II:</b> <b>India's Relation with USA&amp; Russia</b>	(i) India's Relations with the USA (ii) India's Relation with USSR/Russia	16
<b>UNIT-III:</b> <b>India-China Relations, India and South Asia</b>	(i) India-China Relations (ii) India and South Asia: SAARC, Look East Policy, Act East Policy	18
<b>UNIT-IV:</b> <b>India and Contemporary World</b>	(i) India as an emerging Global Power, Myth and Reality (ii) India in the Contemporary World	16

### Text Books:

1. Appadorai, A. and M.S. Rajan (1988), 'India's Foreign Policy and Relations', New Delhi, South Asian Publishers Pvt. Ltd.
2. Bahadur, K. (ed.)(1986), 'South Asia in transition: Conflicts and Tensions', New Delhi, Patriots.
3. Bandyopadhyaya, J. (2006), 'The making of India's Foreign Policy', New Delhi, Allied Publishers Pvt. Ltd.
4. Banerjee, A.K. (ed.) (1998), 'Security issues in South Asia: Domestic and External Sources of Threats to Security', Calcutta,
5. Minerva. B. P. & Vanaik, A. (eds.) (1999), 'South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament', New Delhi, Oxford University Press.
6. D. Scott (2011) (ed.), 'Handbook of India's International Relations', London, Routeledge.

7. Dutt, V.P. (2007), 'India's Foreign Policy Since Independence', New Delhi, National Book Trust.
8. Tellis and S. Mirski (2013) (eds.), 'Crux of Asia: China, India, and the Emerging Global Order', Carnegie Endowment for International Peace, Washington.

### Reference Books:

1. Ganguly, S. & Mukherji, R. (2011), India since 1980, New Delhi: Cambridge University Press.
2. Ghosh, P. S. (1989), Cooperation and conflict in South Asia, New Delhi: Manohar.
3. Gould, H.A. & Ganguly, S. (eds.) (1993), The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan, New Delhi: Oxford & IBH.
4. Gujral, I. K. (1998), A foreign policy for India, Delhi: External publicity division, MEA, Government of India.
5. Mansingh, S. (1984), India's search for power: Indira Gandhi's foreign policy, 1966-1982 New Delhi: Sage.
6. Muni, S.D. (2010), India's Foreign Policy the democracy dimension, New Delhi: Foundation Books.
7. Nayar, B.R. and T.V. Paul (2004), India in the world order searching for major power status, New Delhi: Cambridge University Press.
8. S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.
9. S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge.
10. Sengupta, B. (1998), Fulcrum of Asia relations among China, India, Pakistan and the USSR, New Delhi: Konark Publishers.
11. W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trusts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

### Online Resources:

1. Course Era Courses, <https://www.coursera.org/learn>
2. Indian Council of World Affairs (icwa.in) <https://www.icwa.in/>
3. Ministry of External Affairs, Government of India <https://www.mea.gov.in>
4. NPTEL Courses, <http://nptel.ac.in/courses>
5. Observer Research Foundation <https://www.orfonline.org/>
6. The Centre for Social and Economic Progress (CSEP) <https://csep.org/>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand India's Foreign Policy in a changing world.
CO2	Become aware India's Relation with major powers(USA & USSR)
CO3	Know the relationship ofc India with China and South Asia
CO4	Understand the role of India in international Sphere

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO2	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3
CO4	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3	3



Type	Code		L-T-P	Credits	Marks
DSE	III.C	<b>South Asian: Political System</b>	4-1-0	6	100

<b>Course Rationale:</b>	<p>This course's objective is to teach students the political systems of South Asian countries. The endeavour is to highlight integral linkages among South Asian countries. The identity of the South Asian Political System is changing according to different periods. Students will be instructed on South Asian countries shifting identity from the past to the contemporary period.</p>
<b>Course Objective:</b>	<p>The course has been designed to understand the South Asian region thematically. It involves studying the political structures and processes of governance, in addition to the socio-economic dynamics operating in the region. The course can be seen as a unique combination of themes and concepts drawn from other conventional courses like Indian government and politics and Comparative politics. The course aims to provide a holistic understanding of various issues and challenges faced by the countries in this region, for instance political instability, terrorism, migration, ethnic conflicts, and economic disparity, etc. Considering the fact that countries in this region like India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and Maldives share a common historical background, the course will begin with developing an understanding about their common past and from there on moving towards distinct trajectories.</p>
<b>Pre-Requisites</b>	A good knowledge of political system.
<b>Teaching</b>	Regular classroom lectures with use of ICT when it is required. In addition to that, deliberative participation is planned to be interactive through debates and discussions with

<b>Scheme:</b>	role playing activity.
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### Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

### Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b>	i) Political Background: Social and Cultural aspects of South Asia as a region; ii) Colonial Experience and freedom struggle.	14
<b>UNIT-II:</b>	i) Political Economy of South Asian States: Issues of Poverty, ii) Development and Democracy.	16

<b>UNIT-III:</b>	i) Pakistan & Bangladesh: Partition, Constitutional Development,  ii) Role of religion Army in Political Process, Party System.	18
<b>UNIT-IV:</b>	i) Nepal & Bhutan: Constitutional Developments, Transition from Monarchy to Democracy, Democratic Process, Party System.  ii) Srilanka: Constitutional Development, Party System, Religion Tamil Separatism.	16

### Readings

1. Singh, R. P. (2010). Geo-political position of Nepal and its impact on Indian security. The Indian Journal of Political Science, 71(4), pp.1281-1292.
2. Singh, B. (2016). India's Neighbourhood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution. Journal of International and Area Studies, 23(1), pp. 59-75.
3. Ranjan, A. & Ravindran, L. (2018). India-Bhutan: Affirming 50 Years of Relationship. Institute of South Asian Studies.
4. Dr. Parmanand - Political Development in South Asia, Crag Baxter, Govt. & Politics in South Asia.
5. K. Bahadur - Democracy in Pakistan: Creies and Coufhit f. M.Chadda - Building Democracy in South Asia : India, Nepal, Pakistan.
6. Urmila Phaduis and R.Ganguli - Ethnicity and nation Building in South Asia.
7. Kapur, A., & Wilsen, A.J. (1996). Foreign Policy of India and her Neighbors. Houndmills, Macmillan Press.
8. Kapur, H. (1994). India's Foreign Policy— Shadows and Substance. New Delhi: Sage.
9. Muni, S. (2003). Problem Areas in India's Neighbourhood Policy. South Asian Survey, 10(2), pp. 185-196.
10. Punjabi, R., & A.K., Pasha (Eds.), (1998). India and the Islamic World. Delhi: Radiant Publishers.
11. Saran, S. (2017). How India Sees the World: Kautilya to the 21st Century. New Delhi: Juggernaut.
12. Scott, D. (2009). India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power. India Review, 8(2), pp. 107-143.
13. Singh, R.P. (2010). Geo-political position of Nepal and its impact on Indian security, The Indian Journal of Political Science, 71(4), pp.1281-1292.

14. Singh, B. (2016). India's Neighbour-hood Policy: Geopolitical Fault Line of Its Nepal Policy in the Post-2015 Constitution. *Journal of International and Area Studies*, 23(1), pp.59-75

**Online Resources:**

1. <https://academic.oup.com/book/7975/chapter/153313096>
2. <https://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1615&context=uer>
3. [https://ciaotest.cc.columbia.edu/olj/sa/sa\\_mar01chb01.html](https://ciaotest.cc.columbia.edu/olj/sa/sa_mar01chb01.html)
4. [https://peacemaker.un.org/sites/peacemaker.un.org/files/DemocraticConstitutionMaking\\_NESAC2007.pdf](https://peacemaker.un.org/sites/peacemaker.un.org/files/DemocraticConstitutionMaking_NESAC2007.pdf)

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand the theoretical aspect of concepts.
CO2	Understand the economic and democratic system.
CO3	Understand the political process and party system.
CO4	Understand the relevance of the concepts at global levels.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
DSE	IV	<b>WOMEN, POWER AND POLITICS</b>	4-1-0	6	100

<b>Course Rationale:</b>	This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook.
<b>Course Objective:</b>	This course is on the empowerment of women and standing against gender inequality. This course is divided into two sections. Section A is divided into three units. Unit One is about the idea of Patriarchy, its history, Gender, Debates, women's role in Public and Private spheres, and Power. Unit Second is designed to understand the concept of Feminism. The unit third discusses the concept of family, Community, and State. Section B is also classified into 3 Units. Unit four emphasizes various women's movements in India. Unit five focuses on violence against women and Unit Six deals with issues on work and labour (visible and invisible work, reproduction & care work, sex work).
<b>Pre-Requisites</b>	A fundamental knowledge of the domination of social structure and patriarchal society in the lives of women.
<b>Teaching Scheme:</b>	With an emphasis on debates and discussions, classes are intended to be interactive. Classroom instruction includes regular lectures as well as the use of documentaries on a range of topics.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (<math>1 \times 10 = 10</math>) and</p> <p>Each short type question contains 2.5 marks (<math>2.5 \times 4 = 10</math>)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions, and long questions.</p> <p>Each multiple-choice question contains 1 mark (<math>1 \times 12 = 12</math>),</p> <p>Very short answer type question contains 2 marks each (<math>2 \times 8 = 16</math>)</p> <p>Short answer type question contains 3 marks each (<math>3 \times 8 = 24</math>)</p> <p>Long answer type question contains 7 marks each (<math>7 \times 4 = 28</math>)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>Unit-I: Feminism</b>	(i) Meaning and Development (ii) Liberal, Socialist and Radical Feminism	16
<b>Unit-II: Issues</b>	i) Patriarchy ii) Sex and Gender iii) Gender, Power and Politics	16
<b>Unit-III: Issues</b>	(i) Women Movement in India (ii) Women Empowerment: Policies and Practices (iii) Violence against Women	16
<b>Unit-IV: Women and Development</b>	i) WID (Women in Development), WAD (Women and Development), GAD (Gender and Development) ii) Women and Work (Visible and Invisible)	16

### Text Books:

1. B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. McCann and S. Kim (eds),
2. M. John. (2008) (ed) Women's Studies in India, New Delhi: Penguin.
3. M. Kosambi, (2007) Crossing the Threshold, New Delhi, Permanent Black.
4. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), Political Theory: An Introduction, Delhi: Pearson.
5. Naarivaadi Rajneeti: Sangharsh Evam Muddey, University of Delhi: Hindi Medium Implementation Board.
6. T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), Women Writing in India, New Delhi, Oxford University Press.
7. The Feminist Reader: Local and Global Perspectives, New York: Routledge.
8. U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)
9. V Geetha, (2002) Gender, Kolkata, Stree Publications.

### Reference Books:

1. N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.
2. N. Menon, (2004) 'Sexual Violence: Escaping the Body', in Recovering Subversion, New Delhi: Permanent Black.
3. P. Swaminathan, (2012) 'Introduction', in Women and Work, Hyderabad: Orient Blackswan.
4. R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press.
5. U. Chakravarti, (2003) Gendering Caste through a Feminist Lens, Kolkata, Stree publications.

### Online Resources:

1. [https://www.cordaid.org/en/story/if-it-involves-all-of-us-why-do-we-still-call-it-feminism/?gclid=EAIaIQobChMIIn-TZjuq1ggMVSqRmAb0YmwXAEAAAYAiAAEgL7L\\_D\\_BwE](https://www.cordaid.org/en/story/if-it-involves-all-of-us-why-do-we-still-call-it-feminism/?gclid=EAIaIQobChMIIn-TZjuq1ggMVSqRmAb0YmwXAEAAAYAiAAEgL7L_D_BwE)
2. <https://study.com/learn/lesson/feminist-theory-overview-beliefs-types.html>
3. <https://plato.stanford.edu/Archives/Win2017/entries/feminism-topics/#:~:text=Important%20topics%20for%20feminist%20theory.%2C%20human%20trafficking%20and%20sexuality.>
4. <https://www.niti.gov.in/empowerment-women-through-education-skilling-micro-financing>
5. <https://www.coe.int/en/web/gender-matters/feminism-and-women-s-rights-movements>
6. <https://egyankosh.ac.in/handle/123456789/58867>



**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Develop fundamental clarity about different aspects of Feminism which are covered in the syllabus.
CO2	Provide conceptual understanding of issues related to feminism.
CO3	Explain different welfare initiatives taken by the Government for women empowerment.
CO4	Understand the participation of women in public and private sphere.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
DSE	IV.C	<b>Gender and Environment</b>	4-1-0	6	100

<b>Course Rationale:</b>	This course opens up the question of the relationship between gender and Environment. It attempts to question the complicity of social, economic and environmental structures and relations in gender inequality.
<b>Course Objective:</b>	This course opens up the question of gender issues in relation to the environment. It attempts to question the complicity of various issues related to social, economic and environment.
<b>Pre-Requisites</b>	A good knowledge of gender and environment.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT when it is required. In addition to that, deliberative participation is planned to be interactive through debates and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted.</p> <p>Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I:</b>	i. Analysing structures of Patriarchy ii. Gender, Culture and History	14
<b>UNIT-II:</b>	i. Economic Development and Women ii. The issue of Women's Political Participation and Representation in India iii. Laws, Institutions and Women's Rights in India	16
<b>UNIT-III:</b>	i) Women's Movement in India	18
<b>UNIT-IV:</b>	i. Environment and Sustainable Development ii. UN Environment Programme: Rio, Johannesburg and After iii. Issues of Industrial Pollution, Global Warming, Threats to Biodiversity iv. Environment Policy in India v. Environmental Movement in India	16

## Readings

1. Agarwal, Anil and Sunita Narain (1991), *Global Warming and Unequal World: A Case of Environmental Colonialism*, Centre for Science and Environment, Delhi.
2. Banarjee, Madhulika et al, (2009), *Human Rights, Gender and Environment*, Pearson Publications, New Delhi.
3. Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
4. Beteille, Andre (2003) , *Antinomies of Society : Essays on Ideology and Institutions*, Oxford University Press, Delhi.
5. Biswal, Tapan (ed) (2006), *Human Rights, Gender and Environment*, viva Publications, New Delhi.
6. Chandhoke, Neera (2003), *Concepts of Civil Society*, Oxford University Press, Delhi.
7. Geetha, V (2002) *Gender*, Stree Publications, Kolcutta.
8. Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, Delhi.
9. Guha, Ramachandra and Madhav Gadgil, (1993), *Environmental History of India*, University of California Press, Berkeley.
10. Haragopal, G (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.
11. Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi.
12. Mohanty, Manoranjan, (2004), *Class, Caste, Gender*, Sage Publications, New Delhi.
13. Patel, Sujata et al (eds) (2003), *Rethinking Social Science in India*, Sage, New Delhi.
14. Rao, Anupama (ed.) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
15. Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi

### Online Resources:

1. <https://www.jstor.org/stable/42853921>
2. <https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>
3. <https://unacademy.com/content/upsc/study-material/indian-society/womens-movement/>
4. <https://www.un.org/en/conferences/environment>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	Understand the theoretical aspect of concepts.
CO2	Understand the economic, political and legal system related to women and the environment.
CO3	Understand the role of the women's movement.
CO4	Understand the relevance of the concepts.

### Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code		L-T-P	Credits	Marks
GE	01	<b>Feminism: Theory and Practice</b>	4-1-0	6	100

<b>Course Rationale:</b>	The course aims to introduce students to contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on the construction of gender and an understanding of the complexity of patriarchy and goes on to analyze theoretical debates within feminism. It offers a gendered analysis of Indian society, economy, and polity to understand the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.
<b>Course Objective:</b>	The aim of the course is to explain various perspectives on feminism and the history of feminist struggles. This course is divided into four units. Unit One is about the Feminist approach to political theory. Different perspectives on feminism have also been discussed in this unit. Unit Second talks about theories of Feminism. Unit third deals with Feminist issues and women's participation. Unit four is designed to explain the Understanding of women's Work and Labour.
<b>Pre-Requisites</b>	A good knowledge of concepts of understanding Feminism, its history and phases of feminist struggle, and an assessment of its critical and contemporary trends.
<b>Teaching Scheme:</b>	Regular classroom lectures with use of ICT as and when required, sessions are planned to be interactive with a focus on debates and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		End Term Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-1:</b> <b>Understanding Feminism</b>	(i)Feminist theorizing of the sex\gender distinction; Public Man and Private Women Understanding Patriarchy and Feminism	17
<b>UNIT-II:</b> <b>Theories of Feminism</b>	(i) Liberalist & Socialist  (ii) Radical Feminism & Eco-feminism	16
<b>UNIT-III:</b> <b>Feminist issues and Women's participation: The Indian Experience</b>	(i) Women's Participation in anti-colonial and national liberation movements with special focus on India  (ii) Traditional Historiography and feminist critiques; Social Reforms Movement and position of women in India, History of Women's struggle in post-independent India	15
<b>UNIT-IV:</b> <b>Family in contemporary India and understanding Women's Work and Labour</b>	(i) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights	16



	(ii) Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work, - Methods of computing women's work , Female headed households	
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**Text Books:**

1. Bina Agarwal, (2013) 'Gender And Green Governance', Oxford University Press, Oxford,
2. Forbes, Geraldine (1998) 'Women in Modern India'. Cambridge, Cambridge University Press
3. Geetha, V. (2002) 'Gender'. Calcutta, Stree Publications.
4. Geetha, V. (2007) 'Patriarchy'. Calcutta, Stree Publications.
5. Jagger, Alison. (1983) 'Feminist Politics and Human Nature'. U.K, Harvester Press.
6. John, Mary(2008) 'Women studies in India: A Reader', Peguin, New Delhi
7. Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

**Reference Books:**

1. Banarjee, Sikata. (2007) 'Ghadijally, Rehana. (ed.) 'Urban Women in Contemporary India: A Reader'. New Delhi, Sage.
2. Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No.8.
3. Desai, Neera & Thakkar, Usha. (2001) 'Women in Indian Society'. New Delhi: National Book Trust.
4. Gandhi, Nandita & Shah, Nandita. (1991) 'Contemporary Women's Movement in India'. Delhi, Zubaan.
5. Gupta, A and Sinha Smita, (2005) 'Empowerment of women: Language and Other Facets', Mangal Deep, New Delhi.
6. Jayawardene, Kumari. (1986) 'Feminism and Nationalism in the Third World'. London, Zed Books and Conclusion.
7. Nayak, Smita (2016) (eds.) 'Combating Violence Against Women: A Reality in the Making', Kalpaz, Gyan Books Pvt, Ltd, New Delhi
8. Nayak, Smita (2016) (eds.) 'Gender Dynamics: The Emerging Frontiers', Research India Publications, New Delhi.
9. Rowbotham, Shiela. (1993) 'Women in Movements', New York and London, Routledge.

**Online Resources:**

1. Charles Larmore, What Is Political Philosophy? Journal of Moral Philosophy, pages.uoregon.edu/koopman/siap/readings/Larmore\_Pol\_Phil.pdf
2. Stanford Encyclopaedia of Philosophy <https://plato.stanford.edu>
3. NPTEL Courses, <http://nptel.ac.in/courses>
4. Course Era Courses, <https://www.coursera.org/learn>

**Course Outcomes:** At the end of this course, the students will be able to:

CO1	The students will have fundamental clarity about the feminist approach to political theory.
CO2	After completing the course students will be able to analyse different perspectives (Liberal, Socialist, Marxist, and Radical) of Feminism.
CO3	It is understanding the significance of the ideology-feminism.
CO4	Critically analyse the theory and practice of feminist theory in the contemporary scenario.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	GOVERNANCE: ISSUES AND CHALLENGES	L-T-P	Credits	Marks
GE	II		4-1-0	6	100

<b>Course Rationale:</b>	This paper deals with concepts and different dimensions of governance highlighting the major debates in contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalizing world, environment, administration, and development. The essence of governance is explored through the various good governance initiatives introduced in India.
<b>Course Objectives</b>	This Course is an introduction to the concepts and theories of Governance and the paradigm shift in the study of the state society, economy relationships, Public Administration, governance and the intricacies of financial administration perform by the state.
<b>Pre-Requisites</b>	Basic knowledge of various events related to governance and challenges which are created within the governance system.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of reflections and contemplations from various episodes of Gandhi's life.

## Evaluation Scheme

Continuous Assessment		End Term Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I</b> -Government and governance: concepts	<p>i. Governance: Meaning, Nature and Types</p> <p>ii. Role of State in the Era of Globalization: State, Market and Civil Society</p>	16
<b>UNIT-II</b> -Good Governance	<p>i. Good Governance</p> <p>ii. Sustainable Development and Governance</p>	16

<p><b>UNIT-III-: Local Governance</b></p>	<p>i. Democratic Decentralization: Institutions of Local Governance (PRIs),</p> <p>ii. People's Participation in Local Governance &amp; Deepening Democracy</p>	<p>16</p>
<p><b>UNIT -IV-Good Governance Initiatives in India</b></p>	<p>i. Public Service Guarantee Acts and Electronic Governance</p> <p>ii. Citizen's Charter and Right to Information, Corporate Social Responsibility</p>	<p>16</p>

## Textbooks

1. Burns H Weston and David Bollier (2013), 'Green Governance: Ecological Survival, Human Rights, and the Law of the Commons', Cambridge University Press.
2. Emilio F. Moran, (2010) 'Environmental Social Science: Human-Environment interactions and Sustainability', Wiley-Blackwell.
3. Pardeep. Sachdeva, (2011) 'Local Government in India', Pearson Publishers, New Delhi.
4. Pranab Bardhan and Dilip Mookherjee (2006), 'Decentralization And Local Governance In Developing Countries: A Comparative Perspective', MIT Press.
5. T.R. Raghunandan (2013), 'Decentralization and Local Governments: The Indian Experience, Readings on The Economy, Polity and Society', Orient Blackswan.
6. D. Crowther (2008), 'Corporate Social Responsibility', Deep and Deep Publishers, New Delhi.

## Reference Books

1. B. C. Smith (2007), 'Good Governance and Development', Palgrave.
2. B. Chakrabarty and M. Bhattacharya, (1998) (eds.) 'The Governance Discourse'. New Delhi, Oxford University Press.
3. B. Nayar (1995) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
4. Neera Chandhoke, (1995) 'State and Civil Society Explorations In Political Theory' Sage Publisher.
5. Panda, Smita Mishra (2008), 'Engendering Governance Institutions: State, Market and Civil Society', Sage Publications.
6. Surendra Munshi and Biju Paul Abraham (2004) (eds.), 'Good Governance, Democratic Societies and Globalisation', Sage.
7. United Nation Development Programme, (1997) 'Reconceptualising Governance', New York.
8. World Bank Report, (1992) 'Governance and Development'.

## Online resources

- 1- [https://www.researchgate.net/publication/340535981\\_Concept\\_of\\_GovernanceAn\\_Introduction](https://www.researchgate.net/publication/340535981_Concept_of_GovernanceAn_Introduction)
- 2- <https://repository.up.ac.za/bitstream/handle/2263/24284/02chapters4-5.pdf?sequence=3&isAllowed=y>
- 3- [file:///C:/Users/Political%20Science-1/Downloads/799-Article%20Text-1588-2-10-20190605%20\(1\).pdf](file:///C:/Users/Political%20Science-1/Downloads/799-Article%20Text-1588-2-10-20190605%20(1).pdf)

4- [https://darpg.gov.in/sites/default/files/local\\_governance6.pdf](https://darpg.gov.in/sites/default/files/local_governance6.pdf)

5- <https://www.jstor.org/stable/26534843>

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

CO1	The students were introduced to understand the concept and different scopes of governance in Indian administration.
CO2	This is a paper devoted especially to governance and its relevance.
CO3	This is a paper devoted to understanding the relationship between local governance and democracy.
CO4	This is a paper devoted especially to the Indian context, so the students will become familiar with details of the Governance of India.

**Mapping of Cos to Pos and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	GANDHI AND THE CONTEMPORARY WORLD	L-T-P	Credits	Marks
GE	III		4-1-0	6	100

<b>Course Rationale:</b>	Locating Gandhi in a global frame, the course seeks to elaborate on Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.
<b>Course Objectives</b>	This course focuses on Gandhian thought and examines its practical implications. The basic focus of the study is on Gandhian thought and examines its practical implications whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Gandhian thought and examine its practical implications
<b>Pre-Requisites</b>	Basic knowledge of various events from Gandhi's life and episodes from the freedom struggle of India.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of reflections and contemplations from various episodes of Gandhi's life.



## Evaluation Scheme

Continuous Assessment		End Term Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.</p> <p>Each MCQ contains 1 mark (1x10 =10) and</p> <p>Each short type question contains 2.5 marks (2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.</p> <p>Each multiple-choice question contains 1 mark (1x12=12),</p> <p>Very short answer type question contains 2 marks each (2x8=16)</p> <p>Short answer type question contains 3 marks each (3x8=24)</p> <p>Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I-Theories:</b>	Satyagraha & Ahimsa	16
<b>UNIT-II-Theories I:</b>	Swaraj & Swadeshi	16
<b>UNIT-III- Relevance of Gandhi:</b>	Gandhi & Environment, Gandhi & Women, Gandhi & Social Harmony	16
<b>UNIT-IV: Gandhi &amp; Global Peace:</b>	Gandhian Philosophy in the Contemporary World	16

## Text Books

1. A Baviskar, (1995) 'The Belly of the River: Tribal Conflict Over Development in the Narmada Valley', Delhi, Oxford University Press.
2. A. Parel (2000) (eds) 'Gandhi, Freedom and Self-Rule', New Delhi, Lexington Books.
3. B. Parekh, (1997) 'Gandhi: A Brief Insight', Delhi, Sterling Publishing Company.
4. B. Parekh, (1999) 'Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse', New Delhi, Sage Publication.
5. D. Hardiman, (2003) 'Gandhi in his Time and Ours'. Delhi, Oxford University Press.

## Reference Books

1. R. Iyer, (ed) (1993) 'The Essential Writings of Mahatma Gandhi', New Delhi, Oxford University Press.
2. R. Ramashray, (1984) 'Self and Society: A Study in Gandhian Thought', New Delhi, Sage Publication.

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

CO1	A main key aim of this course is to introduce Gandhian thought especially Ahimsha and Satyagraha.
CO2	Explain Gandhian worldview, with particular regard to his critique of capitalism, and state.
CO3	Explain Gandhian thought and how he applies it to society and the state.
CO4	After finishing the course, students will have conceptual clarity upon the importance of Gandhian thought.

**Mapping of Cos to Pos and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	UNITED NATIONS AND GLOBAL CONFLICTS	L-T-P	Credits	Marks
GE	IV		4-1-0	6	100

<b>Course Rationale:</b>	This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of organizational structure and political processes of the UN, and how it was evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts as critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.
<b>Course Objectives</b>	This course is an introduction to the emergence of the United Nations. This course will provide concrete knowledge about the origin, history, evolution, structure, and the role of United Nations in the global scenario.
<b>Pre-Requisites</b>	Basic knowledge of various events related to the United Nations and its structures.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of reflections and contemplations from various episodes of Gandhi's life.

## Evaluation Scheme

Continuous Assessment		End Term Assessment	Total
Informal	Mid-Term	End-Term	
The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, and Assignments.	The mid-term exam will carry 20 marks. It will consist of MCQ and short questions.  Each MCQ contains 1 mark (1x10 =10) and  Each short type question contains 2.5 marks (2.5x4 =10)	The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions.  Each multiple-choice question contains 1 mark (1x12=12),  Very short answer type question contains 2 marks each (2x8=16)  Short answer type question contains 3 marks each (3x8=24)  Long answer type question contains 7 marks each (7x4=28)	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<b>UNIT-I</b>	<ul style="list-style-type: none"> <li>i. An Historical Overview of the United Nations</li> <li>ii. Principles and Objectives</li> </ul>	16
<b>UNIT-II</b>	<ul style="list-style-type: none"> <li>i. Structures and Functions: General Assembly, Security Council, Economic and Social Council,.</li> <li>ii. The International Court of Justice, The Specialised Agencies (International Labour Organization (IOL), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), UN Programmes Fund: United Nation's Children Fund (UNICEF), United Nations Development Programme (UNDP), United Nations High Commissioner for Refugees (UNHCR),</li> <li>iii. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect</li> <li>iv. Millenium Development Goals</li> </ul>	16

<p><b>UNIT-III-</b></p>	<ul style="list-style-type: none"> <li>i. Korean War</li> <li>ii. Vietnam War</li> <li>iii. Afghanistan War</li> <li>iv. Balkans Serbia and Bosnia</li> </ul>	<p>16</p>
<p><b>UNIT -IV-</b></p>	<ul style="list-style-type: none"> <li>i. Assessment of the United Nations as an International Organisations: Imperatives of Reforms and</li> <li>ii. The Process of Reforms</li> </ul>	<p>16</p>

## Textbooks

- Basu, Rumki (2014) 'United Nations: Structure and Functions of an international organization', New Delhi, Sterling Publishers
- Baylis, J. and Smith, S. (2008) (eds.) 'The Globalization of World Politics: An Introduction to International Relations'. 4th edn. Oxford, Oxford University Press.
- Gareis, S.B. and Varwick, J. (2005) 'The United Nations: an introduction'. Basingstoke, Palgrave.
- Goldstein, J. and Pevehouse, J.C. (2006) 'International Relations'. 6th edn. New Delhi, Pearson.
- Saxena, J.N. (1986) et.al. 'United Nations for a Better Worl', New Delhi, Lancers.
- White, B. et al. (eds.) (2005) 'Issues in World Politics', 3rd edn. New York, Macmillan.
- Whittaker, D.J. (1997) 'United Nations in the Contemporary World', London, Routledge.

## Reference Books

- Armstrong, D., Lloyd, L. and Redmond, J. (2004) 'International Organisations in World Politics'. 3rd edn. New York, Palgrave, Macmillan.
- Calvocoressi, P. (2001) 'World Politics: 1945-2000', 3rd edn. Harlow, Pearson Education.
- Moore, J.A. Jr. and Pubantz, J. (2008) 'The new United Nations', Delhi, Pearson Education.
- United Nations Department of Public Information. (2008) 'The United Nations Today'. New York, UN.

## Online resources

- <https://www.un.org/en/model-united-nations/history-united-nations>
- <https://www.un.org/en/about-us/main-bodies>
- <https://www.britannica.com/event/Bosnian-War>
- <https://www.britannica.com/event/Bosnian-War>

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

CO1	Students will know about the history of the United Nations.
CO2	Students will get knowledge about different structures within the United Nations.
CO3	Students will understand the causes and consequences of different wars.
CO4	Students will get progressive ideas related to the performance of the United Nations.

**Mapping of Cos to Pos and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	LEGISLATIVE PRACTICES AND PROCEDURES	L-T-P	Credits	Marks
SEC	I		4-1-0	6	100

<b>Course Rationale:</b>	To acquaint the students broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team, and expose them to real-life legislative work.
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<p><b>Course Objective:</b></p>	<p>This course is an introduction to legislative practices and procedures. These will be, to understand complex policy issues, draft new legislation, track and analyze ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.</p>
<p><b>Pre- Requisites</b></p>	<p>A good knowledge of concepts of legislative practices, its history theoretical perspectives, approaches, and an assessment of its importance on the current scenario.</p>
<p><b>Teaching Scheme:</b></p>	<p>Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.</p>

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to Make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks(2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<p><b>Unit-I : Powers and Functions of People's Representatives at different tiers of Governance</b></p>	<p>i) Members of Parliament, State Legislative Assemblies ii) Representatives of Rural &amp; Urban local self-government from Zilla Parishad, Municipal Corporation to Panchayat/ Ward</p>	15
<p><b>Unit-II : Supporting the Legislative Process and the Legislative Committees</b></p>	<p>i) Legislative Procedure: How a Bill becomes law, Role of the Standing Committee in reviewing a Bill ii) Types of Committees; Role of Committees in reviewing Government Finances, policy, programmes and legislation</p>	15

<p><b>Unit-III : Reading the Budget Document</b></p>	<p>i) Overview of the Budget Process, Role of Parliament in reviewing the Union Budget</p> <p>ii) Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries</p>	<p>16</p>
<p><b>Unit –IV : Support in Media monitoring and Communication</b></p>	<p>i) Types of Media and their significance for Legislators</p> <p>ii) Basics of Communication in Print and Electronic Media</p>	<p>18</p>

**Text Books: .**

1. D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development.
2. Government of India, (Ministry of Parliamentary Affairs) (2009), Subordinate Legislation,
3. Government of India, (Ministry of Parliamentary Affairs), (2009) Legislation, Parliamentary Procedure.
4. P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', Journal of Democracy, Vol. 18(2), pp.70-83.
5. Sanyal, (2011) Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi

**Reference Books:**

1. AD.elChie,lestine, (2011) How to Read the Union Budget PRS, Centre for Policy Research, New
2. B. Jalan, (2007) India's Politics, New Delhi: Penguin.
3. G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', State

Legislatures, Vol. 31(3).

4. N. Jayal and P. Mehta (eds), (2010) The Oxford Companion to Politics in India, Oxford University Press: New Delhi,
5. R. Guha, (2007), India After Gandhi, Macmillan: New Delhi.

**Online Resources:**

1. <https://byjus.com/free-ias-prep/union-budget-2023-24/>
2. <https://budgetbasics.openbudgetsindia.org/introduction-to-budget>
3. <https://www.insightsonindia.com/indian-economy-3/government-budgeting/budgeting-process-in-india/>

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

CO1	The students introduced to understand power and function of representatives in different spheres.
CO2	The students introduced to understand the legislative practices and procedures.
CO3	The students will know the budget process of India.
CO4	This is a paper devoted specially to the Indian context, so the students will become familiar with role of media in legislative process.

**Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Type	Code	PEACE AND CONFLICT RESOLUTION	L-T-P	Credits	Marks
SECC	II		4-1-0	6	100

<b>Course Rationale:</b>	The course is designed to familiarize students with the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration and ethnicity.
<b>Course Objective:</b>	The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, and conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.
<b>Pre-Requisites</b>	Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, and conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.
<b>Teaching Scheme:</b>	Regular classroom lectures with the use of ICT as and when required, sessions are planned to be interactive with a focus on demonstration, debates, and discussions with role-playing activities.

## Evaluation Scheme

Continuous Assessment		Term-End Assessment	Total
Informal	Mid-Term	End-Term	
<p>The Continuous Assessment will not carry any marks but to make the students serious and regular in the class it will be conducted. Continuous Assessment will be in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments.</p>	<p>The mid-term exam will carry 20 marks. It will consist of MCQ and short questions. Each MCQ contains 1 mark (1x10 =10) and Each short type question contains 2.5 marks(2.5x4 =10)</p>	<p>The mid-term exam will carry 80 marks. It will consist of MCQs, Short questions and long questions. Each multiple-choice question contains 1 mark (1x12=12), Very short answer type question contains 2 marks each (2x8=16) Short answer type question contains 3 marks each (3x8=24) Long answer type question contains 7 marks each (7x4=28)</p>	100

## Detailed Syllabus

UNITS	TOPICS	HOURS
<p><b>UNIT-1:</b> International Peace and Conflict Resolution: Sources of War</p>	<p>i. Sources of War: International and Domestic Issues and Trends ii. What is Conflict: Introduction to International Conflict Resolution</p>	16
<p><b>UNIT-II:</b> International Conflict Resolution Theories:</p>	<p>i. Models developed by Johan Galtung, Joseph Montville ii. Models developed by Morton Deutsch, William Zartman, Levy Jack.</p>	16

<p style="text-align: center;"><b>UNIT-III:</b> Conflict Resolution</p>	<p>i. Background of various Peace Movement and Concepts, ii. Principles used to resolve conflict.</p>	16
<p style="text-align: center;"><b>UNIT-IV:</b> Cross-border Relationship</p>	<p>i. Migration, International rules and regulations, normative concept and political decisions. ii. Current perspective of peace and conflict resolution.</p>	16

### Text Books

1. Bidwai, Praful and Achin Vanaik (eds.) (1999), South Asia on a short fuse: Nuclear politics and the future of global disarmament, New Delhi: OUP.
2. Carr, Edward H., (1994) "Realism and Idealism," Richard Betts (ed), Conflict After the Cold War, Boston: Simon & Schuster.
3. Ghosh, Partha S. (1989), Cooperation and conflict in South Asia, New Delhi: Manohar.

### Reference Books

1. Kriesberg, Louis (1998), Constructive Conflicts: From Escalation to Resolution, Rowman & Littlefield, Maryland. Banerjee, A.K. (ed.) (1998), Security issues in South Asia: Domestic and external sources of threats to security, Calcutta: Minerva.
2. Levy, Jack, (1995)"Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, Managing Global Chaos, USIP.
3. Starkey, Boyer, and Wilkenfield, (1999) Negotiating a Complex World. Rowman & Littlefield, Maryland.
4. Waltz, Kenneth N., (1994)"Structural Causes and Economic Effects," Richard Betts(ed), Conflict After the Cold War, Boston: Simon & Schuster

## Online Resources:

- 1- <https://www.researchgate.net/publication/349888228> Evolution of International Peace and Conflict Resolution Studies
- 2- [https://www.aijssnet.com/journals/Vol\\_7\\_No\\_4\\_December\\_2018/4.pdf](https://www.aijssnet.com/journals/Vol_7_No_4_December_2018/4.pdf)
- 3- <http://slantchev.ucsd.edu/courses/ps143a/readings/Levy%20&%20Thompson%20-%20Causes%20of%20War.pdf>
- 4- <https://www.jstor.org/stable/26928537>
- 5- <https://www.researchgate.net/publication/304189026> Peace Movements
- 6- <https://www.researchgate.net/publication/370653917> Principles in Conflict Management

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

CO1	This course provides students with theoretical understanding & Critical thinking related to war and conflict.
CO2	This course provides students with an overview of the Peace and Conflict Studies discipline, including key models
CO3	The students were introduced to more equitable, cooperative, and non-violent methods that can be used to transform unjust, violent, or oppressive world situations.
CO4	Different concepts and relevance of those concepts in international spheres.

## Mapping of COs to POs and PSOs (1: Low, 2: Medium, 3: High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	2	2	2	3	3	3	3	3	2	2	2	3	3	3	3
CO3	3	3	2	2	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3



