2021-2022

STATE MODEL SYLLABUS FOR UNDERGRADUATE
COURSE IN POLITICAL SCIENCE

(Bachelor of Arts Examination)

SCHOOL OF POLITICAL SCIENCE
GANGADHAR MEHER UNIVERSITY

AMRUTA VIHAR, SAMBALPUR, ODISHA,-768004

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 ofadvanced

  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
I	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
			22	
II	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
			22	
III	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
IV	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
			28	
V	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. A	Human Rights and Duties	6	100
	DSE - II	Development Process and Social Movements in Contemporary India	6	100
	OR			
	DSE – II. A	Dilemmas in Politics	6	100
			24	

VI	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.A	United Nations and Its Agencies	6	100
	DSE – IV	Women, Power, and Politics	6	100
	OR			
	DSE – IV. A	Modern Political Analysis	6	100
	OR			
	DSE -IV	Dissertation	6	100
			24	

Red: Employability   Green: Entrepreneurship   Blue: Skill development

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)

POLITICAL SCIENCE

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

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.

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.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) Panhayati 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, OxfordUniversity 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 3Montreal, Queen's University Press

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, 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.

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 Behaviour

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

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(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, 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. 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. Satyrnarayana, (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. NewJersey, 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
2. University Press. 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: Right to Education, Health: National Health Mission, Food: Right to Food Security, Employment: MNREGA

(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 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, Clareland 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 happend 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 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

  (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 Trans-Formations 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 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.

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', OrientLongman, 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 Critiqueof 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 in 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 happend 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.A.
Human Rights in a Comparative Perspective

Course Rationale: This course aims to introduce human rights from a comparative perspective among students. This course attempts to build an understanding of human rights among students through a study of specific issues from a comparative perspective. Students need 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 attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. Students need 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. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state responses to issues and structural violence questions.

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 a conceptual understanding and a clear overview of major events that happened in the Universal Declaration of Human Rights.
- Understand basic ideas in the Declaration of Human Rights.
- Understand the current Human Rights challenges of the world.

UNIT-I:
i) Understanding Human Rights: Three Generations of Rights
ii) Institutionalization: Universal Declaration of Human Rights

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

UNIT-III:
i)   Torture: USA and India
ii) Surveillance and Censorship: China and India
iii)Terrorism and Insecurity of Minorities: USA and India

UNIT -IV
i) Caste and Race: South Africa and India
ii) Gender and Violence: India and Pakistan

iii) Adivasis/Aboriginals and the Land Question: Australia and India

Text Books

1. J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.

2. SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in Introducing Human Rights, New Delhi: Oxford University Press.

3. The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

4. The Constitution of India, Chapter 3: Fundamental Rights

5. M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' Universal Human Rights, Vol. 1(4), pp. 25-55

6. J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in Transnational Torture Law, Violence, and State Power in the United States and India, Delhi: Orient Blackswan,

7. D. O'Byrne, (2007) 'Torture', in Human Rights: An Introduction, Delhi: Pearson, pp. 164-197.

8. D. O'Byrne, (2007) 'Censorship', in Human Rights: An Introduction, Delhi: Pearson, pp. 106-138.

9. D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

10. Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

11. U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

12. E. Scarry, (2010) 'Resolving to Resist', in Rule of Law, Misrule of Men, Cambridge: Boston Review Books, MIT, pp.1-53.

13. M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', Social Text, 72, Vol. 20(3), pp. 101-116.

14. U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect

Communities', in The State, Democracy and Anti-terror Laws in India, Delhi: Sage Publications, pp.165-219

     a. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in Economic and Political Weekly, Vol. 36(30)

15. D. O'Byrne, (2007) 'Apartheid', in Human Rights: An Introduction, Delhi: Pearson, pp. 241- 262.

16. R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, Contemporary Political Philosophy: an Anthology, Oxford: Blackwell, pp-549-574

17. R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, Human Rights: New Dimensions and Challenges, Aldershot, Ashgate/UNESCO, pp.181-198.

18. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', Asian Studies Review, Vol. 32, pp. 239 – 253

19. K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in Tools of Justice: Non-Discrimination and the Indian Constitution, New Delhi, Routledge, pp.425-443

20. N. Menon (2012) 'Desire', Seeing Like a Feminist, New Delhi: Zubaan/Penguin, pp. 91-146

21. H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), Aboriginal Studies, Melbourne: Nelson Cengage Learning, pp.254-259.

22. K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in Tools of Justice: Non-Discrimination and the Indian Constitution, New Delhi: Routledge, pp.242-271.

23. N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), Aboriginal Studies, Melbourne: Nelson Cengage Learning, pp.43-52.

24. W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing, pp. 181-207, New Delhi: Oxford University Press.

25. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in Health and Human Rights, Vol. 6(1), pp. 195-210

26. D. O'Byrne, (2007) 'Theorizing Human Rights', in Human Rights: An Introduction, Delhi, Pearson, pp.26-70.

27. J. Morsink, (1999) The Universal Declaration of Human Rights: Origins, Drafting and Intent, Philadelphia: University of Pensylvania Press, pp. ix-xiv

28. J. Nickel, (1987) Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights, Berkeley: University of California Press.

29. J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in

Duke Law Journal, Vol. 55(3), pp. 609-640.

30. K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in Social Forces, Vol. 83(2), pp. 587-620.

31. L. Rabben, (2001) Amnesty International: Myth and Reality, in Agni, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

32. M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., Weapon of the Oppressed: Inventory of People's Rights in India, New Delhi: Danish Books, pp.1-11

33. M. Cranston, (1973) What are Human Rights? New York: Taplinger

34. M. Ishay, (2004) The History of Human Rights: From Ancient Times to the Globalization Era, Delhi: Orient Blackswan.

35. R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) Legal Grounds, New Delhi: Oxford University Press, pp. 82-112

36. U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), Rethinking Human Rights, Delhi: Lokayan, pp.181-166

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. A. Social and Political Movements in India

Course Rationale: India's development processes have changed as a result of globalisation, creating new power zones as well as areas of advantage and disadvantage. Such a development strategy conditions new arenas of contestation and struggles through the high costs of social reproduction and the expropriation of social groups who are already marginalised. A multitude of protest movements surfaced to scrutinise and contest this paradigm of development, which also appears to erode the democratic space, which is crucial for the creation of critical consensus. With regard to the restoration of the democratic voice of Indian citizens, this course aims to familiarise students with the circumstances, settings, and modes of political contestation over development paradigms.

Course Objective: This course deals 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 the role of state and civil society in Social movements in India.

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

- Understand theoretical background of different social and political movements.

- Become aware of different social issues in India.

- Become aware of Women's movement.

- Know how the Indian state responds to social problems in India.

Unit-I

i)   Social and Political Movements: Concepts, Theories and Types.
ii)   Social and Political Movements in India: Background, History and Debate

Unit-II

i) Peasant Movements: Genesis and Growth
ii) Tribal Movements: Issues and Dynamics
iii) Dalit and Backward Caste Movements: Issues, Leaderships and Organizations.

Unit-III

i) Women's Movement:
a. Gender Justice and Empowerment,
b. Challenges to Women's Movement

ii) Fundamentalism, Caste, Violence, and Moral Policing.

iii) Environmental Movements: Chipko Movement, Silent Valley Movement & Narmada Bachao Andolan.

Unit-IV

i) State, Civil Society and Social Movements in India

Reading List

1. Basu, Amrita (edited): The Challenge of Local Feminism: Women's Movements in Global Perspective, New Delhi, 1999. Shah Ghanshyam : Social Movements and the State, Sage Publications, New Delhi, 2002.

2. Shah Ghanshyam : Social Movements in India: A Review of the Literature, Sage Publications, New Delhi, 1990.

3. Mohanty Manoranjan (ed): Caste, Class and Gender, Sage Publications, New Delhi, 2004 Oommen, T.K., (ed): Social Movements (Vol I and Vol II) OUP, New Delhi, 2010. Gail, Omvedt: Reinventing Revolution: New Social Movements and the Socialist, 1993 Wilkinson Paul: Social Movements. Rao, M.S.A., Social Movements in India, New Delhi,

4. Manohar, 1981. Desai, Neera (ed.), Decade of Women's Movement in India, Bombay Himalaya Publishing House, 1988. Shah Ghanshyam , Caste and Democratic Politics in India, Delhi: Permanent Black , 2008. Jaffrelot, Christophe India¶s Silent Revolution: The Rise of the Low Castes in North Indian Politics, Delhi: Permanent Black, 2011. M.V. Nadarkarni : Farmer's Movement in India, Allied, New Delhi, 1987.

5. T. K. Oommen : Nation, Civil Society and Social Movements, Sage, Delhi, 2004. Rajendra Singh (ed.): Social Movement, Old and New: A Post-Modern Critique, Sage Publishers, New Delhi, 2001.

6. Ashish Ghosh (ed.): Dalits and Peasants: The Eme

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, 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. 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: FoundationbBooks.
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, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

Discipline Specific Elective Paper III.A
India's Foreign Policy in a Globalizing World

Course Rationale: The purpose of this course is to teach students about the internal factors that shaped India's foreign policy as well as the structural limitations that have affected its development and application. By focusing on the changes in India's internal identity and the corresponding changes at the international level, the goal is to emphasize the essential connections between the "domestic" and "international" parts of its foreign policy. Students will receive instruction on how India's identity has changed throughout in the globalizing world and how it is currently trying to define itself as an "aspiring power."

Course Objective: This course deal with India's Foreign Policy in a globalizing 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 globalizing 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

i)   India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Unit:II

i)   India's Relations with the USA and USSR/Russia

Unit:III
i)   India's Engagements with China
ii)   India in South Asia: Debating Regional Strategies

Unit: IV
i)   India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
ii)   India in the Contemporary Multipolar World

Text Reading

1. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in India Review, Vol. 8 (1), pp. 4–19.

2. Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp.3-31 W.

3. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

4. J. Bandhopadhyaya, (1970) The Making Of India's Foreign Policy, New Delhi: Allied Publishers.

5. 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, pp. 8-28.

6. R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland. A. Singh, (1995) 'India's Relations with Russia and Central Asia', in International Affairs, Vol. 71 (1): 69-81.

7. M. Zafar, (1984), 'Chapter 1', in India and the Superpowers: India's Political Relations with the Superpowers in the 1970s, Dhaka, University Press.

Additional Readings:

- H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, Contemporary Debates in Indian Foreign and Security Policy: India

- Negotiates Its Rise in the International System, Palgrave Macmillan: London. D.

- Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol. 46 (5), pp. 675-698.

- H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), Handbook of India's International Relations, London: Routeledge, pp. 233-242.

- Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for

- International Peace: Washington. S. Raghavan, (2013) 'Stability in Southern Asia:

- India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

- Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S.

- Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie

- Endowment for International Peace: Washington.

- S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2), pp. 185-196.

- S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the United States, New Delhi: Sage.

- M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf, Accessed: 19.04.2013.

- D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in India Review, Vol. 8 (2), pp. 107-143

- S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, India: Emerging Power, Brookings Institution Press, pp. 36-65. A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

- N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research. N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in Economic and Political Weekly, Vol. 35 (7), pp. 525-533.

- P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in Economic and Political Weekly, Vol. 40 (31), pp. 3362-3364.

- Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), Handbook of India's International Relations, London: Routledge, pp. 266-277.

- India in the Contemporary Multipolar World Essential Readings: R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1), pp. 5–32.

- Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1), pp. 59-76.

- P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in India Review, Vol. 8 (3), pp. 209–233.

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 in to 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) Meaningand Development
(ii) Liberal, Socialist and Radical Feminism

UNIT-II: Issues
i) Patriarchy
ii) Sex and Gender
iii) Gender, Power and Politics

i)   Women Movementin India

ii) Women Empowerment: Policies and Practices

iii) Violence against Women

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, NewDelhi: 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 Len, Kolkata, Stree pubications.

Discipline Specific Elective Paper IV.A
Gender and Politics

Course Rationale: This course opens up the question of ge nde r 's role in politics, taking it beyond focusing on women as radical social agents; it emphasizes on the process of politicization of gender issues. It attempts to question the complicity of political structures and relations in gender inequality. This is extended to cover new forms of precarious work. Special attention will be paid to feminism as an approach and outlook.

Course Objective: This course opens up the question of gender issues in politics. It attempts to question the complicity of social structure and relations in gender inequality.

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 women and politics.
• After Completion of course students will be able to understand the participation of women in public and private sphere.

Unit-I:
i) Women and Public Policy

Unit-II:
i)Women and Politics: Global Perspectives

Unit-III:
i) Gender and the Human Rights Debate

Unit IV:

i) Gender and Human Development
ii) Health, Population Policy and Gender

Readings

1. Haleh Arshar (ed.) Women and Politics in the Third World, London: Routledge. 1996

2. United Nations 2000 The World's Women 2000: Trends and Statistics, New York: United Nations Vandana Shiva, Staying Alive: Women Ecology and Development in India, New Delhi: Kali for Women, 1998

3. Vandana Shiva (ed) Close to Home: Women Reconnect, Ecology, Health and Development Worldwide, Philadelphia New Society Publishers 1994 Geetha, (2002) Gender, Stree Publications, Kolkata

4. Menon, Nivedita (ed) (2000) Gender and Politics in India, Oxford University Press, Delhi.

5. Patel, Sujata et al (eds) (2003) Gender and Caste: Issues in Contemporary Indian Feminism, 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 to 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', Peguin, New Delhi
7. Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

Reference Books
1. Banarjee, Sikata. (2007) 'Ghadially, 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.

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 theNarmada 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: TheIndian 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
3. International Relations'. 4th edn. Oxford, Oxford University Press.
4. Gareis, S.B. and Varwick, J. (2005) 'The United Nations: an introduction'. Basingstoke, Palgrave.
5. Goldstein, J. and Pevehouse, J.C. (2006) 'International Relations'. 6th edn. New Delhi, Pearson.
6. Saxena, J.N. (1986) et.al. 'United Nations for a Better Worl', New Delhi, Lancers.
7. White, B. et al. (eds.) (2005) 'Issues in World Politics', 3rd edn. New York, Macmillan.
8. 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, PearsonEducation.
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 PolicyResearch, 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.

Course Rationale: The course is designed to familarise 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.

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

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. <u>Perspective on International Relations</u>
- 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. <u>Political Processes and Institutions in Comparative Perspective</u>
- 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. <u>Public Policy and Administration in India</u>
- 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. <u>Global Politics</u>
- 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. <u>Western Political Philosophy</u>
- Hegel
- Marx

XII. <u>Indian Political Philosophy</u>
- Brahmanic and Shramanic
- Islamic and Syncretic
- Abul Fazal-Monarchy
- Kabir: Syncretism

XIII. <u>Contemporary Political philosophy</u>
- Antonio Gramsci
- John Rawls

XIV. <u>Modern Indian Political Thought</u>
- 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.