SYLLABI FOR FOUR-YEAR UNDER GRADUATE PROGRAMME (FYUGP)
IN
POLITICAL SCIENCE
(As per NEP 2020)

DIBRUGARH UNIVERSITY

(Updated as on June, 2024)

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)
DEPARTMENT OF POLITICAL SCIENCE:
DIBRUGARH UNIVERSITY

PREAMBLE

Politics is an inherent part of people's collective existence. It is therefore pertinent to study politics in all its forms and processes. Political Science as a discipline of study not only deals with the structure of governments and administration and study of political theories, but also various aspects of human life. Academic engagements with cardinal aspects of cooperation, adjustments and toleration are paramount for achieving an inclusive society. The discipline of Political Science gives special focus on democracy both as an idea and a form of government.It helps people become conscious of their rights and duties and various socio-political developments around them. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

INTRODUCTION

Higher education is essential for achieving full human potential, developing an equitable and just society, and promoting national development. The introduction of the National Education Policy (NEP), 2020 had been heralded as a major advancement in the higher education sector in India. Today education does not mean learning the three 'R's, but it has an obligation towards building leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India being the highest population of young people in the world, the foundation of higher education determines the future of our country. Further, India has in this post-pandemic future has kept higher education at the forefront of the nation-building process.

In view of this, the discipline of political science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the Constitution but also in this dynamic social political world equips the students to critically able to understand and voice their concerns on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous and methodical analysis to enable them in addressing practical political issues and challenges,

while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international relations organisations, non-profit organisations and academia.

The Four Year Under Graduate Programme (FYUGP) of Dibrugarh University has been adopted as per the recommendations of the NEP, 2020. The Programme has features of multiple entry/exit options with appropriate certifications as per the Regulations for FYUGP in Choice Based Credit System (CBCS) of Dibrugarh University as approved by the 128th Meeting of the Academic Council, Dibrugarh University held on 30.06.2023 vide Resolution No. 11.

AIM OF THE COURSE

The FYUGP course in political science is designed in the light of the new dimensions of politics in the changing world. It will impart the knowledge of diverse political ideologies, important concepts, and the latest developments in local, state, national, world politics and governments. A student with in-depth knowledge of the Constitution of India, changing dynamics of society and politics in India and International Politics are much better equipped to successfully handle various socio-political circumstances. Political Science is one of the most important subjects in all competitive examinations. Keeping these in view the FYUGP course has been designed with the following objectives:

- To provide knowledge regarding concepts, theories, issues and debates that characterize the study of contemporary political discourse
- To inculcate intellectual urge among the students for understanding most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives
- To facilitate the learners in identifying probable areas for future research and enhance their research skills

GRADUATE ATTRIBUTES

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Political Science are:

(a) **Disciplinary Knowledge**: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.

(b) **Critical Thinking:** The graduates in political science are expected to evaluate critically the socio-political issues and problems related to society, community, nation, state and beyond.

(c) **Research related Skills:** The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in political science. They should have the skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

(d) **Moral and Ethical Awareness**: The students will be able to exhibit value based, moral and ethical issues that concerns the discipline.

(e) **Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the political issues and challenges of contemporary time in establishing peace, equality and justice in a post-colonial, developing country like India.

PROGRAMME OUTCOMES

The following are the Programme Outcomes (PO) of the FYUGP in Political Science that graduates are expected to achieve. After completion of the programme, graduates will be able to:

1. Demonstrate a comprehensive understanding of key political concepts, theories, ideologies and methodologies in Political Science to analyse the structures and functions of key political systems, institutions and processes.
2. Analyse global issues with an understanding of diverse socio-cultural and political contexts through an inter-disciplinary approach.
3. Identify and address issues of inequality, social justice, rights and sustainability in the context of contemporary socio-political phenomena.
4. Apply critical thinking to identify and evaluate various socio-political issues, policies and debates related to the state, society, community and beyond.
5. Design research projects using appropriate methodologies to understand diverse political phenomena and find solutions.

6. Conduct analysis of political phenomena using appropriate research methods and tools to advocate for policy changes.
7. Engage in relevant political debates demonstrating strong articulation, communication skills and logical reasoning.
8. Use discipline specific principles to demonstrate leadership skills and collaborative work in addressing issues of socio-political relevance.
9. Engage in higher studies, research and lifelong learning for continuous individual and professional development.
10. Use knowledge of concepts of Political Science to contribute towards cultivating a sense of responsible citizenship, community development, public discourse, policy formulation and implementation process.

PROGRAMME SPECIFIC OUTCOMES

The following are the Programme Specific Outcomes (PSO) that graduates are expected to achieve at the end of the UG programme in Political Science-

1. Apply key political concepts, theories and ideologies to analyse political issues and debates.
2. Assess socio-political events at the local, national and international contexts through strong analytical and critical thinking.
3. Evaluate issues of comparative politics, political processes and institutions of different countries, global governance structures, global political economy and ecology in shaping political and social landscapes.
4. Create a sense of ethical responsibility and civic engagement to make them responsible citizens through an understanding of key political concepts.
5. Use an interdisciplinary approach to study social and political phenomena.
6. Prepare for careers in academia, civil service examinations like UPSC, APSC etc. and other competitive examinations like UGC NET-JRF, SLET, political consultancy, journalism and media etc. showcasing strong communication, leadership and problem-solving skills.

The detailed course structure of the FYUGP in Political Science (up to 6 (six) Semesters) is as follows:

Year	Semester	Course Code	Title of the course	Total Credit
	1st Semester	PSCC1	Understanding Political Theory	4
		MINPSC1	Concepts and Debates in Political Theory	4
		GECPSC1	Human Rights	3
		AEC-01	Modern Indian Language (MIL)	4
		VAC-01	Value Added Course -I	2
		SEC107	Legal Literacy	3
			Total	**20**

Year I	**2nd Semester**	PSCC2	Indian Government and Politics	4
		MINPSC2	Introduction to Indian Politics	4
		GECPSC2	Understanding Gandhi and Ambedkar	3
		AEC-02	Language and Communication Skills	4
		VAC-02	Value Added Course -II	2
		SEC207	Legislative Procedures in India	3
	Total			**20**
			UG Certificate	**40**
Year II	**3rd Semester**	PSCC3	Perspectives on IR and World History	4
		PSCC4	Classical Political Philosophy	4
		MINPSC3	Development Processes and Social Movements in Contemporary India	4
		GECPSC3	Public Policy in India	3
		SEC307	E-Governance in India	3
		VAC-03	Value Added Course -III	2
			Total	**20**
Year 02	**4th Semester**	PSCC5	Introduction to Comparative Government and Politics	4
		PSCC6	Introduction to Public Administration	4
		PSCC7	Political Processes in India	4
		PSCC8	Political Theory: Concepts and Debates	4
		MINPSC4	Comparative Government and Politics	4
			Total	**20**
			UG Diploma	**80**
Year 03	**5th Semester**	PSCC9	Political Processes and Institutions in Comparative Perspective	4
		PSCC10	Global Politics	4
		PSCC11	Modern Political Philosophy	4
		MINPSC5	Understanding Global Politics	4
			Internship+ Community Engagement (2+2)or Internship(4)or Community Engagement (4)	4
			Total	**20**
	6th Semester	PSCC12	Public Policy and Analysis in India	4
		PSCC13	Contemporary Political Economy	4
		PSCC14	Human Rights in Contemporary Perspective	4
		PSCC15	Feminism: Theory and Practice	4
		MINPSC6	Governance: Issues and Challenges	4
			Total	**20**
			UG Degree	**120**
			Total Credits: Semester I, II, III,IV, V and VI	**120**

SEMESTER-I

Course Title   **: Understanding Political Theory**
Course Code   **: PSCC1**
Nature of Course   **: Major**
Total Credits   **: 4**
Distribution of Marks   **: 60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: **Analyse the evolution, approaches and relevance of the study of political theory**
        ILO1.1: Explain the conceptual underpinnings of political theory
        ILO1.2: Distinguish the different approaches to political theory
        ILO1.3: Interpret the decline and resurgence of political theory
CO2: **Interpret various schools of thought in political theory**
        ILO2.1: Compare the tenets of liberal and classical traditions of political theory
        ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory
        ILO2.3: Infer the contemporary relevance of these select traditions of political theory
CO3: **Illustrate the contemporary perspectives in political theory**
        ILO3.1: Define the meaning and types of feminist political theory
        ILO3.2: Explain the meaning, evolution and models of multiculturalism
        ILO3.3: Describe the meaning and development of post-modernism
CO4: **Explain the different concepts and theories of state and citizenship**
        ILO 4.1: Interpret the meaning and types of citizenship
        ILO 4.2: Distinguish the different approaches to citizenship
        ILO 4.3: Identify the types and functions of state and civil society
CO5: **Assess the nature and diversities of democracy**
        ILO 5.1: Estimate the nature and functioning of different types of democracy
        ILO 5.2: Analyse the important debates on democracy

Unit	Contents	Instructional hours per week		Total Marks
		L	**T**	
I	**Political Theory: concepts, meaning and evolution** What is Political Theory? Why do we need Political Theory? Evolution of political theory;ApproachestoPoliticalTheory-Normative,HistoricalandEmpirical; Behavioualismand Post Behaviouralism; Decline and Resurgence	10	2	12

II	**Traditions of Political Theory** Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features-Classical-contractarianism, individual autonomy and Utilitarianism, Modern-welfare state and distributive justice. Marxist tradition: Introducing Marxism, historical materialism, concept of class, dictatorship of the proletariat	10	2	12
III	**Contemporary Perspectives in Political Theory:** Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership Postmodernism- Meaning, Development, Difference between postmodernism and modernism	10	2	12
IV	**Political Theory and Practice-I:** Citizenship-meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Liberal and Marxist State and Civil Society	10	2	12
V	**Theory and Practice- II:** Democracy-Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C03	C04	
Conceptual knowledge					CO1, CO2	
Procedural knowledge					CO5	
Metacognitive knowledge						

Mapping of Course outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
  1. Two Unit Test : 10+10=20
  2. Any two of the activities listed below : 10+10=20
       a. Group Discussion
       b. Home Assignment
       c. Fieldwork/Project
       d. Viva-Voce

S**uggested Reading List:**

- Bhargava, R.(2008) 'What is Political Theory', inBhargava, R. and Acharya, A. (eds.)*PoliticalTheory:An Introduction.* New Delhi: Pearson Longman,pp. 2-16.

- Bellamy, R. (1993)'Introduction:TheDemiseandRise of PoliticalTheory',in Bellamy,R. (ed.) *Theories and Concepts of Politics. New York*:ManchesterUniversityPress, pp. 1-14.

- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory andMethodsin Political Science.*London: Macmillan, pp. 21-40.

- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *TheoryandMethods in Political Science.*London:Macmillan, pp. 58-75.

- Chapman, J.(1995)'TheFeministPerspective', in Marsh, D.andStoker,G. (eds.)*Theory and Methods in Political Science.* London: Macmillan, pp. 94-114.

- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.)*Political Theory: An Introduction.* New Delhi:Pearson Longman, pp.17-36.

- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. AndGaus,G.F. (eds.)*HandbookofPoliticalTheory.* New Delhi: Sage,pp.46-54.

- Vincent, A. (2004) *The Nature of Political Theory*.NewYork:OxfordUniversityPress, 2004, pp.19-80.

- Srinivasan,J.(2008). 'Democracy', in Bhargava,R.andAcharya, A. (eds.)*PoliticalTheory:AnIntroduction.*NewDelhi:PearsonLongman, pp.106-128.

- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.)*PoliticalConcepts.*Manchester and New York: Manchester University Press, pp. 105-117.

- Christiano,Th.(2008)'Democracy', in Mckinnon,C. (ed.) *Issues in Political Theory*,NewYork:Oxford University Press, pp. 80-96.

- Arblaster,A. (1994) *Democracy*. (2nd Edition). Buckingham:OpenUniversityPress.

- Roy,A.'Citizenship' in Bhargava,R.andAcharya,A. (eds.)*Political Theory: An Introduction.*NewDelhi:PearsonLongman, pp.130-146.

- Brighouse,H.(2008) 'Citizenship', in Mckinnon,C. (ed.) *Issues in Political Theory*,NewYork:OxfordUniversityPress, pp. 241-258.

- AndrewHeywood,PoliticalIdeologies: An Introduction,PalgraveMacmillan,2012

- Gauba,O.P,AnIntroductionto Political Theory, MacMillan India Ltd,Delhi,2007

- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, ArunPrakashan,Guwahati,2011

Course Title   **: Concepts and Debates inPolitical Theory**
Course Code   : MINPSC1
Nature of Course   : Minor
Total Credits   : 4
Distribution of Marks   : 60 (End-Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the concept and relevance of the study of political theory
       ILO 1.1: Explain the conceptual underpinnings of political theory
       ILO 1.2: Interpret the decline and resurgence of political theory
CO2: Examine the concepts of liberty, equality and justice in political theory
       ILO 2.1: Compare the different dimensions of negative and positive liberty
       ILO 2.2: Outline the important interpretations of equality of opportunity, welfare and resources
       ILO 2.3: Infer the different types and dimensions of justice
CO3:Assess the concepts of rights and democracy in political theory
       ILO 3.1: Identify the various types of rights and their relevance in addressing societal needs
       ILO 3.2: Outline the types of democracy and their functioning
       ILO 3.3: Examine the interface of democracy and rights
CO4: Explain the concept of citizenship in political theory
       ILO 4.1: Interpret the meaning and types of citizenship
       ILO 4.2: Identify the debates around citizenship
CO5: Evaluate the nature of state and civil society in political theory
       ILO 5.1: Illustrate the nature and functioning of state and civil society
       ILO 5.2: Examine the relationship between state and civil society
       ILO 5.3: Identify the debates on state and civil society

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Political Theory Basics:** What is Politics? What is Political? Relevance and Decline of Political Theory	10	2	12
II	**Concepts in Political Theory-I:** Liberty- Negative and Positive Liberty, Liberty and Equality, Liberty and Rights Equality-Equality of Welfare, Equality of Opportunity, Equality of Resources Justice-Distributive Justice; Procedural Justice, Justice	10	2	12

	as Fairness; Capabilities and Freedom			
III	**Concepts in Political Theory -II:** Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights; Human Rights Communitarians and Rights; Multiculturalism and Rights Democracy- Direct Democracy, Liberal Democracy; Procedural Democracy -Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy	10	2	12
IV	**Concepts in Political Theory- III:** Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality	10	2	12
V	**State and Civil Society** –Marxist and Liberal; Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO4		CO1,CO2	CO5	
Procedural knowledge					CO3	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment   **: 40 Marks**
1. Two Unit Test   : 10+10=20
2. Any two of the activities listed below   : 10+10=20
     a. Group Discussion
     b. Home Assignment
     c. Fieldwork/Project
     d. Viva-Voce

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp. 2-16.

- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science.* London: Macmillan, pp. 21-40.

- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science.* London: Macmillan, pp. 58-75.

- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D.and Stoker, G.(eds.) *Theory and Methods in Political Science.* London: Macmillan, pp. 94-114.

- Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp.17-36.

- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F.(eds.) *Handbook of Political Theory.* New Delhi: Sage, pp. 46-54.

- Vincent, A.(2004) *The Nature of Political Theory*.NewYork:Oxford University Press, 2004, pp.19-80.

- Srinivasan, J. (2008) 'Democracy', in Bhargava, R.and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp.106-128.

- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts.* Manchester and New York: Manchester University Press, pp. 105-117.

- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press

- Roy, A. 'Citizenship', in Bhargava, R.and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman, pp.130-146.

- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C.(ed.) *Issues in Political Theory*, New York:Oxford University Press, pp. 241-258.

- Andrew Heywood, Political Ideologies: An Introduction, Palgrave Macmillan, 2012

- Gauba,O.P., An Introduction to Political Theory, MacMillan India Ltd, Delhi, 2007

- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, Arun Prakashan, Guwahati, 2011

- McKinnon,C. (ed.)*Issues inPoliticalTheory*,NewYork:OxfordUniversityPress.

- Swift. A.(2001). *Political Philosophy:A Beginners Guide forStudentsandPoliticians.*Cambridge:PolityPress.

Course Title **: Human Rights**

13

Course Code	: GECPSC1
Nature of Course	: GEC
Total Credits	: 3
Distribution of Marks	:60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the concept and the institutional frameworks of human rights
      ILO 1.1: Identify the meaning, nature and scope of human rights
      ILO 1.2: Outline the approaches to the study of human rights
      ILO 1.3: State the institutional frameworks of human rights
CO2: Examine the functioning of human rights institutions in the Indian context
      ILO 2.1: Discuss the constitutional provisions for the protection of human rights
      ILO 2.2: Describe the human rights laws and institutions in India
CO3: Analyse the human rights movements in India
      ILO 3.1: Identify the environmental, Dalit and women's movement
      ILO 3.2: Relate these movements to contemporary socio-political realities

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Meaning, nature, and scope of Human Rights:** Universalism and Cultural Relativism, Generations of Human Rights	6	3	15
II	**Institutional Frameworks:**UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	8	4	15
III	**Human Rights in Indian Context:** Human Rights and the Indian Constitution Human Rights Laws and Institutions in India	8	4	15
IV	**Human Rights Movements in India:** Environmental movements, Dalit movement, Women's movement	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge						
Procedural knowledge				C02, C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment   **: 40 Marks**
1. Two Unit Test   : 10+10=20
2. Any two of the activities listed below   :10+10=20
   a. Group Discussion
   b. Home Assignment
   c. Fieldwork/Project
   d. Viva-Voce

Suggested ReadingList:

- Baxi,Upendra (2002), *The Future of Human Rights*, OxfordUniversity Press, Delhi.
- Beteille,Andre(2003),*AntinomiesofSociety:EssaysonIdeologyandInstitutions*,OxfordUni versityPress,Delhi
- Ghanshyam Shah, (1991) *SocialMovementsinIndia*,SagePublications,Delhi
- Shah, Nandita and Nandita Gandhi (1992) *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women,Delhi.
- Gonsalves, Colin (2011) Kaliyug: The decline of human rights law in the period of Globalisation Human Rights Law Network, New Delhi.
- Sen,Amartya,*DevelopmentasFreedom (*1999). NewDelhi,OUP.
- Donelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights,Westport, Connecticut: Greenwood Press,1987.
- Donelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas,2005.
- Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.

Course Title : **Legal Literacy**
Course Code : SEC107
Nature of Course :SEC
Total Credits : 3
Distribution of Marks :60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: **Analyse the legal system and its functioning in India**
ILO 1.1: Identify the structure of the court system of India
ILO 1.2: Examine the role and functioning of the legal system
ILO 1.3: Discuss the formal and alternative dispute Redressal mechanisms such LokAdalats
CO2: **Describe the criminal procedures and other laws related to different crimes**
ILO 2.1: Identify the preliminary criminal procedures such as filing of FIR, arrest, bail, search and seizure
ILO 2.2: State the laws related to the matters of gender and privacy
CO3: **Apply the knowledge of the legal system in solving socio-political issues**
ILO 3.1: Solve individual and collective issues with the help of legal procedures
ILO 3.2: Identify issues of social relevance and use legal indicators to solve them.
ILO3.3: Locate the opportunities and challenges of the legal system for different categories of the population.

Unit	Contents	Instructional hours per week		Total marks
		L	T	
I	**Legal System in India:** An Introduction to the Legal System in India, System of courts/tribunals and their jurisdiction in India, criminal and civil courts, writ jurisdiction, specialized courts such as Juvenile Justice Boards, Family Courts and Tribunals. Alternate dispute mechanisms such as Lok-Adalats, and non-formal Mechanisms.	8	4	15
II	Preliminary Criminal Procedures: Filing an FIR, arrest, bail, search and seizure	6	3	15
III	Laws relating to Gender, Consumer Protection, and Cyber Crimes: Laws relating to dowry, sexual harassment and domestic violence, Laws relating to consumer rights, Laws relating to cyber crimes	8	4	15

IV	**Practical**: a. What to do if you are Arrested: if you are a Consumer with a Grievance; if you are a Victim of Sexual Harassment: Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination; Filling a Public Interest Litigation. How can you challenge Administrative Orders that Violate Rights, Judicial and Administrative Remedies? b. Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Rights, Preparation of an FIR or writing a Complaint address to the appropriate Authority	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C02					
Conceptual knowledge						
Procedural knowledge			C03	C01		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment   **: 40 Marks**
   1. Two Unit Test   : 10+10=20
   2. Any two of the activities listed below   :10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading list:

- *Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Legal literacy: available amongst interdisciplinary courses on Institute of Life

Long Learning (Delhi University) Virtual Learning Portal namelyvle.du.ac.in

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.

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- Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.

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- K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy.* New Delhi: Oxford University Press, pp. xi–xv.

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- SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.

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- P. Mathew, (2003) *Your Rights if you are Arrested,* New Delhi. Indian Social Institute.

- Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

- P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes,* New Delhi: Indian Social Institute.

- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books,Pp.15-38

- K.Saxena, (2011) 'Adivasis', in M. Mohanty. et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

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- P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place.* New Delhi: Indian Social Institute.

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- *The Constitution of India: Bare Act with Short Notes,* (2011) New Delhi: Universal, pp. 4-16.

- B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work,* New Delhi: Oxford University Press, pp. 105-173. V.

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- J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127. J.

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A Comparative Perspective, New Delhi: Konark, pp.350-368

- U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar,* Issue615, pp.61-67.

- R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpalet.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

- L. Rudolph and S. Rudolph, (2008). 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006:Volume 2: The Realm of Institutions: State Formation and Institutional Change.* New Delhi: Oxford University Press, pp. 183-210.14

- M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning,* Delhi: PHI Learning Private Ltd., pp. 166-195.

- V.Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B.Arora and D.Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective,* Delhi: Konark, pp.136-159.

- B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People,* Delhi: Freedom Press and SahyogPustakKuteer, pp.64-91.

- R. Dhavan and R. Saxena,(2006) 'The Republic of India', in K.Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

- R. Manchanda, (2009) *The No-Nonsense Guide to Minority Rights in South Asia,* Delhi: Sage Publications, pp.105-109.

- P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies,* New Delhi: Permanent Black, pp.370-404.

- M. John (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol.42 (39), pp. 3986-3993.
- Raghunandan, J.R (2012) Decentralization and Local Governments: The Indian Experience, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds.) 2009 Inclusion and Exclusion in Local

Governance: Field Studies from rural India, New Delhi,

SEMESTER-II

Course Title   **: Indian Government and Politics**
Course Code   **: PSCC2**
Nature of Course   **: Major**
Total Credits   **: 4**
Distribution of Marks   **: 60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the structure and features of the Indian Constitution
         ILO 1.1:   Identify the framing of the Indian constitution
         ILO 1.2:   State the major features of the Indian constitution
         ILO 1.3:   Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO2: Examine the institutional design of the Indian constitution
         ILO 2.1:   Explain the composition powers and functions of the legislature, executive and   judiciary
         ILO2.2:   Outline the functioning of the legislature, executive and judiciary
         ILO 2.3:   Interpret the interconnections between these institutions and their relevance in the present context
         ILO 2.4:   Analyse the debates concerning the working of these institutions

CO3: Assess the various dimensions of federalism in India
         ILO 3.1:   Identify the evolution of federalism in India.
         ILO 3.2:Discuss the structure, features and functioning of federalism in India.
         ILO3.3:   Analyse the challenges of federalism in India.
         ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

CO4: Analyse the process of decentralisation and local governance in India
         ILO 4.1:   Identify the constitutional provisions of local governance.
         ILO 4.2: Outline the features of the 11th and 12th Schedule of the Indian Constitution.
         ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

Unit	Contents	Instructional hours per week		Total marks
		L	**T**	
I	**The Constituent Assembly and the Constitution:**	10	2	12

	Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy			
II	**Organs of Government -I** The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers	10	2	12
III	**Organs of Government-II** The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)	10	2	12
IV	**Federalism** Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	12
V	**Decentralization and Local Government** **Panchayati Raj, Municipalities** 73rd, 74thAmendments and 11th, 12th Schedule of the Constitution of India	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge						
Procedural knowledge				C02, C04	C03	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	×	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment   :   40 Marks
   1. Two Unit Test   :   10+10=20
   2. Any two of the activities listed below :   10+10=20
         a. Group Discussion

b. Home Assignment
c. Fieldwork/Project
d. Viva-Voce

Suggested reading list:

- G.Austin,(2010)'The Constituent Assembly: Microcosm inAction',in*TheIndianConstitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1 25.
- R.Bhargava,(2008)'Introduction:OutlineofaPoliticalTheoryoftheIndianConstitution', in R.Bhargava(ed.)*PoliticsandEthicsoftheIndianConstitution*,New Delhi: Oxford University Press, pp. 1-40.
- D.Basu,(2012)*IntroductiontotheConstitutionofIndia,*NewDelhi:LexisNexis.
- S.Chaube(2009), *the MakingandWorkingoftheIndianConstitution*,Delhi:NationalBook Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working aDemocratic Constitution,* New Delhi: Oxford University Press, pp. 69-98. A.Sibal,(2010)'From Niti to Nyaya,'*Seminar*,Issue615,pp 28-34.
  - Abbas, H., Kumar, R. &Alam, M.A. (2011) *Indian Government and Politics* NewDelhi:Pearson, 2011.
  - Chandhoke, N. &Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics.*New Delhi: Pearson.
  - Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics.* New Delhi: Sage.
  - Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence.* New Delhi: Penguin.
  - Singh, M.P. & Saxena, R.(2008) *Indian Politics: Contemporary Issues and Concerns.* New Delhi: PHI Learning
  - Vanaik, A. & Bhargava, R.(eds.) (2010) *Understanding Contemporary India: Critical Perspectives.* New Delhi: Orient Blackswan.
  - Menon, N. and Nigam, A.(2007) *Power and Contestation: India Since 1989.* London: Zed Book.
  - Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation.* New Delhi: Oxford UniversityPress.
  - Austin, G. (2004) *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press.
  - Jayal, N.G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics.* New Delhi: Oxford University Press

Course Title	:	**Introduction to Indian Politics**
Course Code	:	**MINPSC2**
Nature of Course	:	**Minor**
Total Credits	:	**4**
Distribution of Marks	:	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the various approaches in the study of Indian Politics

ILO 1.1: Describe the Liberal Marxist and Gandhian approaches to study Indian politics.

ILO 1.2: Relate these approaches to explain various dimensions of Indian politics.

CO2: Describe the structure and features of the Indian Constitution

ILO 2.1: Identify the framing of the Indian constitution

ILO2.2 State the major features of the Indian constitution

ILO 2.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

CO3: Assess the electoral processes in India.

ILO 3.1: Explain the evolution and development of party system in India.

ILO 3.2: Describe the emerging trends of party system in India.

ILO3.3: Examine the emerging debates of party system in India.

ILO3.4: Discuss the politics of representation in Indian democracy.

CO4: Evaluate the contemporary debates in Indian politics.

ILO 4.1: Identify the issues of class, caste, gender, religion, ethnicity in Indian politics.

ILO 4.2: Examine the contemporary relevance of these issues.

ILO 4.3: Assess the implications of these issues in the working of the state system.

Unit	Contents	Instructional hours per week		Total marks
		L	**T**	
I	**Approaches to the Study of Indian Politics**: Liberal, Marxist and Gandhian	12	3	15
II	**The Constitution of India:** Basic Features,Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	12	3	15

III	**Political Parties and Party Systems in India:** Evolution, Development and Emerging Trends	12	3	15
IV	**Issues in Indian Politics:** Caste, Class, Gender, Communalism and Secularism	12	3	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C02					
Conceptual knowledge				C01	C03	
Procedural knowledge					C04	
Metacognitive knowledge						

Mapping of Course Outcomes withProgramme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment **: 40 Marks**
  1. Two Unit Test   : 10+10=20
  2. Any two of the activities listed below :10+10=20
     a. Group Discussion
     b. Home Assignment
     c. Fieldwork/Project
     d. Viva-Voce

Suggested Reading List:

- Kashyap C Subhash, Our Constitution: An Introduction to India's Constitution and Constitutional Law, NBT Publications, 2021 edition

- Abbas,H., Kumar,R.&Alam,M.A.(2011). *IndianGovernmentandPolitics,* NewDelhi:Pearson, 2011.

- Chandhoke,N.&Priyadarshi,P.(eds.)(2009)*ContemporaryIndia:Economy,Society,Politics* .New Delhi: Pearson.

- Chakravarty,B.&Pandey,K.P. (2006). *IndianGovernmentandPolitics.*NewDelhi:Sage.

- Chandra,B.,Mukherjee,A.&Mukherjee,M.(2010). *India after*

*Independence.*NewDelhi:Penguin.

- Singh,M.P.&Saxena, R. (2008). *IndianPolitics:Contemporary Issues and Concerns.*

  New Delhi:PHILearning.

- Vanaik, A.&Bhargava,R.(eds.)(2010). *UnderstandingContemporaryIndia:CriticalPerspectives.*New Delhi: OrientBlackswan.

- Menon,N.andNigam,A.(2007). *PowerandContestation: India since 1989.*London:ZedBook.

- Austin,G.(1999). *IndianConstitution: Corner StoneofaNation.*NewDelhi:OxfordUniversityPress.

- Austin,G.(2004). *WorkingofaDemocraticConstitutionofIndia.*NewDelhi:OxfordUniversityPress.

- Jayal,N.G.&Mehta,P.B.(eds.)(2010). *OxfordCompaniontoIndian Politics.* New Delhi:OxfordUniversityPress.

Course Title : **Understanding Gandhi and Ambedkar**
Course Code : **GECPSC2**
Nature of Course : **GEC**
Total Credits : **3**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the ideas of Gandhi and their socio-political relevance.
ILO1.1: Describe Gandhi's socio-political visions and his major ideas.
ILO 1.2: Examine Gandhi's critique of modern civilisation and his views on alternative modernity.
ILO 1.3: Relate Gandhi's vision of development to the challenges of the globalised world.

CO2: Examine the ideas of Ambedkar and their socio-political relevance.
ILO 2.1: Describe Ambedkar's socio-political visions and his major ideas.
ILO 2.2: Identify Ambedkar's critique of Hindu social order and his views on caste and untouchability.
ILO 2.3: Relate Ambedkar's vision of social transformation to the socio-political realities of contemporary India.

CO3: Compare and contrast the views of Gandhi and Ambedkar
ILO 3.1: Examine the Gandhi – Ambedkar debate on caste
ILO 3.2: Illustrate the Gandhi – Ambedkar debate on Modernity
ILO 3.3: Analyse the relevance of the Gandhi – Ambedkar debate on caste and modernity in contemporary times.

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Philosophy of Gandhi:** Satyagraha and Ahimsa; Trusteeship; views on Caste	6	3	15
II	**Gandhi on Modern Civilization and Ethics of Development:** Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	8	4	15
III	**Philosophy of Ambedkar:**	8	4	15

	Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation				
IV	**Gandhi and Ambedkar Debates on:** Untouchability and Caste question, Separate Electorate; Modernity	8	4	15	

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01, C02,		
Procedural knowledge				C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
  1. Two Unit Test : 10+10=20
  2. Any one of the activities listed below : 10+10=20
      a. Group Discussion
      b. Home Assignment
      c. Fieldwork/Project
      d. Viva-Voce

Suggested Reading Lists:

- Anthony J Pare led., Hind Swaraj and Other Writings, Cambridge:Cambridge University Press, 1997.
- BidyutChakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
- BidyutChakrabatty, Confidence of Thought: Mahatma Gandhi and Martin Luther King Jr. Oxford University Press, New York.2013

- BidyutChakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York,2006
- BR Nanda, In Search of Gandhi: Essays and Reflections, New Delhi: Oxford University Press,2022
- Claude Markovits, The UnGandhian Gandhi: the Life and Afterlife of the Mahatma, London:Anthem Press, 2002
- David Hardiman, Gandhi in His Time and Ours, New Delhi: Permanent Black,2003.
- EMS Namboodiripad, The Mahatma and the Ism, New Delhi: PPH,1959.
- Erik H Erikson, Gandhi's Truth: on the Origins of Militant Nonviolence, New York:WW Norton & CO,1969.
- Hiren Mukherjee, Gandhiji: a study, New Delhi: PPH, 1991 (4th edition).
- Joan V Bondurant, Conquest of Violence: The Gandhian Philosophy of Conflict, Berkeley: University of California Press, 1971.
- Lloyd I Rudolph and Susanne Hoeber Rudolph, Post-modern Gandhi and Other Essays: Gandhi in the World and at Home, Oxford University Press, New Delhi,2006.
- Martin B Steger, Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power, New York: St. Martin Press, 2000.
- MK Gandhi, An Autobiography or the Story of My Experiments with Truth, Ahmedabad: Navajivan, 1948.
- MK Gandhi, Satyagraha in South Africa, Ahmedabad: Navajivan, 1972.
- B.K. Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, Who Were the Shadras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7 TheUntouchable: Who were They and Why they Became Untouchables? Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1,1990.
- B.R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra,2010.
- B.R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest,2013.
- Brajranjan Mani, De-brahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar,2011.
- G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press,2014.
- Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order, Delhi: Navyana Publication 2013
- Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi:Orient Black Swan, 2011.
- M.S. Gore, The Social Context of an Ideology:Ambedkar's Political and Social Thought, Delhi: Sage Publication, 1993.
- Pandita Ramabai, The High Caste Hindu women, New Delhi: Critical Quest,2013.

- Ronki Ram, Dr. Ambedkar, Neo-Liberal Market-Economy and Social Democracy in India, Human Rights Global Focus,5 (384), pp, 12-38, available at roundtableindia.co.in (Part-I,II) 2010.

Course Title : **Legislative Procedures in India**
Course Code : SEC207
Nature of Course : SEC
Total Credits : 3
Distribution of Marks : 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Examine the powers, procedures and functioning of the Indian parliament
ILO1.1: Describe the composition, powers and functions of the Indian parliament
ILO 1.2: Discuss the parliamentary procedures in India
ILO 1.3: Outline the stages of budget-making in India
ILO 1.4: Examine the role of budget as an instrument of social change.

CO2: **Analyse motion and law-making procedures in the Indian Parliament**
ILO 2.1: Illustrate the dynamics of different motions in the Indian Parliament
ILO 2.2: Discuss the law-making procedures in the Indian Parliament
ILO 2.3: Interpret the composition, functioning and competency of the legislative committees of the Indian Parliament

CO3: Apply the fundamentals of mock parliament
ILO 3.1: Organise mock parliament on issues of contemporary socio-political relevance
ILO 3.2: Prepare reports on the organised mock parliament in accordance with parliamentary procedures.

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Composition, Powers and functions of Indian Parliament:** Parliamentary Sessions: Budget, Monsoon and Winter; Devices of Parliament Proceedings: Zero Hour & Questions Hour	8	4	15
II	**Motions in Parliament:** Call Attention, No-Confidence, Adjournment, Prorogation and Dissolution; Law Making Procedure in the Parliament: Legislative Committees: Standing and Adhoc	8	4	15

III	**Budget as an Instrument of Social Change:** Procedure of Formulation and Passing of Budget; Parliamentary Committees on Finances: Estimate Committee, Public Accounts Committee and Committee on Public Undertaking	8	4	15
IV	**Practical: Mock Parliament** (Students shall perform mock parliament with each student assigned with specific role as per parliamentary procedures. A detailed report shall have to be prepared for record)	6	3	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C01		
Conceptual knowledge						
Procedural knowledge				C02, C03		
Metacognitive knowledge						

Mapping of Course Outcomes withProgramme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activity listed below : 10+10=20
       a. Group Discussion
       b. Home Assignment
       c. Fieldwork/Project
       d. Viva-Voce

Suggested Reading List:

- Kashyap Subhash C, Our Parliament, National Book Trust

- Madhavan, M.R. &N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delh, 2008:
  http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf
- Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. can be accessed on: http://www.prsindia.org/parliamenttrack/primers/mplads-487/
- Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20En gagement%20with%20the%20Legislative%20Process.pdf
- Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed at: http://164.100.47.132/LssNew/abstract/index.aspx
- Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm
- Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm
- Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed at: http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005e f245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf
- Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February 2005. Can be accessed at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_1420 5_TV_SOMANATHAN.pdf.
- Debroy, Bibek, "Why we need law reform," Seminar January 2001.
- Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial
- Sovereignty," Journal of Democracy Vol.18, No.2, pp.70-83.
- http://loksabha.nic.in/; http://rajyasabha.nic.in/; http://mpa.nic.in/
- Sanyal,K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthenin g%20Parliamentary%20Committees.pdf
- Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at: http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-unionbudget- 1023/

SEMESTER-III

Course Title   : **Perspectives on International Relations and World History**
Course Code   : **PSCC3**
Nature of Course   : **Major**
Total Credits   : **4**
Distribution of Marks: 60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the discipline of International Relations
      ILO1.1: Outline the emergence of the international state system–
      ILO 1.2: Explain the thesis of levels of analysis
CO2: Analyse various Theoretical Perspectives to the study of international relations
      ILO 2.1: Explain realist and liberal approaches to international relations
      ILO 2.2: Relate current international developments to the appropriate theoretical perspectives
CO3: Examine Critical Perspectives to the study of international relations
      ILO 3.1: Outline the alternate theories to the study of international relations
      ILO 3.2: Assess the relevance of mainstream and alternate theories in analyzing the international system
CO4: Evaluate the Twentieth-Century IR History
      ILO4.1:Discuss the causes and consequences of World War I and World War II
      ILO 4.2: Interpret the significance of the Bolshevik Revolution, Rise of Fascism / Nazism
CO5: Assess the implications of the Cold War and Post-Cold War politics
      ILO 5.1: Examine the major political developments in the Cold War period
      ILO 5.2: Explain post-Cold War developments
      ILO 5.3: Identify various challenges of newly independent countries

Unit	Course Contents	Instructional hours per week		Total Marks
		L	**T**	
I	**Studying International Relations-**	10	2	12

	Emergence of the International State System–Pre-Westphalia; Post-Westphalia Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)				
II	**Theoretical Perspectives** Classical Realism &Neo-Realism Liberalism & Neo-liberalism	10	2	12
III	**Critical Perspectives** Marxist Approaches Feminist Perspectives Perspectives from the Global South Green Theory in International Relations	10	2	12
IV	**An Overview of Twentieth-Century IR History** World War I: Causes and Consequences Significance of the Bolshevik Revolution, Rise of Fascism / Nazism World War II: Causes and Consequences	10	2	12
V	**Cold War and Post-Cold War** Cold War: Different Phases Decolonization and the Emergence of the Third World Collapse of the USSR and the End of the Cold War Post-Cold War Developments and Emergence of Other Centers of Power	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C01		
Conceptual knowledge				C02, C03		
Procedural knowledge					C04, C05	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**

   1. Two Unit Test : 10+10=20

   2. Any two of the activities listed below : 10+10=20

       a. Group Discussion

       b. Home Assignment

       c. Fieldwork/Project

       d. Viva-Voce

Suggested Reading List:

- M. Nicholson, (2002) *International Relations: A Concise Introduction,* New York: Palgrave,pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- S.Joshua. Goldstein and J. Pevehouse,(2007) *International Relations,* New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations,* Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations,* New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics,* New York: Routledge, 2000, 1991, pp.1-17.
- J. Baylis and S. Smith (eds),(2008) *The Globalisation of World Politics: An Introduction to International Relations,* New York: Oxford University Press, pp. 1-6.
- R. Mansbachand K. Taylor,(2012) *Introduction to Global Politics,* NewYork: Routledge, pp.33-68.
- P.Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalisation of World Politics: An Introduction to International Relations,* New York: Oxford University Press, pp. 36-89.
- R. Mansbachand K. Taylor, (2012) *Introduction to Global Politics,* NewYork: Routledge, pp. 70-135.
- J Goldstein and J. Pevehouse, (2007) *International Relations,* New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- S.Lawson, (2003) *International Relations*, Cambridge: Polity Press,pp.21-60.
- J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics,* Vol.14 (1),pp. 77-92.
- B.Buzan,(1995)'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S.Smith, (eds), *International Relations Theory Today,* Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Mingst, (2011) *Essentials of International Relations,* New York: W.W. Norton and Company, pp. 93-178.
- K.Waltz, (1959) *Man, The State and War,* Columbia: Columbia University Press.
- H. Morgenthau,(2007) 'Six Principles of Political Realism', in R. Art and R. Jervis,

International Politics, 8th Edition, New York: Pearson Longman,pp.7-14.

- T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, NewYork:OxfordUniversityPress, pp. 90-107.
- K.Waltz, (2007)'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics,* 8th edition,New York: Pearson Longman,pp.29-49.
- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.
- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp.115-124.
- T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalisation of World Politics: An Introduction to International Relations, New* York: Oxford University Press, pp.108-123.
- R. Keohane and J. Nye, (2000) 'Tran governmental Relations and the InternationalOrganisation', in M. Smith and R. Little (eds.), *Perspectives on World Politics,* NewYork: Routledge, pp. 229-241.
- J. Goldstein and J. Pevehouse, (2007) *International Relations,* New York: Pearson Longman, pp. 127-137.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and approaches*, 3rdEdition, Oxford: Oxford University Press, pp. 97-128.
- Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics,* New York: Routledge, pp. 305-317.
- S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J.Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp.142-149; 155-158.
- J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review,* pp. 17-30.
- P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- Modern History Sourcebook: Summary of Wallenstein on World System Theory, Availableathttp://www.fordham.edu/halsall/mod/Wallerstein.asp, Accessed: 19.04.2013
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R.Art and R. Jervis, *International Politics,* 8th Edition, New York: Pearson Longman,pp. 15-28.
- F. Halliday, (1994) *Rethinking International Relations,* London: Macmillan, pp. 147-166.
- M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave,2002, pp.120-122.
- J. Goldstein and J. Pevehouse, (2007) *International Relations,* New York: Pearson Longman,pp. 138-148.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J.Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

- Acharya and B.Buzan, (2007) 'Why Is There No Non-Western IR Theory: Reflections on and From Asia', *International Relations of the Asia-Pacific,* Vol 7 (3), pp. 285-286.
- T. Kayaoglu, (2010) 'Westphalian Euro centrism in IR Theory',in*International Studies Review,* Vol. 12(2), pp. 193-217.
- O. Weaver and A. Tickner, (2009) 'Introduction: Geo-cultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World,* London: Routledge, pp. 1-31.
- R. Kanth (ed), (2009) *The Challenge of Eurocentris: Global Perspectives, Policy & Prospects,* New York: Palgrave-McMillan.
- S.Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy,* New York: Monthly Review Press.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*.London: Abacus, pp. 22-35.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations,* London: Macmillan, pp. 63-94.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*.NewYork: Palgrave, pp.197-231 and 258-278.
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp. 29-65.
- Carrtuthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S.(eds.) (2008) *The Globalisation of World Politics. An Introduction to International Relations*. 4thedn. Oxford: Oxford University Press, pp. 76-84.
- Calvocoressi, P.(2001) *World Politics:1945—2000*.Essex: Pearson, pp.3-91.
- Baylis, J and Smith, S.(eds.) (2008) *The Globalisation of World Politics, An Introduction to International Relations*, 4th edn. Oxford: Oxford University Press, pp.93-101.
- Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34
- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) The Globalisation of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.
- Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo-Liberalism in Asia.* London: Routledge,pp.23-37.

Course Title	:	**Classical Political Philosophy**
Course Code	:	PSCC4
Nature of Course	:	**Major**
Total Credits	:	**4**
Distribution of Marks	:	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse various approaches to the interpretation of text
      ILO 1.1: Explain Marxian, Totalitarian, Psychoanalytic perspectives
      ILO 1.2: Analyse Feminist, Straussian, postmodernist interpretations
CO2:EvaluateAncient Political Thought
      ILO 2.1: Interpret Plato's Ideas and Philosophy
      ILO 2.2: Examine Aristotle's views on citizenship, Justice, State and Revolution
CO3: Assess the significance of Machiavellian discourse
      ILO 3.1: Relate Machiavellian ideas on virtue and religion to contemporary political development
      ILO 3.2: Assess the importance of Machiavelli's views on Republicanism, morality and statecraft
CO4: Analyse Hobbes' views on the state of nature
      ILO 4.1: Explain atomistic individualism and the State of Nature
      ILO 4.2: Discuss the formation of the state through Social Contract
CO5:EvaluateLockean discourse
      ILO 5.1: Explain the laws of Nature, Natural Rights and Property
      ILO 5.2: Relate Lockean view on the right to liberty to modern state system

Unit	Contents	Instructional hours per week		Total Marks
		L	**T**	
I	**Text and Interpretation –** Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations	10	2	12
II	**Ancient Political Thought:** **Plato-**Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism**;**	10	2	12

	Aristotle- Citizenship, Justice, State and Revolution				
III	**Machiavelli-** Virtue, Religion, Republicanism, morality and statecraft	10	2	12
IV	**Hobbes:** Human nature, State of Nature, Social Contract, State**;** atomistic individuals	10	2	12
V	**Locke-**Laws of Nature, Natural Rights, Property	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C01	C02	
Conceptual knowledge					C03	
Procedural knowledge				C04	C05	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	×	✓	×	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20

       a. Group Discussion
       b. Home Assignment
       c. Fieldwork/Project
       d. Viva-Voce

Suggested Reading List:
- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity,* Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I,* Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.
- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present,* Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin*Women in Western Political Thought,* Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258
- J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity,* Oxford: Blackwell Publishers
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214

Course Title : Development Processes and Social Movement in Contemporary India
Course Code : **MINPSC3**
Nature of Course : **Minor**
Total Credits : **4**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Evaluate post-independence Development Processes in India
  ILO1.1: Explain nation-building and the planning process in India
  ILO1.2: Assess the trajectory of Liberalization
CO2: Assess the implications of the Industrial Development Strategy on SocialStructure
  ILO 2.1: Explain the practice of mixed economy and impact of privatization
  ILO 2.2: Analyse the role of organized and unorganized labour in the Indian economy
  ILO 2.3: Outline the emergence of the new middle-class
CO3: Analyse the strategy of Agrarian Development and Impact on Social Structure
  ILO 3.1: Outline the impact of Land Reforms and Green Revolution
  ILO 3.2: Examine the Agrarian crisis
CO4: Assess the nature of Social Movements in India
  ILO4.1: Examine the nature of social movements by marginalized sections
  ILO 4.2: Outline the social movements by Civil rights organizations and Women's groups
  ILO 4.3: Explain contemporary Ecological Movements
  ILO 4.4: Identify the underlying rationales and implications of social movements in Indian society

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Development Process Since Independence** a. State and planning b. Liberalization and reforms	10	2	12

II	**Industrial Development Strategy and its Impact on the Social Structure** a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class	10	2	12
III	**Agrarian Development Strategy and its Impact on the Social Structure** a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers	10	2	12
IV	**Social Movements-I** a. Tribal, Peasant, Dalit b. Maoist challenge	10	2	12
V	**Social Movements-II** a. Civil rights movements, Women's movements b. Environmental and Ecological Movements	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge					C01, C02,	
Procedural knowledge				C03	C04	
Metacognitive knowledge						

Mapping of Course Outcomes withProgramme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment   :   **40 Marks**
    1. Two Unit Test   :   10+10=20
    2. Any two of the activities listed below   :   10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List:

- Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.
- P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.
- P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalisation and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
- T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', *R. R. Kale Memorial Lecture*, Pune: Gokhale Institute of Politics and Economics.
- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
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- S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
- S. Chowdhury, (2007) 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press, pp.516-526.
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- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161- 169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', *Occasional Publication*22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series),* New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
- G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights*: *Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.
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- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.
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- S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
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- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
- G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.
- G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.
- G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.
- G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*, New Delhi: Sage Publications.
- J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University Press.
- K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).
- M. Mohanty, P. Mukherji and O. Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.
- N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi:Oxford University Press.
- P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
- R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.
- S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

Course Title : **Public Policy in India**
Course Code : **GECPSC3**
Nature of Course : **GEC**
Total Credits : **3**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse various approaches to Public Policy Discourse
      ILO 1.1: Explain the meaning and concept of public policy discourse
      ILO 1.2: Apply the appropriate Approaches and Models of Policy Analysis to Public Policy Making

CO2: Evaluate the role of the state in public policy formulation andapplication
      ILO2.1: Examine the Role of Legislature, Executive, Judiciary in public policy making
      ILO 2.2: Assess the changes in the policy-making process with reference to the Pre and Post Economic Reform

CO3: Analyse the role of various actors of political economy in the public policy process
      ILO 3.1: Discuss the impact of political economy on the public policy formulation process
      ILO 3.2: Examine the role of Global Financial Institutions and Peoples' Movements on the Policy making process

CO4: Assess the policy formulation in India
      ILO4.1: Identify the role of legislature and Executive in the policy-making process
      ILO 4.2: Explain various views on policy-making
      ILO4.3: Apply the knowledge of various public policy discourses to assess the transition in the policymaking process in contemporary India

Unit	Contents	Instructional hours per week		Total Marks
		L	T	

I	**Public Policy and Analysis:** Meaning and Concept, Models and Approaches	6	3	15
II	**State and Public Policy in India:** Nature of State and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods	8	4	15
III	**Political Economy and Public Policy in India-Interest Groups and Social Movements:** Global Financial Institutions and Public Policy; Interest Groups, Peoples' Movements and Public Policy	8	4	15
IV	**Policy Making Process in India:** Legislative and Executive Processes; Issues and Challenges in Policy Making; Nehruvian Vision; Economic Liberalisation; Recent Developments: UPA and NDA Regimes	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C01		
Conceptual knowledge				C03		
Procedural knowledge					C02, C04	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
      a. Group Discussion
      b. Home Assignment
      c. Fieldwork/Project
      d. Viva-Voce

SUGGESTEDREADING LIST:

- Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) The Policy Process: A Reader (2nd Edition). London: Prentice Hall, pp. 30-40.
- Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.
- Sapru, R.K.(1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.
- IGNOU. Public Policy Analysis. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64.
- Wildavsky, A.(2004), 'Rescuing Policy Analysis from PPBS' in Shafritz, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. 5th Edition. Belmont: Wadsworth, pp.271-284.
- Dunleavy, P. and O'Leary, B. (1987) Theories of the State. London: Routledge.
- McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 53-61.
- Simmie, J. & King, R. (eds.) (1990) The State in Action: Public Policy and Politics. London: Printer Publication, pp.3-21 and 171-184
- Skocpol, T. et al (eds.) (1985) Bringing the State Back In. Cambridge: Cambridge University Press, pp. 3-43 and 343-366.
- Dye, T.R. (2002) Understanding Public Policy. 10th Edition. Delhi: Pearson, pp.11-31.
- Lukes, S. (1986) Power. Basil: Oxford, pp. 28-36.
- Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 45-52.
- Giddens, A. (1998) The Third Way: The Renewal of Social Democracy. Cambridge: Polity Press, pp. 27-64 and 99-118.
- Hogwood, B. & Gunn, L. (1984) Policy Analysis for the Real World. U.K: Oxford University Press, pp. 42-62.
- Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in Policy Analysis, vol. 5, pp. 481-504.
- Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. The Policy Process: A Reader. 2nd Edition. London: Prentice Hall, pp. 163-174.
- IGNOU. Public Policy Analysis. MPA-015, New Delhi: IGNOU, pp. 38-54.
- Henry, N.(1999) Public Administration and Public Affairs. New Jersey: Prentice Hall, pp. 346-368.
- BasuRumki (2015) Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers
- Self, P. (1993) Government by the Market? The Politics of Public Choice. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.
- Girden, E.J. (1987) 'Economic Liberalisation in India: The New Electronics Policy' in Asian Survey. California University Press. Volume 27, No.11. Available at - www.jstor.org/stable/2644722

Course Title : **E-Governance in India**
Course Code : **SEC307**
 Nature of Course : **SEC**
 Total Credits : **3**
 Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the practice of E-Governance
  ILO 1.1: State the nature and scope of E-governance
  ILO 1.2: Examine the contributions of E-Governance to Good-Governance
  ILO 1.3: Outline the global trends in the growth of E-Governance
CO2: Assess the role of E-Governance in India:
  ILO 2.1: Describe the National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance
  ILO 2.2: Assess the significance of E-Governance implement
  ILO 2.3: Evaluate the various modes of e-governance
CO3: Assess various mechanisms for e-governance
  ILO 3.1: Identify the utility of ICT applications in e-governance
  ILO 3.2: Apply the knowledge of various mechanisms in government service delivery
CO4: Analyse the significance of information technology for e-governance
  ILO 4.1: Identify legal provisions concerning informational technology and e-governance
  ILO 4.2: Identify transparency and accountability measures in e-governance

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	E-Governance: Meaning, nature, scope and significance; E-Governance and Good-Governance- global trends in the	6	3	15

	growth of E-Governance			
II	E-Governance in India: National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance- E-Governance implementations; Required Infrastructure of Network, Computing, Cloud-governance, Data System, Human Resources, Legal and Technological Infrastructure	8	4	15
III	Role of Information and Communication Technology in Administration, Effective delivery of Public Utility Services- Online Filing of Complaints, Application Registration, Issuance of Certificates, Issuance of Land Records, Online Payment of Fees etc., E-tendering, Bio-Metric Authentication through Aadhar	8	4	15
IV	E-Governance under Information Technology Act- Legal Status for Digital Transactions, E-Governance-Transparency and Accountability	8	4	15

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge				C01		
Conceptual knowledge						
Procedural knowledge				C04	C02, C03	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	✓	✓	✓
CO3	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	×	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
       a. Group Discussion
       b. Home Assignment

  c. Fieldwork/Project
  d. Viva-Voce

SuggestedReading List:

- B.Sreenivas Raj, E-Governance Techniques-Indian and GlobalExperiences, New Century Publications, New Delhi,2008
- Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi,2009
- Y. Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009
- R.P. Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006. Anil Kumar Dhiman, E-Governance-Good Governance using ICTS, S.K. Book Agency, New Delhi,2017.
- Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad,2017.
- Web resources suggested by the Teacher concerned and the College Librarian including reading material.

SEMESTER-IV

Course Title   **: Introduction to Comparative Government and Politics**
Course Code   **: PSCC5**
Nature of Course   **: Core**
Total Credits   **: 4**
Distribution of Marks   **:60 (End -Sem) +40(In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

    CO1: Analyse the conceptual and theoretical categories of comparative politics
         ILO 1.1: State the meaning of comparative politics
         ILO 1.2: Identify the different approaches to the study of comparative politics
CO2: Evaluate differentpolitical-economic systems
         ILO 2.1: Classify the different systems of production
         ILO 2.2: Outline the distinctions between various forces of globalization
CO3: Analyse the processes of colonization and decolonization
         ILO 3.1: Show the impact of colonization on contemporary societies
         ILO 3.2: Relate decolonization movements with contemporary institutional structures
CO4: Interpret the constitutional and political developments of various states
         ILO 4.1: Outline the developments in the USA, UK and Brazil
         ILO 4.2: Outline the developments in China and Nigeria

Unit	Contents	Instructional hours per week		Total Marks
		L	**T**	
I	**Understanding Comparative Politics** Development of Comparative Politics; Meaning, Nature and Scope Approaches: Old Institutionalism; Eurocentrism and Beyond: Third World approach to	10	2	12

		comparative politics			
II	**Historical context of modern Government-I** Capitalism: meaning and development; Globalisation: Meaning and Development, its impact on government and politics Socialism: meaning, growth and development, impact on government and politics.	10	2	12
III	**Historical context of modern government-II** Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonial struggles, decolonization and postcolonial state	10	2	12
IV	**Themes for comparative analysis-I** Constitutional development and political economy of UK and USA	10	2	12
V	**Themes for comparative analysis-II** Constitutional development and political economy of Brazil, Nigeria and China	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01	C02	
Procedural knowledge				CO3	C04	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test   :   10+10=20
   2. Any two of the activities listed below :   10+10=20
            a. Group Discussion
            b. Home Assignment
            c. Fieldwork/Project

d. Viva-Voce

Suggested Reading List:

- J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order.* Cambridge: Cambridge University Press, pp.1-5; 16- 36; 253-290.
- M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity'*, in Teaching Politics*, Nos. 1 and 2, pp. 22-38
- A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics.* Vol. xxv (2), pp. 1-15.
- J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp.152-160.
- N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in *Economic and Political Weekly,* Vol. 31 (4), January 27, pp.PE 2-PE2-PE8
- R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
- G. Ritzer, (2002) 'Globalisation and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalisation: A Basic Text*. London: Wiley- Blackwell, pp. 63-84.
- M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.
- A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalisation and Third World Politics.* London: Palgrave, pp. 14-28.
- A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism,* Harpercollins (ebook), pp. 1-25; 587-601.
- J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209
- R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.
- P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective from Now and Then.* London: Routledge, pp. 1-18.
- J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World.* New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) 'Colonialism and Discourse in India and China'
- L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
- J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

- M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas,* UK: Wadsworth. pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).
- Charles Herman Prichett (1977), *The American Constitution*. McGraw-Hill Book Company. Ellen Frankel Paul and Howard Dickman (ed.) *Liberty, Property, and the Foundations of the American Constitution*. New York: State University of New York Press.
- Mark Tushnet et al. (2015), *The Oxford Handbook of the US Constitution*, New York: OUP.
- P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order.* Cambridge: Cambridge University Press, pp. 39-79.

Course Title : **Introduction to Public Administration**
Course Code : **PSCC6**
Nature of Course : **Major**
Total Credits : **4**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the basic tenets of Public Administration
  ILO 1.1: State the meaning and nature of public administration
  ILO 1.2: Describe the evolution of public administration
  ILO 1.3: Identify the distinction between public and private administration

CO2: Analyse the theoretical categories of public administration
  ILO 2.1: Explain the classical theories of public administration
  ILO 2.2: Identify the different approaches to contemporary theories of public administration

CO3: Evaluate the relevance of public policy
  ILO 3.1: Interpret of the different approaches to public policy
  ILO 3.2: Assess the formulation and implementation of public policy
  ILO 3.3: Analysepeople's participation in public policy implementation

CO4: Assess emergent discourses in public administration
  ILO 4.1: Discuss the concepts of New Public Management and New Public Service
  ILO 4.2: Explain the practice of Good Governance
  ILO 4.3: Interpret Feminist Perspectives to public administration

Unit	Contents	Instructional hours per week		Total Marks
		L	**T**	

I	**Public Administration as A Discipline** Meaning, Nature, Scope and Significance of the Discipline, Evolution of Public Administration, Public and Private Administration	10	2	12
II	**Theoretical Perspectives - Classical Theories:** Scientific Management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type Bureaucracy (Max Weber); Neo-Classical Theories- Human Relations Theory (Elton Mayo)	10	2	12
III	**Theoretical Perspectives- Contemporary Theories:** Rational Decision-Making (Herbert Simon), Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (Peter Drucker), Need Hierarchy (Abraham Maslow)	10	2	12
IV	**Public Policy** Concept, Relevance and Approaches, Formulation, Implementation and Evaluation, People's Participation	10	2	12
V	**Major Approaches in Public Administration** New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	CO1					
Conceptual knowledge				C02		
Procedural knowledge					C03, C04	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20

a. Group Discussion
b. Home Assignment
c. Fieldwork/Project
d. Viva-Voce

Suggested Reading List:

- Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999
- D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector,* 7th edition, New Delhi: McGraw Hill, pp. 1-40
- W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: A Reader*, New Delhi: Oxford University Press, pp. 85-101
- M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
- G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration,* 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
- N. Henry,*Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson,2013
- M.Bhattacharya,*Restructuring Public Administration: A New Look,* New Delhi: Jawahar Publishers, 2012
- P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
- M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar Publishers, 2011
- Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972
- F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of Public Administration,* 5th Edition. Belmont: Wadsworth, 2004
- P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press,2003
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010
- E. J. Ferreira, A. W. Erasmus and D. Groenewald, Administrative Management, Juta Academics, 2010
- M. Weber,'Bureaucracy', in C. Mills, and H. Gerth, F*rom Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
- Warren. G.Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

- B. Miner, 'Elton Mayo and Hawthrone', in *OrganisationalBehaviour 3: Historical Origins and the Future.* New York: M.E. Sharpe, 2006
- S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009
- Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003
- R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *Public Administration: A reader*, New Delhi, Oxford University Press, 2003
- A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002
- F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Miffin,1964
- Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins,1999
- Peter F. Drucker,*The Practice of Management*, Harper Collins, 2006
- T. Dye, (1984) *Understanding Public Policy,* 5th Edition*.* U.S.A: Prentice Hall, pp. 1-44
- *The Oxford Handbook of Public Policy*,OUP,2006
- Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen,*The Public Policy Primer: Managing the Policy Process*, Rutledge, 2010
- Mary Jo Hatch and Ann.L. Cunliffe Organisation Theory: *Modern, Symbolic and Postmodern Perspectives*, Oxford University Press,2006
- Michael Howlett, *Designing Public Policies: Principles and Instruments*, Rutledge, 2011 *The Oxford Handbook of Public Policy*, Oxford University Press, 2006
- Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012
- R.V. VaidyanathaAyyar, *Public Policy Making in India*, Pearson,2009
- Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies andGlobalisation*, Sage Publishers, 2004
- M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration and Development Ethics,* New Delhi: Jawahar Publishers, 2006
- F. Riggs,*The Ecology of Public Administration, Part 3,* New Delhi: Asia Publishing House, 1961
- M. Bhattacharya, *Public Administration: Issues and Perspectives,* New Delhi: Jawahar Publishers, 2012
- H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004
- U. Medury, *Public Administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010
- A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997
- C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

- R.B.Denhart&J.V.Denhart [Arizona State University] " The New Public Service: Serving Rather Than Steering", in Public Administration Review,Volume 60, No-6,November- December 2000
- A. Leftwich, 'Governance in the State and the Politics of Development', in *Development and Change*. Vol. 25,1994
- M. Bhattacharya, 'Contextualizing Governance and Development' in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse.* New Delhi: Oxford University Press,1998
- B. Chakrabarty, *Reinventing Public Administration: The India Experience.* New Delhi: Orient Longman, 2007
- U. Medury, *Public Administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010
- Camila Stivers, *Gender Images in Public Administration*, California: Sage Publishers,2002
- Radha Kumar, *The History of Doing,* New Delhi: Kali for Women, 1998
- Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997
- Amy. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers,2012
- Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999
- Simone De Beauvoir, *The Second Sex*, London: Picador, 1988
- Alison Jaggar, *Feminist Politics and Human Nature*, Brighton: Harvester Press,1983
- Maxine Molyneux and ShahraRazavi,*Gender, Justice, Development and Rights*,Oxford: Oxford University Press, 2002

Course Title : **Political Processes in India**
Course Code : **PSCC7**
Nature of Course : **Major**
Total Credits : **4**
Distribution of Marks : **60(End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Describe the existence and trends in the party system in India
     ILO1.1: Identify the factors that lead to changes in the party system in India
     ILO 1.2: Outline the determinants for the advent of coalition politics in India
CO2: Analyse the electoral processes and political behaviour in India
     ILO 2.1: Identify the determinants of voting behaviour of Indian voters
     ILO 2.2: Explain the different dynamics of political mobilization and leadership in Indian politics
CO3: Assess the regional aspiration in Indian politics
     ILO 3.1: Outline the different issues of the politics of secessionism
     ILO 3.2: Analyse the politics of accommodation
CO4: Analyse the reflection of the dynamics of caste and religion in Indian politics
     ILO 4.1: Illustrate the role of caste and religion in Indian politics
     ILO 4.2: Identify the debates on Indian secularism
CO5: Analyse the changing nature of the Indian state
     ILO 5.1: Identify the different dimensions of the Indian state
     ILO 5.2: Examine the impact of globalization on the Indian state

Unit	Contents	Instructional hours per week	Total Marks

			L	T	
I	**Political Parties and the Party System** Trends in the Party System; From the Congress System to Multi-Party Coalitions to Single Party Majority System		10	2	12
II	**Elections and Political Behaviour** Political Mobilization and Leadership Determinants of Voting Behaviour- Caste, Class, Gender and Religion		10	2	12
III	**Regional Aspirations** Politics of Regionalism The Politics of Secession and Accommodation		10	2	12
IV	**Religion, Caste and Politics** Debates on Secularism; Minority and Majority Communalism Caste in Politics		10	2	12
V	**The Changing Nature of the Indian State** Developmental, Welfare and Coercive Dimensions Globalisation and the State		10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge	C01					
Conceptual knowledge				CO2, C04		
Procedural knowledge				CO5	CO3	
Metacognitive knowledge						

Mapping of Course Outcomes withProgramme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✔	×	✔	✔	✔	×	✔	×	✔	✔
C02	✔	×	✔	✔	✔	✔	✔	✔	✔	✔
CO3	✔	×	✔	✔	✔	✔	✔	✔	✔	✔
C04	✔	×	✔	✔	✔	✔	✔	✔	✔	✔
CO5	✔	×	✔	✔	✔	✔	✔	✔	✔	✔

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
                a. Group Discussion
                b. Home Assignment
                c. Fieldwork/Project
                d. Viva-Voce

Suggested Reading List:

- Hasan, Z. (ed.) (2002), *Parties and Party Politics in India: New Delhi: Oxford University Press*
- R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
- E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia,* New Delhi: Oxford University Press.
- Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. D'Souza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.
- Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.
- C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy,' in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619.
- R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly,* Vol. 39, No. 51, pp. 5431-5436.
- S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science,* Vol. 10, No. 3, pp. 313-332.
- M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.
- P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence,* New Delhi: Cambridge University Press and Foundation Books, pp.192-227.
- T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices,* New Delhi: Sage, pp. 235-256.
- N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.
- N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

- R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.
- G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.
- M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.
- C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar,* Issue 549, pp. 41-45.
- M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia,* Japan: Tohoku University Press, pp. 169-195.
- S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution,* New Delhi: Oxford University Press, pp. 143-163.
- R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.
- M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)
- T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

Course Title : **Political Theory -Concepts and Debates**
Course Code : **PSCC8**
Nature of Course : **Major**
Total Credits : **4**
Distribution of Marks : **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Explain the basic concepts of political theory
       ILO 1.1: Define the concepts of freedom and equality
       ILO 1.2: Distinguish the different types of freedom and equality
       ILO 1.3: Inter-relate freedom with other conceptual categories of political theory
       relate egalitarianism with contemporary societal issues

CO2: Analyze the concepts of justice and rights
       ILO 2.1: State the types of justice and rights
       ILO 2.2: Examine the various debates on justice and rights

CO3:Analyse the major debates in political theory
       ILO 3.1: Explain the relationship between state and sovereignty
       ILO 3.2: Identify the interconnectedness between the state, rights and multiculturalism
       ILO 3.3: Discuss the interrelationships between class, power and ideology
       ILO 3.4.: Relate the debates on the 'clash of civilizations' thesis to contemporary politics

Unit	Contents	Instructional hours per week		Total marks
		L	**T**	
I	**Freedom:** Negative Freedom: Liberty; Positive Freedom: Freedom as Emancipation and Development, freedom and other concepts- equality, rights, Freedom of belief, expression and dissent.	10	2	12

II	**Equality:** Types- Formal, Procedural, Substantive, Equality of Opportunity; Political equality-in terms of political relations as citizens; equal distribution of political power and influence; Egalitarianism: Background inequalities and differential treatment and Affirmative action	10	2	12
III	**Justice:** Procedural Justice- justice as Entitlement; Distributive Justice-Justice as distribution and its communitarian critique; Justice as capabilities and freedom; feminist accounts of Justice; Difference between procedural and substantial justice	10	2	12
IV	**Rights:** Natural Rights-features, contractual and teleological views of natural rights; Moral rights and legal rights difference from natural rights, Bill of Rights versus common law, UDHR as moral rights; Three Generation of Rights; Rights and Obligations	10	2	12
V	**Major Debates:** Relationship between state, political obligation and civil disobedience; challenges to the sovereignty of the State; Universality of human rights and cultural relativism; multiculturalism and tolerance; multiculturalism and the new wars of Religion (clashes of civilization), Class, power and ideology	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		C01		C02		
Procedural knowledge				C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
    a. Group Discussion
    b. Home Assignment
    c. Fieldwork/Project
    d. Viva-Voce

Suggested Reading List:

- Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press
- Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge
- Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians.* Cambridge: Polity Press
- Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.
- Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics.* New York: Oxford University Press, pp. 705-733
- Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts.* Manchester: Manchester University Press
- Andrew Heywood, Political Ideologies: An Introduction, Palgrave Macmillan, 2012
- Gauba, O.P., An Introduction to Political Theory, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, Political Theory: Issues and Debates, Arun Prakashan, Guwahati, 2011
- Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review,* 4(2), pp. 1-23.
- Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on http://www.crin.org/docs/Girl's infanticide CSW 2007

Course Title : Comparative Government and Politics
Course Code : MINPSC4
Nature of Course : Minor
Total Credits : 4
Distribution of Marks :60 (End -Sem) +40(In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the conceptual and theoretical categories of comparative politics
ILO 1.1: State the meaning of comparative politics
ILO 1.2: Identify the different approaches to the study of comparative politics
CO2: Evaluate different political economic systems
ILO 2.1: Classify the different systems of production
ILO 2.2: Outline the distinctions between various forces of globalization
CO3: Analyse the processes of colonization and decolonization
ILO 3.1: Show the impact of colonization on contemporary societies
ILO 3.2: Relate decolonization movements with contemporary institutional structures
CO4: Interpret the constitutional and political developments of various states
ILO 4.1: Outline the developments in the USA, UK and Brazil
ILO 4.2: Outline the developments in China and Nigeria

Unit	Contents	Instructional hours per week		Total Marks
		L	**T**	
I	**Understanding Comparative Politics** Development of Comparative Politics; Meaning, Nature and Scope Approaches: Old Institutionalism; Eurocentrism and Beyond: Third World approach to comparative politics	10	2	12

II	**Historical context of modern Government-I** Capitalism: meaning and development; Globalisation: Meaning and Development, its impact on government and politics Socialism: meaning, growth and development, impact on government and politics.	10	2	12
III	**Historical context of modern government-II** Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonial struggles, decolonization and postcolonial state	10	2	12
IV	**Themes for comparative analysis-I** Constitutional development and political economy of UK and USA	10	2	12
V	**Themes for comparative analysis-II** Constitutional development and political economy of Brazil, Nigeria and China	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01	C02	
Procedural knowledge				C03	C04	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
        a. Group Discussion

b. Home Assignment
c. Fieldwork/Project
d. Viva-Voce

Suggested Readings:

- J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order.* Cambridge: Cambridge University Press, pp.1-5; 16- 36; 253-290.
- M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity'*, in Teaching Politics*, Nos. 1 and 2, pp. 22-38
- A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics.* Vol. xxv (2), pp. 1-15.
- J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp.152-160.
- N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in *Economic and Political Weekly,* Vol. 31 (4), January 27, pp.PE 2-PE2-PE8
- R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
- G. Ritzer, (2002) 'Globalisation and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalisation: A Basic Text*. London: Wiley- Blackwell, pp. 63-84.
- M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.
- A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalisation and Third World Politics.* London: Palgrave, pp. 14-28.
- A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism,* Harpercollins (ebook), pp. 1-25; 587-601.
- J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209
- R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.
- P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then.* London: Routledge, pp. 1-18.
- J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World.* New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.
- L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

- M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament.* Edinburgh: Edinburgh University Press, pp. 24-43
- J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)
- M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas,* UK: Wadsworth. pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).
- Charles Herman Prichett (1977), *The American Constitution*. McGraw-Hill Book Company. Ellen Frankel Paul and Howard Dickman (ed.) *Liberty, Property, and the Foundations of the American Constitution*. New York: State University of New York Press.
- Mark Tushnet et al. (2015), *The Oxford Handbook of the US Constitution*, New York: OUP.
- P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order.* Cambridge: Cambridge University Press, pp. 39-79.

SEMESTER-V

Course Title	**:**	**Political Processes and Institutions in Comparative Perspective**
Course Code	:	**PSCC09**
Nature of Course	:	**Major**
Total Credits	:	**4**
Distribution of Marks	:	**60(End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs)and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse various approaches to the study of Comparative Politics
  ILO 1.1: Identifythe different variables in comparative analyses
  ILO 1.2: Interpret various cultural norms and institutions as tools to study comparative politics
  ILO 1.3: Associate institutions and structures with comparative approaches

CO2: Evaluate the intricacies of electoral and party systems.
  ILO 2.1: Explain how various electoral systems work
  ILO 2.2: Inter-relate various party systems and the contexts
  ILO2.3:Associate the party systems in the UK and USA with larger comparative political analyses

CO3: Appraise the concept of and developments around the nation-state
  ILO 3.1: Outline the rise of the nation-state.
  ILO 3.2: Differentiate the institutions of nation and state

CO4: Assess democratization as a political process.
  ILO 4.1: Outline the historical and contemporary developments around democratization
  ILO 4.2: Explain democratization in postcolonial, post- authoritarian and post-communist states

CO5: Examine federalism as an idea and a political process

  ILO 5.1: Discuss the various debates around federalism

  ILO 5.2: Classify and generalize various forms of federation

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Approaches to the study of Comparative Politics**: Political Culture and Socialisation: Meaning, role and importance in comparativepolitical analysis New Institutionalism: meaning and nature	10	2	12
II	**Electoral and Party System** Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation) Party system: Emergence and Types: UK and USA Political Parties: Types, ideology, structure, leadership	10	2	12
III	**Nation-state** Understanding the concept of nation–state Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates	10	2	12
IV	**Democratization** Process of democratization in postcolonial, post-authoritarian and post-communist states; Democratization in contemporary era: an assessment	10	2	12
V	**Federalism** Historical context, Federation and Confederation: Debates around territorial division of power, Contemporary debates on Federalism	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C04, C05	C03	
Procedural knowledge				C01	C02	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	×	✓	×	✓	✓

Modes of In-Semester Assessment   :   **40 Marks**
  1. Two Unit Test   :   10+10=20
  2. Any two of the activities listed below   :   10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List

- M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System.* Sage Publications, New Delhi, pp. 13-40.
- M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
- B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.
- P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.
- L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Political in the Developing World.* Oxford: Oxford University Press, pp. 53-70.
- A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.
- A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics.* New Delhi: Sage Publications, pp. 93-119.
- R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies.* 23, pp. 575-599.
- A. Cole, (2011) 'Comparative Political Parties: Systems and Organisations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

- A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York: Palgrave, pp. 247-268.
- B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.
- W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a …', in J. Hutchinson and A. Smith, (eds.) *Nationalism.* Oxford: Oxford University Press, pp. 36-46.
- K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World.* Cambridge: Cambridge University Press, pp. 13-33.
- A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102
- T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction.* London: Routledge, pp. 185-215.
- K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.
- J. Haynes, (1999) 'State and Society', in *The Democratization.* Oxford: Blackwell, pp. 20-38; 39-63.
- B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.
- M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.
- R. Watts, (2008) 'Introduction', in *Comparing Federal Systems.* Montreal and Kingston: McGill Queen's University Press, pp. 1-27
- R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models.* New Delhi: Cambridge University Press, pp. xii-x1

Course Title : Global Politics
Course Code : PSCC10
Nature of Course : Major
Total Credits : 4
Distribution of Marks :60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Explain the nature and processes of globalization
ILO 1.1: State the features and types of globalization
ILO 1.2: Explain the major debates on globalization

CO2: Evaluate the role of the important institutions of global politics
ILO 2.1: Identify the functions of international institutions
ILO 2.2: Assess the significance of global resistance movements
ILO2.3: Examine the impact of international institutions in addressing global issues

CO3: Explain the major global issues in the contemporary world
ILO 3.1: Identify the major features of the nuclear non-proliferation regime and climate regime
ILO 3.2: State the strategies of terrorism and state responses
ILO 3.3: Explain the different dimensions of human security

CO4: Examine the major debates in global politics
ILO 4.1: Discuss the major debates on nuclear proliferation
ILO 4.2: Relate the debate on global commons to contemporary resource politics
ILO 4.3: Distinguish national security from human security.

CO5: Analyse the significance of global shifts
ILO 5.1: Outline the emerging trends of global governance
ILO 5.2: Apply the main tenets of the Global North-South debates in identifying major global shifts

Unit	Contents	Instructional	Total

		hours per week		marks
		L	T	
I	**Globalisation: Conceptions and Perspectives** Understanding Globalisation and its Alternative Perspectives Debates on Sovereignty and Territoriality	10	2	12
II	**Issues and Institutions in Global Politics** Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO Global Resistances - World Social Forum Global Movements- Amnesty International and Green Peace	10	2	12
III	**Contemporary Global Issues-I** Proliferation of nuclear weapons, NPT and CTBT International Terrorism: Non-State Actors and State Terrorism, Post 9/11 developments; UN initiatives	10	2	12
IV	**Contemporary Global Issues -II** Ecological Issues: Overview of International Environmental Agreements, Climate Change, Global Commons Debate; Migration; Human Security	10	2	12
V	**Global Shifts: Power and Governance** Concept of Global Governance; Role of Global Governance in Contemporary International Relations; Global North-South Debate	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01, C03		
Procedural knowledge				C04, C05	C02	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓

CO5	✔	✔	✔	✔	✔	×	✔	✔	✔	✔

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
            a. Group Discussion
            b. Home Assignment
            c. Fieldwork/Project
            d. Viva-Voce

Suggested Reading List

- G. Ritzer, (2010) *Globalisation: A Basic Text,* Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) *Globalisation: A Very Short Introduction,* London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000) 'Globalisation: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- A. McGrew, (2011) 'Globalisation and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalisation of World Politics: An Introduction to International Relations,* New York: Oxford University Press, pp. 14-31.
- A. Heywood, (2011) *Global Politics,* New York: Palgrave-McMillan, pp. 1-24.
- W. Ellwood, (2005) *The No-nonsense Guide to Globalisation,* Jaipur: NI-Rawat Publications, pp. 12-23.
- R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader,* Cambridge: Polity Press, pp. 109-123.
- K. Shimko, (2005) *International Relations: Perspectives and Controversies,* New York: Houghton Mifflin, pp. 195-219.
- T. Cohn, (2009) *Global Political Economy: Theory and Practice,* pp. 130-140 (IMF), 208-218 (WTO).
- R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.
- A. Narlikar, (2005) *The World Trade Organisation: A Very Short Introduction,* New York: Oxford University Press, pp. 22-98.
- J. Goldstein, (2006) *International Relations,* New Delhi: Pearson, pp. 392-405 (MNC). P. Hirst, G. Thompson and S. Bromley, (2009) *Globalisation in Question,* Cambridge: Polity Press, pp. 68-100 (MNC).
- G. Ritzer, (2010) *Globalisation: A Basic Text,* Sussex: Wiley-Blackwell, pp. 180-190.
- F. Lechner and J. Boli (ed.), (2004) *The Globalisation Reader,* London: Blackwell, pp. 236-239 (WTO).

- D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture,* California: Stanford University Press, pp. 242-282 (MNC).
- T. Cohn, (2009) *Global Political Economy,* New Delhi: Pearson, pp. 250-323 (MNC).
- M. Steger, (2009) 'Globalisation: A Contested Concept', in *Globalisation: A Very Short Introduction,* London: Oxford University Press, pp. 1-16.
- A. Appadurai, (2000) 'Grassroots Globalisation and the Research Imagination', in *Public Culture,* Vol. 12(1), pp. 1-19.
- J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.
- A. Vanaik, (ed.), (2004) *Globalisation and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.
- G. Ritzer, (2010) *Globalisation: A Basic Text,* Sussex: Wiley-Blackwell, pp. 487-504
- R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements,* Cambridge: Cambridge University Press, pp. 1-23.
- J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World,* Connecticut: Kumarian Press, pp. 1- 37 (NGO).
- G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits,* New York: Palgrave, pp. 1-21.
- N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.
- P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly,* Vol.46, No. 53, December, pp. 10-12.
- K.Shimko, (2005) *International Relations Perspectives and Controversies,* New York: Hughton-Mifflin, pp. 317-339.
- D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalisation of World Politics,* New York: Oxford University Press, pp. 384-397. P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity,* New Delhi: Pearson, pp. 238-272.
- A. Vanaik, (2007) *Masks of Empire,* New Delhi: Tulika, pp. 103-128.
- S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives for the Global South*, New Delhi: Pearson, pp. 272-285.
- A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalisation of World Politics,* New York: Oxford University Press, pp. 480-493.
- S. Tadjbakhsh and A. Chenoy, (2007) *Human Security,* London: Routledge, pp. 13-19; 123- 127; 236-243.
- A. Acharya, (2001) 'Human Security: East versus West', in *International Journal,* Vol. 56, no. 3, pp. 442-460.
- J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

- A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North,* London: Anthem Press.
- P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy,* New York: The Guilford Press.
- J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at http://www.stir-global-shift.com/page22.php

Course Title	:	**Modern Political Philosophy**
Course Code	:	**PSCC11**
Nature of Course	:	**Major**
Total Credits	:	**4**
Distribution of Marks	:	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, thelearners will be able to:

CO1: Illustrate the concept and discourses on modernity
    ILO 1.1: Identify the evolution of the concept of modernity
    ILO 1.2: Outline the debates around modernity and postmodernity.

CO2: Analyse the political ideas of Rousseau and Wollstonecraft and their contemporary relevance
    ILO 2.1: Examine Rousseau's ideas on the General Will, Social Contract, Local or direct democracy, Self-government, Origin of inequality
    ILO 2.2: Examine Wollstonecraft's ideas on women and her critique of Rousseau's ideas on education
    ILO 2.3: Identify the importance and relevance of these ideas in contemporary society.

CO3: Explain the contributions of the modern political philosophers of the schools of Liberal Socialists and the Radicals
    ILO 3.1: Describe the major ideas of Mill, Sandel, Lenin, Gramsci, Kollantai and Chomsky
    ILO 3.2: Assess the contemporary and contextual relevance of these ideas

Unit	Contents	Instructional hours per week		Total marks
		L	**T**	

I	**Modernity and its discourses:** Concept of Modernity, Renaissance, Enlightenment Modernity and liberalism Modernity versus Postmodernism	10	2	12
II	**Romantics:** Jean Jacques Rousseau –Social Contract, General Will, Local or direct democracy, Self-government, Origin of inequality Mary Wollstonecraft- Women and paternalism; Critique of Rousseau's idea of education	10	2	12
III	**Liberal Socialist:** John Stuart Mill- Liberty, suffrage and subjection of women; rights of minorities Communitarian Critique of Mill's Utility Principle: Views of Michael Sandel	10	2	12
IV	**Radicals-I:** Lenin: Imperialism, State and Revolutions Gramsci-Hegemony	10	2	12
V	**Radicals-II:** Alexandra Kollontai- Views on Morality; Socialization of housework; disagreements with Lenin Noam Chomsky- Manufacturing Consent	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01, C02		
Procedural knowledge				C03		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20

a. Group Discussion
b. Home Assignment
c. Fieldwork/Project
d. Viva-Voce

Suggested Reading List:

- Review: I. Kant. (1784) 'What is Enlightenment?' available at http://theliterarylink.com/kant.html, Accessed: 19.04.2013
- S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16
- B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221-255.
- M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau.* New York: Oxford University Press, pp. 171-202.
- C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft,* Cambridge: Cambridge University Press, pp. 42-58.
- S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics, Accessed: 19.04.2013.
- H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.
- P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.
- J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2ndEdition. Chicago: Chicago University Press, pp. 802-828.
- L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present.* New York: Oxford University Press, pp. 404-435.
- V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory,* London: Palgrave Macmillan, pp. 114-122
- C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.
- PhukonGirin, Glimpse to Political Thought, DVS Publishers, Guwahati, 2013
- B. Ollman (1991) *Marxism: An Uncommon Introduction,* New Delhi: Sterling Publishers.
- G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words,* London: Pluto

- A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai,* London: Allison & Busby, pp. 29-74.
- C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who Defied Lenin,* New York: Dutton Children's Books.
- Harman, Edward S. And Noam Chomsky (2008) Manufacturing Consent: The Political Economy of the Mass Media, London: Bodley Head

Course Title   :   **Understanding Global Politics**
Course Code   :   **MINPSC5**
Nature of Course   : **Minor**
Total Credits   :   **4**
Distribution of Marks   :   **60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Explain the sovereign state system
      ILO 1.1: State the evolution of the modern state system
      ILO 1.2: Explain the concept of sovereignty and the major debates around it
CO2: Evaluate the role of the important institutions of global politics
      ILO 2.1: Identify the functions of international institutions
      ILO 2. 2: Assess the significance of the Bretton Woods system
      ILO 2.3: Examine the impact of transnational economic actors in addressing contemporary global issues
CO3: Assess the inter-relations between identity, culture and the forces of globalization
      ILO 3.1: Identify the various dominant issues on culture and global politics
      ILO 3.2: Examine the impact of globalization on cultural identities
CO4: Analyse the major debates in global politics
      ILO 4.1: Discuss the major debates on War, Conflict and terrorism
      ILO 4.2: Relate the debate on global commons to contemporary resource politics
      ILO 4.3: Illustrate the role of the global civil society in addressing global inequalities.

Unit	Contents	Instructional hours per week	Total marks

		L	T	
I	What Makes the World what it is? -The Sovereign State System-evolution of the state system, concept of Sovereignty	10	2	12
II	The Global Economy- the Bretton Woods Institutions and WTO-Ideological underpinnings, Transnational Economic Actors	10	2	12
III	Identity and Culture- culture and global politics, erosion of cultural identities under Globalisation	10	2	12
IV	What Drives the World Apart? - Global Inequalities, Violence: Conflict, War and Terrorism	10	2	12
V	Why We Need to Bring the World Together? - Global Environment, Global Civil Society	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		C01			C02, C03	
Procedural knowledge				C04		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List:

- S. Elden, (2009) 'Why Is the World Divided Territorially?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 192-219.
- M. Shapiro, (2009) 'How Does the Nation- State Work?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 220-243.
- R. Mansbach and K.Taylor, (2012) 'The Evolution of the Interstate System and Alternative Global Political Systems', Introduction to Global Politics, 2nd edition, New York: Routledge,pp. 34-68.
- D. Armstrong, (2008) 'The Evolution of International Society', in J. Baylis, S. Smith, and P. Owens (ed.) The Globalisation of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 36-52.
- N. Inayatullah and D. Blaney, (2012) 'Sovereignty' in B. Chimni and S. Mallavarapu (ed.) International Relations: Perspectives for the Global South, New Delhi: Pearson, pp. 124-134.
- V. Peterson, (2009) 'How Is the World Organized Economically?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 271-293.
- R. Mansbach and K. Taylor, (2012) 'International Political Economy', Introduction to Global Politics, 2nd Edition, New York: Routledge, pp. 470-478.
- A. Narlikar, (2005) The World Trade Organisation: A Very Short Introduction, New Delhi: Oxford University Press.
- J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 327-368.:

- A. Wibben, (2009) 'What Do We Think We Are?', in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 70-96.
- R. Collin and P. Martin, (eds.), (2013) 'Community and Conflict: A Quick Look at the
- Planet', in An Introduction To World Politics: Conflict And Consensus On A Small Planet, New York: Rowman & Littlefield Publishers, pp. 67- 102.
- Y. Isar, (2012) 'Global Culture', in B. Chimni and S. Mallavarapu (ed.) International Relations: Perspectives For the Global South, New Delhi: Pearson, pp. 272-285.
- P. Chammack, (2009) 'Why are Some People Better off than Others?', in J. Edkins and M. Zehfuss (ed.) Global Politics: A New Introduction, New York: Routledge, pp. 294-319.
- M. Pasha, (2009) 'How can we end Poverty?', in J. Edkins and M. Zehfuss (ed.) Global
- Politics: A New Introduction, New York: Routledge, pp. 320-343.
- R. Wade, (2008) 'Globalisation, Growth, Poverty, Inequality, Resentment, and Imperialism', in J. Ravenhill (ed.), Global Political Economy, Oxford: Oxford University Press, pp. 373- 409.
- M. Duffield, (2011) Development and Security the Unending War: Governing the World of Peoples, Cambridge: Polity Press.
- N. Adams, (1993) World Apart: The North-South Divide and the International System, London: Zed.

- M. Dillon, (2009) 'What Makes the World Dangerous?' in J. Edkins and M. Zehfuss (eds.) Global Politics: A New Introduction, New York: Routledge, pp. 397-426.
- R. Mansbach, and K. Taylor, (2012) 'Great Issues in Contemporary Global Politics', in Introduction to Global Politics, 2nd edition, New York: Routledge, 2012, pp. 206-247.
- J. Bourke, (2009) 'Why Does Politics Turn into Violence?', in J. Edkins and M. Zehfuss (eds.), Global Politics: A New Introduction, New York: Routledge, pp. 370-396.
- K. Bajpai, (2012) 'Global Terrorism', in B. Chimni and S. Mallavarapu (ed.), International Relations: Perspectives for the Global South, New Delhi: Pearson, pp. 312-327

COURSE:

Internship+ Community Engagement (2+2)
Or,
Internship(4)
Or,
Community Engagement (4)

(Details as per the Dibrugarh University Rules and Regulations)

SEMESTER-VI

Course Title	:	**Public Policy and Analysis in India**
Course Code	:	**PSCC12**
Nature of Course	:	**Major**
Total Credits	:	**4**
Distribution of Marks	:	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the theoretical understandings of public policy discourse

ILO 1.1: Explain the meaning, nature and scope of public policy discourse

ILO 1.2: Outline the Evolution of the Discipline

ILO 1.3: Apply the appropriate Approaches and Models of Policy Analysis to Public Policy Making

CO2: Evaluate public policy management and role of institutions

ILO 2.1: Examine the Role of Legislature, Executive, Judiciary in public policy making

ILO 2.2: Assess the role of the Bureaucracy, Pressure Groups, Political Parties, Media, Civil Society Organizations in public policy making

CO3: Analyse the processes of policy implementation

ILO 3.1: Outline the approaches: top-down and bottom-up.
ILO 3.2: Evaluate the problems of policy implementation and the role of
bureaucracy
ILO 3.3: Relate the role of policy research institutions and think tanks in public
policy making

CO4: Outline the process of public policy making in India
    ILO 4.1: State the developments in the Nehruvian era
    ILO 4.2: Discuss the changes in policy making in the post- Liberalisationera

CO5: Analyze public policy developments in India
    ILO 5.1: Discus people's resistance movements in the field of land and environmental
issues
    ILO 5.2: Illustrate tribal policies and rural development policies
    ILO5.3: Develop interface between people's movements and policy making in
addressing socio-economic problems

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Understanding Public Policy:** Meaning,Nature and Scope Evolution of the Discipline Approaches and Models for Policy Analysis	10	2	12
II	**Public Policy Management and Role of Institutions:** Making Public Policy Role of Legislature, Executive, Judiciary, and Bureaucracy, Pressure Groups, Political Parties, Media, Civil Society Organisations	10	2	12
III	**Policy Implementation:** A. Approaches: top-downand bottom-up. B. Problems of policy implementation and the role of bureaucracy C. Policy Evaluation and policy analysis-role of policy research institutions and think tanks	10	2	12
IV	**PublicPolicyMakinginIndia:** A. Nehruvianera B. Post-Liberalisationera	10	2	12
V	**Public Policy Developments:** A. People'sResistanceMovements	10	2	12

B. Land Policies C. TribalPolicies D. EnvironmentalPolicies E. RuralDevelopment Policies			

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		C04		C02,		
Procedural knowledge				C01, C03, C05		
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
  1. Two Unit Test : 10+10=20
  2. Any two of the activities listed below : 10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List:

• Dye, Thomas R. (2017); "Policy Analysis" and "Models of Politics" in Understanding Public Policy; Pearson, 15th edition, pp. 1-24

• Moran, Michael, Martin Rein and Robert E. Goodin (2006); The Oxford Handbook of Public Policy; Oxford University Press, pp. 3-79.

• Frohock, F. M (1979);Public Policy: Scope and Logic; Prentice-Hall, New Jersey.

• Anyebe, A.A. (2018);"An Overview of the Approaches to the Study of Public Policy" InInternationalJournalof Political Science; Volume 4, Issue 1, pp 08-17.

• Birkland, Thomas A.(2001);An Introduction to the Policy Process; M. E. Sharpe,London.

• Dye, Thomas R. (2017); "The Policy Making Process" in Understanding Public Policy; Pearson, 15th edition,pp. 25-51.

• Moran, Michael, Martin Rein and Robert E. Goodin (2006); The Oxford Handbook of Public Policy; Oxford University Press, pp. 207-366.

• Sahoo, S. (2013); Civil Society and Democratization in India: Institutions, Ideologies and Interests; Abingdon: Routledge.

• Tandon, R., & Mohanty, R. (eds.) (2003);Does civil society matter?: Governance in Contemporary India; Sage

• Dror, Y. (1989); Public Policy Making Reexamined; Transaction Publication, Oxford.

• Ham, C. and Hill, M. The Policy Process in the Modern Capitalist State, Sussex, Harvester, 1984.

• Mathur, Kuldeep (2013); Public Policy and Politics in India: How Institutions matter; Oxford University Press, pp. 187-199, 200-259.

• Sapru, Radhakrishan (2017); Public Policy a Contemporary Perspective; Sage Texts.

• Dye, Thomas R. (2017); "Policy Evaluation" in Understanding Public Policy; Pearson, 15th edition,pp. 52-68

• House, P. W. (1982);The Art of Public Policy Analysis; Sage, Delhi.

• Gilson L. Lipsky (2015);"Street Level Bureaucracy" in Page E., Lodge M. and Balla S. (eds) OxfordHandbook of the Classics of Public Policy; Oxford University Press, Oxford.

• Sapru, Radhakrishan (2017); Public Policy A Contemporary Perspective; Sage Texts.

• Moran, Michael, Martin Rein and Robert E. Goodin (2006); The Oxford Handbook of Public Policy; Oxford University Press, pp.109-206.

• Mathur, K. (2013);Public Policy and Politics in India: How Institutions Matter; Oxford University Press, pp. 164-186, 260-278.

• Jayal, N.G. (1999);Democracy and the State: Welfare, Secularism and Development in ContemporaryIndia; Oxford University Press, New Delhi.

• Chakrabarti, R. & K. Sanyal (2016);Public Policy in India; Oxford University Press, New Delhi.

• Sinha, A. (2011); "An Institutional Perspective on the Post-Liberalisation State in India" in Akhil Guptaand K. Sivaramakrishnan eds. The State in India after Liberalisation: Inter-DisciplinaryPerspectives; Routledge, New York, pp.49-68.

• Dreze, Jean & Amartya Sen (1995);India: Economic Development & Social Opportunity; OxfordUniversity Press.

• Chakrabarty, Bidyut and Prakash Chand (2020); "Conceptualising Indian Responses" in Public Policy: Concept, Theory and Practice; Sage Texts, pp. 89-164.

• Krueger, Anne eds. (2002);Economic Policy Reform and the Indian Economy; Oxford University Press.

• Chatterjee, Partha eds. (1999);State and Politics in India; Oxford University Press, Delhi.

• Kothari, Rajni (1995); Politics in India; Orient Longman,New Delhi.

• Chakrabarty, Bidyut (2010); "Participatory governance In India - The field experience" InICSSR Journal of Abstracts and Reviews; Vol. 36 (1).

• Kuldeep Mathur (2013); Public Policy and Politics in India: How Institutions Matter; Oxford University Press, pp. 116-163.

• Chakrabarty, Bidyut and Prakash Chand (2020); "Sectoral Policy Designs in India" in Public Policy: Concept, Theory and Practice; Sage Texts, pp. 165-257.

• Singh, Satyajit (2016); The Local in Governance: Politics, Decentralisation, and Environment; Oxford University Press, New Delhi.

• Scott, James (1989); "Everyday Forms of Resistance" in Forrest D. Colburn eds.Everyday Forms of Peasant Resistance, M.E. Sharpe, Armonk,New York.

• Scott, James (1998); Seeing Like a State: How Certain Schemes to Improve the Human Condition haveFailed; Yale University Press, New Haven.

Course Title	:	**Contemporary Political Economy**
Course Code	:	PSCC13
Nature of Course	:	Major
Total Credits	:	4
Distribution of Marks	:	60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Assess various approaches to political economy and their relevance in contemporary era
> ILO 1.1: Analyse the Liberal, Marxist and Gandhian approaches in examining political economic issues
> ILO 1.2: Associate policy changes with theoretical approaches

CO2: Interpret Capitalist Transformation:
> ILO 2.1: Outline the transition from Feudalism to Capitalism
> ILO 2.2:Analyze the process of globalization and the various associated institutions

CO3: Appraise the issues in Development
> ILO 3.1: Determine the extent of impact of Media and Television, Big Dams and Environmental Concerns
> ILO 3.2: Relate military growth to political economy
> ILO 3.3: Discuss traditional political economic systems

CO4: Appraise issues in Development
> ILO 4.1: Assess the impact of Development and Displacement

ILO 4.2: Examine various political economic institutions and processes

CO5: Evaluate the intricacies of Globalization and Development Dilemmas

ILO 5.1: Explain the Information Technology Revolution and Debates on Sovereignty

ILO 5.2: Interpret Gender, Racial and Ethnic Issues

Unit	Contents	Instructional hours per week		Total marks
		L	T	
I	**Approaches to Political Economy:** Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach	10	2	12
II	**Capitalist Transformation:** European Feudalism and Transition to Capitalism, Globalisation- Transnational Corporations, World Trade Organisation, Non-GovernmentalOrganisations	10	2	12
III	**Issues in Development-I** (i) Culture: Media and Television (ii) Big Dams and Environmental Concerns (iii) Military: Global Arms Industry and Arms Trade (iv) Traditional Knowledge Systems	10	2	12
IV	**Issues in Development-II**: Development and Displacement State, International Financial Institutions (IFIs) and Development Interest Groups, State steered Development and Peoples' Movements	10	2	12
V	**Globalisation and Development Dilemmas:** Information Technology Revolution and Debates on Sovereignty, Gender, Racial and Ethnic Issues	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		C02			C01, C05	
Procedural knowledge					C03, C04	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List:

- Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twenty-first Century. Princeton: Princeton University Press
- Mandel, E. (1979) An Introduction to Marxist Economic Theory. New York: Pathfinder Press, 3rd print, pp. 3-73.
- Kersbergen, K.V. and Manow, P. (2009) Religion, Class Coalition and Welfare State.Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295
- Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D ComparativePolitics. Oxford: Oxford University Press, ch 22, pp. 547- 563.
- Harvey, D. (2005) A Brief History of Neo-liberalism. Oxford: Oxford University Press, pp. 1- 206.
- Ghosh, B.N. (2007) Gandhian Political Economy: Principles, Practice and Policy. Ashgate Publishing Limited, pp. 21- 88.
- Phukan, M. (1998) The Rise of the Modern West: Social and Economic History of Early Modern Europe. Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism), pp. 420- 440.
- Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order.Hyderabad: Orient Longman, pp. 278- 304.
- Kennedy, P. (1993) Preparing for the Twentieth Century. UK: Vintage, Ch. 3
- Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalisation. Halifax, Fernwood, Ch.3. Available from: www.globalpolicy.org
- Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order.Hyderabad: Orient Longman, Ch. 8, pp. 196- 233.

- Prasad, K. (2000) NGOs and Social-economic Development Opportunities. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.
- Fisher, J. (2003) Non-governments – NGOs and the Political Development in the Third World.Jaipur: Rawat, ch. 1, 4, 6.81
- Media and Television Mackay, H. (2004) 'The Globalisation of Culture' in Held, D. (ed.) AGlobalizing World? Culture, Economics and Politics. London: Routledge, pp. 47- 84
- Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) The Globalisation Reader. Oxford: Blackwell, pp. 303- 311.
- Lechner, F. J and Boli, J. (eds.) (2004) The Globalisation Reader. Oxford: Blackwell, pp. 361- 376 and 398- 404.
- Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 374- 386
- Singh, S. (1997) Taming the Waters: The Political Economy of Large Dams in India. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.
- Kesselman, M. (2007) The Politics of Globalisation. Boston: Houghton Mifflin Company, pp. 330- 339.
- Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F. A. (eds.) Dominating Knowledge: Development, Culture and Resistance. Oxford: Oxford University Press, pp. 1- 28.
- L. Lechner, F. J and Boli, J. (eds.) (2004) The Globalisation Reader. Oxford: Blackwell, pp. 211- 244.
- Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 105-155.
- Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) The Globalisation Reader. Oxford: Blackwell, ch. 29.
- Glen, J. (2007) Globalisation: North-South Perspectives. London: Routledge, ch.6.
- Sen, A. (2006) Identity and Violence: Illusion and Destiny. London: Penguin/Allen Lane, ch.7, pp. 130-148.
- Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) The Globalisation Reader. Oxford: Blackwell, ch.31, pp. 251- 257.
- Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), The Global Transformations Reader. Cambridge: Polity Press, ch.35, pp. 366- 373.
- Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J.,Smith, S. & Owens, P. (eds.) Globalisation of World Politics, 4th edn., New Delhi: Oxford University Press, ch.15.
- Kesselman, M. and Krieger, J. (2006) Readings in Comparative Politics: Political Challenges and Changing Agendas. Boston: Houghton Miffin Company, pp. 243- 254 and 266- 276.
- Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1
- Kesselman, M. (2007) The Politics of Globalisation. Boston: Houghton Mifflin Company, pp. 450- 462.

- Nayyar, D. (ed.) (2002) Governing Globalisation. Delhi: OUP, pp. 144- 176

Course Title   **: Human Rights in Contemporary Perspective**
Course Code   **: PSCC14**
Nature of Course   **: Major**
Total Credits   **: 4**
Distribution of Marks   **: 60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the theories and institutions ofhuman rights
      ILO 1.1: Examine the discourse and philosophical foundations of Human Rights
      ILO 1.2: Discuss the various approaches to the study of human rights
      ILO 1.3: Relate the social issues to appropriate human rights theories
CO2: Appraise the role of major human rights institutions
      ILO 2.1: Analyse the role of international human rights regime
      ILO 2.2: Assess the relevance of international human rights institutions in furthering human rights
      ILO 2.3: Discuss the provisions of rights in the constitutions of South Africa and India
CO3: Analyse emergent issues of human rights in select countries
      ILO 3.1: Examine different existent practices that poses a challenge in exercising human rights
      ILO 3.2: Assess the impact of terrorism on human rights

ILO 3.3: Identify challenges to the human rights of minorities in select countries

CO4: Analyse structural violence in different societies

ILO 4.1: Explain implications of caste-based and racial discrimination in South Africa and India

ILO 4.2: Assess gender-based violence in India and Pakistan

ILO 4.3: Identify the challenges to land-related rights of Adivasis and Aboriginals in Australia and India

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	**Human Rights-Theory and Institutionalization:** Understanding Human Rights, Philosophical Foundations of Human Rights- Utilitarian Rights, Natural Rights, Positivist School, Asian Values, Three Generations of Rights	10	2	12
II	**Institutional Arrangements:** United Nations, Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic Social and Cultural Rights (ICESCR), Optional Protocols	10	2	12
III	**Rights in National Constitutions:** South Africa and India	10	2	12
IV	**Issues of Human Rights:** Torture-USA and India; Surveillance and Censorship- China and India; Terrorism and Insecurity of Minorities- USA and India	10	2	12
V	**Structural Violence:** Caste and Race-South Africa and India; Gender and Violence- India and Pakistan; Adivasis/Aboriginals, the Land Question- Australia and India	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C04		
Procedural knowledge				C01, C03	C02	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
         a. Group Discussion
         b. Home Assignment
         c. Fieldwork/Project
         d. Viva-Voce

Suggested Reading List:

- J. Hoffman and P. Graham, (2006) 'Human Rights', Introduction to Political Theory, Delhi, Pearson, pp. 436-458.
- 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.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' Universal Human Rights, Vol. 1(4), pp. 25-55
- 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,
- D. O'Byrne, (2007) Human Rights: An Introduction, Delhi: Pearson
- D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
- U. 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.
- 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.
- E. Scarry, (2010) 'Resolving to Resist', in Rule of Law, Misrule of Men, Cambridge: Boston Review Books, MIT, pp.1-53.
- M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11',Social Text, 72, Vol. 20(3), pp. 101-116.
- U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of

Suspect Communities', in The State, Democracy and Anti-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)

- 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

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

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

- 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

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

- 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.

- 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.

- 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.

- 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.

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

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

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

- 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.

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

- L. Rabben, (2001) Amnesty International: Myth and Reality, in Agni, No. 54, Amnesty International Fortieth Anniversary pp. 8-28
- 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
- M. Cranston, (1973) What are Human Rights? New York: Taplinger
- M. Ishay, (2004) The History of Human Rights: From Ancient Times to the Globalisation Era, Delhi: Orient Blackswan.
- 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
- Text of UDHR available at http://www.un.org/en/documents/udhr/index.shtml
- 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

Course Title	**:**	**Feminism: Theory and Practice**
Course Code	**:**	**PSCC15**
Nature of Course	**:**	**Major**
Total Credits	**:**	**4**
Distribution of Marks	**:**	**60 (End -Sem) +40 (In-Sem)**

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1:Analyse various Conceptualizations and related approaches of Feminism
ILO 1.1: Distinguish various dimensions of gender socialisation.
ILO1.2:Discussthegendered nature of labour and the public-private dichotomy.
ILO 1.3: Explain the debate between biologism and social constructivism.
ILO 1.4: Assess the socio-political relevance of various approaches to the study of feminism.
CO2: Appraise feminist movements in the West
ILO 2.1: Assess various revolutions and movements and their impact on the feminist movement.
ILO 2.2: Relate historical developments to contemporary feminist issues.
CO3: Analyse women's issues in India
ILO 3.1: Examine various issues related to women
ILO 3.2: Identify state interventions in addressing various issues faced by women

CO4: Explain the feminist movements in Northeast India
ILO 4.1: Outline the role of ChandraprabhaSaikiani and her contributions.
ILO 4.2: Discuss the role of women in various movements of Northeast India.

Unit	Contents	Instructional hours per week		Total Marks
I	**Concepts in Feminism**: Sex/Gender distinction, Patriarchy, Gender Socialisation, Sexual Division of Labour, Public-Private Dichotomy, Biologism versus social constructivism, Feminism	10	2	12
II	**Approaches to the study of Feminism**: Liberal, Marxist,Socialist, Radical feminism and Third World Approach	10	2	12
III	**Feminist Movements in the West:** French Revolution and the Declaration of the Rights of Women and Female Citizen, Seneca Falls Convention,Suffragist Movement in USA, Britain and France, Black Feminist Movement	10	2	12
IV	**Issues faced by women in India:** Domestic Violence, Rape, Dowry, Sexual Harassment at Workplace, Right to Property and Customary versus Constitutional Law; Cyber Crime, Environment	10	2	12
V	**Feminist Movements in Northeast India:** ChandraprabhaSaikiani and her contributions Role of women in Assam Movement Role of Naga Mother's Association, Meira Paibi	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		C04		C01, C03		
Procedural knowledge					C02	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	×	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Reading List:

- Geetha, V. (2002) Gender. Calcutta: Stree.
- Geetha, V. (2007) Patriarchy. Calcutta: Stree.
- Jagger, Alison. (1983) Feminist Politics and Human Nature. U.K.: Harvester Press, pp. 25-350.
- Lerner, Gerda. (1986) The Creation of Patriarchy. New York: Oxford University Press
- Rowbotham, Shiela. (1993) Women in Movements. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108
- Forbes, Geraldine (1998) Women in Modern India. Cambridge: Cambridge University Press,pp. 1-150.
- Eisentein, Zillah. (1979) Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, pp. 271-353.
- Funk, Nanette & Mueller, Magda. (1993) Gender, Politics and Post-Communism. New York and London: Routledge, Introduction and Chapter 28.
- Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) The Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
- Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and Female Political Participation', in Ghadially, Rehana. (ed.) Urban Women in Contemporary India: A Reader. New Delhi: Sage.
- Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika &Butalia, Urvashi. (eds.) Women and the Hindu Right. Delhi: Kali for Women, pp. 10-28.

- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.
- Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) From Myths to Markets: Essays on Gender. Delhi: Manohar.
- Gandhi, Nandita & Shah, Nandita. (1991) The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India. Delhi: Zubaan, pp. 7-72.
- Shinde, Tarabai (1993) 'Stri-PurushTulna', in Tharu, Susie & Lalita, K. (eds.) Women Writing in India, 600 BC to the Present. Vol. I. New York: Feminist Press.
- Desai, Neera& Thakkar, Usha. (2001) Women in Indian Society. New Delhi: National Book Trust.

Course Title	:	**Governance: Issues and Challenges**
Course Code	:	**MINPSC6**
Nature of Course	:Minor	
Total Credits	:	4
Distribution of Marks	:	60 (End -Sem) +40 (In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:

CO1: Analyse the processes of governance
    ILO 1.1: Discuss meaning and concepts of Government and Governance
    ILO 1.2: Examine the role of the state in the era of globalisation.
CO2: Appraise the process of governance in development.
    ILO 2.1: Identify the changing dimensions of development.
    ILO 2.2: Discuss democracy through good governance.
CO3: Assess environmental governance and its intricacies.
    ILO 3.1: Outline the various facets of Human-Environment Interaction

ILO 3.2: Explain the concept and practice of Green Governance

CO4: Argue for complex forms of local governance

ILO 4.1: Discuss democratic decentralisation and people's participation in governance.

ILO 4.2: Identify Indigenous forms of local governance and their relevance

CO5: Evaluate good governance initiatives in India

ILO 5.1: Assess various legislative initiatives

ILO 5.2: Examine more inclusive ways of implantation of policies.

Unit	Contents	Instructional hours per week		Total marks
		L	**T**	
I	**Government and Governance-** Meaning and Concepts, Difference between Government and Governance; Role of State in the era of Globalization; State, Market and Civil Society	10	2	12
II	**Governance and Development-** Changing Dimensions of Development, Strengthening Democracy through Good Governance	10	2	12
III	**Environmental Governance-** Human-Environment Interaction, Green Governance: Sustainable Human Development	10	2	12
IV	**Local Governance-** Democratic Decentralization, People's Participation in Governance	10	2	12
V	**Good governance initiatives in India**: best practices-Public Service Guarantee Acts, Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility	10	2	12

Mapping of Course Outcomes with Bloom's Taxonomy:

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge				C01	C02, C03	
Procedural knowledge					C04, C05	
Metacognitive knowledge						

Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
CO3	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Semester Assessment : **40 Marks**
   1. Two Unit Test : 10+10=20
   2. Any two of the activities listed below : 10+10=20
        a. Group Discussion
        b. Home Assignment
        c. Fieldwork/Project
        d. Viva-Voce

Suggested Readings:

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- ReetikaKhera[ed.], The Battle for Employment Guarantee, Oxford University Press,2011
- Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By
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