



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

DIGBOI COLLEGE (AUTONOMOUS)

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)
DEPARTMENT OF POLITICAL SCIENCE:
DIGBOI COLLEGE (AUTONOMOUS)

PREAMBLE

Politics is a fundamental aspect of people's shared lives. It is consequently important to examine politics in every form and processes. Political Science, as a field of study, examines not only the organization of governments and administration as well as political theories, but also different facets of human existence. Scholarly interactions with fundamental elements of collaboration, adaptation, and acceptance are crucial for fostering an inclusive society. The field of Political Science emphasizes democracy both as a concept and a type of governance. It aids individuals in recognizing their rights and responsibilities as well as the different socio-political changes occurring around them. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

INTRODUCTION

Tertiary education is vital for realizing complete human potential, fostering a fair and just society, and advancing national progress. The launch of the National Education Policy (NEP), 2020 was celebrated as a significant progress in India's higher education landscape. With India having the largest number of young people globally, the basis of higher education shapes the future of our nation. Additionally, India has prioritized higher education in the nation's development process in this post-pandemic era.

Considering this, the field of Political Science prepares its students not only to comprehend, affirm, and appreciate their rights and duties outlined in the Constitution but also equips them, in this ever-changing socio-political climate, to critically grasp and express their concerns regarding human rights, marginalized groups, governance matters, and beyond. This field examines inquiries regarding power, its definition, and those who wield it. It involves the examination of processes, policies, and institutions across different political systems and prepares students in critical thinking, thorough and systematic analysis to aid them in tackling real-world political problems and challenges while enhancing the broader society and community. The field also assists students in getting ready for various careers in public service, private enterprise, international relations entities, conflict management among the nations, non-profit groups, and higher education.

The Four Year Undergraduate Programme (FYUGP) at Digboi College (Autonomous) has been implemented in accordance with the suggestions of the NEP, 2020. The Programme includes various entry/exit options along with suitable certifications in accordance with the Regulations for FYUGP within the Choice Based Credit System (CBCS) of Digboi College (Autonomous).

AIM OF THE COURSE

The FYUGP course in Political Science is structured keeping in view the evolving aspects of politics in a changing global landscape. It will provide an understanding of various political ideologies, key concepts, and recent updates in local, state, national, and global politics and governments. A student who possesses extensive understanding of the Constitution of India, the evolving dynamics of society and politics in India, and International Politics is far better prepared to effectively navigate different socio-political situations. Polity is among the most crucial topic in every competitive exam. Taking these into account, the FYUGP course has been structured with the subsequent goals:

- To impart understanding of the concepts, theories, issues, and discussions that define the examination of modern political discourse.
- To instill a desire for knowledge in students to comprehend the most urgent political matters through historical, comparative, theoretical, and policy-focused viewpoints.
- To assist the learners in recognizing potential areas for future study and improve their research abilities.

GRADUATE ATTRIBUTES

Graduate attributes encompass both knowledge specific to a field of study and general skills that all graduates, regardless of their discipline, should develop and exhibit. The graduate attributes of the FYUGP in Political Science include:

- a) **Disciplinary Expertise:** Graduates must be able to show a thorough understanding and knowledge of the field of Political Science. They ought to show the quality of comprehending the breadth and expansion of the field.
- b) **Critical Thinking:** Graduates in Political Science are anticipated to assess critically the socio-political issues and challenges concerning society, community, nation, state, and more.
- c) **Skills Related to Research:** Graduates must be capable of exhibiting the characteristic of scientific inquiry for conducting research in political science. They must possess the ability to carry out research by pinpointing the issue, creating a research framework, developing suitable methods and tools for data collection, analyzing the data with suitable techniques, and presenting the findings—all while considering ethical implications.
- d) **Awareness of Morality and Ethics:** The students will demonstrate an understanding of value-driven, moral, and ethical issues related to the field.

- e) Collaboration and Multicultural Skills: Students must be capable of working together to address the political issues and challenges of the present era in promoting peace, equality, and justice in a developing, post-colonial nation such as India.

PROGRAMMEOUTCOMES

1. To demonstrate a complete grasp of fundamental political ideas, theories, ideologies, and methods in Political Science to analyze the structures and functions of major political systems, institutions, and processes.
2. Employ an interdisciplinary approach to analyze global challenges while taking into consideration the various aspects of social, cultural, and political environments.
3. Recognize and discuss inequalities, social justice, rights, and sustainability concerns in the context of current socio-political events.
4. Use critical thinking to recognize and assess a range of social and political problems, legislation, and discussions pertaining to the state, society, community, and beyond.
5. Create research projects using the right methods to comprehend various political events and develop remedies.
6. Promote policy changes by analyzing political events with the proper research techniques and resources.
7. Participate in pertinent political discussions while displaying logical reasoning, effective communication, and well-articulated arguments.
8. Employ discipline-specific principles to showcase leadership abilities and teamwork in tackling problems with social and political significance.
9. Participate in further education, research, and lifelong learning to advance one's skills and career.
10. Employ understanding of political science principles to aid in the development of responsible citizenship, public responsibility and participation, community development, public discussion, policy creation, and the implementation process.

PROGRAMMESPECIFICOUTCOMES

At the conclusion of the undergraduate course in Political Science, graduates are expected to achieve the following Program Specific Outcomes (PSO):

1. Use fundamental political theories, ideas, and concepts to evaluate political discussions and conflicts.
2. Use critical thinking and rigorous analysis to evaluate socio-political occurrences in the local, national, and international spheres.
3. Analyze the impact of comparative politics, political processes and institutions in various nations, global governance regimes, the global political economy, and the environment on the evolution of social and political landscapes.
4. Through an understanding of important political ideas, instill a sense of civic participation and ethical

accountability in order to turn them into responsible citizens.

5. Use an interdisciplinary approach to examine social, political and global issues.
6. Get ready for careers in journalism and media, political consulting, civil service exams such as the UPSC and APSC, and other competitive exams like the UGC NET-JRF and SLET, all of which need excellent communication, leadership, and problem-solving abilities.

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

Year	Semester	Course Code	Title of the course	Total Credit
	1 st Sem	C-POL-101	Understanding Political Theory	4
		MIN-POL-101	Concepts and Debates in Political Theory	4
		MDC-POL-101	Human Rights	3
		AEC-01	Modern Indian Language (MIL)	4
		VAC-101	Value Added Course-I	2
		SEC-POL-101	Human Rights	3
		Total		
YearI	2 nd Sem	C-POL-201	Indian Government and Politics	4
		MIN-POL-201	Introduction to Indian Politics	4
		MDC-POL-201	Understanding Gandhi and Ambedkar	3
		AEC-02	Language and Communication Skills	4
		VAC201	Value Added Course-II	2
		SEC-POL-201	Good Governance and E-Governance	3
	Total			20
UGCertificate				40
YearII	3 rd Sem	C-POL-301	Perspectives on IR and World History	4
		C-POL-302	Classical Political Philosophy	4
		MIN-POL-301	Development Processes and Social Movements in Contemporary India	4
		MDC-POL-301	Public Policy in India	3
		SEC-POL-301	E-Governance in India	3
		VAC-303	Value Added Course-III	2
		Total		

Year02	4 th Sem	C-POL-405	Introduction to Comparative Government and Politics	4
		C-POL-406	Introduction to Public Administration	4
		C-POL-407	Political Processes in India	4
		C-POL-408	Political Theory: Concepts and Debates	4
		MIN-POL-404	Comparative Government and Politics	4
		Total		20
UGDiploma				80
Year03	5th Sem	C-POL-509	Political Processes and Institutions in Comparative Perspective	4
		C-POL-510	Global Politics	4
		C-POL-511	Modern Political Philosophy	4
		MIN-POL-505	Understanding Global Politics	4
			Internship+Community Engagement (2+2) or Internship (4) or Community Engagement (4)	4
		Total		20
	6 th Sem	C-POL-612	Public Policy and Analysis in India	4
		C-POL-613	Contemporary Political Economy	4
		C-POL-614	Human Rights in Contemporary Perspective	4
		C-POL-615	Feminism: Theory and Practice	4
		MIN-POL-606	Governance: Issues and Challenges	4
		Total		20
	UGDegree			120
Total Credits: Semester I,II,III,IV,V and VI				120

SEMESTER-I

Course Title	:Understanding Political Theory
Course Code	:C-POL-101
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

ILO4.1: Interpret the meaning and types of citizenship ILO

4.2: Distinguish the different approaches to citizenship

ILO4.3: 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; Approaches to Political Theory- Normative, Historical and Empirical; 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. 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 Feminism. Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership, Post 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.	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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - i) VSA: 1x6=6 (10% of the Total Marks)
 - ii) SA: 2x6=12 (20% of the Total Marks)
 - iii) LA: 5x (5-12) (70% of the Total Marks)

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.
- 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.

- Bennett, 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*. New York: 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

Course Title	: Concepts and Debates in Political Theory
Course Code	: MIN-POL-101
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 Justice- Distributive Justice; Procedural Justice, Justice as Fairness.	10	2	12

III	ConceptsinPoliticalTheory-II: Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights; Human Rights Democracy- Direct Democracy, Liberal Democracy; Procedural Democracy,DeliberativeDemocracy	10	2	12
IV	ConceptsinPoliticalTheory-III: EqualandUniversalCitizenship,Globalizationand Citizenship.	10	2	12
V	State and Civil Society –Marxist and Liberal; Challenges to State; Evolution of Civil Society, RelationshipbetweenStateandCivilSociety	10	2	12

MappingofCourseOutcomeswithBloom’sTaxonomy:

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

MappingofCourseOutcomeswithProgrammeOutcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities
 - Seminar/Assignments/Projects/Field Studies
 - Other Academic activities.
- Modes of End Sem Assessment: 60 Marks
 - VSA: 1x6=6 (10% of the Total Marks)
 - SA: 2x6=12 (20% of the Total Marks)
 - LA: 5x (5-12) (70% of the Total Marks)

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.
- 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. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: 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 in Political Theory*, New York: Oxford University Press.
- Swift, A. (2001). *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

CourseTitle	:HumanRights
CourseCode	: MDC-POL-101
NatureofCourse	: MDC
TotalCredits	3
DistributionofMarks	: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 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, Three 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, National Human Rights Commission, State Human Rights Commission.	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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

1. Modes of In-Sem Assessment: 40 Marks**a) Two Sessional Exams: 10x2=20 Marks****2. Any two of the activities listed below: 10+10=20 Marks**

a) GD/Group Activities

b) Seminar/Assignments/Projects/Field Studies

c) Other Academic activities.

3. Modes of End Sem Assessment: 60 Marks

I) VSA: 1x6=6 (10% of the Total Marks)

II) SA: 2x6=12 (20% of the Total Marks)

III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Reading List:

- Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille, Andre (2003), *Antinomies of Society: Essay on Ideology and Institutions*, Oxford University Press, Delhi
- Ghanshyam Shah, (1991) *Social Movements in India*, Sage Publications, 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, *Development as Freedom* (1999). New Delhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
- Donnelly, 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	: Human Rights
Course Code	: SEC-POL-101
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:

COURSE OBJECTIVE:

CO1: To introduce the students with the basic idea and primary concepts of Human Rights.

CO2: To give them brief knowledge about the trajectory, provisions and implementing agencies of Human Rights.

CO3: To help them comprehend the major concerns and issues affecting the violation of Human Rights.

CO4: To make them aware about the vulnerable groups having Human Right concerns.

Unit	Contents	Class Distribution	Marks Distribution
<i>Unit 1:</i> Conceptual Development and Evolution of Human Rights	1.1. Concept of Rights 1.2. Meaning, nature and Scope 1.3. Evolution: Three Generations of Human Rights	12	15 Marks
<i>Unit 2:</i> Provisions and Mechanisms for Implementation: International and Indian	2.1. International Provisions 2.1.1. The UN Charter 2.1.2. Universal Declaration of Human Rights 2.1.3. International Covenants on Human rights 2.2. Constitutional Provisions in India. 2.3. National and State Human Rights Commission	12	15 Marks
<i>Unit 3:</i> Emerging Socio-Political Issues Concerning Human	3.1. Insurgency and Violation of Human Rights in North-East India.	12	15 Marks

Rights	3.1 Globalisation and its impact on Human Rights 3.2. Internally Displaced Persons and Human Rights 3.3. Human Rights violation in the wake of COVID-19		
Unit 4: Human Rights concerns of specific groups	Human Rights and Women Human Rights and Child Human Rights and the issues of vulnerable- Old age and disabled persons.	12	15 Marks

1. Modes of In-Sem Assessment: 40 Marks

- a) Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

LEARNER'S OUTCOME:

On completion of course the students will be able:

- a. To understand the concept of Human Right and its significance for individual and society.
- b. To evaluate the role of national and international agencies in implementing and promoting Human Rights.
- c. To realise the Human Right concerns of socio-political importance and the importance of protecting Human Rights of specific groups.

SUGGESTED READING LIST:

- Alfredsson, Gudmundur and Eide, Asbjorn, ed., The Universal Declaration of Human Rights: A Common Standard of Achievement, The Hague, Martinus Niehoff publishers, 1999.
- Asian-African Legal Consultative Organization, Fifty Years of AALCO: Commemorative Essays in International Law, New Delhi, 2007.

- Bhargava, Rajeev and Acharya, Ashok, eds. Political Theory: An Introduction, Delhi: Pearson, 2014.
- Donnelly, Jack, Universal Human Rights in Theory and Practice, Jaipur: Rawat, 2014.
- Paul Gordon Lauren, The Evolution of International Human Rights: Visions Seen, Philadelphia: University of Pennsylvania Press, 2003.
- Rahman, Anisur, ed., Human Rights and Social Security: Perspectives, Issues and Challenges, New Delhi: Manak Publications, 2011
- Yasin, Adil, Human Rights, Akansha Publishing House, 2004.
- *Other sources:*
- Human Rights Law Journal, 1980-. Quarterly (N.P. Engel, Gutenbergstr. 29, B.P. 1940, D- 7640 Kehl, Germany, or 3608 South 12th St., Arlington, VA 22204, USA).
- Human Rights Quarterly, 1981-. (Johns Hopkins University Press, Journals Division, Baltimore, MD 21218, USA).

SEMESTER-II

CourseTitle	:IndianGovernmentandPolitics
CourseCode	:C-POL-201
NatureofCourse	:Major
TotalCredits	4
DistributionofMarks	: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 Debates in Constituent Assembly
- 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
- ILO 2.2: 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.
- ILO 3.3: Analyse the challenges of federalism in India.
- ILO 3.4: Examine the politics of accommodation vis-à-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

	Constituent Assembly, Government of India Actsof1909,1919,1935and1947;the Preamble and the major features of the Constitution, Fundamental Rights,FundamentalDutiesandDirectivePrinciplesofStatePolicy			
II	OrgansofGovernment-I The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister,CouncilofMinisters	10	2	12
III	OrgansofGovernment-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 73 rd ,74 th Amendmentsand11 th ,12 th ScheduleoftheConstitution ofIndia	10	2	12

MappingofCourseOutcomeswithBloom'sTaxonomy:

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

MappingofCourseOutcomeswithProgrammeOutcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

Suggested reading list:

- G.Austin,(2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1 25.
- R. Bhargava,(2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in Bhargava(ed.)*Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D.Basu,(2012)*Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube(2009), *the Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.
- A.Sibal,(2010)'From Niti to Nyaya,'*Seminar*, Issue 615, pp 28-34.
- Abbas,H.,Kumar,R.&Alam,M.A.(2011)*Indian Government and Politics* New Delhi: 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

University Press.

- 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	:	MIN-POL-201
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

ILO 2.2: 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.

ILO 3.3: Examine the emerging debates of party system in India.

ILO 3.4: 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 with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
C03	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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* .NewDelhi:Pearson.
- Chakravarty,B.&Pandey,K.P.(2006).*IndianGovernmentandPolitics*.NewDelhi:Sage.
- Chandra,B.,Mukherjee,A.&Mukherjee,M.(2010).*Indiaafter Independence*.NewDelhi:Penguin.
- Singh,M.P.&Saxena,R.(2008).*Indian Politics: ContemporaryIssuesandConcerns*. NewDelhi:PHILearning.
- Vanaik,A.&Bhargava,R.(eds.) (2010). *UnderstandingContemporaryIndia:CriticalPerspectives*.NewDelhi: 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	:	MDC-POL-201
Nature of Course	:	MDC
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.

ILO 1.1: 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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Reading Lists:

- Anthony J Pareled., Hind Swaraj and Other Writings, Cambridge: Cambridge University Press, 1997.
- Bidyut Chakrabattye., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
- Bidyut Chakrabattye., Confidence of Thought: Mahatma Gandhi and Martin Luther
- Bidyut Chakrabattye., 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 Un-Gandhian 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 Islam*, New Delhi: PPH, 1959.
- Erik H Erikson, *Gandhi's Truth: on the Origins of Militant Nonviolence*, New York: W.W. Norton & CO, 1969.
- Hiren Mukherjee, *Gandhi: 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, *Satyagrah 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 Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society?* Vol. 7 *The Untouchable: 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 Begumpur*, 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.

CourseTitle : **Good Governance and E- Governance**
CourseCode : **SEC-POL-201**
NatureofCourse : **SEC**
TotalCredits : **3**
DistributionofMarks : **60(End-Sem)+40(In-Sem)**

DISTRIBUTION OF MARKS: 60 (End semester) + 40 (In-semester)

Total credit -3

Course Objectives-

CO1: To provide basic information & knowledge of E-Governance to the students.

CO2: To create awareness of E- Processing to participating in the government system.

CO3: To enhance and develop skill of the students in the field of e-governance.

UNITS	CONTENTS	L	T	P
1(15 Marks)	. Introduction to good governance & E-governance 1.2.Meaning, Features of good governance, Components of good governance, Democracy& good governance . E-governance- Meaning & Definition 1.4. Historical evolution of e-governance in India 1.5. Pillars of e-governance	8	1	
2(15 marks)	2.1. Types/models of e-governance 2.2. Application of ICT, its benefits, issues & challenges 2.3.National E-governance plan (NeGP)-Its Mission & Visions.	6	1	
3(15 Marks)	3.1. Good governance initiatives in India Public Service Guarantee Act 3.2. Citizen Charter and good governance 3.3.RTI (Right to Information Act)	6	1	
4(20 Marks)	. Peoples' participation in administration- Meaning, Objectives of peoples' participation . Means of peoples' participations, problems, suggestions for increasing peoples' participation in administration	12	1	
5(15 Marks)	5.1. Role of social media in E-governance, Needs of public awareness & communication in e-governance 5.2. Issues & challenges of e-governance	8	1	
	Total	40	5	

Where L: Lectures T: Tutorials P: Practical

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	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - i) VSA: 1x6=6 (10% of the Total Marks)
 - ii) SA: 2x6=12 (20% of the Total Marks)
 - iii) LA: 5x (5-12) (70% of the Total Marks)

- **Assignment/Concept note**

- **LEARNERS OUTCOME:**

After completion of the course the learners will be able to:

- Describe and explain good governance and e- governance.
- Critically evaluate active people's participation in administration.
- REFERENCE:

1. Chakrabarty, Bidyut and Prakash Chand, (2017), *Public Administration: From Government to Governance*, Telangana, Orient Black Swan.
2. Chakrabarty, Bidyut and Prakash Chand, (2020), *Public Administration in a Globalizing World: Theories and Practices*, New Delhi, Second Edition, Sage Publication.
3. Basu, Rumki, (2019), *Public Administration in the 21st Century: A Global South Perspective*, New York, Routledge.

4. Bhattacharya, Mohit, (2018), *New Horizon of Public Administration*, New Delhi, Jawahar Publishers & Distributors.
5. Sapru, R., (2018), *Indian Administration: A Foundation of Governance*, New Delhi, Sage.
6. Kapur, Devesh, et al, (2017), *Public Institutions in India: Performance and Design*, New Delhi, OUP.

SEMESTER-III

Course Title : Perspectives on International Relations and World History
Course Code : C-POL-301
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

- ILO 1.1: 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

- ILO 4.1: 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

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Reading List:

- M.Nicholson,(2002)*International Relations: A Concise Introduction*, New York: Palgrave. 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.Mansbach and K.Taylor, (2012)*Introduction to Global Politics*, New York: 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.Mansbach and K.Taylor,(2012)*Introduction to Global Politics*, New York: 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. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, 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) 'Transgovernmental Relations and the International Organisation', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: 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*, 3rd Edition, 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.
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- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.
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- 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.

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- 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. Weaver (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.
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- S.Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.
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- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp. 29-65.
- Carruthers, 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*. 4th edn. Oxford: Oxford University Press, pp. 76-84.
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- 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.
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- 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 : **C-POL-302**
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, postmodernist interpretations

CO2: Evaluate Ancient 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 Machiavelli and 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: Evaluate Locke and 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 states system

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	Text and Interpretation – Approaches to the interpretation of text -Marxian, Totalitarian, Feminist, 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,StateandRevolution			
III	Machiavelli -Virtue,Religion,Republicanism,morality Andstatecraft	10	2	12
IV	Hobbes :Humannature,StateofNature,Social Contract,State;atomisticindividuals	10	2	12
V	Locke -LawsofNature,NaturalRights,Property	10	2	12

MappingofCourseOutcomeswithBloom’sTaxonomy:

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

MappingofCourseOutcomeswithProgrammeOutcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C05	✓	✓	✓	✓	✓	x	✓	x	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities
 - Seminar/Assignments/Projects/Field Studies
 - Other Academic activities.
- Modes of End Sem Assessment: 60 Marks
 - VSA: 1x6=6 (10% of the Total Marks)
 - SA: 2x6=12 (20% of the Total Marks)
 - LA: 5x (5-12) (70% of the Total Marks)

SuggestedReadingList:

- T.Ball,(2004)‘HistoryandInterpretation’ inC.KukathasandG.Gaus,(eds.)
HandbookofPoliticalTheory,London:SagePublicationsLtd.pp.18-30.
- B.Constant,(1833)‘TheLibertyoftheAncientsComparedwiththatofthe
Moderns’, inD.Boaz,(ed),(1997)*TheLibertarianReader*,NewYork:TheFree Press.

- J.Coleman,(2000)‘Introduction’,in*AHistoryofPoliticalThought:FromAncient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q.Skinner,(2010)‘Preface’,in*TheFoundationsofModernPoliticalThought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A.SkobleandT.Machan,(2007)*PoliticalPhilosophy:EssentialSelections*.New Delhi: Pearson Education, pp. 9-32.
- R.Kraut(ed.)*TheCambridgeCompaniontoPlato*.Cambridge:Cambridge University Press.
- D.BoucherandP.Kelly,(eds)*PoliticalThinkers:FromSocratestothePresent*, Oxford:OxfordUniversityPress
- S.Okin,(1992)‘PhilosopherQueensandPrivateWives’,inS.Okin*Womenin Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
- J.Barnes(ed.),*TheCambridgeCompaniontoAristotle*.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 : MIN-POL-301

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 Social Structure

ILO2.1: Explain the practice of mixed economy and impact of privatization

ILO 2.2: 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

ILO4.3: Explain contemporary Environmental Movements

ILO4.4: 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 a. Mixed economy, privatization, 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 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 with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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.PatnaikandC.Chandrasekhar,(2007)'India:Dirigisme,StructuralAdjustment, 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)'SpecialEconomicZones:RevisitingthePolicyDebate',in *EconomicandPoliticalWeekly*,XLI(43-44),pp.4533-36.
- B.Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's PoliticalEconomy (1947- 2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.
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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.
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- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporationintothe Indian Political Economy' inR.Ray,andM.F.Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.
- 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)*HarvestingDespair:AgrarianCrisisinIndia*,Delhi:Perspectives, pp.161-169.
- J.Harriss,(2006)'LocalPowerandtheAgrarianPoliticalEconomy'inHarriss,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.
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J.Bagchi, and K.Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
- 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.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A.Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- A.Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409- 422.
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- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.
- S.Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp.251-266.
- S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
- B. Nayar, (ed.), (2007) *Globalisation and Politics in India*. Delhi: Oxford University Press.

- 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	:	MDC-POL-301
Nature of Course	:	MDC
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 and application

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

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

ILO 4.1: Identify the role of legislature and Executive in the policy-making process

ILO 4.2: Explain various views on policy-making

ILO 4.3: 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.	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.	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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

SUGGESTED READING 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.
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- 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.
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- 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 : **SEC-POL-301**
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 implementation

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 information 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 in Good Governance.	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	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	×	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	×	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Reading List:

- B.SreenivasRaj, E-Governance Techniques-Indian and Global Experiences, 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	: C-POL-405
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 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: Related decolonization movements with contemporary institutional structures

CO4: Interpret the constitutional and political development of various states

ILO 4.1: Outline the developments in the USA and UK

ILO 4.2: Outline the developments in China and Brazil.

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 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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities

- b) Seminar/Assignments/Projects/Field Studies
- c) Other Academic activities.
- 3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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.Chirya kandath, (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.

CourseTitle	:	IntroductiontoPublicAdministration
CourseCode	:	C-POL-406
NatureofCourse	:	Major
TotalCredits	:	4
DistributionofMarks	:	60(End-Sem)+40(In-Sem)

The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs)ofthecourse.Aftercompletionofthiscourse,thelearnerswillbeableto:

CO1:DescribethebasictenetsofPublicAdministration

ILO 1.1: State the meaning and nature of public administration

ILO 1.2:Describe the evolution of public administration

ILO1.3:Identifythedistinctionbetweenpublicandprivateadministration

CO2:Analysethetheoreticalcategoriesofpublicadministration

ILO2.1:Explaintheclassicaltheoriesofpublicadministration

ILO2.2:Identifythedifferentapproachestocontemporarytheoriesofpublic administration

CO3:Evaluatetherelevanceofpublicpolicy

ILO3.1:Interpretofthedifferentapproachestopublicpolicy

ILO 3.2: Assess the formulation and implementation of public policyILO

3.3: Analysepeople’s participation in public policy implementation

CO4:Assessemergentdiscoursesinpublicadministration

ILO 4.1: Discuss the concepts of New Public Management and New Public Service

ILO 4.2: Explain the practice of Good Governance

ILO4.3:InterpretFeministPerspectivestopublicadministration

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
I	PublicAdministrationasADiscipline Meaning, Nature, Scope and Significance of theDiscipline, Evolution of Public Administration, Publicand Private Administration	10	2	12
II	TheoreticalPerspectives-ClassicalTheories: Scientific Management (F.W.Taylor), Administrative Management(Gullick,UrwickandFayol),Ideal-typeBureaucracy(MaxWeber);Neo-ClassicalTheories-HumanRelationsTheory(EltonMayo)	10	2	12
III	Theoretical Perspectives- Contemporary Theories: Rational Decision-Making (Herbert Simon), Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (PeterDrucker),NeedHierarchy(AbrahamMaslow)	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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
- 3) Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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. Fort 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. Satyarnarayana, [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, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946
- Warren G. Bennis, *Beyond Bureaucracy*, McGraw Hill, 1973
- D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

- B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 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 Mifflin, 1964
- Peter Drucker, *Innovation and Entrepreneurship*, HarperCollins, 1999
- Peter F. Drucker, *The Practice of Management*, HarperCollins, 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*, Routledge, 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*, Routledge, 2011 *The Oxford Handbook of Public Policy*, Oxford University Press, 2006
- Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012
- R. V. Vaidyanatha Ayyar, *Public Policy Making in India*, Pearson, 2009
- Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies and Globalisation*, 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: Kalika Women, 1998
- Sylvia Walby, *The Uprising 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 Shahra Razavi, *Gender, Justice, Development and Rights*, Oxford: Oxford University Press, 2002

CourseTitle	:	PoliticalProcessesinIndia
CourseCode	:	C-POL-407
NatureofCourse	:	Major
TotalCredits	:	4
DistributionofMarks	:	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

ILO1.2: Outline the determinants for the advent of coalition politics in India

CO2: Analyse the electoral processes and political behaviour in India

ILO2.1: Identify the determinants of voting behaviour of Indian voters

ILO2.2: 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

ILO5.1: 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 with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Reading List:

- Hasan, Z. (ed.) (2002), *Parties and Party Politics in India: New Delhi: Oxford*

University Press

- R.Kothari,(2002)‘TheCongressSystem’,inZ.Hasan(ed.)*PartiesandParty 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)‘HowGenderedwasWomen’sParticipationinElections 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’,inR.Vora andS.Palshikar(eds.)*IndianDemocracy:Meaningsand Practices*, New Delhi: Sage, pp. 235-256.
- N. Menon and A. Nigam, (2007) ‘Politics of Hindutva and the Minorities’, in*Powerand 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 : **C-POL-408**
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

ILO1.1: Define the concepts of freedom and equality

ILO1.2: 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

ILO2.1: State the types of justice and rights

ILO2.2: Examine the various debates on justice and rights

CO3: Analyze the major debates in political theory

ILO3.1: Explain the relationship between state and sovereignty

ILO 3.2: Identify the interconnectedness between the state and multiculturalism

ILO3.3: Discuss the interrelationships between class, power and ideology

Unit	Contents	Instructional hours per week		Total marks
		L	T	
I	Freedom: Negative Freedom: 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; Egalitarianism: Background inequalities and differential treatment and Affirmative action	10	2	12
III	Justice: Procedural Justice- justice as Entitlement; Distributive Justice- 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, UDHR as moral rights.	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.	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	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - II) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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 CSW2007](http://www.crin.org/docs/Girl's%20infanticide%20CSW2007)

Course Title : **Comparative Government and Politics**
Course Code : **MIN-POL-404**
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

ILO1.1: State the meaning of comparative politics

ILO1.2: Identify the different approaches to the study of comparative politics

CO2: Evaluate different political economic systems

ILO2.1: Classify the different systems of production

ILO2.2: Outline the distinctions between various forces of globalization

CO3: Analyse the processes of colonization and decolonization

ILO3.1: Show the impact of colonization on contemporary societies

ILO3.2: 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 and UK

ILO 4.2: Outline the developments in China and Brazil

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 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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. **Two Sessional Exams: 10x2=20 Marks**
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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. Chiriyankandath, (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	:	C-POL-509
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: Identify the different variables in comparative analyses

ILO 1.2: Interpret various cultural norms and institutions as tools to study comparative politics

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

ILO 2.3: 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 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: Meaning, role and importance in comparative political analysis.	10	2	12
II	Electoral Politics 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	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-communist states; Democratization in contemporary era: an assessment	10	2	12
V	Federalism 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	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C05	✓	✓	✓	✓	✓	×	✓	×	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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)'CultureinComparativePoliticalAnalysis',inM.Lichbackand A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
- B.Rosamond,(2005)'PoliticalCulture',inB.Axford,etal.*Politics*,London: Routledge, pp. 57-81.
- P.Hall,TaylorandC.Rosemary,(1996)'PoliticalScienceandtheThreeNew Institutionalism', *Political Studies*. XLIV, pp. 936-957.
- L.Rakner,andR.Vicky,(2011)'InstitutionalPerspectives',inP.Burnell,et.al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.
- A.Heywood,(2002)'Representation,ElectoralandVoting',in*Politics*.NewYork: Palgrave, pp. 223-245.
- A.Evans,(2009)'ElectionsSystems',inJ.BaraandM.Pennington,(eds.) *Comparativepolitics*.NewDelhi:SagePublications,pp.93-119.
- R.Moser,andS.Ethan,(2004)'MixedElectoralSystems andElectoralSystem Effects:ControlledComparisonandCross-nationalAnalysis',in*ElectoralStudies*. 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'Connor, (1994) 'A Nation is a Nation, is a State, 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-xi

CourseTitle : **Global Politics**
CourseCode : **C-POL-510**
NatureofCourse : **Major**
TotalCredits : **4**
DistributionofMarks : **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

ILO 2.3: 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	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, 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	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C05	✓	✓	✓	✓	✓	×	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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 Transformations 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 Rienner, 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:ABasicText*,Sussex:Wiley-Blackwell,pp.180-190.
- F.LechnerandJ.Boli(ed.), (2004)*TheGlobalisationReader*, London:Blackwell, pp.236-239(WTO).
- D.Heldetal,(1999)*GlobalTransformations:Politics,EconomicsandCulture*, California:StanfordUniversityPress,pp.242-282(MNC).
- T.Cohn,(2009)*GlobalPoliticalEconomy*,NewDelhi:Pearson,pp.250-323(MNC).
- M.Steger,(2009)‘Globalisation:AContestedConcept’,in*Globalisation:AVery Short Introduction*, London: Oxford University Press, pp. 1-16.
- A.Appadurai,(2000)‘GrassrootsGlobalisationandtheResearchImagination’,in *PublicCulture*, Vol.12(1),pp.1-19.
- J.BeynonandD.Dunkerley,(eds.), (2012)*Globalisation:TheReader*,NewDelhi: 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:ABasicText*,Sussex:Wiley-Blackwell,pp.487-504
- R.O’Brienetal.,(2000)*ContestingGlobalGovernance:MultilateralEconomic InstitutionsandGlobalSocialMovements*,Cambridge:CambridgeUniversityPress, pp.1-23.
- J.Fisher,(1998)*Non-Governments:NGOsandPoliticalDevelopmentintheThird World*, Connecticut: Kumarian Press, pp. 1- 37 (NGO).
- G.LaxterandS.Halperin(eds.), (2003)*GlobalCivilSocietyandItsLimits*, New York: Palgrave, pp. 1-21.
- N.Carter,(2007)*ThePoliticsofEnvironment:Ideas,Activism,Policy*,Cambridge: Cambridge University Press, pp. 13-81.
- P.Bidwai,(2011)‘Durban:RoadtoNowhere’,in*EconomicandPoliticalWeekly*, Vol.46,No.53,December,pp.10-12.
- K.Shimko,(2005)*InternationalRelationsPerspectivesandControversies*,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*,NewDelhi: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)‘HumanSecurity’,inJ.Baylis,S.SmithandP.Owens(eds.)
GlobalisationofWorldPolitics,NewYork:OxfordUniversityPress,pp.480-493.
- S.TadjbakhshandA.Chenoy,(2007)*HumanSecurity*,London:Routledge,pp.13- 19; 123-127; 236-243.
- A.Acharya,(2001)‘HumanSecurity:EastversusWest’,in*InternationalJournal*,
Vol.56,no.3,pp.442-460.
- J. Rosenau, (1992) ‘Governance, Order, and Change in World Politics’, in J. Rosenau, andE.Czempiel(eds.)*GovernancewithoutGovernment:OrderandChangein World Politics*, Cambridge: Cambridge University Press, pp. 1-29.
- A.KumarandD.Messner(eds),(2010)*PowerShiftsandGlobalGovernance: Challenges from South and North*, London: Anthem Press.
- P.Dicken,(2007)*GlobalShift:MappingtheChangingContoursoftheWorld 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	:	C-POL-511
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: 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 school of Liberal Socialists and the Radicals

ILO 3.1: Describe the major ideas of Mill, 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 ideas of education	10	2	12

III	Liberal Socialist: John Stuart Mill-Liberty, suffrage and subjection of women; rights of minorities	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	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	x	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)

II) SA: 2x6=12 (20% of the Total Marks)

III) LA: 5x (5-12) (70% of the Total Marks)

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*, 2nd Edition. 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.
- Phukon Girin, *Glimpse to Political Thought*, DVSPublishers, 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 : **MIN-POL-505**
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 states system

ILO 1.1: State the evolution of the modern states 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

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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities
 - Seminar/Assignments/Projects/Field Studies
 - Other Academic activities.
- Modes of End Sem Assessment: 60 Marks
 - VSA: 1x6=6 (10% of the Total Marks)
 - SA: 2x6=12 (20% of the Total Marks)
 - LA: 5x (5-12) (70% of the Total Marks)

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)‘WhatMakestheWorldDangerous?’ inJ.Edkins andM.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)‘WhyDoesPoliticsTurnintoViolence?’ ,inJ.EdkinsandM. Zehfuss(eds.),*GlobalPolitics:A NewIntroduction*,NewYork:Routledge,pp.370- 396.
- K. Bajpai, (2012) ‘Global Terrorism’, in B. Chimni and S. Mallavarapu (ed.), *InternationalRelations:PerspectivesfortheGlobalSouth*,NewDelhi:Pearson,pp. 312-327

COURSE:

Internship+ Community Engagement (2+2)

Or,

Internship (4)

Or,

CommunityEngagement(4)

(DetailsaspertheDigboi College (Autonomous) RulesandRegulations)

SEMESTER-VI

Course Title	:	Public Policy and Analysis in India
Course Code	:	C-POL-612
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

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 and Political Parties 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-Liberalisation era

CO5: Analyse public policy developments in India

- ILO 5.1: Discuss people's resistance movements in the field of land and environmental issues
- ILO 5.2: Illustrate tribal policies and environmental policies
- ILO 5.3: 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	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.	10	2	12
III	Policy Implementation: A. Approaches: top-down and 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	Public Policy Making in India: A. Nehruvian era B. Post-Liberalisation era	10	2	12
V	Public Policy Developments: A. People's Resistance Movements	10	2	12
	B. Land Policies C. Tribal Policies D. Environmental 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	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities
 - Seminar/Assignments/Projects/Field Studies
 - Other Academic activities.
- Modes of End Sem Assessment: 60 Marks
 - VSA: 1x6=6 (10% of the Total Marks)
 - SA: 2x6=12 (20% of the Total Marks)
 - LA: 5x (5-12) (70% of the Total Marks)

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” In International Journal of 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, Radhakrishnan (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) *Oxford Handbook of the Classics of Public Policy*; Oxford University Press, Oxford.
- Sapru, Radhakrishnan (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 Contemporary India*; 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 Gupta and K. Sivaramakrishnan eds. *The State in India after Liberalisation: Inter-Disciplinary Perspectives*; Routledge, New York, pp. 49-68.
- Dreze, Jean & Amartya Sen (1995); *India: Economic Development & Social Opportunity*; Oxford University 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" in *ICSSR 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 have Failed*; Yale University Press, New Haven.

Course Title : **Contemporary Political Economy**
Course Code : **C-POL-613**
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 and Marxist 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: Analyse 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

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 and Neo-Liberalism.	10	2	12

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies
 - c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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. Comparative Politics. 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.) A Globalizing 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.
- Omaha, 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 Mifflin 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	: C-POL-614
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 of human 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 3.3: 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

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, Three Generation of Rights	10	2	12

II	InstitutionalArrangements: 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;	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:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities

- b) Seminar/Assignments/Projects/Field Studies
- c) Other Academic activities.
- 3. Modes of End Sem Assessment: 60 Marks
 - I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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.
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- 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
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- 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.
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- E. Scarry, (2010) 'Resolving to Resist', in Rule of Law, Misrule of Men, Cambridge: Boston Review Books, MIT, pp.1-53.
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- R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp. 181-198.
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- 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
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- 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

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- M.Cranston,(1973)WhatareHumanRights?NewYork:Taplinger
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- R.Sharan,(2009)‘AlienationandRestorationofTribalLandinJharkhandinNSundar (ed.)
Legal Grounds, New Delhi: Oxford University Press, pp. 82-112
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S.KothariandH.Sethi(eds.),RethinkingHumanRights,Delhi:Lokayan,pp.181- 166

CourseTitle	:	Feminism:TheoryandPractice
CourseCode	:	C-POL-615
NatureofCourse	:	Major
TotalCredits	:	4
DistributionofMarks	:	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: Discuss the gendered nature of labour and the public-private dichotomy.

ILO1.3: Assess the socio-political relevance of various approaches to the study of feminism.

CO2: Appraise feminist movements in the West

ILO2.1: Assess various revolutions and movements and their impact on the feminist movement.

ILO2.2: Relate historical developments to contemporary feminist issues.

CO3: Analyse women's issues in India

ILO3.1: Examine various issues related to women

ILO3.2: Identify state interventions in addressing various issues faced by women

CO4: Explain the feminist movements in Northeast India

ILO4.1: Outline the role of Chandra Prabha Saikiani and her contributions.

ILO4.2: 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, 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.	10	2	12
V	Feminist Movements in Northeast India: Chandra Prabha Saikiani 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	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	×	✓	✓

Modes of In-Sem Assessment: 40 Marks

1. Two Sessional Exams: 10x2=20 Marks
2. Any two of the activities listed below: 10+10=20 Marks
 - a) GD/Group Activities
 - b) Seminar/Assignments/Projects/Field Studies

- c) Other Academic activities.
3. Modes of End Sem Assessment: 60 Marks
- I) VSA: 1x6=6 (10% of the Total Marks)
 - II) SA: 2x6=12 (20% of the Total Marks)
 - III) LA: 5x (5-12) (70% of the Total Marks)

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
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- Jayawardene, Kumari. (1986) Feminism and Nationalism in the Third World. London: Zed Books, pp. 1-24, 71-108
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- Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake—Theory and Practice* in Contemporary Women's Movement in India. Delhi: Zubaan, pp. 7-72.
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CourseTitle	:	Governance: Issues and Challenges
CourseCode	:	MIN-POL-606
NatureofCourse	:	Minor
TotalCredits	:	4
DistributionofMarks	:	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 3.2: 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 implementation 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, 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- DemocraticDecentralization, People'sParticipationinGovernance	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

MappingofCourseOutcomeswithBloom'sTaxonomy:

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

MappingofCourseOutcomeswithProgrammeOutcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Modes of In-Sem Assessment: 40 Marks

- Two Sessional Exams: 10x2=20 Marks
- Any two of the activities listed below: 10+10=20 Marks
 - GD/Group Activities
 - Seminar/Assignments/Projects/Field Studies
 - Other Academic activities.
- Modes of End Sem Assessment: 60 Marks

- I) VSA: 1x6=6 (10% of the Total Marks)
- II) SA: 2x6=12 (20% of the Total Marks)
- III) LA: 5x (5-12) (70% of the Total Marks)

Suggested Readings:

- B. Chakrabarty and M. Bhattacharya, (eds.) The Governance Discourse. New Delhi: Oxford University Press, 1998
- Surendra Munshi and Biju Paul Abraham [eds.], Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004
- United Nations Development Programme, Reconceptualising Governance, New York, 1997
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- J. Dreze and A. Sen, India: Economic Development and Social Opportunity. New Delhi: Oxford University Press, 1995
- Niraja Gopal Jayal [ed.], Democracy in India, Oxford University Press, 2007
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- J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.)
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- Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), 2007
- Niraja Gopal Jayal, Democracy and the State: Welfare, Secularism, and Development in Contemporary India, Oxford University Press, 1999
- Reetika Khera [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 Local Actors', International Institute for Educational Planning, UNESCO: Paris, 2001
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- Pradeep Chaturvedi, *Women and Food Security: Role of Panchayats*, Concept Publishing House, 2002
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- D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008
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