Darrang College (Autonomous), Tezpur-784001

Syllabus for FYUGP

Subject: POLITICAL SCIENCE

Course Type: MAJOR

DARRANG COLLEGE (AUTONOMOUS)

Four Year Undergraduate Program (FYUGP) Syllabus
Subject: Political   Science.

- Programme : Four Year Undergraduate Programme(FYUGP)
- Subject: Political Science(Major)
- Academic Session :2025-2026 onwards

Programme specific Outcomes:

Upon successful completion, students will be able to:

- Cultivate knowledge of theories, concepts, and research methods in humanities and social sciences.

- Examines how global, national and regional developments affect society.

- The Political Science degree furnishes the students with a unique multidisciplinary approach in social sciences and prepares them for further academic study and for careers in the public and the private sector.

- Realize the world, country, society and have awareness of ethical problems, social rights, values and responsibility to the self and to others.

- Understand and follow changes in patterns of political behaviour, ideas and structures. Develop the ability to make logical inferences about social and political issues on the basis of comparative and historical knowledge.

- Take individual and team responsibility, function effectively and respectively as an individual and a member or a leader of a team; and have the skills to work effectively in multi-disciplinary teams.

- Know how to access and evaluate data from various sources of information.

Teaching-Learning Process:

The process will be learner-centric and include:

- Interactive Lectures and Tutorials
- Group Discussions, Seminars, and Workshops
- ICT-enabled Learning and Use of MOOCs

Evaluation/Assessment

- Continuous Internal Assessment (CIA): 40% weight age through assignments, presentations, seminars, class tests, and practical.
- End-Semester Examination (ESE): 60% weight age through a written examination at the end of each semester.

					SEMESTER -I		

Course	Course title	Course code	Credit	Marks	Internal assessment	End Semester Exams	Practical
Major	Introduction to Political Theory	POL-MJ-01014	4	100	40	60	X

					SEMESTER -II		
Major	Indian Government And Politics	POL-MJ-02014	4	100	40	60	X

					SEMESTER -III		
Major	Perspective on Public Administration	POL-MJ-03014	4	100	40	60	X
Major	Understanding International Relations	POL-MJ-03024	4	100	40	60	X

					SEMESTER -IV		
Course	Course title	Course code	Credit	Marks	Internal assessment	End Semester Exams	Practical
Major	POLITICAL PROCESSES IN INDIA	POL-MJ-04014	4	100	40	60	X
Major	POLITICAL THEORY- CONCEPTS AND DEBATES	POL-MJ-04024	4	100	40	60	X
Major	PUBLIC POLICY AND ADMINISTRATION IN INDIA	POL-MJ-04034	4	100	40	60	X

Major	WESTERN POLITICAL PHILOSOPHY OR HUMAN RIGHTS AND HUMANITARIAN LAWS (MOOC/SWAYAM/CEC)	POL-MJ-04044 POL-MJ-04054	4	100	40	60	X
		SEMESTER-V					
Major	COMPARATIVE GOVERNMENT AND POLITICS	POL-MJ-05014	4	100	40	60	X
Major	INDIAN POLITICAL THOUGHT OR INDIAN POLITICAL THOUGHT 1 (MOOC-SWAYAM-CEC)	POL-MJ-05024	4	100	40	60	X
Major	UNITED NATIONS AND GLOBAL CONFLICTS	POL-MJ-05034	4	100	40	60	X
		SEMESTER-VI					
Major	INTRODUCTION TO INDIA'S FOREIGN POLICY	POL-MJ-06014	4	100	40	60	X
Major	UNDERSTANDING SOUTH ASIA	POL-MJ-06024	4	100	40	60	X
Major	HUMAN RIGHTS-TRADITIONS AND DEBATES	POL-MJ-06034	4	100	40	60	X

Major	UNDERSTANDING GENDER	POL-MJ-06044	4	100	40	60	X
SEMESTER-VII							
Major	Gender, Nation and Politics	POL-MJ-0701	4	100	40	60	X
Major	Research Methodology	POL-MJ-0702	4	100	40	60	X

SEMESTER-VIII							
Major	Rural and Urban Local Governance	POL-MJ-08014	4	100	40	60	X
Major	Dissertation	POL-MJ-08024	8	100	40	60	X

Semester-I

Course Title: Introduction to Political Theory
Course Code: POL-MJ-01014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External 60: Total-100

Course objectives:

- Explain the meaning, nature and scope of politics, political science and political theory.

- Explain the traditional and modern approaches to understanding political theory.

- Examine the key concepts of political science and their significance and implications.

- Evaluate the evolution of democracy, its types and conduct a critical analysis of democracy.

Course Learning Outcomes:

By the end of the course, the students will be able to:

- Describe the meaning and significance of political science as a discipline.

- Analyze traditional and modern approaches to studying political science.

- Understand the key concept of political science.

- Understand the meaning of democracy, its types and significance in modern politics.

Teaching-Learning Process:

- Interactive lectures and discussions

- Group presentations and peer learning

- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)

- Whiteboard, charts, models

- Reference texts, handouts

- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):

- Class Test: 20 Marks

- Total Contact Hours: 60

- Assignment/Project: 10 Marks

- Seminar/Presentation: 6 Marks

- Attendance : 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Detailed Syllabus:

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	Basic understandings	- Politics, political science and political theory: Meaning, nature and scope - Relevance of political theory - Decline and resurgence of political theory	12	3		15
Unit 2	Approaches to the study of Political Science	Traditional and Modern Approaches- - Philosophical, Historical and Legal - Behavioral, Post- Behavioral, System Analysis.	12	3		15
Unit 3	Key Concepts in Political Science	- State, Government and Sovereignty - Equality, Liberty and Justice - Rights and citizenship	12	3		15
Unit 4	Democracy	- Meaning, Origin, Nature and Importance - Types of Democracy: Direct, Indirect, Procedural and Substantive - Debates on democracy.	12	3		15

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.

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

Gauba,O P (2007), An Introduction to Political Theory, Macmillan India Ltd.

SEMESTER-II

Course Title: Indian Government and Politics
Course Code: POL-MJ-02014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

- To understand the framework and philosophy of the Indian Constitution.

- Analyze the institutions and processes of India's democracy, including citizenship, rights, and governance structures.

- Evaluate the significance of federalism, decentralization, and tribal autonomy in India.

- Apply knowledge of the Indian Constitution and governance to real-world issues and challenges.

Course Learning Outcomes:

By the end of the course-

- Students will be able to describe the key features and principles of the Indian Constitution.

- Students will analyze the roles and functions of institutions in India's democracy.

- Students will evaluate the significance of citizenship, rights, and governance in India.

- Students will apply their knowledge to critically assess and address issues in India's governance and democracy.

Teaching-Learning Process:

- Interactive lectures, group discussions, and case studies.

- Presentations, role-playing, and classroom-based observation

Teaching-Learning Tools:

- ICT-enabled teaching (videos, PPTs, digital simulations)

- Textbooks, research papers, and open-source digital content

Evaluation/Assessment:

- Internal Assessment (40 Marks):

- Class Test: 20 Marks

- Assignment/Project: 10Marks

- Seminar/Presentation: 6 Marks

- Attendance -4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	**Making of Indian Constitution Making of Indian Constitution**	• Historical background and philosophy of the constitution: Constituent Assembly Debates • Preamble • Basic features of Indian Constitution 　　• Amendment of Indian Constitution	12	3		15
Unit 2	**Citizenship and Rights**	• Citizenship and its Provisions in the constitution. • Fundamental Rights & Fundamental Duties. • Directive Principle of State Policy.	12	3		15
Unit 3	**Institutions and Processes**	• The legislature: Parliament • The Executive: President and Prime Minister • The Judiciary: The Supreme Court	12	3		15
Unit 4	**Federalism and Decentralization**	• Federalism: Nature and working, constitutional provisions and NITI Ayog. • Panchayati Raj Institutions in India: Structure and functions. • Sixth Schedule and Tribal Autonomy.	12	3		15

Suggested Readings list:

Austin, Granville, (1999), Working a Democratic Constitution: A History of the Indian Experience, Oxford University Press, New Delhi

Kothari,R (2010), Cast and Politics, New Delhi, Orient Black Swan. 6. Madan, N. L.

(1989), Indian Political Science-Socio-Economic Dimension, New Delhi, South Asia Books

Hasan, Zoya, (2002), Parties and Party Politics in India, Oxford University Press, New

Delhi

 Chatterjee, Partha, (1999), State & Politics in India, New Delhi, Oxford University Press

Abbas, H. Kummar, R, &Alam, M.A. (2011), Indian Government and Politics, New Delhi Pearson

Chakravarty, B. & Pandey, K. P. (2006), Indian Government and Politics, New Delhi, Sag

Basu, D.D. Introduction to Constitution of India, New Delhi, Wadhwa Publishers, 2001

Chauhan & Vasudeva, Coalition Government in India, New Delhi, OUP, 201

Bhargava, Rajeev. 2008. Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press

Agrawai, Arun.2005."The Indian Parliament "In DeveshKapurandPratapBhanu Mehta (ed.) Public Institution in India: performance and Design, New Delhi:Oxford University Press,77-104.

Verma ,Rahul and Tripathi, V.2003. Making sense of the House: Explaining the

Decline of Indian Parliament amidst Democratization, Studies in Indian Politics, I (2), pp 153-177.

PehlMalte and SubtraMitra. 2010."Federalism", in: Mehta,Pratap B. And Nijara Gopal Jayal (eds.) the Oxford companion to Politics in India. New Delhi: Oxford university Press, pp.

Course Title: PERSPECTIVES ON PUBLIC ADMINISTRATION
Course Code: POL-MJ-03014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:
Internal Assessment (40 Marks): Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks
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End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Course Objectives:

- The course seeks to provide an introduction to the discipline of Public Administration and its significance in contemporary times.
- The course aims to encompass Public Administration in its historical context with an emphasis on the various classical and contemporary administrative theories.
- The course intends to explore some of the recent trends including good governance, new public management, feminism, ecological conservation and how the call for greater democratization is restructuring public administration.
- The course attempts to provide the students a comprehensive understanding on contemporary administrative developments.
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Course Outcomes:

- Students will learn the basic concepts related to Public Administration and its significance.

- Students will understand the major classical and contemporary administrative theories and approaches and a critical thinking on them.
- It will help students to understand importance of personnel administration in an administrative system and issues related to it including civil service neutrality and need, role and independence of Public Service Commission.
- Students will develop basic understanding on recent debates in public administration.

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Public Administration as a Discipline.	• Meaning, Dimensions and Significance. • Public and Private Administration: Traditional and contemporary dimensions. • Evolution of Public Administration.	12	3		15
2	Theoretical Perspective.	• Scientific Management (Frederick Winslow Taylor). • Administrative Management (Luther Gulick, Lyndall Urwick and Henry Fayol). • Ideal-Type Bureaucracy (Max Weber). • Human Relations Theory (George Elton Mayo). • Ecological Approach (F.W. Riggs)	12	3		15
3	Personal Administration	• Recruitment – Training – Promotion. • Public Service Commission: Need, Role and Independence. • Neutrality in the Public Service.	12	3		15

4	Major Approaches in Public Administration.	• New Public Service Approach. • New Public Management. • Good Governance. • Feminist Perspective.	12	3		15

Total Contact Hours-60
Suggested Reading Lists:

Basu, Rumki ,*Public Administration: Concepts and Theories,* Sterling Publishers, New Delhi 2014.

D. Rosenbloom, Kravchuk &Clerkin ,*Public Administration: Understanding Management, Politics and Law in the Public Sector,*7th edition,NewDelhi,McGraw Hill.

M. Bhattacharya ,*New Horizons of Public Administration,*New Delhi:Jawahar Publishers, 2011

N. Henry ,*Public Administration and Public Affairs, 12th*edition , New Jersey Pearson, 2013.

Nicholas Henry ,*Public Administration and Public Affairs,*Prentice Hall, 1999.
P. Dunleavy & C. Hood ,*From Old Public Administration to New Public Management,*Public Money and Management, 1994.

A. Singh ,*Public Administration: Roots and Wings,* New Delhi: Galgotia Publishing Company, 2002.

B. Miner, *Elton Mayo and Hawthorne, in Organisational Behaviour 3*: Historical origins and the future, NewYork: M.E. Sharpe, 2006.

D. Gvishiani ,*Organisation and Management,* Progress Publishers, 1972.

F. Riggs ,*Administration in Developing Countries: The Theory of Prismatic Society*, Houghton Mifflin, 1964.

E. J. Ferreira, A. W. Erasmus & D. Groenewald ,*Administrative Management,* Juta Academics, 2010.

F. Taylor , "*Scientific Management,*" in Shafritz& Hyde (eds.), Classics of Public Administration, Houghton Mifflin,2004.

Appleby, H. Paul ,Public Administration in India,Govt. Report of a survey, Manager of a Publication,Government of India, 1953.

Chopra, K. Rakesh ,*Management of Human Resources*, V.K. Publishing House, 1989.

Goel, S. L. ,*Personnel Administration and Management*, Sterling Publishers, 1993.

Pigor, P. & Myres, C.A. ,*Personnel Administration,*McGraw Hill, 1961.

A.Gray& B. Jenkins ,*From Public Administration to Public Management,* in E Otenyo&N Lind (eds.), Comparative Public Administration: The essential Readings,Oxford University Press, 1997.

A. Leftwich ,*Governance in the State and the Politics of Developme*nt, in Development and Change, 1994.

B. Chakrabarty ,*Reinventing Public Administration: The India Experience,* New Delhi; Orient Longman, 2007.

Basu, Rumki ,*Public Administration in the 21ˢᵗ Century: A Global South Perspective,* Taylor and Francies,2019

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Course Title: Understanding International Relations
Course Code: POL-MJ- 03-02-04
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100
Course Level: 400

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Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:
Internal Assessment (40 Marks): Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks
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End Semester Examination (60 Marks):

Course Objectives:

The course aims to introduce the students to the basic understanding of international relations.

To the growing linkages and interactions between domestic and international issues under the evolving process of globalisation imperative for knowing and understanding global politics is increasingly being felt.

The course is designed to equip the students with theoretical, historical and conceptual insights to understand the evolving dynamics of international relations.

Course Outcomes:

To make students understand the key theoretical approaches in international relations

To Familiarise students with the history of evolution of international relations

To enable the students to comprehend the nature of global economy.

To demonstrate the basic knowledge of some of the contemporary global issues.

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Understanding International relations	• Meaning, Nature and scope of International relations: Levels of Analysis • History of IR: Emergence of International State system.	12	3		15
2	Theories of International Relations	• Classical Realism and Neo-Realism • Liberalism and Neo-Liberalism • Marxist Approaches • Feminist Perspective	12	3		15
3	The Global Economy	• Global economic order and the Bretton Woods Institutions (IMF, WB and WTO) • Neoliberal Economic Policies-Economic Globalisation and TNCs • Regionalism and Regional Economic Groupings-ASEAN and European Union • Emerging Multilateralism-G20 and BRICS	12	3		15

4	Contemporary Global issues	• Ecological issues. • International Terrorism • Human Security • Migration.	12	3		15

Reading List:
Unit-I
A. Frank, (1966) 'The Development of Underdevelopment' Monthly Review, pp. 17-30.
E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan, pp. 63-94.
F. Halliday, (1994) Rethinking International Relations, London: Macmillan, pp. 147-166.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.
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
I. 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.
J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), Perspectives on World Politics, New York: Routledge, pp. 292-304.
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.
J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 494-496; 500-503.
J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 138-148.
J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman,
J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 15-28.
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.
M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave, 2002, pp. 120-122.
M. Nicholson, International Relations: A Concise Introduction, New York: Palgrave, 2002, pp.
Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at http://www.fordham.edu/halsall/mod/Wallerstein.asp, Accessed: 19.04.2013
New York: Oxford University Press, pp. 142-149; 155-158.
P. Viotti and M. Kauppi (2007), International Relations and World Politics: Security, Economy, Identity, Pearson Education, pp. 40-85.
R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization',

in M. Smith and R. Little (eds.), Perspectives on World Politics, New York: Routledge, pp. 229-241.Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and

S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations,

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 181-184.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis

T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 90-107.

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 108-123.

Unit-II

Brezeznski, Z. (2005) Choice: Global Dominance or Global Leadership. New York: Basic Books, pp. 85-127.34

Carrtuthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations.4th edn. Oxford: Oxford University Press, pp. 76-84.

Calvocoressi, P. (2001) World Politics: 1945—2000. Essex: Pearson, pp. 3-91.

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.

Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus, pp. 225-226.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics An Introduction to International Relations.4th edn. Oxford: Oxford University Press, pp. 93-101.

Taylor, A.J.P. (1961) The Origins of the Second World War. Harmondsworth: Penguin, pp.29-65.

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.Unit-III

A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan, pp. 454-479.

A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98.

Chatterjee, Aneek. International Relations Today: Concepts and Application. Pearson

Crane, Robert (ed.). Building bridges among the BRICS

Dattagupta, Rupak. Global Politics. Pearson

J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 392-405 (MNC).

J. Goldstein, (2006) International Relations, New Delhi: Pearson, pp. 327-368, 392-405 (MNC).

Andrew Heywood, (2015) Global Politics London: Palgrave, pp.466-486.

Kripalini, Manjeet. India in the G20: Rule taker to Rule maker. Routledge

Larionova, Marina and Kirton, John (eds.). BRICS and Global Governance. Routledge

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order. Hyderabad: Orient Longman, pp. 278- 304.

John Stopford, Multinational Corporations, Foreign Policy, Fall, 1998

Oliver Stuenkel, (2020). The BRICS and Future of Global Order, London: Lexinton Books.

P. Hirst, G. Thompson and S. Bromley, (2009) Globalization in Question, Cambridge: Polity Press, pp. 68-100 (MNC).

Pero, Siti Darwinda Mohamed. Leadership in Regional Community Building: Comparing ASEAN

and the European Union. Palgrave Macmillan

R. Mansbach and K. Taylor, (2012) 'International Political Economy', Introduction to Global Politics, 2nd Edition, New York: Routledge, pp. 470-478.
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., International Political: State-Market Relations in a Changing Global Order, Boulder: Lynne Reinner, pp. 341-351.
T. Cohn, (2009) Global Political Economy: Theory and Practice, pp. 130-140 (IMF), 208-218 (WTO).
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.
Unit-IV
A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 480-493.A. Acharya, (2001) 'Human Security: East versus West', in International Journal, Vol. 56, no. 3,
pp. 442-460.
A.Heywood, (2011) Global Politics, New York: Palgrave, pp. 282-301.
A.Heywood, (2011) Global Politics, New York: Palgrave, pp. 383-411.
A. Vanaik, (2007) Masks of Empire, New Delhi: Tulika, pp. 103-128.
Jindal, N. & Kumar, K. (2018), Global Politics: Issues and Perspectives, New Delhi, Sage Publications
J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.
J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
K. Shimko, (2005) International Relations Perspectives and Controversies, New York: Hughton-Mifflin, pp. 317-339.
P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.
P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.
N. Carter, (2007) The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, pp. 13-81.

Semester-IV

Course Title: Political Processes in India (Compulsory)
Course Code: POL-MJ-04014
Total Credits: 4 (Theory: 4 Practical: 0)
Contact Hours: 60 (Lectures 48, Tutorial: 12)
Distribution of Marks: Internal-40 External-60 Total-100

Course Objectives:
- An understanding of the Political process thus calls for a different mode of analysis that is offered by political sociology
- This course maps the working the modern institution, premise on the existence of an individual society, in a context marked by communitarian solidarities and their mutual transformation thereby

- It also familiarizes students with working of the Indian state, paying attention to the contradictory dynamics of modern state power

Course Outcome:

- **This course is helpful in making students familiar with the significant political processes shaping Indian politics in last seven decades**
- As such, the paper would help the students to know in detail about electoral processes and trends, party system in India, dynamics of Indian politics including regionalism, caste and religion as well as the changing nature of the Indian state.
- Their engagement with the selected scholarly articles included in the reading list will essentially orient them towards the larger intellectual and research tradition on issues of Indian politics.
- The paper will be helpful in terms of competitive examination including net/jrf/slet as well as research in the field of Indian politics

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment: Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance : 4 marks
- End Semester Examination (60 Marks):

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**Electoral Process in India**	a. Election process: First Past the Post System, Proportional Representation System b. Representation of the People Act, 1951 c. Election Commission of India and Electoral Reforms: Contemporary issues. d. Debates on electoral reform	12	3		15
2	**Party System**	a. National and State Party b. Voting Behaviour: Concept c. Determinants of Voting Behaviour: Contemporary issues.	12	3		15
3	**Dynamics of Indian Politics**	a. Regionalism and Secessionism b. Caste and Politics c. Debates on Secularism	12	3		15
4	**Changing nature of Indian State**	a. Developmental, Welfare and Coercive Dimensions: Contemporary issues. b. Affirmative Action Policies c. Development and Displacement	12	3		15

Reading Materials:

1. Austin, G. (1999). *Working a democratic constitution: The Indian experience*. Oxford University Press.

2. Basu, D. D. (2019). *Introduction to the Constitution of India* (24th ed.). LexisNexis.

3. Chandra, B. (2000). *India after independence: 1947–2000*. Penguin Books.

4. Chakrabarty, B., & Pandey, R. (2008). *Indian government and politics*. SAGE Publications.

5. Chaube, S. K. (2009). *The making of the Indian constitution* (2nd ed.). Pearson.

6. De, R. (2018). *A people's constitution: The everyday life of law in the Indian Republic*. Princeton University Press.

7. Fadia, B. L., & Fadia, K. (2020). *Indian government and politics*. Sahitya Bhawan.

8. Hasan, Z. (2000). *Politics and the state in India*. SAGE Publications.

9. Hasan, Z. (2004). *Parties and party politics in India*. Oxford University Press.

10. Jaffrelot, C. (2003). *India's silent revolution: The rise of the lower castes in North India*. Columbia University Press.

11. Jayal, N. G. (2013). *Citizenship and its discontents: An Indian history*. Harvard University Press.

12. Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.

13. Manor, J. (2010). *India's states at 60*. Penguin Books.

14. Noorani, A. G. (2010). *The constitution and the governance of India*. Oxford University Press.

15. Pai, S. (2013). *Dalit assertion and the unfinished democratic revolution: The BSP in Uttar Pradesh*. SAGE Publications.

16. Palshikar, S., & Kumar, S. (Eds.). (2017). *Politics in India*. Oxford University Press.

17. Rudolph, L. I., & Rudolph, S. H. (1987). *In pursuit of Lakshmi: The political economy of the Indian state*. University of Chicago Press.

18. Yadav, Y. (1999). *Electoral politics in the time of change: India's third electoral system, 1989–1999*. Economic and Political Weekly, 34(34/35), 2393–2399.

19. Brass, P. R. (1994). *The politics of India since independence*. Cambridge University Press.

20. Butler, D., Lahiri, A., & Roy, P. (1995). *India decides: Elections 1952–1995*. Books & Things.

21. Chhibber, P., & Verma, R. (2018). *Ideology and identity: The changing party systems of India*. Oxford University Press.

22. Corbridge, S., Harriss, J., & Jeffrey, C. (2013). *India today: Economy, politics and society*. Polity Press.

23. Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.

24. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. HarperCollins.

25. Jenkins, R. (1999). *Democratic politics and economic reform in India*. Cambridge University Press.

26. Kaviraj, S. (2010). *The imaginary institution of India: Politics and ideas*. Permanent Black.

27. Kohli, A. (2001). *The success of India's democracy*. Cambridge University Press.

28. Ludden, D. (Ed.). (1996). *Contesting the nation: Religion, community, and the politics of democracy in India*. University of Pennsylvania Press.

29. Manor, J. (2001). *India's states: The struggle for power and control*. Cambridge University Press.

30. Weiner, M. (2001). *The Indian paradox: Essays in Indian politics*. SAGE Publications.

Course Title: Political Theory -Concepts and Debates. (Compulsory)

Course Code: POL-MJ-04024
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

• Help the students familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.

• Encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.

• Introduce the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Course Outcomes:

• Understand the dimensions of shared living through these political values and concepts.

• Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

• Reflect upon some of the important debates in political theory.

• Develop critical thinking and the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.

Teaching-Learning Process:
• Interactive lectures and discussions
• Group presentations and peer learning
• Assignments and project-based learning

Teaching Learning Tools:

• ICT (presentations, videos, e-resources)
• Whiteboard, charts, models
• Reference texts,
• Group work, seminar discussions

Evaluation/Assessment:
Internal Assessment (40 Marks): Class Test: 20 Marks
• Assignment/Project: 10 Marks
• Seminar/Presentation: 6 Marks
• Attendance: 4 marks

End Semester Examination (60 Marks):
• Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**Freedom and Equality**	a. Freedom: Lockean notion of Negative Freedom & Amartya Sen's notion of Development asFreedom b. Equality: Procedural Equality and Substantive Equality c. Egalitarianism: Background inequalities and differential treatment	12	3		15
2	**Justice**	a. Distributive Justice: John Rawls b. Libertarian theories of Justice: F. A. Hayek c. Global Justice	12	3		15
3	**Rights and Obligation**	a. The Universality of Rights and Differentiated Rights	12	3		15

		b. Rights, Obligation and Civil Disobedience c. Theories of Political Obligation: Conservatism, Consent Theory, Anarchism				
4	**Major Debates**	a. Whatever happens to nation-state? Sovereignty under Globalization. b. How do we accommodate diversity in plural society? Diversity and Multiculturalism. c. How do we deal with the climate changes? Ecological Rights as human beings	12	3		15

Suggested Reading List:

1. Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298–307.

2. Andrew Heywood (1994) Political Theory. London: Palgrave Macmillan, pp. 253–258, 284–294.

3. Knowles, Dudley. (2001) Political Philosophy. London: Routledge, pp. 69–132.

4. Riley, Jonathan. (2008) 'Liberty' in McKinnon, Catriona (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 103–119.

5. Swift, Adam. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 51–88, 91–132.

6. V. Sriranjani. (2008) 'Liberty', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 41–57.

7. Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.) The Oxford Handbook of Practical Ethics. New York: Oxford University Press, pp. 705–733.

8. Dutta, AkhilRanjan. (ed.) (2011) Political Theory – Issues, Concepts and Debates. ArunPrakashan, Panbazar, Guwahati.

9. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74–86.

10. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172–187.

11. Seglow, Jonathan. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds.) Political Concepts. Manchester: Manchester University Press, pp. 156–168.

12. Tulkdar, P.S. (2008) 'Rights', in Bhargava, Rajeev and Acharya, Ashok. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88–104.

13. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds.)

14. Young, Iris M. (1989) 'Polity and Group Difference: A Critique of the Ideal of Universal Citizenship'. Ethics, No. 2, pp. 250–274.

15. Hyums, Keith. (2008) 'Political Authority and Obligation', in McKinnon, Catriona. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 9–26.

16. Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) Political Concepts. Manchester: Manchester University Press, pp. 41–51.

17. Gutmann, Amy. Multiculturalism and "The Politics of Recognition": Essays by Charles Taylor. Princeton: Princeton University Press.

Course Title: Public Policy and Administration (Compulsory)
Course Code: POL-MJ-04034
Total Credits: 4 (Theory: 4 Practical: 0)
Contact Hours: 60 (Lectures 48, Tutorial: 12)
Distribution of Marks: Internal-40 External-60 Total-100

Course Objectives:

- **Understand Foundational Concepts:** To provide students with a clear understanding of the nature, scope, and significance of public policy and public administration within the Indian context.

- **Examine Institutional Frameworks:** To study the structure, functions, and interrelationships of institutions involved in policy formulation and implementation at various levels of government in India.

- **Analyze Policy Processes:** To explore the stages of the public policy process—formulation, implementation, and evaluation—and understand the roles of bureaucracy, political leadership, and civil society.
- **Understand the Fiscal Framework:** To enable students to understand the principles, processes, and significance of budgeting as a key instrument of public policy and governance.

Course Outcome:

- **Identify and Describe:** Students will be able to **identify** and **describe** the fundamental concepts, principles, and scope of public policy and administration in the Indian context.
- **Analyze Institutional Roles:** Students will **analyze** the structure, functions, and interactions of key institutions and actors involved in policy formulation and implementation in India.
- **Evaluate Policy Processes:** Students will **evaluate** major public policies and administrative reforms in terms of their effectiveness, equity, and contribution to good governance.
- **Apply Theoretical Knowledge:** Students will **apply** theoretical frameworks to **interpret and assess** contemporary administrative challenges and policy initiatives in India.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment: Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks

- Attendance : 4 marks
- End Semester Examination (60 Marks):

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**Public Policy**	a. Concept and Relevance b. Formulation, Implementation and Evaluation c. Public Policy Process in India	12	3		15
2	**Finacial Administration**	a. Concept and Significance of budget b. Types of Budget c. Budget Cycle in India	12	3		15
3	**Citizen and Administrative Interface**	a. Public Service Delivery b. Redressal of Public Grievances c. Citizens' Charter	12	3		15
4	**Social Welfare Administration**	a. Concept of Social Welfare Administration b. Social Welfare Policies • Education: Right to Education • Health: National Health Mission • Food: Right to Food Security • Employment: MNREGA	12	3		15

Reading Materials
- Chakrabarty, B., & Chand, P. (2016). *Public policy: Concepts, Theory and Practice*, New Delhi
- T. Dye (1984), Understanding Public Policy 5th Edition, USA, Prentice Hall, PP-14, The Oxford Handbook of Public Policy
- Y Dror, (1989), Public Policy Making Reexamined, Oxford, Transaction Publication
- Caiden, N (2004) "Public Budgeting Amidst Uncertainty and Instability in Shafritz, J.M. and Erik Lane, J. (2005) Public Administration and Public Management, The Principal Agent Perspectives, New York: Routledge.
- Laxmikanth, M. (2025). *Public administration*. Mc Graw Hill
- Denhardt, J. V., & Denhardt, R. B. (2015). *The new public service: Serving, not steering* (3rd ed.). Routledge.
- Jain, A. K. (2012). *Citizen–administration interface in India*. New Century Publications.
- Chakrabarty, B. (2008). *Governance in India: A handbook for students and practitioners*. Oxford University Press.

- Self, P. (1993). *Government by the market? The politics of public choice*. Macmillan. (**Note:** This is the closest major work addressing administrative responsibility and citizen-oriented public administration.)
- Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2006). *The Oxford handbook of public policy*. Oxford University Press.
- Bhattacharya, S. (2009). *Social work administration and development*. Rawat Publications.
- Datt, G., & Mahajan, A. (2020). *Social welfare and social services in India*. Sage Publications.
- Jain, A. K. (2018). *Social policy and welfare administration in India*. Rawat Publications.
- Kumar, A. (2015). *Social welfare administration in India: Policies and programmes*. Regal Publications.
- Madhu, S. (2013). *Social policy and social development in India*. Rawat Publications.
- Ministry of Social Justice and Empowerment. (2019). *Annual report*. Government of India.
- Nanavati, M. C., & Desai, C. B. (2011). *Social policy and social development*. Himalaya Publishing House.
- Rao, M. (2016). *Social security in India*. Pearson.
- Singh, R. (2014). *Welfare state and social security in India*. Deep & Deep Publications.
- Tilak, J. B. G. (2021). *Education and development in India: Critical perspectives on policy*. Springer.

Course Title: Western Political Philosophy (Compulsory)
Course Code: POL-MJ-04044
Total Credits: 4 (Theory: 4 Practical: 0)
Contact Hours: 60 (Lectures 48, Tutorial: 12)
Distribution of Marks: Internal-40 External-60 Total-100

Course Objectives:

- **Understand Foundational Ideas:** To examine the key concepts, principles, and values—such as justice, liberty, equality, and rights—developed by major Western political thinkers from ancient to modern times.

- **Analyze Philosophical Traditions:** To critically study the evolution of political thought from classical philosophers like Plato and Aristotle to modern theorists such as Hobbes, Locke, Rousseau, and Marx.

- **Develop Critical Thinking:** To cultivate the ability to compare and evaluate different political theories, ideologies, and arguments within their historical and intellectual contexts.

- **Apply Theoretical Insights:** To relate classical and modern Western political ideas to contemporary political systems, issues, and debates.

Course Outcome:

- **Identify and Explain:** Students will be able to **identify** and **explain** the major thinkers, schools, and concepts that have shaped Western political philosophy from ancient to modern times.
- **Analyze:** Students will **analyze** key political ideas—such as justice, liberty, equality, and rights—within their historical, social, and philosophical contexts.
- **Evaluate:** Students will **evaluate** the strengths and limitations of different philosophical traditions and their influence on contemporary political thought and practice.
- **Apply:** Students will **apply** theoretical frameworks from Western political philosophy to **interpret and assess** present-day political systems, ideologies, and global issues.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment: Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance : 4 marks
- End Semester Examination (60 Marks):

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**Antiquity**	Plato: Theory of Forms, Philosopher Ruler, Justice Aristotle: Justice, Citizenship, Classification of Government	12	3		15

2	**Interlude**	Renaissance: Meaning, Attributes , Contribution to Political Philosophy Machiavelli: Virtue, Morality and Statecraft, Republicanism	12	3		15
3	**Social Contract Traditions**	Thomas Hobbes: State of Nature, Social Contract, John Locke: Laws of Nature, Social Contract, Property Right Jean Jacque Rousseau: General Will	12	3		15
4	**Liberal and Marxist Traditions**	John Stuart Mill: Utilitarianism and Liberty Marry Wollstonecraft: Women and Rights, Patriarchy Karl Marx: Historical Materialism and Class Struggle	12	3		15

Reading Materials:

- Mukherjee, S., & Ramaswamy, S. (2011). *A history of political thought: Plato to Marx* (2nd ed.), P H Learning

- Gauba, O. P. (2021). *An introduction to political theory*. Macmillan Publishers India

- Das, P. G. (2011). *History of political thought* (4th ed.). New Central Book Agency

- Ramaswamy, S. (2018). *Political theory and Western thought*. Sage Publications India.

- **Nelson, B. R. (2015). *Western political thought: From Socrates to the age of ideology* (2nd ed.). Waveland Press.**

- Varma, S. P. (2010). *Modern political theory*. Vikas Publishing House.

- Mehta, V. R. (1992). *Foundations of political theory: From Plato to Marx*. Manohar Publishers.

- Sabine, G. H., & Thorson, T. L. (2004). *A history of political theory* (Indian edition). Oxford & IBH Publishing.

- Bhargava, R., & Acharya, A. (Eds.). (2008). *Political theory: An introduction*. Pearson Longman India.

- Ray, S. N. (2009). *Modern political theory*. S. Chand Publishing.

- Madan, G. R. (2015). *Western political thought*. Laxmi Publications.

- Basu, D. D. (2015). *Introduction to political theory*. LexisNexis India.

- Chatterjee, S. K. (2014). *Western political thought: From Plato to Burke*. University of Madras Press.

- Sharma, J. P. (2012). *Western political thought*. Atlantic Publishers.

- Haldar, S. N. (2010). *Political theory and political thought*. Kalyani Publishers.

- Kashyap, S. (2019). *Political philosophy: Ideas and thinkers*. National Book Trust.
- Bhattacharya, H. (2020). *Foundations of political thought*. Orient Blackswan.
- Gupta, A. K. (2014). *Great Western political thinkers*. Wisdom Press.
- Chakraborty, A. (2013). *Western political thought: Concepts and applications*. Mittal Publications.
- Singh, M. P., & Saxena, R. (2011). *Political theory: Western and Indian perspectives*. Pearson.

SEMESTER-V

Course Title: Comparative Government and Politics
Course Code: POL-MJ-05014
Total Credits: 4 (Theory: 4 Practical: 0)
Contact Hours: 60 (Lectures 48, Tutorial: 12)
Distribution of Marks: Internal-40 External-60 Total-100

Course Objectives:
- Students will leave this course with the foundational knowledge they need to understand comparative politics.
- Understanding the topic of Political Science is facilitated by studying the many constitutions, each of which has its own history, institutions, and points of divergence.
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Course Outcomes:
- To analyse the importance of different methods of "comparison".
- To understand the different forms of governments.
- To assess the working of institutions.

Teaching-Learning Process:
- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:
- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment: Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks
- End Semester Examination (60 Marks)

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Introduction to Comparative Politics	• Meaning and Nature • Comparative methods. • Traditional and modern approaches to understand comparative politics.	12	3		15
2	Introduction to British constitution.	• History, conventions and features. • Monarchy parliament, PM and the cabinet.	12	3		15
3	Introduction to US constitution	• History and features. • President and the Congress. • Supreme Court and Federalism.	12	3		15
4	Introduction to Swiss constitution	• History and features. • Federal Council and the Federal Assembly. • Swiss Federation and Federal Courts.	12	3		15

Total Contact Hours: 60

Suggested Reading Lists-

1. Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
2. Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
3. Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction.(Eight Edition). London: Palgrave McMillan
4. Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
5. Newson, K. and Deen, Jare W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
6. O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc
7. Bhagwan, Vishnoo and Vidya Bhushan and Vandhana Mohla (2022)World Constitutions: A Comparative Study, Sterling Publishers.
8. Kapoor, A.C. (2010) Select Constitutions, S. Chand.
9. Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Course Title: Indian Political Thought
Course Code: POL-MJ-05024
Total Credits: 4 (Theory: 4 Practical:0)
Contact Hours: 60 (Lecture 48, Tutorial 12)
Distribution of Marks: Internal-40 External-60
Total-100

Course Objectives:
- To introduce the students to the diversity of thinkers in Indian Political tradition
- To enable the students to understand the trajectory of development of Indian Political Thought
- To introduce students to the social context that influenced the formation of such ideas.

Course Outcomes:
- To have a proper understanding of themes and issues in political thought in India.
- Compare and contrast the positions of leading political thinkers of India on issues that are constitutive of modern India.
- Assess the relevance of political thought of India in understanding contemporary India.

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Ancient Political Thought	• Manu: Social Laws • Kautilya: Theory of State	12	3		15
2	Medieval Political Thought	• ZiauddinBarani: (ideal polity) • AbulFazl: Governance and Administration	12	3		15
3	Modern Political Thought	• Raja Rammohan Roy: Reformist ideas • Gandhi: Swaraj, Satyagraha, Critique Of Modern Civilization • Nehru: Socialism, Secularism	12	3		15
4	Caste, Class and Gender	• Ambedkar: Social Justice • Lohia: Socialism • Tagore: Critique of Nationalism • Ramabai: Gender	12	3		15

Suggested Reading List:

V.Mehta, (1992): Foundations of Indian Political Thought, Delhi: Monohar
I. Habib, (1998) 'ZiyaBarni's Vision of the State' in The Medieval History Journal, Vol.2,(1), pp. 19-36

I. Habib, (1998) 'Two Indian Theorist of the State: Barani and AbulFazal', in Proceedings of the Indian History Congress. Patiala, pp.134-156

Sh. Kapila (ed) ; An Intellectual History of India, New Delhi: Cambridge university Press

Th. Panthom and K Deutsch,(eds.) Political Thought in Modern India, New Delhi: Sage

A Parel, (ed), (2002): 'Introduction 'inGandhi, freedom and Self rule, Delhi:Vistaar Publication

Madani, (2005): Composite Nationalism and Islam, New Delhi: Monohar

M. Anees and V. Dixit (eds), (1984) Lohia: Many Faceted Personality, RammanoharLohiaSmarakSmriti

G. Omvedt, (2008) : Seeking Begumpara; The Social Vision of Anti Caste Intellectuals, New Delhi: Navayana

Course Title: United Nations and Global Conflicts
Course Code: POL-MJ-05034
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

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

Course Learning

- To make students learn the importance of the United Nations as an organization.
- To enable students to have a basic understanding of the political processes of the United Nations.
- To make students learn the relevance of the United Nations and its intervention in global conflicts critically.
- To help students identify and analyse the key conflicts that have shaped contemporary global politics.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**The United Nations**	• A historical Overview of the United Nations. • Principals and Objectives • Structures and Functions.	12	3		15
2	**The United Nations in Conflict Resolution.**	• Collective Security during the Cold War. • Peacekeeping, Peace-making, Peace building, Enforcement and responsibility to Protect. • Reforming the UN	12	3		15
3	**Specialized Agencies of the UN: Role and Challenges.**	• United Nations Development Program (UNDP). • United Nations Environment Program (UNEP). • United Nations High Commission for Refugees (UNHCR). • The World Health Organisation (WHO).	12	3		15
4	**Major Global conflicts since the end of the Cold war.**	• The war in Afghanistan. • The war in Iraq. • The war in Ukraine.	12	3		15

Total Contact Hours:60

Suggested Reading lists:

1. Armstrong, D., Lloyd, L., and Redmond, J. (2004) International organisations in world politics. 3rdedn. New York: Palgrave Macmillan, pp. 42–43.
2. Basu, Rumki (2014) United Nations: Structure and Functions of an international organization. New Delhi: Sterling Publishers.
3. Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave, pp. 15–21.
4. Claude, I. (1984) Swords into plowshares: the progress and problems of international organisation. 4thedn. New York: Random House.
5. Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics: an introduction to international relations. 4thedn. Oxford: Oxford University Press, pp. 405–422.
6. Calvocoressi, P. (2001) World Politics: 1945–2000. 3rdedn. Harlow: Pearson Education, pp. 116–124.
7. Dodds, F. (ed.) (1987) The way forward: beyond the agenda 21. London: Earthscan.
8. Ghali, B.B. (1995) An agenda for peace. New York: UN, pp. 5–38. United Nations Department of Public Information. (2008) The United Nations Today. New York: UN.
9. South Asia Human Rights Documentation Centre. (2006) Human rights: an overview. New Delhi: Oxford University Press.
10. Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum, pp. 21–141.
11. Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan, pp. 1–14.
12. Whittaker, D.J. (1997) 'Peacekeeping', in United Nations in the contemporary world. London: Routledge, pp. 45–56.
13. Fawcett, L. (2023) The Iraq War 20 years on: towards a new regional architecture, International Affairs, Volume 99, Issue 2, March, Pages 567–585.https://doi.org/10.1093/ia/iiad002
14. James Ellison, Michael Cox, Jussi M. Hanhimäki, Hope M. Harrison, N. Piers Ludlow, Angela Romano, Kristina Spohr & Vladislav Zubok (2023) The war in Ukraine, Cold War History, 23:1, 121–206.DOI: 10.1080/14682745.2023.2162329
15. Ratten, V. (2023) The Ukraine/Russia conflict: Geopolitical and international business strategies, Thunderbird International Business Review, 65(2), 265–271.https://doi.org/10.1002/tie.22319

SEMESTER-VI

Course Title: Introduction to India's Foreign Policy

Course Code: POL-MJ-06014
Total Credits: 4 (Theory: 4 Practical:0)
Contact Hours: 60 (Lecture 48, Tutorial 12)
Distribution of Marks: Internal-40 External-60
Total-100

Course Objectives:
- To provide the basic knowledge of India's foreign policy.
- To provide an understanding of the dynamic nature of India's foreign policy.
- To give students an outline of the various aspects of foreign policy formulation process in India.

Course Outcomes:
- To enable students to learn about the evolution of India's engagement with the world and foreign policy formulation process in India.
- To familiarize students to the nature of India's evolving relationship with major powers and its neighbours
- To demonstrate the knowledge of multilateral diplomacy of India.

Units	Title	Contents	Lecture	Tutorial	Practical	Total
1	Making of India's Foreign Policy	- Evolution : Nehruvian tradition and India in the New World Order - Determinants: Domestic and External - Policy Formulation Process- Institutional Structure MEA, PMO and Parliament)	12	3	0	15
2	India and Major Powers	- USA - Russia - China	12	3	0	15
3	India's and its neighbours	- Pakistan - Bangladesh - Sri Lanka	12	3	0	15
4	India's Multilateral Diplomacy	- India and the UN - India and International Financial Institutions - India and Climate change	12	3	0	15

Total Contact Hours-60

Suggested Reading Lists:

Appadorai (1982): Domestic Roots of India's Foreign Policy New Delhi (OUP)

J Bandopadhyay (1970): The Making of India's Foreign Policy

S.Cohen (2002): India's Emerging Power , Brooking Institute Press

David M Malone (2018): Does Elephant Dance? New Delhi (OUP)

Course Title : Understanding South Asia
Course Code: POL-MJ-06024
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:
- The course introduces the historical legacies and geopolitics of South Asia as a region.
- It imparts an understanding of political regime types as well as the socioeconomic issues of the region in a comparative framework.
- The course also apprises students of the common challenges and the strategies deployed todeal with them by countries in South Asia.

Course Outcomes:
- To identify geo-political and historical construction of South Asia as a region.
- To analyze the politics and socio-economic issues of the South Asian Region.
- To assess the relevance of regionalism in South Asia and India's position in the region.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Contents	Lecture	Tutorial	Practical	Total
1	**South Asia- Understanding South Asia as a Region**	a. Colonial Legacies b. Geopolitics of South Asia c. Regional cooperation in South Asia d. SAARC & regional politics	12	3	0	15
2	**Politics and Governance in Contemporary South Asia**	a. Nepal: Monarchy and Democracy b. Pakistan: Political Stability and the Role of the Army c. Bangladesh: State of Democracy and Religious Fundamentalism	12	3	0	15
3	**Foreign Policies of Countries of South Asia**	a. Nepal b. Pakistan c. Bangladesh d. Sri Lanka	12	3	0	15
4	**South Asia: Regional Issues and Challenges**	. Human Development in South Asia b. Insurgency and Terrorism c. Refugees and Migration	12	3	0	15

		d. Socio-political movements in south Asia.				

Reading List:

Unit-I
Brass, P. (ed.) (1986)Routledge Handbook of South Asian Politics. London: Routledge, pp.1-2472 I.
Hagerty, D.T. (ed.) (2005) South Asia in World Politics, Oxford: Rowman and Littlefield.
Hewitt, V. (1992) 'Introduction', in The International Politics of South Asia. Manchester: Manchester University Press, pp.1-10.
Muni, S.D. (2003) 'South Asia as a Region', South Asian Journal, 1(1), August-September, pp. 1-6
Muni, S.D. and Jetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) Emerging dimensions of SAARC. New Delhi: Foundation Books, pp. 1-31.
Rizvi, G. (1993) South Asia in a Changing International Order. New Delhi: Sage
Thakur, R. and Wiggin, O.(ed.) (2005) South Asia and the world. New Delhi: Bookwell.

Unit-II
Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) Routledge Handbook of South Asian Politics. London: Routledge, pp. 83-97.Jha, N.K. (2008) 'Domestic Turbulence in Nepal: Origin, Dimensions and India's Policy
Options', in Kukreja, V. and Singh, M.P. (eds.) Democracy, Development and Discontent in South Asia. New Delhi: Sage, pp. 264-281
Kukreja, V. (2003) Contemporary Pakistan. New Delhi: Sage, pp. 75-111 and 112-153.
Kukreja, V. and Singh, M.P. (eds) (2008) Democracy, Development and Discontent in SouthAsia. New Delhi: Sage.
Mendis, D. (ed.) Electoral Processes and Governance in South Asia. New Delhi: Sage, pp.15-52.
Subramanyam, K. (2001) 'Military and Governance in South Asia', in V.A (ed.) Problems of Governance in South Asia. New Delhi: Centre for Policy Research &Konark Publishing House, pp.201-208.

Unit-III
Ali, G. (Ed.). (2022). Pakistan's Foreign Policy: Contemporary Developments and Dynamics (1sted.). Routledge.https://doi.org/10.4324/9781003250920
Basrur, Rajesh M., (2011) 'Foreign Policy Reversal: The Politics of Sri Lanka's Economic Relations with India', in E. Sridharan (ed.), International Relations Theory and South Asia: Security, Political Economy, Domestic Politics, Identities, and Images Vol. 1 (Delhi, 2011; onlineedn, Oxford Academic, 23 Jan.2014), https://doi.org/10.1093/acprof:oso/9780198069652.003.0007.
Dietrich, Simone; Mahmud, Minhaj; Winters, Matthew S. (2017). Foreign Aid, Foreign Policy,and Domestic Government Legitimacy: Experimental Evidence from Bangladesh. The Journal ofPolitics, doi:10.1086/694235
Mainali, R. (2022). Analysing Nepal's Foreign Policy: A Hedging Perspective. Journal of AsianSecurity and International Affairs, 9(2), 301–317. https://doi.org/10.1177/23477970221098491
Pandey, A. (2021) Routledge Handbook on South Asian Foreign Policy, Routledge.
Unit-IV

Haq, Khadija (ed.) (2017) , 'Human Security for South Asia', in Khadija Haq (ed.), EconomicGrowth with Social Justice: Collected Writings of*MahbubulHaq* (Oxford), https://doi.org/10.1093/oso/9780199474684.003.0029

Hoyt, T.D. (2005) 'The War on Terrorism: Implications for South Asia', in Hagerty, D.T. (ed.) South Asia in World Politics. Lanham: Roman and Littlefield Publishers, pp.281-295.

Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Chari, P.R. and Gupta, S. (eds.) Human Security in South Asia: Gender, Energy, Migration and Globalisation. New Delhi: Social Science Press, pp. 124-144

P. R. Chari, Sonika Gupta (2003) Human Security in South Asia: Energy, Gender, Migration,and Globalisation, Berghahn Books.

Phadnis, U. (1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) DomesticConflicts in South Asia : Political, Economic and Ethnic Dimensions. Vol. 2. New Delhi: SouthAsian Publishers, pp.100-119.

Wilson, J. (2003) 'Sri Lanka: Ethnic Strife and the Politics of Space', in Coakley, J. (ed.) TheTerritorial Management of Ethnic Conflict. Oregon: Frank Cass, pp. 173-193.

Course Title: Human Rights: Traditions and Practices

Course Code: POL-MJ-06034
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

- To understand human rights, its origin and debates. It is important for students to know how debates on human rights have taken distinct forms historically and in the contemporary world.
- To impart knowledge on the significant development of human rights starting from European tradition to Cairo Declaration.
- To deal with several issues which violate Human Rights through a comparative study. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.
- To explore challenges on Human Rights and future possibility.

Course Outcomes:

- To understand various dimensions of Human Rights and multiple challenges.
- To make sense of institutional framework as well as theoretical perspectives of human rights.
- To develop critical thinking and the ability to make logical inferences about socio-economic and political issues.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning

- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Contents	Lecture	Tutorial	Practical	Total
1	**Human Rights: Theories and Institutionalization**	a. Growth and Evolution of Human Rights b. Three Generations of Human Rights c. Are Human Rights Universal? Issue of Cultural Relativism. d. Institutionalization: UDHR, ICCPR, ICESCR, Human Rights Council	12	3	0	15
2	**Traditions of Human Rights**	a. European Tradition: European Convention on Human Rights, 1953	12	3	0	15

		b. American Tradition: American Convention of Human Rights, 1969 c. African Tradition: African Charter on Human and Peoples' Rights, 1986 d. Islamic Tradition: Cairo Declaration on Human Rights in Islam, 1990				
3	**Structural Violence and Human Rights**	a. Caste Question: India b. Gender and Domestic Violence: India c. Migration and Refugees: South Asia d. Race: South Africa	12	3	0	15
4	**Contemporary Debates, Issues and Possibilities**	a. Challenges: Market economy & Ecological Crisis b. State Authoritarianism c. Issues: Human Development and Human Security	12	3	0	15

Suggested reading list :

Unit-I

Alison Dundes Renteln, The Concept of Human Rights, Anthropos, Bd. 83, H. 4/6. (1988), pp. 343-364

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

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

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

Jack Donnelly, Cultural Relativism and Universal Human Rights, Human Rights Quarterly.

Jack Donnelly, Human Rights as Natural Rights, Human Rights Quarterly, Vol. 4, No. 3

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

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.

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

Vol. 6, No. 4 (Nov., 1984), pp. 400-419

Yasin, Adil-UI, and Archana Upadhyay, Human Rights Akansha Publishing House, New Delhi, 2004

Unit-II

A guide to the African human rights system: Celebrating 30 years since the entry into force of the African Charter on Human and Peoples' Rights 1986–2017 (2017) Edited by Centre for Human Rights, Faculty of Law, University of Pretoria; South Africa: Pretoria University Press

C. Grabenwarter et al., (2014) European Convention on Human Rights: Commentary, Germany Beck/Hart Publishing

Irfaan Jaffer (2021), Traditional Islamic Ethics: The Concept of Virtue and Its Implications for Contemporary Human Rights, US: Vernon publish

Ludovic Hennebel, Hélène Tigroudja (2021) The American Convention on Human Rights: A Commentary, New York: Oxford University Press

Murray and Evans (eds.) The African Charter on Human and Peoples' Rights: The System in Practice, 1986–2000 (2002)

Thomas M. Antkowiak and Alejandra Gonza (2017) The American Convention on Human Rights: Essential Rights, New York: Oxford University Press

William A. Schabas (2015) The European Convention on Human Rights: A Commentary, United Kingdom: Oxford University Press

Unit-III

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

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

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

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

Singh, U. (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in The State, Democracy and Anti-terror Laws in India, Delhi: Sage Publications, pp.165-219

Unit-IV

Acharya, Amitav "Human Security" in John Baylis, Steve Smith and Patricia Owens (eds) The Globalisation of World Politics (Oxford: Oxford University Press, 2008), pp. 490-505

Caroline Thomas, 'Global Governance, Development and Human Security: Exploring the Links', Third World Quarterly, Vol. 22, No. 2 (Apr., 2001), pp. 159-175

Heike Kuhn et al. Sustainable Development Goals and Human Rights. Germany: Springer Berlin Heidelberg

M. Shamsul Haque, 'Environmental Discourse and Sustainable Development: Linkages and Limitations', Ethics and the Environment, Vol. 5, No. 1 (2000), pp. 3-21

Paul Streeten, 'Human Development: Means and Ends', The Bangladesh Development Studies, Vol. 21, No. 4 (December 1993), pp. 65-76

Roland Paris, 'Human Security: Paradigm Shift or Hot Air?', International Security, Vol. 26, No. 2 (Fall, 2001), pp. 87-102

Stiglitz, Joseph (2002), Globalization and Its Discontents, New York: W.W. Norton & Company

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Course Title: Understanding Gender

Course Code: POL-MJ-06044
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

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Course Objectives: The objective of this course is to impart basic understanding about some of the key concepts in gender studies, apart from their meaning from a feminist and gender perspective.

Course Outcome:

- Students will become conscious about their gendered identity.
- They will have knowledge about different intersections of gender exist in society.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks):Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Contents	Lecture	Tutorial	Practical	Total Hours
Unit 1	Key Concepts	Sex and Gender, Femininity and Masculinity, Patriarchy, , Empowerment, Domestic Violence, Gender equality, Gender Role	12	3		15

Unit 2	Gender in the context of	Family, Workplace, Religion, Language	12	3		15
Unit 3	Women's Studies	Definition, Scope, Women's Studies in India	12	3		15
Unit 4	History of Feminist Movement	Three Waves of Feminism, Feminism in India	12	3		15

Reference Book:

1. Bhasin Kamala (2000) Understanding Gender, New Delhi: Zubaan.
2. Mies, Maria, Indian Women and Patriarchy,(Concept Publishing Company, New Delhi, 1980).
3. Mohanty, Manoranjan, (eds), Class, Caste, Gender,(Sage, New Delhi, 2004).
4. Rajput, Pam & Kaur, Manvinder, "Women's Studies in Higher Education in India: Some Reflections", Samyukta, Vol III, No.1, January 2003.
5. Tazi, Nadia (ed.), Keywords: Gender,(Vistaar Pub, New Delhi, 2004).

SEMESTER-VII

Course Title: Gender, Nation and Politics
Course Code: POL-MJ-07014/POL-MN-07014
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

This course aims to make the students aware of various legal provisions provided for the protection of Indian woman. So this course is expected in acquainting the students with the Indian feminist traditions from ancient times to the present, a tradition which has arisen out of the heterogeneity of Indian experience.

Course Outcome:

- Students will be equipped to understand gender in different contexts.
- Students will get an opportunity to relate gender with diverse socio-political conditions of India.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks): Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Women and Indian Constitution: **	Important acts and articles of Indian constitution	12	3		15
2	Women and Environment: Environmental Movements	Chipko movement, Narmada Bachao Andolan, Eco-Feminism in India: Vandana Shiva and Bina Agarwal,	12	3		15
3	Nation, Caste and Gender	Dalit Feminism,	12	3		15
4	Theories of Feminism	Liberal Feminism, Marxist Feminism, Radical Feminism, Socialist Feminism, and Eco-feminism	12	3		15

** Course instructor (s) will select some major Acts of India in this module

Reference Book:

1. Shiva, Vandana. Staying Alive: Women, Ecology and Development (Kali for Women, 1989)
2. Warren Karen. J Eco-feminism: Women, Culture, Nature (Indiana University Press,1997) Venkateshwara, Sandhya, Environment, Development and the Gender Gap, (Sage Publications, New Delhi, 1995).
3. Merchant, Carolyn Women and Environment (Routledge, 1996)

4. Chakravarti, U. and K. Sangari (Eds.), Myths and Markets, New Delhi, Manohar, 1999.
5. Chakravarti, U. Gendering Caste, Kolkatta, Stree, 2003.
6. Chaudhuri. M. Feminism in India, New Delhi, Women Unlimited, 2005
7. Bandopadhyaya S., Caste, Culture and Hegemony, Sage, New Delhi, 2003.
8. Sangari K. and Vaid S. 1990. Recasting Women: Essays in Indian Colonial History. New Delhi. Kali For Women
9. Chakravarti Uma, 2003,Gendering Caste: Through a Feminist Lens, Kolkatta, Stree Publications.

Course Title: Research Methodology
Course Code: POL-MJ-07024
Total Credits: 4(Theory: 4, Practical: 0)
Contact Hours: 60 (Lecture: 48, Tutorial: 12)
Distribution of Marks: Internal – 40 | External – 60 | Total – 100

Course Objectives:

- To develop an understanding of scientific social research, including its nature, scope, complexities, and limitations in the study of social and political phenomena.
- To train students in research planning and design, focusing on hypothesis formulation, theoretical framework building, sampling, data collection techniques, and data processing.
- To enable students to apply scientific methods in data analysis and interpretation, and understand the reciprocal relationship between theory and research in social sciences.

Course Outcomes:
- Students will gain the ability to design and execute a scientific research project, including identifying a research problem, reviewing literature, framing hypotheses, and planning data collection.
- Students will demonstrate competence in using various data collection and analysis tools, such as observation, questionnaires, interview schedules, frequency counts, and content analysis.
- Students will be able to interpret research findings scientifically, understand causal relationships, evaluate group differences, and recognize the role of
theory in guiding and explaining research outcomes.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning
- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models

- Reference texts,
- Group work, seminar discussions

Evaluation/Assessment:

Internal Assessment (40 Marks): Class Test: 20 Marks

- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance: 4 marks

End Semester Examination (60 Marks):

- Descriptive and Objective written exam covering all four units Detailed Syllabus:

Unit	Titles	Contents	Lecture	Tutorial	Practical	Total
1	Foundations of Scientific Social Research	• Nature and Scope of Scientific Social Research • Application of Scientific Methods in Social Research • Complexities and Limitations of Scientific Approaches • Planning in Research: Role and Importance	12	3	0	15
2	Components of Research Design	• Formulating the Title and Statement of the Problem • Reviewing Literature and Building a Theoretical Framework • Research Questions, Hypothesis and Operational Definitions • Universe of study, Sampling Frame,	12	3	0	15

		Units of Observation and Sample Size				
3	Techniques of Data Collection and Analysis	• Validity, Reliability and Representativeness in Data • Observation, Interviews, Schedules and Questionnaire Methods • Measuring Attitudes and Collecting Qualitative Data • Frequency Counts, Content Analysis and Handling Unstructured Data	12	3	0	15
4	Interpretation, Theory and Research Relationship	• Interpretation of Data • Understanding Group Differences and Misuse of Statistics • Meaning, Characteristics and Types of Social Science Theories • Theory–Research Relationship and Contemporary Theoretical Orientations	12	3	0	15

Total Contact Hours:60

Reading Lists:

Bailey, M. D. (1978). Methods of social research. MacMillan.

Barnes, J. A. (1980). The ethic of inquiry in social science. Oxford.

Blumer, M. (1986). Sociological research methods.Macmillan.

Galtung, J. (1986). Theories and methods of social research. S. Chand & Co. Ltd.

Ghosh, B. N. (1984).Scientific methods & social research. Sterling.

Glazer, M. (1972). The research adventure. Random House.

Goode, W. J., &Hatt, P. K. (1976). Methods in social research. McGraw Hills.

Horowitz, I. L. (Ed.). (1972). The use and abuse of social science. Transaction Books.

Huff, D., &Geis, I. (1954). How to lie with statistics. Norton.

Indian Institute of Advanced Study. (1976). Social science & facial relations – Role of social sciences in contemporary India*
. I. I. A. S.

Kothari ,R & Garg G(2023). Research Methodology : Methods and Techniques. New Age International Publishers.

Labovitz, S., &Hagedorn, R. (1971). Introduction to social research. Mc Grow Hill.

Miller, P. C. C. (1984). A dictionary of social science methods. Routledge Kegan Paul.

Moore, G. (1985). Practice of social enquiry. Peragamon Press.

Moser, C. A. (1985). Survey methods in social investigation. Gower Publications.

Mukherjee, R. (1975). Social indicators. Macmillan.

Kumar , R.(2025). Research Methodology : A Step by Step Guide for Beginners. Pearson.

Russel, B. D. (1938). A new social analysis.Aliea and Unwin; Barnes and Noble.

Russel, B. M., et al. (1964). Hand book of political and social indicators. Yale University Press.

Sadhu, S. (1985). Research methodology in social science. Himalaya Pub. House.

Sayer, A. (1984). Method in social sciences: A readist approach. Hutchinson.

Varma, S. P. (1975). Modern political theory. Vikas Publishing House Pvt. Ltd.

Wilkinson, T. S. (1984). Methodology and techniques of social research. Himalaya Publishing House.

SEMESTER-VIII

Course Title: Local Government in India
Course Code: POL-MJ-08014
Total Credits: 4 (Theory: 4 Practical: 0)
Contact Hours: 60 (Lectures 48, Tutorial: 12)
Distribution of Marks: Internal-40 External-60 Total-100

Course Objectives

- **To provide a comprehensive understanding of the evolution, structure, and functions of local government institutions in India**, with special reference to the 73rd and 74th Constitutional Amendments.
- **To analyse the role of Panchayati Raj Institutions and Urban Local Bodies** in promoting grassroots democracy, decentralisation, and participatory governance.
- **To examine the administrative, financial, and political challenges** affecting the performance of local bodies and their interface with state and central governments.
- **To develop critical insights into contemporary issues and reforms** related to local governance—such as e-governance, gender inclusion, social justice, and local-level development planning.

Course Outcomes

After completing this course, students will be able to:

- **Demonstrate substantive knowledge of the constitutional, legal, and institutional framework** governing rural and urban local governance in India.
- **Critically assess the functioning of Panchayats and Municipalities**, including their administrative capacities, fiscal powers, and democratic accountability mechanisms.
- **Evaluate the role of local governments in development planning, service delivery, and social empowerment**, especially for marginalized groups.
- **Apply theoretical and practical perspectives** to analyze emerging debates, policy reforms, and innovative practices in decentralized governance in India.

Teaching-Learning Process:

- Interactive lectures and discussions
- Group presentations and peer learning

- Assignments and project-based learning

Teaching Learning Tools:

- ICT (presentations, videos, e-resources)
- Whiteboard, charts, models
- Reference texts, handouts
- Group work, seminar discussions

Evaluation/Assessment: Internal Assessment (40 Marks):

- Class Test: 20 Marks
- Assignment/Project: 10 Marks
- Seminar/Presentation: 6 Marks
- Attendance : 4 marks
- End Semester Examination (60 Marks):

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	**Understanding Local Government**	a. Meaning and Nature of Local Government b. Evolution of Local Government c. Significance of Local Government	12	3		15
2	**Constitutional Background of Local Government**	a. 73rd Amendment Act b. 74th Amendment Act c. 11th and 12th Schedule of Indian Constitution	12	3		15
3	**Institutional Structure of Local Government**	a. Village Panchayat, Anchalik Panchayat, Zila Parishad b. Nagar Panchayat, Municipal Council, Municipal Corporation c. Gram Sabha	12	3		15
4	**Local Governments Finance**	a. Devolution of funds to Panchayati Raj Institutions b. Financial Practices of	12	3		15

		Municipalities c. Social Audit				

Reading Material

- Arora, R. K., & Goyal, R. (2018). *Indian public administration: Institutions and issues* (3rd ed.). New Age International.
- Basu, D. D. (2015). *Introduction to the Constitution of India* (22nd ed.). LexisNexis.
- Bhattacharya, M. (2016). *Local government in India: Policy and practice*. Pearson.
- Bhatnagar, S. (2014). *Decentralisation in India: Challenges and prospects*. Orient Blackswan.
- Chaubey, P. K. (Ed.). (2017). *Rural development and Panchayati Raj*. Deep & Deep Publications.
- Cheema, G. S., & Rondinelli, D. A. (Eds.). (2007). *Decentralizing governance: Emerging concepts and practices*. Brookings Institution Press.

- Choudhary, P. (2012). *Municipal administration in India: From pre-Independence to post-73rd amendment*. Sage.
- Das, P. K. (2013). *Urban governance in India: Emerging issues*. Rawat Publications.
- Datta, A. (1992). *Municipal government and urban development*. Uppal Publishing House.
- Ghosh, A. (2014). *Urban local governance in India: Decentralisation and beyond*. Springer.
- Government of India. (2018). *Report of the Panchayati Raj Committee*. Ministry of Panchayati Raj.
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Course Title: Dissertation
Course Code: POL-MJ-O8O28
Total Credits: 08 (Theory: 0, Practical: 08)
Contact Hours: 120 (Lecture: 0, Practical: 120)
Distribution of Marks: Internal –80 | External –120 | Total – 200

Course outcomes:

After completing this course, the learner will be able to:

- Identify key issues and researchable problems in the field of Political Science
- Explain relevant theoretical frameworks and concepts based on a review of literature.
- Apply appropriate research methods and tools to investigate the selected problem.
- Demonstrate the use of academic writing and referencing styles effectively in the preparation of the dissertation.
- Analyze data systematically to derive meaningful patterns and insights.
- Evaluate the relevance and accuracy of research findings in the context of existing studies.
- Formulate a coherent research design and structure for the dissertation.
- Construct a well-argued and evidence-based research report.
- Present research findings clearly through oral and/or visual modes of communication.
- Practice adherence to ethical standards in conducting and reporting educational research.

Unit	Title	Content	Lecture	Tutorial	Practical	Total
1	Orientation & Topic Selection	Structured orientation on academic research principles and methodologies. Consultation with faculty to identify researchable issues in education. Topic relevance, feasibility, and alignment with academic discourse.	0	0	24	24

2	Research Proposal & Approval	Preparation of comprehensive research proposal. Presentation before Departmental Research Committee for feedback and formal approval. Formal assignment of Research Supervisor/Mentor	0	0	24	24
3	Research Phase	Systematic research under supervisor guidance. Regular academic engagement with supervisor. Monthly progress report submissions. Data collection and preliminary analysis.	0	0	24	24
4	Dissertation Writing	Formal academic writing adhering to prescribed structure and formatting guidelines. Upholding ethical standards, originality and plagiarism avoidance. Preparation of plagiarism verification report.	0	0	24	24
5	Evaluation & Viva Voce	Final dissertation submission. Internal assessment of research process and draft. External evaluation of dissertation. Viva voce examination before panel of internal and external evaluators.	0	0	24	24

Procedure:

For dissertation, a topic related to issues in Political Science be assigned to each student, to be completed within a semester under the guidance and supervision of a mentor teacher. The dissertation will be evaluated by both internal and external examiners. The performance of each student in research-based activities leading to the dissertation in the eighth semester shall be assessed internally and externally, with a total of 200 marks. The procedure shall be carried out in the following structured phases:

1. Orientation: At the commencement of the semester, students shall undergo a structured orientation designed to acquaint them with the fundamental principles and methodologies of academic research.

2. Topic Selection: Students will engage in consultations with faculty members to identify a researchable issue within the field of education. The topic must be relevant, feasible, and aligned with current academic discourse.

3. Topic Approval: Each student will be formally assigned a dissertation topic upon approval by the Departmental Research Committee. A faculty member will be appointed as the Research Supervisor/Mentor to provide consistent academic guidance throughout the research process.

4. Research Proposal: Students are required to prepare a comprehensive research proposal. The proposal shall be presented before the Departmental Research Committee for critical feedback and formal approval.

5. Research Phase: Upon approval of the proposal, students will undertake systematic research under the continuous supervision of their designated mentor. Regular academic engagement with the supervisor is mandatory, and students must submit monthly progress reports documenting the advancement of their research.

6. Dissertation Writing: The dissertation must be written in a formal academic style, conforming to the prescribed structure and formatting guidelines. Ethical standards must be upheld, particularly with respect to originality and plagiarism, and students are required to submit a plagiarism verification report.

Evaluation Criteria:

1. Internal Evaluation (80 Marks): The internal assessment shall be conducted by faculty members based on the following components:

   - Quality and presentation of the research proposal

- Consistency and quality of interaction with the supervisor
- Timeliness and thoroughness of progress report submissions

- Rigour of data collection and preliminary analysis

- Submission of the dissertation draft and performance in the internal viva voce

2. External Evaluation (120 Marks): The final evaluation will be carried out by an external examiner and will include:

- Critical assessment of the submitted dissertation

- Viva voce examination wherein the candidate must defend their research before a panel comprising internal and external evaluators

- The evaluation will consider the clarity and significance of the research problem, methodological soundness, originality, coherence of arguments, data interpretation, and the effectiveness of oral communication during the viva.