

INTRODUCTION TO POLITICAL SCIENCE

Course Details			
Course Title: Introduction to Political Science			
Course Code	PSC51MJ00104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (I)	Contact Hours	40
Course Type	Major Course (Discipline Based Core Course)/Minor Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Knowledge System/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ The primary objective of this course is to provide the students with a comprehensive understanding of the foundational ideas and concepts of Political Science.
- ❖ The course aims to explore the intricacies of politics, differentiate between politics and Political Science as a discipline, and foster an understanding of the diverse ideologies shaping the global political landscape.

Learning Outcomes

After completion of the course, the student will be able to:

- ❖ Demonstrate a solid understanding of the foundational ideas and key concepts in Political Science
- ❖ Identify and analyze the core principles that form the basis of political thought (Principles of Political Thought)
- ❖ Explore and comprehend diverse political ideologies that influence global political landscapes (Ideological Awareness)
- ❖ Recognize the importance of studying Political Science for gaining insights into societal governance (Importance of Political Science).
- ❖ Understand the relevance of Political Science in addressing contemporary global challenges (Contemporary Relevance)

COURSE OUTLINE

UNIT I: Significance of Studying Political Science **(25 % Weightage)**

- Evolution of the discipline
- Highlighting the importance of studying political science
- Connecting the academic study of politics to its real-world implications.

UNIT II: What is Politics? **(25 % Weightage)**

- Defining politics and its inherent nature.
- Theoretical approaches to understanding the ‘political.’
- Normative and Empirical Approaches

UNIT III: Different Traditions in Political Science **(25 % Weightage)**

- Comparative analysis of liberal, Marxist, Socialist, Anarchist and Conservatism
- Contemporary Traditions: Communitarian, Feminist and Environmentalist traditions.
- Identifying key principles and ideologies within each tradition.

UNIT IV: The Concept of State & Sovereignty **(25 % Weightage)**

- Definition and characteristics of the state.
- Theories explaining the origin and evolution of the state.
- State and civil society.
- Examination of different interpretations of sovereignty
- Analyzing contemporary challenges to state sovereignty

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Significance of Studying Political Science

	<p>Evolution of the discipline</p> <p>Highlighting the importance of studying political science</p> <p>Connecting the academic study of politics to its real-world implications.</p>
12-22	UNIT II: What is Politics?
	<p>Defining politics and its inherent nature.</p> <p>Theoretical approaches to understanding the ‘political.’</p> <p>Normative and Empirical Approaches</p>
23-33	UNIT III: Different Traditions in Political Science
	<p>Comparative analysis of liberal, Marxist, Socialist, Anarchist and Conservatism</p> <p>Contemporary Traditions: Communitarian, Feminist and Environmentalist traditions.</p> <p>Identifying key principles and ideologies within each tradition.</p>
34-44	UNIT IV: : State: The Concept of State and Different Theories of Origin of State
	<p>Definition and characteristics of the state.</p> <p>Theories explaining the origin and evolution of the state.</p> <p>State and civil society.</p> <p>Examination of different interpretations of sovereignty</p> <p>Analyzing contemporary challenges to state sovereignty</p>
45	Sum-up
<i>15 Hours</i>	<i>Tutorials</i>
<p>Suggested References:</p> <ul style="list-style-type: none"> • Appadorai, A. (2013). <i>The substance of politics</i>. New Delhi: Oxford University Press. • Asirvatham, E. and Misra, K.K. (2012). <i>Political Theory</i>. New Delhi: S. Chand and Company Ltd. • Bhargava, R. (2008). What is political theory?. In Bhargava, R. and Acharya, A. (Eds.). <i>Political theory: An introduction</i>. New Delhi: Pearson Longman, • Berlin, I. (1969). Two concepts of liberty. In Berlin, I. <i>Four essays on liberty</i>, 118-72. London: Oxford University Press. • Carter, I. (2003). Liberty, 4-15. In Bellamy, Richard and Mason, A. (Eds.). <i>Political concepts</i>. Manchester: Manchester University Press. • Chapman, J. (1995). The Feminist Perspective, 94-114. In Marsh, D. And Stoker, G. (Eds.). <i>Theory and methods in political science</i>. London: Macmillan. • Heywood, A. (1992). <i>Political ideologies</i>. Basingstoke: Macmillan 	

- Farrelly, Colin. (2004). *An introduction to contemporary political theory*. London: Sage.
- Farrelly, Colin. (Ed.) (2004). *Contemporary political theory: a reader*. London: Sage.
- Dworkin, Ronald. (1981). What is equality? Part I: equality of welfare'; Part II: Equality of resources. *Philosophy and Public Affairs*, 10.
- Gauba, O.P. (5e) (2012). *An Introduction to political theory*. Delhi: Mc Millan Publisher India Ltd.
- Gaus, Gerald F. and Chandran, K. (2004). *Handbook of political theory*. Sage: London.
- Held, D. (1989). *Models of democracy*. Polity, Cambridge. .
- Laski, H. J. (1948). *A grammar of politics*. London: Allen and Unwin.
- Marsh, D. & Stoker, G. (Eds.) (2010). *Theory and methods in political science*. London: Palgrave Macmillan
- Mckinnon, Catriona. (2008). Introduction. In Mckinnon, Catriona (Ed.). *Issues in Political Theory*. New York: Oxford University Press.

ENVIRONMENT AND POLITICS

Course Details			
Course Title: Environment and Politics			
Course Code	PSC51MD00203	Credits	3
L + T + P (Flexible)	2.25+0.75	Course Duration	One Semester
Semester	Odd (I)	Contact Hours	30 (L+T)
Course Type	Multidisciplinary		
Nature of Course	Theory & Practical		
Special Category of the Course (if any)	Multidisciplinary		
Methods of Content Interaction	Lecture, Tutorials, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- To acquaint the students with basic concepts of environment governance
- To help students comprehend the global environmental politics and its implications
- To acquaint the students with the major tenets of environmental movements

Learning Outcomes

After completion of the course, the students will be able to

- Develop an understanding of the environmental issues
- Should be able to understand environmental governance

COURSE OUTLINE

Unit I: Environment: Concepts, Issues and Perspectives (50 % Weightage)

- Concepts: Man-Nature relationship, Eco-systems
- Perspectives: Environmentalism, Ecofeminism

- Issues: Sustainable Development, Green Governance

Unit II. Global Environmental Politics: Debates (25 % Weightage)

- Global Warming
- Climate Change
- Conservation

Unit III. Case Studies: Environmental Movements in India (25 % Weightage)

- Chipko Movement
- Appiko Movement
- Silent Valley Movement
- Narmada Bachao Andolan

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-16	Unit I: Environment: Concept, Issues and Perspectives
	Concepts: Man-Nature relationship, Eco-systems
	Perspectives: Environmentalism, Ecofeminism
	Issues: Sustainable Development, Green Governance
16-23	Unit II: Global Environment Politics
	Global Warming
	Climate Change
	Conservation
23-33	Unit III: Environment Movement in India
	Chipko Movement
	Appiko Movement
	Silent Valley Movement
	Narmada Bachao Andolan
Suggested References:	
Heywood, A. (2011). Global environmental issues,383-411. In Hwywood, A.. <i>Global</i>	

politics, London: Palgrave.

Agarwal, B. (2013). *Gender and green governance*. Oxford: Oxford University Press.

Guha, R. (1999). *Environmentalism: A global history*. Longman Publishers.

Redclift, et. al. (2015). *International handbook of sustainable development*. Routledge

Guha, R. and Martinez, A. J. (1998). *Varieties of environmentalism*. New York: Oxford University Press.

Guha, R. and Gadgil, M. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Delhi: Routledge.

Evans, J.P. (2012). *Environmental governance*. Routledge.

Volger, J. (2011). Environmental issues, 348-362. In Baylis, J., Smith S. and Owens, P. (Eds.). *Globalization of world politics*. New York: Oxford University Press.

Carter, N. (2007). *The politics of environment: ideas, activism, policy*, 2e, 131-81. Cambridge: Cambridge University Press.

DESCRIPTIVE DATA ANALYSIS

Course Details			
Course Title: Descriptive Data Analysis			
Course Code	PSC51SE00303	Credits	2
L + T + P	2.25+ 0.75 + 0	Course Duration	One Semester
Semester	Odd (I)	Contact Hours	33 (L)+12 (T)
Course Type	Skill Enhancement Course		
Nature of Course	Theory & Practical		
Special Category of the Course (if any)	Skill/Use of Technology		
Methods of Content Interaction	Lecture, Tutorials, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge of descriptive statistics
- ❖ To help students learn use of Microsoft Excel in quantitative data analysis and visualization

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Understand important descriptive statistical methods and their application for social science research
- ❖ Apply Microsoft Excel in quantitative data analysis

COURSE OUTLINE

Unit I: Descriptive Statistics (40 % Weightage)

- Descriptive Statistics
- Central Tendencies and their uses
- Diagrammatic representation of statistical data

Unit II: Use and Applications of Microsoft Excel (35% Weightage)

- Getting Started with Excel
- Entering Data
- Formulae, Functioning and Formatting

(25% Weightage)

- Adjusting
- Charts

UNIT III: Use of other Data Analysis Software

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-14	Unit I: Descriptive Statistics
1-4	Descriptive Statistics
5-9	Central Tendencies and their uses
10-14	Diagrammatic Representation of Statistical Data
15-27	Unit II: Use and Applications of Microsoft Excel
15-16	Getting Started with Excel
17-19	Entering Data
20-22	Formulae, Functioning and Formatting
23-24	Adjusting

25-26	Charts
27-33	UNIT III: Use of other Data Analysis Software
<i>7 Hours</i>	<i>Tutorials</i>
<p>Suggested References:</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Garrett, Henry E. (2018). Statistics in psychology and education. New Delhi: Paragon International • Wayne, Winston L. Microsoft excel 2019: data analysis & business model. PHI • Wright, Nora E. (2021). Excel 2021: Everything you need to know about Excel to go from beginner to expert. 	

GANDHIAN PHILOSOPHY AND CONTEMPORARY POLITICS

Course Details			
Course Title: Gandhian Philosophy and Contemporary Politics			
Course Code	PSC51VA00402	Credits	2
L + T + S (flexible)	1.5 + .50	Course Duration	One Semester
Semester	Odd (I)	Contact Hours	23 (L) + 7 (T+S) Hours
Course Type	Value Added Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual assignments (as required); Individual Biographies/Autobiographies, Workshops and seminar presentations (depending on time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Description and Objectives

This course is an intellectual and academic inquiry into the various theoretical interventions of Gandhi as an activist-actionist political philosopher. The course seeks to explain Gandhian thought, and its location in contemporary Indian and global politics along with its relevance.

Learning Outcomes

Generic skills

Students shall be introduced to select illustrations of Gandhian influence up to the contemporary period and enable them to critically evaluate his legacy.

Course-specific learning outcomes

Students shall be exposed to the Gandhian critique of inter-civilisational dialogue, ethics, modernity and state-centric political theories.

Course-specific skills

Creative transformational techniques of conflict-resolution and sustainable peace through Gandhian methods of ahimsa and satyagraha.

COURSE OUTLINE

1. Ethics, Morals and Modernity (50 % Weightage)

A. Cultural Interface and Realisation of Ethical and Moral Values in Gandhi

Instances: Gandhi's life in London and South Africa

B. Understanding Nation and Civilisation: Indian and Western

Case Study: India as a Cultural and Civilisational Entity

2. Gandhian Philosophy and Action (50 % Weightage)

A. Satyagrah, Swaraj and Swadeshi

Cases: Peasant Satyagrah, World Pandemic (COVID-19)

Tentative Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour Each)	Unit/Topic/Sub-Topic
1-12	Unit I
13-23	Unit II
Suggested References: <ul style="list-style-type: none">• D. Hardiman. (2003). <i>Gandhi in his time and ours</i>. New Delhi: Oxford University Press, 2003.• Anand, Y.P. (2006). <i>Mahatma Gandhi and satyagraha: A compendium</i>. New Delhi: National Gandhi Museum.• Bondurant, Joan Valérie. (1988). <i>Conquest of violence: The Gandhian philosophy of conflict</i>. USA: Princeton University Press.• Chakrabarty, Bidyut and Rajendra Pandey. (2009). <i>Indian political thought: Text and context</i>. New Delhi: Sage Publications.• Dalton, Dennis. (2001). <i>Mahatma Gandhi: Nonviolent power in action</i>. Columbia:	

Columbia University Press.

- Gandhi, M.K.. (2006). *Hind swaraj*. Ahmedabad: Navajivan Publishing House.
- Parekh, Bhikhu. (1989). *Gandhi's political philosophy: A critical examination*. Basingstoke: Macmillan.
- Gandhi, M.K. (1927). *My experiments with truth*. Ahmadabad: Navjeevan Publishing House.
- Kumar, Praveen. (2017). Re-visiting Gandhian Non-Cooperation Strategy. In Vinodan, C. (Ed.). *Good governance and development challenges in India*. New Delhi: New Century Publications.

Additional Readings:

- Gandhi, M.K.. (1948). *Non-violence in peace and war*. Ahmedabad: Navjeevan.
- Mehta, V.R. and Pantham, T. (Eds.). (2006). *A Thematic Introduction to political ideas in modern India: Thematic explorations, history of science, philosophy and culture in Indian civilization,* ' 10 (7). New Delhi: Sage Publications.
- Mukherjee, Subrata and Ramaswamy, S. (1999). *Facets of Mahatma Gandhi: Non-violence and Satyagraha*, 1. New Delhi: Deep and Deep Publications.
- Bose, A. (1987). *Dimensions of peace and non-violence: The Gandhian perspectives*.
- Galtung, J. (1996). *Peace by peaceful means*. New Delhi: Sage Publication.
- Juergensmeyer, M. (2003). *Gandhi's way: A handbook of conflict resolution*. New Delhi: Oxford University Press.
- Weber, T. (1991). *Conflict resolution and Gandhian ethics*. New Delhi: Gandhi Peace Foundation.
- Parel, Anthony J. (Ed.). (2002). *Gandhi, freedom and self-rule*. Delhi: Vistaar Publication.
- Kumar, Praveen. (2022). Gandhian Thought for India's Development Economy and COVID Issues. In *GNLU Journal of Development and Politics*, 12

INTERNATIONAL RELATIONS AND WORLD HISTORY

Course Details			
Course Title: International Relations and World History			
Course Code	PSC52MJ00504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (II)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major Course (Discipline Based Core Course)/Minor Course		
Nature of Course	Theory		
Special Category of the Course (if any)	--		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- This course is to help undergraduate students to learn fundamental aspects of world history and its impact on policymaking.
- To focus on fundamental debates, basic concepts and events in the area of International Relations.
- To familiarize the students with the empirical and historical components and issues of International Relations.

- To help students develop skills of critical analysis in the field of international politics.

Learning Outcomes

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

- Understand the history of and issues in International Relations/ Politics.
- Understand and analyse issues/debates pertaining to International Relations/Politics
- Correlate theories of international relations with the process of foreign policymaking
- Appreciate India's national interests in the changing global political scenario

COURSE OUTLINE

Unit: 1	Introduction to the course	(Weightage 25%)
	<ul style="list-style-type: none"> ▪ General Introduction about the dynamics of International Relations ▪ International Relations Vs International Politics ▪ Actors in International Relations ▪ Evolution of International Relations as an Academic Discipline ▪ Basic Concept of International Relations 	
Unit: 2	Historical Perspectives of International Relations	(Weightage 25%)
	<ul style="list-style-type: none"> ▪ Causes and Consequences of WWI ▪ Russian Revolution ▪ Emergence of Nazism and Fascism ▪ Causes and Consequences of WWII 	
Unit: 3	From Cold War to End of Cold War	(Weightage 30%)
	<ul style="list-style-type: none"> ▪ Cold War ▪ Détente ▪ Neo Cold War ▪ End of Cold War 	
Unit: 4	Post-Cold War and Beyond	(Weightage 20%)
	<ul style="list-style-type: none"> • Post-Cold War • 9/11 • Economic Meltdown • Impact of Covid-19 Pandemic 	

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-9	<ul style="list-style-type: none"> • General Introduction about the dynamics of International Relations • International Relations Vs International Politics • Actors in International Relations • Evolution of International Relations as an Academic Discipline • Basic Concept of International Relations
Unit-II	10-20	<ul style="list-style-type: none"> • Causes and Consequences of WWI • Russian Revolution • Emergence of Nazism and Fascism • Causes and Consequences of WWII
Unit- III	21-35	<ul style="list-style-type: none"> • Cold War • Détente • Neo Cold War • End of Cold War
Unit- IV	36-45	<ul style="list-style-type: none"> • Post-Cold War • 9/11 • Economic Meltdown • Impact of Covid-19 Pandemic
Tutorials	15 Hours	

Essential Readings

- Baylis, John and Smith, Steve (Eds.) (2005), *The Globalization of world politics: An introduction to international relations*. (3rd ed.), Oxford: Oxford University Press.
- Goldstein, J. and Pevehouse, J. (2007). *International relations*. New York: Pearson Longman.
- Goldstein, Joshua S. and Pevehouse, Jon C. (2009), *principles of international relations*. Longman.
- Hobsbawm, E. (1995). *Age of extremes: The short twentieth century 1914-1991*. Vikings.
- Carr, E.H. (1946). *The twenty years' crisis, 1919-1939: An introduction to the study of international relations*. New York: Harper & Row (chaps. 1, 4-6).

GENDER AND POLITICS IN INDIA

Course Details			
Course Title: Gender and Politics in India			
Course Code		Credits	3
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (II)	Contact Hours	23 (L) + 7 (T) Hours
Course Type	Value Enhancement Course		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/ Gender Sensitization/ Value education		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ To explain the key concepts and themes in the study of gender and politics
- ❖ To give an understanding to the students of the idea of women as active participants in politics and national development
- ❖ To propagate gender sensitization and its influence on Indian Political System

Learning outcomes

After completion of the course, the students should be able to:

- ❖ Understand and evaluate the role of gender in Indian Politics.
- ❖ Understand the various issues on gender and development

COURSE OUTLINE

Unit I: Gender and Politics

(37 % Weightage)

- Women and equality
- Political Participation
- Women Leadership

- Reservation and PRIs
- Violence and War

Unit II: Gender and Development

(33 % Weightage)

- Women and Labour- Sexual Division of Labour, Feminisation of Labour
- Women and Environment: Debates & Lessons from India
- Women entrepreneurship and access to resources
- Property Rights and Personal Laws

Unit III: Women Movement-Issues and Debates

(30 % Weightage)

- Feminist movement: Global perspective
- Women’s Movement in Contemporary India (1970s to present)
- Social Reform Movements and history of Women’s struggle in India
- Cases from India

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-13	Unit I: Gender and Politics
1-3	Women and equality
3-6	Political Participation
7-9	Women leadership
10-11	Women Reservation and PRIs
12-13	Violence and War
14-22	Unit II: Gender and Development
14-16	Women and Labour- Sexual Division of Labour, Feminisation of Labour
17-18	Women and Environment: Debates & Lessons from India
19-20	Women entrepreneurship and access to resources
21-22	Property Rights and Personal Laws
23-33	Unit III: Women Movement-Issues and Debates
23-25	Feminist movement: Global perspective

26-28	Women's Movement in Contemporary India (1970s to present)
29-31	Social Reform Movements and history of Women's struggle in India
32-33	Cases from India
	<i>Tutorials</i>

Suggested References

- Basu, A. (2011). Gender and politics. In Jayal, N.G and Mehta, P.B (ed.) (2011). *The oxford companion to politics in India: student edition*. New Delhi: OUP.
- Banerjee, Nirmala. (1999). Analysing women's work under patriarchy. In Sangari, K. & Chakravarty, U. (Eds.). *From myths to markets: Essays on gender*. Delhi: Manohar.
- Chaudhuri, Maiyartree. (2003). Gender in the making of the Indian nation state. In Rege, S. (Ed.) *The sociology of gender: The challenge of feminist sociological knowledge*. New Delhi: Sage.
- Desai, N. & Thakkar, U. (2001). *Women in Indian society*. New Delhi: National Book Trust
- John, Mary E. (Ed.) (2008). *Women's studies in India: a reader*. New Delhi: Penguin.
- Forbes, Geraldine (1998). *Women in modern India*. Cambridge: Cambridge University Press.
- Funk, N. & Mueller, M. (1993). *Gender, politics and post-communism*. New York and London: Routledge.
- Gandhi, Nandita & Shah, Nandita. (1991). *The issues at stake – theory and practice in contemporary women's movement in India*. Delhi: Zubaan.
- Geetha, V. (2002). *Gender*. Calcutta: Stree.
- Geetha, V. (2007). *Patriarchy*. Calcutta: Stree.
- Htun, Mala. (2005). What it means to study gender and the state. *Politics & Gender*, 1, 1: 157-166
- Jayawardene, K. (1986). *Feminism and nationalism in the third world*, 1-24, 71-108 & Conclusion. London: Zed Books.
- Korpi, Walter. (2000). Faces of inequality: Gender, class, and patterns of inequalities in different types of welfare states. *Social Politics: International Studies*. In *Gender, State & Society*, 7 (2), 127-191.
- Maxine Molyneux and Shahra Razavi. (2002). *Gender, justice, development and rights*. Oxford: Oxford University Press.
- M. John, (2007). Women in Power? Gender, Caste and Politics of Local Urban Governance. *Economic and Political Weekly*, 42(39), 3986-3993.
- M. John, (2011). The Politics of Quotas and the Women's Reservation Bill in India. In Tsujimura, M. and Steele J. (Eds.) *Gender equality in Asia*, 169-195. Japan: Tohoku University Press, pp. 169-195.
- Mona Lena Krook and Sarah Childs, Eds. (2010). *Women, gender and politics: A reader*. New York: Oxford University Press.

- Nivedita Menon. (1999). *Gender and politics*. Delhi: Oxford University Press.
- Paxton, P. and Hughes, Melanie M. (2017). *Women, politics, and power: A global perspective*. Los Angeles: Sage.
- Ramaswamy, S. (2018), *Women in political thought: the quest for gender equality and beyond*, 128-178. New Delhi: Orient Black Swan.
- Richardson, D. (2008). Conceptualizing Gender' in Richardson, D. and Robinson, V. (Eds.) (2008). *Introducing gender and women's studies* (3e). New York: Palgrave Macmillan.
- Chakravarti. U. (2003). Caste and gender in contemporary India. In *Gendering caste through a feminist lens*, 139-317. Calcutta: Stree.

POLITICAL COMMUNICATION SKILLS

Course Details			
Course Title: Political Communication Skills			
Course Code	PSC52SE00703	Credits	3
L + S+T (flexible)	2.25+0.75	Course Duration	One Semester
Semester	Even (II)	Contact Hours	33 (L) + 12 (S+T) Hours
Course Type	Skill Enhancement Course		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Skill-based course		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, role playing group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description and Objectives

The course shall impart theoretical and practical training in speaking, writing and debate on issues of political relevance, including contemporary political developments to the students of the discipline. The course can also be utilised by students across other disciplines social science. The learning shall help the students to face the job market with confidence. The course shall be imparted in such a manner as to promote moral and ethical values in the students.

Learning Outcomes

Generic skills:

- On successful completion, the learners would develop independent and critical thinking and analytical ability.
- The learners shall develop a general ability to communicate their ideas effectively in written and oral form.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the effective way to use concepts in the discipline and communicate the same meaningfully to a target audience.

Course-specific skills:

- On successful completion of the course, the learners are expected to have gained the ability to know the finesse of political issues.

COURSE OUTLINE

UNIT I: Political Communication (20 % Weightage)

- Political Communication: Theoretical and Practical Dimensions
- Identifying issues of relevance in contemporary Indian and World politics

UNIT II: Understanding and Communication Political Issues (40% Weightage)

- Learning methods in Political Science
 - Learning resources
 - Learning communication skills and effectiveness of communication
- Practice Sessions

UNIT III: Means and Methods (40% Weightage)

- Role of ICT
 - Motivation and Critical Thinking
 - Role Play in Political Communication
 - Winning Audiences
- Practice Sessions

Tentative Content Interaction Plan:

Lecture cum Discussion(Each session of One Hour Each)	Unit/Topic/Sub-Topic
1-8	Unit I
9-21	Unit II
22-33	Unit III
Suggested References: <ul style="list-style-type: none">• McNair, B. (2003). <i>An Introduction to political communication</i>. United Kingdom: Routledge.• Chattopadhyay, P., and Sisodia, Yatindra S. (Eds.),(2022). <i>Political communication in contemporary India: Locating democracy and governance</i>. India: Taylor & Francis.• Reinemann, C. (Ed.), (2014). <i>Political communication</i>. Germany: De Gruyter.• Perloff, Richard M. (2013). <i>The dynamics of political communication: Media and politics in a digital age</i>. United States: Taylor & Francis.• Callan, T., Harrison, L. (2013). <i>Key research concepts in politics and international relations</i>. United Kingdom: SAGE Publications.• Mingst, Karen A. and Mori, Katsuhiko. (2019). <i>Teaching international affairs with cases</i>. NY: Routledge.• Gonick, Lev S. and Weisband, E . (2019). <i>Teaching world politics: Contending pedagogies for a new world order</i>. NY: Routledge.• Ishiyama, John, et al. (Eds.) (2015). <i>Handbook on teaching and learning in political science and international relations</i>. Cheltenham: Edgar Publishing.• Feldman, O. (Ed.). (2021). <i>When politicians talk: the cultural dynamics of public speaking</i>. Singapore: Springer Singapore.• Patil, Sailesh. (2020). <i>Handbook on public speaking, presentation & communication skills: principles & practices to create high impact presentations & meaningful conversations</i>. Chennai: Notion Press.• Connolly, A. (2018). <i>Public speaking skills for dummies</i>. United Kingdom: Wiley.• Chase, A. (2016). <i>5 proven methods for improving public speaking skills</i>. CreateSpace Independent Publishing Platform.	

- Schmidt, D. E. (2019). *Writing in political science: a practical guide*. United Kingdom: Taylor & Francis.
- Garrison, S. M., Scott, G. M. (2012). *The political science student writer's manual*. Netherlands: Pearson Longman.
- Kumar, D. (2021). *101 lessons to be a damn good speaker!*. New Delhi: Prabhat Prakashan.
- Clement, F. and Walsh, Sean ,N (Eds.). (2016). *Interpretation in political theory*. United Kingdom: Taylor & Francis.

CIVIC AND CONSTITUTIONAL VALUES

Course Details			
Course Title: Civic and Constitutional Values			
Course Code	PSC52VA00802	Credits	2
L + T + P	1.5 + 0.5 + 0	Course Duration	One Semester
Semester	Even (II)	Contact Hours	23 (L)+7 (T)
Course Type	Value Added Course (VAC)		
Nature of Course	Theory		
Special Category of the Course (if any)	Value Based/Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, , role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge of Civic & Constitutional Values
- ❖ To develop competencies in identifying various issues that are central to the India's constitutional values and civic culture

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Understand key constitutional values in India
- ❖ Understand key civic values in India

COURSE OUTLINE

Unit I: Civic Values

(50 % Weightage)

- Values, Ethics and Culture
- Civic Values and Practices
- Civic Values in Indian Traditions
- Enlightened & Ethical Citizens

Unit II: Constitutional Values & India

(50 % Weightage)

- Constitutionalism
- Preamble & Fundamental Duties
- Traditional Indian Codes of Conducts

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	Unit I: Civic Values
1-3	Values, Ethics and Culture
4-6	Civic values and Practices
7-9	Civic Values in Indian Traditions
10-11	Enlightened & Ethical Citizens
12-22	Unit II: Constitutional Values & India
12	Constitutionalism
13-15	Preamble
16-18	Fundamental Duties
19-22	Traditional Indian Codes of Conducts
23	Sum-up
<i>7 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Almond, G., & Verba, S. (1989). *The civic culture*. Newbury Park, CA: Sage Publications, 1989.
- Basu, D. D. (2021). *Introduction to the constitution of India*, 25e. Gurugram: Lexis Nexis
- Kashyap, Subhsh C. (2019). *Constitution of India - a handbook for students*. New Delhi: NBT.
- Harward, Donald W. (2013). *Civic values, civic practices*. Bringing Theory to Practice
- Wolf, Patrick J. & Macedo, Stephen. (Eds.) (2004). *Educating citizens: International perspectives on civic values and school choices*. Washington D.C.: Brooking Institutions Press

UNDERSTANDING POLITICAL THEORY

Course Details			
Course Title: Understanding Political Theory			
Course Code	PSC61MJ00904	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (III)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)/Minor		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Knowledge System/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ The primary objective of this course is to provide the students with a comprehensive understanding of the theoretical dynamics of the discipline of Political Science
- ❖ The course further aims to explore the transformations and changes that have taken place in the realm of political theory

Learning Outcomes

After completion of the course, the student will be able to

- ❖ Demonstrate a good understanding of the theoretical foundations of the Political Science discipline
- ❖ Identify and trace the developments that have taken place in the field of political theory
- ❖ Understand the major theoretical shifts that have occurred in the discipline
- ❖ Recognize the importance Political Theory in the field of politics and governance
- ❖ Understand the overall relevance of Political Theory in addressing contemporary global challenges (Contemporary Relevance)

COURSE OUTLINE

UNIT I: Nature and Significance of Political Theory (25 % Weightage)

- The role of political theory in understanding governance
- Interrogating the idea of the political within the context of political theory
- Relevance of Political Theory

UNIT II: Power, Authority and Obligation (25 % Weightage)

- Conceptualizing power and authority in political systems
- Obligations

UNIT III: The Concept of Liberty, Equality and Justice (25 % Weightage)

- Historical and contemporary debates on liberty, equality, and justice
- Philosophical underpinnings of Justice
- Liberty: Negative and Positive
- Equality of Opportunity: Affirmative Action

UNIT IV: Democracy and Its Different Theories: Classical-Liberal, Elitist, Pluralist, Social Democracy (25 % Weightage)

- Critical examination of classical-liberal democracy
- Exploration of elitist, pluralist, and social democratic theories of democracy
- Democracy in theory and Practice

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Nature and Significance of Political Theory
	The role of political theory in understanding governance Interrogating the idea of the political within the context of political theory Relevance of Political Theory
12-22	UNIT II: Power, Authority and Obligation
	Conceptualizing power and authority in political systems Obligation
23-33	UNIT III: : The Concept of Liberty, Equality and Justice
	Historical and contemporary debates on liberty, equality, and justice Philosophical underpinnings of Justice Liberty: Negative and Positive Equality of Opportunity: Affirmative Action
34-44	UNIT IV: Democracy and Its Different Theories: Classical-Liberal, Elitist, Pluralist, Social Democracy
	Critical examination of classical-liberal democracy

	Exploration of elitist, pluralist, and social democratic theories of democracy Democracy in theory and Practice
45	Sum-up
15 Hours	Tutorials

Suggested References:

- Appadorai, A. (2013). *The substance of politics*. New Delhi: Oxford University Press.
- Asirvatham, E. and Misra, K.K. (2012). *Political Theory*. New Delhi: S. Chand and Company Ltd.
- Bhargava, R. (2008). What is political theory?. In Bhargava, R. and Acharya, A. (Eds.). *Political theory: An introduction*. New Delhi: Pearson Longman,
- Berlin, I. (1969). Two concepts of liberty. In Berlin, I. *Four essays on liberty*, 118-72. London: Oxford University Press.
- Carter, I. (2003). Liberty, 4-15. In Bellamy, Richard and Mason, Andrew (Eds.). *Political concepts*. Manchester: Manchester University Press.
- Chapman, J. (1995). The Feminist Perspective, 94-114. In Marsh, D. And Stoker, G. (Eds.). *Theory and methods in political science*. London: Macmillan.
- Heywood, A. (1992). *Political ideologies*. Basingstoke: Macmillan
- Farrelly, Colin. (2004). *An introduction to contemporary political theory*. London: Sage.
- Farrelly, Colin. (Ed.) (2004). *Contemporary political theory: a reader*. London: Sage.
- Dworkin, Ronald. (1981). What is equality? Part I: equality of welfare'; Part II: Equality of resources. *Philosophy and Public Affairs*, 10.
- Gauba, O.P. (5e) (2012). *An Introduction to political theory*. Delhi: Mc Millan Publisher India Ltd.
- Gaus, Gerald F. and Chandran, K. (2004). *Handbook of political theory*. Sage: London.
- Held, D. (1989). *Models of democracy*. Polity, Cambridge. .
- Laski, H. J. (1948). *A grammar of politics*. London: Allen and Unwin.
- Marsh, D. & Stoker, G. (Eds.) (2010). *Theory and methods in political science*. London: Palgrave Macmillan
- Mckinnon, Catriona. (2008). Introduction. In Mckinnon, Catriona (Ed.). *Issues in Political Theory*. New York: Oxford University Press.
- Rawls, John. (1971). *A theory of justice*. Harvard: Harvard University Press, Bellknap.
- Sen, Amartya (2000). Introduction (Chapter 1). *Development as freedom*, 3-34. Delhi: OUP.
- Skinner, Q. (2002). A third concept of liberty. *Proceedings of the British Academy*, 117 (237), 237-68.
- Taylor, C. (1979). What's wrong with negative liberty?. In Ryan, A. (Ed.). *The Idea of Freedom*. Oxford: Oxford University Press.

COMPARATIVE GOVERNMENT AND POLITICS: AN INTRODUCTION

Course Details			
Course Title: Comparative Government and Politics: An Introduction			
Course Code	PSC61MJ01004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (III)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Constitutional Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge of Comparative Politics
- ❖ To help students conceptualize various concepts and ideas of comparative politics
- ❖ To help students understand various branches and types of government
- ❖ To help students understand various political institutions and actors in comparative perspective

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Understand the various trends in Comparative Politics
- ❖ Compare and contrast government from various traditions including that of the Indian tradition

- ❖ Critically analyze the structure and functions of various types and branches of government
- ❖ Comparative understanding of the political institutions and actors

COURSE OUTLINE

UNIT I: Evolution and Approaches (25 % Weightage)

- Conceptualizing Comparative Politics and Government
- Evolution of the Comparative Politics as a Discipline: Substance & Approaches
- State and Government in Comparative Perspective: Capitalist, Socialist, Fascist & Indian

UNIT II: Democracy: Theories and Practices (25 % Weightage)

- Meaning and types of democracy
- Theories of Democracy
 - Classical-Liberal: Dyce, Bryce
 - Elitist: Vilfredo Pareto, Gaetano Mosca, Robert Michels
 - Pluralist: Robert Dahl
 - Marxist
 - Indian Tradition
- Electoral Systems
 - Plurality and majority system
 - Proportional System
 - Mixed System

UNIT III: Types and Branches of Government (25 % Weightage)

- Unitary, Quasi-Federal and Federal
- Non-democratic government: One-Party Government and Military Rule
- Democratic government: Parliamentary and Presidential Forms of Government
- Legislature, Executive and Judiciary

UNIT IV: Political Institution & Actors (25 % Weightage)

- Constitution and Constitutionalism
- A Comparative Study of Selected Constitutions: USA, Brazil, Nigeria, Russia, China
- Political parties
 - Functions
 - Party-system
- Pressure groups
- Mass Media

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Evolution and Approaches
1-3	Conceptualizing Comparative Politics and Government
3-6	Evolution of the Comparative Politics as a Discipline: Substance & Approaches
7-11	State and Government in Comparative Perspective: Capitalist, Socialist, Fascist & Indian World II-1970
12-22	UNIT II: Democracy: Theories and Practices
12	Meaning and types of democracy
13-20	Theories of Democracy: Classical-Liberal (Dyce, Bryce); Elitist: (Vilfredo Pareto, Gaetano Mosca, Robert Michels); Pluralist (Robert Dahl); Marxist; Indian Tradition
21-22	Electoral Systems: Plurality and majority system; Proportional System; Mixed System
23-33	UNIT III: Types and Branches of Government
23-24	Unitary, Quasi-Federal and Federal
25-26	Non-democratic Government: One-Party Government and Military Rule
27-28	Democratic Government: Parliamentary and Presidential Governments
29-33	Legislature, Executive and Judiciary
34-44	UNIT IV: Political Institution & Actors
34	Constitution and Constitutionalism
35-41	A Comparative Study of Selected Constitutions: USA, Brazil, Nigeria, Russia, China
42	Political parties: Functions; Party-system
43	Pressure groups

44	Mass Media
45	Sum-up
15 Hours	Tutorials

Suggested References:

Essential Readings:

- Apter, D., & Eckstein, H. (Eds.). *Comparative politics*. New York: Free Press.
- Bara, J. and Pennington, M. (eds.) *Comparative Politics*. New Delhi: Sage
- Caramani, D. (Ed.). (2011). *Comparative politics*. Oxford: OUP.
- Dahl, Robert A. (1971). *Polyarchy: Participation and opposition*. New Haven: Yale University Press.
- Duverger, M. (1962). *Political parties: Their organization and activity in the modern state*. New York: Wiley.
- Heywood, Andrew. (1999). *Politics*. New York: Palgrave.
- Heywood, Andrew. (2004). *Political theory*. New York: Palgrave.
- Kapur, A.C. (1997). *Principles of political science*. New Delhi: S. Chand & Company Ltd..
- O'Neil, Patrick H. *Essentials of Comparative Politics*, 7eds. Norton & Norton.
- Ray, Amal & Bhattacharya, M. (1976). *Political theory: Ideas and institutions*. Calcutta: World Press Pvt. Ltd., 1976.
- Vermani, R.C.. (2000). *An Introduction to political theory*. New Delhi: Gitanjali Publishing House.

Additional Readings:

- Bara, J., & Pennington, M. (2009). *Comparative politics explaining democratic systems*. Los Angeles: Sage.
- Boix, C. (Ed.). (2009). *Oxford handbook of comparative politics*. Oxford: OUP.
- Burnell, P. (Ed.). (2011). *Politics in developing world*. Oxford: OUP.
- Drogus, Carol A. (2012). *Introducing comparative politics: concepts and cases in context*. Los Angeles: Sage.
- Hislope, R., & Mughan, A. (2012). *Introduction to comparative politics: the state and its challenges*. Cambridge: Cambridge University Press.
- Kopstein, J. (Ed.). (2009). *Comparative politics: interests, identities, and institutions in a changing global order*. Cambridge: Cambridge University Press.
- Ray, S.N. (2004). *Modern comparative politics: Approaches, methods and issues*. New Delhi: PHI Learning Pvt. Ltd.

INDIA'S POLITICAL ECONOMY: CONTEMPORARY DEBATES

Course Details			
Course Title: India's Political Economy: Contemporary Debates			
Course Code	PSC61MD01103	Credits	3
L + T + P	2.25+ 0.75 + 0	Course Duration	One Semester
Semester	Odd (III)	Contact Hours	34 (L) + 11 (T) Hours
Course Type	Multidisciplinary		
Nature of Course	Theory		
Special Category of the Course (if any)	Indian Knowledge System/Skill Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ To acquaint the students with foundational knowledge about phases and evolution of India's Political Economy.
- ❖ To make learners to identify positive and negative impacts of liberalization, privatization and globalization on of India's Political Economy.
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing the contemporary issues in India's Political Economy

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Understand the contours of India's Political Economy in historical context
- ❖ Comprehended the impact of LPG on India's Political Economy.
- ❖ Develop skills to analyze contemporary issues in India's Political Economy.

COURSE OUTLINE

UNIT I: Roots and Evolution of India’s Political Economy (33 % Weightage)

- Ancient India
- Medieval India
- British Period
- 1947-1991

UNIT II: Politics of Globalization, Privatization & Liberalization (33 % Weightage)

- Philosophy and Politics of LPG
- Positive Impacts
- Negative Impacts
- India’s Responses

UNIT III: Contemporary Issues: Opportunities & Challenges (34% Weightage)

- Impact of External Factors
- Inequality, Farmers’ Distress
- Finance and Fiscal Challenges: FDI, Demonetisation, GST
- Political Economy of Environment
- Vulnerability of Identity: Gender and Tribe

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Roots and Evolution of India’s Political Economy
1-3	Ancient India
3-5	Medieval India
6-8	British Period
9-11	1947-1991
12-22	UNIT II: Politics of Globalization, Privatization & Liberalization
12-13	Philosophy and Politics of LPG

14-16	Positive Impacts
17-19	Negative Impacts
20-22	India's Responses
23-34	UNIT III: Contemporary Issues: Opportunities & Challenges
23-24	Impact of External Factors
25-26	Inequality, Farmers' Distress
27-29	Finance and Fiscal Challenges: FDI, Demonetisation, GST
30-31	Political Economy of Environment
32-34	Vulnerability of Identity: Gender and Tribe
<i>11 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Chandhoke, Neera, & Priyadarshi, P. (Eds.). (2009). *Contemporary India: economy, society, politics*, 1e. Delhi: Pearson.
- Dreze, Jean & Sen, Amartya. (2013). *An uncertain glory: India and its contradictions*. New Delhi: Penguin.
- Frankel, Francine R. (2006). *India's political economy 1947-2004: the gradual revolution*. New Delhi: OUP.
- French, P. (2012). *India: A portrait*. New Delhi: Penguin.
- Rajan, Raghuram. (2017). *I do what I do*. New Delhi: Harper Collins.
- Reddy, Y.V. (2017). *Advice and dissent: my life in public service*. New Delhi: Harper Business.
- Rodolph, Llyod I. & Rudolph, Susanne H. (1987). *In pursuit of Lakshmi: the political economy of the Indian state*. Chicago: The University of Chicago Press.
- Satyamurthy, T.V. (Ed.). (1995). *Industry and agriculture in India since independence, two volumes*. New Delhi: OUP.

Further Readings:

- Assadi, Muzaffir H. (2003). Interfacing globalization, social movements and the India State: myths, discourses, and challenges, *MICA Communication Review*, 1(2), 49-58.
- B.M. (1980). Appeasing rich farmer lobby. *Economic and Political Weekly*, XV (9), 459-61.
- Banarjee, Abhijit. & Somanathan, R. (2007). The political economy of public goods: Some evidences form India. *Journal of Development Economics*, 82 (2), 287-314.
- Brass, T. (1995). *New farmers' movement in India*. UK: Tylor and Francis

NATIONALISM AND NATION-BUILDING

Course Details			
Course Title: Nationalism and Nation-Building: The Indian Experiences			
Course Code	PSC61MD01203	Credits	3
L + T + P (Flexible)	2.25+0.75	Course Duration	One Semester
Semester	Odd (III)	Contact Hours	20 (L)+10 (T)
Course Type	Multidisciplinary		
Nature of Course	Theory		
Special Category of the Course (if any)	Value Based, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Objectives

- To provides an understanding and related explanations of the emergence of nationalism in India as well as across the world
- To help conceptualization of the term in relation to state, nation, nationalism, patriotism, identity, ethnicity, religion, class, and race with a focus on Indian experience
- To acquaint the students with the larger debate pertaining to nation and nation building in India.

Learning Outcomes:

- Students will learn the concept of Nation, Nationalism and other kindred concepts related to it.
- Students will be able to develop analytical skills and would better comprehend the several dynamics of nationalism.
- They will also be able to learn the different dimensions of Nationalism and debates surrounding them.

Course Content:

UNIT I: Concepts

(33 % Weightage)

- Concepts: State, Nation, Nation-State, Nationalism, Nation-building
- Types of Nationalism

Unit II: Perspectives

(33 % Weightage)

- National self-determination,
- Nationalism and modernisation,
- Democracy and nationalism

UNIT III: The Indian Experiences

(34 % Weightage)

- India, Nation or Rashtra: The pre-colonial and contemporary debates
- Nationalism in India: The socio-political context
- Nation building in India: issues and debates

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	<u>Unit/Topic/Sub-Topic</u>
1-9	UNIT I: Concepts Concepts: State, Nation, Nation-State, Nationalism, Nation-building Types of Nationalism
10-21	Unit II: Perspectives National self-determination, Nationalism and modernisation, Democracy and nationalism
22-33	UNIT III: The Indian Experiences India, Nation or Rashtra: The pre-colonial and contemporary debates Nationalism in India: The socio-political context Nation building in India: issues and debates
12 Hours	<i>Tutorials</i>
Suggested Readings:	
Essential Readings: <ul style="list-style-type: none">• Anderson, B. (1983). <i>Imagined communities: reflections on the origins and spread of nationalism</i>. New York: Verso.• Christophe, J. (2013). <i>Nation-building and nationalism: south asia, 1947-90</i>. Oxford: Oxford University Press.	

- Corbridge, S, & Harriss, J. (2000). *Reinventing india: liberalization, hindu nationalism and popular democracy*. New Delhi: Oxford University Press.
- Delanty, Gerard & Kumar, K. *The sage handbook of nations and nationalism*. Sage Publications.
- Desai, A.R. (1948/2006). *Social background of Indian nationalism*. Mumbai: Popular Prakashan.
- Breuilly, J. (2013). *The oxford handbook of the history of nationalism*. Oxford University Press.
- Gellener, E. (2006). *Nations and nationalism*. Blackwell
- Hechter, M. (2000). *Containing nationalism*. Oxford.
- Laitin, D. (1986). *Hegemony and culture*. Chicago University Press.
- Lal, V.(ed.) (2009) *Political Hinduism*. New Delhi: Oxford University Press.
- Smith, Anthony D., (2010). *Nationalism: Theory, ideology, history*. Cambridge: Polity Press.
- Tsang, R. & Woods, Eric T. (2014). *The cultural politics of nationalism and nation-building*. New York: Routledge.
- Wimmer, A. (2012). *Waves of war: Nationalism, state formation and ethnic exclusion in the modern world*. New York: Cambridge University Press.

References:

- Beland, D. & Lecorus, A. (2008). *Nationalism and social policy*. New York: Oxford University Press.
- Chandra, Bipin, (1979/2009) *Nationalism and colonialism in modern India*. Hyderabad: Orient Blackswan Private Limited.
- Hutchinson, J. & Smith, Anthony D. (1994/2012). *Nationalism*. Clarendon: Oxford University Press.
- Gans, C., (2003). *The limits of nationalism*. Cambridge: Cambridge University Press.
- Marx, A. (1998). *Making race and nation*. Cambridge: Cambridge University Press.
- Marx, A. (2005). *Faith in nation: exclusionary origins of nationalism*. Oxford University Press.
- Mann, M. (2004), *the dark side of democracy: explaining ethnic cleansing*, Cambridge University Press.
- Mylonas, H. (2012). *The politics of nation building: making co-nationals, refugees, and minorities*. New York: Cambridge University Press.
- Nairn, T. & Paul, J. (2005). *Global matrix: Nationalism, globalism and state terrorism*. London and New York: Pluto Press.
- Orsini, F. (2002). *The hindi sphere 1920-1940*. New Delhi: Oxford University Press.
- Rae, H. (2002). *State identities and the homogenisation of peoples*. Cambridge University Press.
- Rai, A.(2000/2007). *Hindi nationalism*. Hyderabad: Orient Longman.
- Smith, Roger M. (2003). *Stories of peoplehood: the politics and morals of political membership*. Cambridge University Press
- Snyder, J. (2000). *From voting to violence, democratization and nationalist conflict*. New York: WW Norton & Company.

ELECTORAL PROCESS AND GOVERNANCE

Course Details			
Course Title: Electoral Process and Governance			
Course Code	PSC61SE01303	Credits	3
L + T + P	2.25 + 0.75 + 0	Course Duration	One Semester
Semester	Odd (III)	Contact Hours	23 (L)+7 (T)
Course Type	Skill Enhancement Course		
Nature of Course	Theory & Practical		
Special Category of the Course (if any)	Skill Development/ Analytical Skill		
Methods of Content Interaction	Lecture, Tutorials, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ To acquaint the students with election system and governance
- ❖ To help students to learn the skill of election administration

Learning Outcomes:

After completion of the course, the students will be able to:\

- ❖ Understand and analyse electoral processes
- ❖ Develop skills of election management
- ❖ Learn the skill of voting behaviour analysis

COURSE OUTLINE

Unit I: Electoral System & Election Commission of India (33 % Weightage)

- Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
- Political Parties (Development of the party system and types of parties)
- Election Commission- Role and Functions & Code of Conduct

Unit II: Electoral Participation and Voting Behaviour (33 % Weightage)

- Caste and Class
- Gender and Religion
- Youth

Unit III: Electoral Process (34 % Weightage)

- Voting and ICT
- Opinion Polls
- Manifestoes and Campaign Management
- SVEEP (Systematic Voters Education and Electoral Participation)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1--11	Unit I: Electoral System & Election Commission of India
1-4	Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
5-8	Political Parties (Development of the party system and types of parties)
9-10	Election Commission of India - Role and Functions
11	Code of Conduct
12-22	Unit II: Electoral Participation and Voting Behaviour

12-15	Caste and Class
16-19	Gender and Religion
20-22	Youth
23-33	Unit III: Electoral Process
23-25	Voting and ICT
26-28	Opinion Polls
29-31	Manifestoes and Campaign Management
31-33	SVEEP (Systematic Voters Education and Electoral Participation)
<i>12 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Evans, A. (2009). Elections systems. In Bara, J. and Pennington, M. (Eds.). *Comparative politics, 93-119*. New Delhi: Sage Publications.
- Heywood, A. (2002). Representation, electoral and voting. In *Politics, 223-245*. New York: Palgrave.
- Evans, A. (2009). Elections systems. In Bara, J. and Pennington, M. (Eds.). *Comparative politics, 93-119*. New Delhi: Sage Publications.
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UNDERSTANDING INDIA'S CONSTITUTIONAL DEVELOPMENT

Course Details			
Course Title: Understanding India's Constitutional Development			
Course Code	PSC62MJ01404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (IV)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Discipline Based Core Course		
Nature of course	Theory/practical		
Special nature /category of the course	Constitutional, democratic, Indian cultural Values, Indian knowledge system		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-studies, seminar, presentation students, individuals and groups drills, group and individuals field based assignments followed by workshops and seminar presentation		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ To provide the students a broader knowledge of historical background of constitutional development of India
- ❖ To help students gain knowledge about the important provisions of Indian constitution, legislative processes and functioning of Indian democracy
- ❖ To help students understand the constitutional dynamics of individual-state relationship

Learning Outcomes

After completion of the course, the students should be able to

- ❖ Understand the history of India's constitution making and its working
- ❖ The factors influencing working of the Indian constitution in India

COURSE OUTLINE

UNIT I: Meaning of Constitutional Development (22 % Weightage)

- Historical background: East India company and crown Rule

UNIT II: Path to Constitution (20 % Weightage)

- Constituent Assembly: formation
- Basic Feature and philosophy of Indian constitution

UNIT III: Rights and Principles of state (20 % Weightage)

- Fundamental Rights
- Directive Principles of State Policy

UNIT IV: Organs of Government (38 % Weightage)

- Executive: Union and the State
- Legislation: Structure and Functions
- Judicial System in India: Supreme court and high court: structure, power and function

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Units
1-10	Historical background
11-19	<ul style="list-style-type: none"> • Constituent Assembly: formation and function • Preamble and philosophy of Indian constitution
20-28	<ul style="list-style-type: none"> • Fundamental Rights • Directive Principles of State Policy

29-45	<p>Organs of government: union and states</p> <p>Executive, legislation and judiciary: structure, power and function</p>
<p>Readings:</p> <ul style="list-style-type: none"> • Singh, M.P. and Roy, H. (Eds.), (2005). <i>Indian political system</i>. Delhi: Manak Publication. • Singh, M.P. and Saxena, Rekha <i>Indian political system</i> • Jayal, Neeraja Gopal and Pratap Bhanu Mehta (Eds.) (2011). <i>Oxford companion to politics in India</i>. Delhi: Oxford University Press. • Awasthy, S.S. <i>Indian government and politics</i> • Basu, D.D. (2022). <i>An Introduction to the constitution of India, 26e</i>. New Delhi, PHI. • Kashyap, Subhash, <i>Indian political system</i>. New Delhi: NBT. • Raman, S. (Ed.) (2010). <i>Indian government and politics</i>. Delhi: Allied Publishers. • Kothari, R. (1970). <i>Politics in India</i>. Delhi: Orient Longman. • Brass, Paul R. (2004). <i>The politics of India since independence</i>. New Delhi: Orient Longman, 2004. • Ghosh, Peu., (2012). <i>Indian government and politics</i>. New Delhi: PHI Learning private Limited, 2012. • <i>The Constitution of India, Part II, Part III and Part IV</i> • Chaube, S.K. (2010). <i>The making and working of the Indian constitution</i>. New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', 33-61] • M. Khosla (2012). <i>The Indian constitution</i>, New Delhi: Oxford University Press [Chapter 3, 87-148] <p>Hindi Readings:</p> <ul style="list-style-type: none"> • प्रेनिवल ऑस्टन (2017), भारतीय संविधान: राष्ट्र की आधारशिला, अनुवादक: नरेश गोस्वामी, नयी दिल्ली: वाणी प्रकाशन. • डी डी बसु, (1989), भारत का संविधान: एक परिचय, (दसवां संस्करण, 2013), लेक्सिस नेक्सस. • महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.) (2013), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय. • माधव खोसला, (2018). भारत का संविधान, नयी दिल्ली: ऑक्सफर्ड यूनिवर्सिटी प्रेस. • सुभाष काश्यप (2016) भारतीय राजनीति और संविधान: विकास, विवाद और निदान, नई दिल्ली: राजकमल प्रकाशन. • सुभाष काश्यप (2016) भारतीय राजनीति और संसद: विपक्ष की भूमिका, नई दिल्ली: राजकमल प्रकाशन. • सुभाष काश्यप (2016), संवैधानिक-राजनीतिक व्यवस्था: शासन प्रणाली और निवारण प्रक्रिया, नई दिल्ली: राजकमल प्रकाशन. • जॉर्ज मैथ्यू (2009) भारत में पंचायती राज: परिप्रेक्ष्य और अनुभव, नई दिल्ली: वाणी प्रकाशन • अनुपमा रॉय, (2017). 'राष्ट्र, संविधान और नागरिकता', नागरिकता का स्त्री-पक्ष, (अनु.) कमल नयन चौबे, नयी दिल्ली: वाणी प्रकाशन. पृष्ठ 186-237. 	

Themes in Comparative Political Philosophy-I

Course Details			
Course Title: Themes in Comparative Political Philosophy-I			
Course Code	PSC62MJ01504	Credits	4
L + T + S (flexible)	1 + 1	Course Duration	One Semester
Semester	Even (IV)	Contact Hours	15 (L) + 5 (T+S) Hours
Course Type	Major (Discipline Based Core Course)/ Minor (For other Departments)		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual assignments (as required); Individual Biographies/Autobiographies, Workshops and seminar presentations (depending on time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To provide to the students the foundational knowledge on themes and issues in Indian, Western and Chinese political thinking.
- To help the students understand concepts and ideological constructs of thinkers.
- To help the students to correlate the debate with the contemporary political developments.

Learning Outcomes

After completion of the course the students should be able to:

- Understand the socio-political background and its relationship with the evolution and development of political thinking across the globe.
- Analyse the ideas of key thinkers and compare major political themes in their ideas.
- Understand the contemporary relevance of issues under discussion and their applicability in the political, constitutional and legal fields.

COURSE OUTLINE

UNIT I: Comparative Political Philosophy (20 % Weightage)

- Defining Comparative Political Philosophy/Theory
- Major traditions in Global political thinking: India, China and the West
- Text and Interpretation (*Brahmanic and Shramanic Tradition*)

UNIT II: The Beginners (30 % Weightage)

- Ved Vyas (*Rajdharma*)
- Manu (*Dharma and Politics*)
- Plato (*State and Justice*)
- Laozi (*Virtue, Naturalness and Nonaction*)

UNIT III: The Sustainers and Game Changers (25 % Weightage)

- Kautalya (*Politics and Statecraft*)
- Aristotle (*Ethics and Constitutionalism*)
- Confucius (*Ethics, Social order and Government*)
- Digha Nikaya
 - Aggannasutta (*State and Kingship*)

Unit IV: The Break (25 % Weightage)

- Thomas Aquinas (*Will and Freedom*)

- Bhakti Movement (*Freedom and Equality*)
 - Guru Nanak
 - Kabir
- Ziauddin Barani (*Law and Domination*)
- Abul Fazal (*Sovereignty and Padshahat*)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-7	Unit-I
8-20	Unit-II
21-33	Unit-III
33-45	Unit-IV
<i>15 Hours</i>	<i>Tutorials</i>
<ul style="list-style-type: none"> • <u>Suggested References:</u> • Shook, J. R. (2009). Comparative political philosophy categorizing political philosophies using twelve archetypes. <i>Metaphilosophy</i>, 40(5), 633–655. • Goto-Jones, c. (2013). What is (Comparative) Philosophy? <i>Philosophy</i>, 88(343), 133–140. • Devaraja, N. K. (1967). Philosophy and Comparative Philosophy. <i>Philosophy East and West</i>, 17(1/4), 51–59. • March, A. F. (2009). What Is Comparative Political Theory? <i>The Review of Politics</i>, 71(4), 531–565. • Dallmayr, F. (1997). Introduction: Toward a comparative political theory. <i>The Review of Politics</i>, 59(3), 421–427. • Euben, R. L. (1997). Comparative Political Theory: An Islamic Fundamentalist Critique of Rationalism. <i>The Journal of Politics</i>, 59(1), 28–55. • T. Ball, (2004). History and Interpretation. In Kukathas, C. and Gaus, G. (Eds.) <i>Handbook of Political Theory</i>, London: Sage Publications Ltd. pp. 18-30. • Blau, A. (2017). Interpreting Texts. In A. Blau (Ed.). <i>Methods in analytical political theory</i> (pp. 243–269). Chapter, Cambridge: Cambridge University Press. • Acharya, Amitav, Bell, Daniel A., Bhargava, R. and Xuetong, Y. (2023). <i>Bridging two worlds: comparing classical political thought and statecraft in India and China</i>. California: University of California Press. • Singh, M. P and Roy, H. (Eds.) (2011). <i>Indian political thought: themes and thinkers</i>. New Delhi: Pearson. 	

- Mehta, V.R., & Pantham, T. (Eds.) (2006). *Political ideas in modern India: thematic explorations*. New Delhi: Sage Publications.
- Verma, Vishwanath Prasad. (1971). *Modern Indian political thought*. Agra: Lakshami Narayan Agarwal.
- Suratha Kr Malik and Tomar, A. (Eds). (2022). *Revisiting modern Indian thought themes and perspectives*. New Delhi: Routledge.
- Tomar, Ankit and Malik, Suratha K. (Eds.) (2020). *Ancient and medieval Indian thought: themes and traditions*. New Delhi: Sage.
- Chouslkar. Ashok S. (2018). *Revisiting political thought of ancient India: The pre-Kautilyan Arthashastra tradition*. New Delhi: Sage.
- Mukherjee, Subrata & Ramaswamy S. (2011). *A history of political thought: Plato to Marx*. New Delhi: PHI Learning Pvt. Limited.
- Ebenstein, Alan. (1999). *Great Political Thinkers from Plato to the present*. Kentucky: Cengage Learning.
- Radhakrishnan, S. (Ed.). (1957). *History of political philosophy: eastern and western*. Vol I & II. London: Allan and Unwin.
- Chan, Wing-Tsit (ed.). (1963). *A source book in Chinese philosophy*. Princeton: Princeton University Press
- Clark, J. J., 1997. *Oriental Enlightenment: The Encounter between Asian and Western thought*. London: Routledge.
- Jha, Shefali. (2009). *Western political thought: From Plato to Marx* (New Delhi: Pearson Education)
- Sabine, George H. (1973). *A history of political theory*. New Delhi: Oxford and IBH.

FUNDAMENTALS OF PUBLIC ADMINISTRATION AND PUBLIC POLICY

Course Details			
Course Title: Fundamentals of Public Administration and Public Policy			
Course Code	PSC62MJ01604	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (IV)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core) /Minor (For other Departments)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Constitutional Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- ❖ To help the students to become familiar with the fundamental concepts in Public Administration and Public Policy
- ❖ To acquaint the students with theoretical approaches and perspectives on public administration
- ❖ To help students understand the nature of public service organisations, their capabilities, functions and importance in India

Learning Outcomes

After completion of the course the students should be able to:

- ❖ Understand the meaning of public policy and administration
- ❖ Know the genesis and dynamics of the discipline of public policy and administration

- ❖ Understand the mainstream approaches, their application and limitations in understanding in the chosen disciplines.

COURSE OUTLINE

UNIT I: Public Administration: Nature, Scope and Approaches (25% Weightage)

- Meaning, Nature and Scope of the Discipline
- Evolution of the Discipline
- New Public Management
- Comparative Public Administration
- Good Governance, Digital Governance and Corporate Governance
- New Public Service Approach
- Feminist Perspective

UNIT II: Administrative Theories (25 % Weightage)

- Classical: Fayol, Gullick and Urwick
- Scientific Management: F. W. Taylor
- Human Relations: Elton Mayo
- Bureaucratic Theory: Max Weber
- Behavioural: Herbert Simon
- Ecological approach: Fred Riggs
- Innovation and Entrepreneurship: Peter Drucker

UNIT III: Major Approaches in Public Administration (25 % Weightage)

- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

UNIT IV: Public Policy (25 % Weightage)

- Meaning, Concept and Relevance
- Approaches to Public Policy
- Agenda Setting, Formulation and Implementation

- Evaluation

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-13	UNIT I: Public Administration: Nature, Scope and Approaches
1-3	Meaning, Nature and Scope of the Discipline
3-4	Significance of the Discipline
5-6	Public and Private Administration
7-8	Evolution of the Discipline
9-21	UNIT II: Administrative Theories
9-11	Classical: Fayol, Gullick and Urwick
12-13	Scientific Management: F. W. Taylor
14-15	Human Relations: Elton Mayo
16-17	Bureaucratic Theory: Max Weber
18-19	Ecological approach: Fred Riggs
20-21	Innovation and Entrepreneurship: Peter Drucker
22-31	UNIT III: Major Approaches in Public Administration
22-23	New Public Administration
24-25	New Public Management
26-27	New Public Service Approach
28-29	Good Governance
30-31	Feminist Perspectives
32-45	UNIT IV: Public Policy
32-34	Meaning, Concept and Relevance
35-37	Approaches to Public Policy
38-43	Agenda Setting, Formulation and Implementation

44-45	Evaluation
15 Hours	Tutorials

Suggested References:

- Avasthi and Avasthi. (1996). *Public administration*. Agra: Laxmi Narain Agarwal
- Chanda, A. (1958). *The Indian administration*. London: George Alien and Unwin.
- Chakrabarty, Bidyut and Prakash Chand. (2019). *Public policy: Concept, theory and practice*. New Delhi: Sage Publications.
- Chakrabarti, R. and Sanyal, K. (2017). *Public policy in India*. New Delhi: OUP.
- Howlett, M., Ramesh, M. and Anthony, P. (2009). *Studying public policy: policy cycles and policy sub-systems, 3e*. New Delhi: Oxford University Press.
- Maheswari, S.R. (2008). *Indian administration, 3e*. New Delhi: Orient Blackswan
- Nicholas, H. (1999). *Public administration and public affairs*. Prentice Hall.
- Ravindra Prasad, D. (2010). Pardhasaradhi, Prasad, Y. V. S. and Satyrnarayana, P. (eds.). *Administrative thinkers*, Sterling Publishers.
- Rosenbloom, D., Kravchuk, R. and Clerkin, R. (2009). *Public Administration: Understanding management, politics and law in public sector, 7e*, 1-40. New Delhi: McGraw Hill, pp. 1-40
- Riggs, F. (1964). *Administration in developing countries: The theory of prismatic society*. Boston: Houghton Mifflin, 1964.
- G. Alhson, (1997). Public and private management. In Shafritz, J. and Hyde, A. (Eds.) *Classics of public administration, 4e*, 510-529. Worth: Hartcourt Brace.
- M. Weber (1946). Bureaucracy. In Mills, C. and Gerth, H. *From Max Weber: Essays in sociology*. Oxford: Oxford University Press.
- Maheshwari, S.R. (2009). *Administrative thinkers*, New Delhi: Macmillan.
- Maheswari, S.R. (2004). *Public administration*. Agra: Laxmi Narayan Agrawal.
- Drucker, P. (1999). *Innovation and entrepreneurship*. Harper Collins.
- Drucker, Peter F. (2006). *the practice of management*. Harper Collins, 2006
- P.Dunleavy and C.Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994
- Premchand., A. (1966). *Control over public expenditure in India*. Bombay: Allied
- Arora, R. (2003). *Riggs' administrative ecology*. In Chakrabarty, B. and Bhattacharya, M. (Eds.). *Public administration: A reader*, New Delhi, Oxford University Press.
- Sapru, R.K.. (1994). *Public policy: Implementation and evaluation*. New Delhi: Sterling.
- Sapru, R. K. (2010). *Public policy: Art and craft of policy analysis*. New Delhi: PHI EEE.
- Ayyar, R.V. Vaidyanatha (2009). *Public policy making in India*. Pearson.
- Tyagi, A.R. (1983). *Public administration: principles and practice*. New Delhi: Atma Ram and Sons.
- Dye, T. (1984). *Understanding public policy, 5e*, 1-44. U.S.A: Prentice Hall.
- Wilson, W. (2004). The study of administration', in Chakrabarty, B. and Bhattacharya, M. (Eds), *Administrative change and innovation: A reader*, 85-101. New Delhi: Oxford University Press.
- Xun, Wu. Ramesh, M., Howlett, Michael and Frozen, S. (2010). *The public policy primer: managing the policy process*. Rutledge.

INDIA'S FOREIGN POLICY: ROOTS AND ACTORS

Course Details			
Course Title: India's Foreign Policy: Roots & Actors			
Course Code	PSC62MJ01702	Credits	2
L + T + P	1.5 + 0.5 + 0	Course Duration	One Semester
Semester	Even (IV)	Contact Hours	23 (L)+7 (T)
Course Type	Major/ Discipline Based Core		
Nature of Course	Theory		
Special Category of the Course (if any)	Values/Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion,, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge of India's Foreign Policy and tracing its roots
- ❖ To develop competencies in identifying various issues that are central in the process of India's foreign policy making

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Understand roots of India's Foreign Policy
- ❖ Identify the actors involved in India's foreign policy making

COURSE OUTLINE

Unit I: India' Foreign Policy

(50 % Weightage)

- ❖ Defining Foreign Policy
- ❖ Roots of India's Foreign Policy
- ❖ Traditions in India's Foreign Policy
- ❖ Determinants of India's Foreign Policy

Unit II: Actors and Institutions in India's Foreign Policy

(50 % Weightage)

- ❖ Role of the Prime-Minister in India's Foreign Policy: Case Studies
- ❖ Actors and Institutions in India's Foreign Policy Making
- ❖ Process of India's Foreign Policy Making

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	Unit I: India' Foreign Policy
1-2	Defining Foreign Policy
3-6	Roots of India's Foreign Policy
7	Traditions in India's Foreign Policy
8-11	Determinants of India's Foreign Policy
12-22	Unit II: Actors and Institutions in India's Foreign Policy
12-16	Role of the Prime-Minister in India's Foreign Policy: Case Studies
17-19	Actors and Institutions in India's Foreign Policy Making
20-22	Process of India's Foreign Policy Making
23	Sum-up
<i>7 Hours</i>	<i>Tutorials</i>
Suggested References:	

Essential Readings:

- Dixit, J N.(2004). *Makers of India's foreign policy*. Delhi: Harper Collins, India.
- Bajpai, Kanti P., & Pant, Harsh V. (2013). *India's foreign policy: A reader* (Critical issues in Indian politics). Oxford: OUP.
- Bandyopadhyaya, J. (2003/2018). *The making of India's foreign policy: determinants, institutions, processes and personalities*. New Delhi: Allied

GLOBAL POLITICS & INTERNATIONAL ORGANISATIONS

Course Details			
Course Title: Global Politics & International Organisations			
Course Code	PSC71MJ01804	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (V)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)/Minor (For other Discipline)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge about major global political issues and the role of International Organizations (IOs) in managing them
- ❖ To make learners identify structure, functions, successes and failures of major IOs
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing various IOs

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Identify major issues in global politics
- ❖ Understand the structure and functions of the major IOs involved in handling the issues
- ❖ Develop an analytical skill to analyze weakness and strengths of various IOs

COURSE OUTLINE

UNIT I: Understanding Global Politics

(25 % Weightage)

- Globalization and aftermath
- Geopolitics and Geo-economics: Changing frontiers
- Civilization and Cultural Clashes

UNIT II: Global Peace and the UN

(25 % Weightage)

- World War I and League of Nations
- World War II and evolution of the UN
- Major Organs on the UN-Structure & Functions
- United Nations peacekeeping

UNIT III: Social-Environmental Issues and the UN System

(25 % Weightage)

- Labour: ILO
- Poverty and Inequality: UNDP
- Environmental Issues: UNEP
- Children: UNICEF

UNIT IV: Economic Issues and International Organizations

(25 % Weightage)

- Financial Crisis: IMF
- Development and Investment: World Bank
- Trade: World Trade Organization

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Understanding Global Politics
1-3	Globalization and aftermath
4-7	Geopolitics and Geo-economics: Changing frontiers
8-11	Civilization and Cultural Clashes
12-22	UNIT II: Global Peace and the UN
12-13	World War I and League of Nations
13-14	World War II and the Evolution of the UN
15-20	Major Organs of the UN -Structure & Functions
21-22	United Nations Peacekeeping
23-33	UNIT III: Social-Environmental Issues and the UN System
23-25	Labour: ILO
26-28	Poverty and Inequality: UNDP
29-31	Environmental Issues: UNEP
32-33	Children: UNICEF
34-45	UNIT IV: Economic Issues and International Organizations
21-22	Financial Crisis: IMF
23-24	Development and Investment: World Bank
	Trade: World Trade Organization
<i>15 Hours</i>	<i>Tutorials</i>
Suggested References:	
Essential Readings:	

- Archer, C. (1992). *International organization* (2nd ed). London: Routledge.
- Armstrong, D. (2004). *International organization in world politics*. New York: Palgrave Macmillan.
- Banerjee, Ajit M. and Sharma, Murari R. (2007). *Reinventing the United Nations*. New Delhi: Prentice Hall India.
- Bennett, A. Leroy. (1995). *International organizations: Principles and issues*, 6th ed. Englewood Cliffs: Prentice Hall.
- Karns, Margaret P. (2010). *International Organizations*. New Delhi: Viva Books.
- Karns, Margaret P., & Mingst, Karen A. (2005). *International organizations: The politics and process of global governance*. New Delhi: Viva Books.
- Knight, A. (Ed.). *Adapting the United Nations to a postmodern era-lessons learned*. New York: Palgrave.
- Malone, David. (2006). *The UN Security Council: From the Cold War to the 21st century* New Delhi: Viva Books.
- Rittberger, Volker, Zangl, B., & Kruck, A. (2012). *International organization* (2nd ed.). New York, N.Y.: Palgrave Macmillan.
- Ritzer, G. (2010). *Globalization: A basic text*. West Sussex: Wiley-Blackwell,

Additional Readings:

- Barkin, J. S. (2006). *International organization: Theories and institutions*. New York, N.Y.: Palgrave Macmillan.
- Murthy, C.S.R. (2001). United Nations Peacekeeping in Intrastate Conflict- emerging trends. *International Studies*, 38 (3), 207-27.
- Nye, J. (2001). Globalizations democratic deficit: How to make international institutions more accountable. *Foreign Affairs*, July-August, 2-7.
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THEMES IN COMPARATIVE POLITICAL PHILOSOPHY-II

Course Details			
Course Title: Themes in Comparative Political Philosophy-II			
Course Code	PSC71MJ01904	Credits	4
L + T + S (flexible)	2 + 1+1	Course Duration	One Semester
Semester	Odd (V)	Contact Hours	45 (L) + 15 (T+S) Hours
Course Type	Major (Discipline based core course)		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual assignments (as required); Individual Biographies/Autobiographies, Workshops and seminar presentations (depending on time and resources), Role Playing		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To provide to the students the foundational knowledge on themes and issues in Indian, Western and Chinese political thinking.
- To help the students understand concepts and ideological constructs of thinkers.
- To help the students to correlate the debate with the contemporary political developments.

Learning Outcomes

After completion of the course, the students should be able to:

- Understand the socio-political background and its relationship with the evolution and development of political thinking across the globe.
- Analyse the ideas of key thinkers and compare major political themes in their ideas.
- Understand the contemporary relevance of issues under discussion and their applicability in the political, constitutional and legal fields.

COURSE OUTLINE

UNIT I: The Shift

(25 % Weightage)

- Machiavelli (*Statecraft, Law and Morality*)
- Discourses on Modernity
- Raja Rammohun Roy (*Political Obligation*)

UNIT II: The Liberals and Individualists

(25 % Weightage)

- John Locke (*Limited Government and Possessive Individualism*)
- G K Gokhale (*Constitutional Government and Democracy*)
- Thomas Hobbes (*Political Power and Sovereignty*)

UNIT III: Romanticists

(25 % Weightage)

- J. J. Rousseau (*General Will and Direct Democracy*)
- Rabindranath Tagore (*Nationalism*)
- Bankim Chandra Chattopadhyaya (*History, Culture and Power*)

Unit IV: Feminists

(25 % Weightage)

- Pandita Ramabai (*Gender and Equality*)
- Marry Wollstonecraft (*Patriarchy and Inequality*)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-7	Unit-I
8-20	Unit-II
21-33	Unit-III
33-45	Unit-IV
15 Hours	Tutorials
<p>● Suggested References:</p> <ul style="list-style-type: none"> ● Clark, J. J. (1997). <i>Oriental enlightenment: the encounter between Asian and western thought</i>. London: Routledge. ● Ebenstein, Alan. (1999). <i>Great political thinkers from Plato to the present</i>. Kentucky: Cengage Learning. ● Hall, S.. (1992). <i>Formations of modernity</i>. UK: Polity Press. ● Jha, Shefali. (2009). <i>Western political thought: from Plato to Marx</i>. New Delhi: Pearson Education. ● Kant, I. (1784). What is enlightenment?. available at https://www.nypl.org/sites/default/files/kant_whatisenlightenment.pdf, Accessed: 01.02.2024 ● Malik, Suratha Kr. and Tomar, Ankint, (Eds.). (2022). <i>Revisiting modern Indian thought: themes and perspectives</i>. New Delhi: Routledge. ● Mehta, V.R., & Pantham, Thomas. (Eds.). (2006). <i>Political ideas in modern India: thematic explorations</i>. New Delhi: Sage Publications. ● Mukherjee, Subrata & Ramaswamy S. (2011). <i>A history of political thought: Plato to Marx</i>. New Delhi: PHI Learning Pvt. Limited. ● Pantham, T., & Deutsch, Kennath L.(Eds.).(1986). <i>Political thought in modern India</i>. New Delhi: Sage Publication. ● Plamenatz, John. (1963). <i>Man and society: political and social theory: Machiavelli through Rousseau (vol. I)</i>. New York: McGraw-Hill Book Company. ● Radhakrishnan, S.(Eds). (1957). <i>History of political philosophy: eastern and western</i>, Vol I & II. London: Allan and Unwin. ● Sabine, George H. (1973). <i>A history of political theory</i>. New Delhi: Oxford and IBH. ● Singh, M. P and Roy, Himanshu. Eds. (2011). <i>Indian political thought: Themes and thinkers</i>. New Delhi: Pearson. ● Verma, Vishwanath Prasad. (1971). <i>Modern Indian political thought</i>. Agra: Lakshami Narayan Agarwal. 	

POLITICAL PROCESSES IN INDIA

Course Details			
Course Title: Political Processes in India			
Course Code	PSC71MJ02004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (V)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Course)		
Nature of course	Theory/practical		
Special nature /category of the course	Democratic, Indian cultural Values, Indian knowledge system		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-studies, seminar, presentation students, individuals and groups drills, group and individuals field based assignments followed by workshops and seminar presentation		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To provide the students a broader knowledge of Indian politics and its impact on political processes
- ❖ To help students understand legislative processes and functioning of Indian democracy
- ❖ To help students develop analytical perspective on issues of Indian politics
- ❖ To acquaint the students with the emerging issues on electoral politics in India

Learning Outcomes

After completion of the course, the students should be able to

- ❖ Know the background of the working of Indian politics

- ❖ Gain knowledge on actual functioning of politics and issues influencing politics in India

COURSE OUTLINE

UNIT I: Federalism in India

(20 % Weightage)

- Concept of Federalism
- Dynamics of union-state relations
- Patterns and determinants of Indian federalism

UNIT II: Parties and Party System

(20 % Weightage)

- National parties and Regional Party: Trends and electoral performance
- Party system
- Coalition politics

UNIT III: Election Commission and Electoral Process in India (20 % Weightage)

- Electoral process
- Voting pattern
- Functions of election commission
- Electoral reform

UNIT IV: ISSUES IN INDIAN POLITICS

(40 % Weightage)

- Politics of reservation: Caste and gender
- Religion: secularism and communalism
- Identity politics: dalits and tribe
- Agrarian politics

Content Interaction Plan:

Lecture cum Discussion (Each session of	Units
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1 Hour)	
1-9	<ul style="list-style-type: none"> • Concept of Federalism • Dynamics of union-state relations • Patterns and determinants of Indian federalism
10-18	<ul style="list-style-type: none"> • National parties and Regional Party • Trends and electoral performance • Party system • Coalition politics
19- 27	<ul style="list-style-type: none"> • Electoral process • Voting pattern • Electoral reform • Function of election commission
28-45	<ul style="list-style-type: none"> • Caste • Religion • Gender • Tribes • Agrarian policies
Essential Readings: <ul style="list-style-type: none"> • Hasan, Zoya. (2018). <i>Agitation to Legislation: Negotiating Equity and Justice in India</i>. New Delhi: OUP. • Palshikar, Suhas. (2017). <i>Indian democracy</i>. New Delhi: OUP. • Jayal, Niraja Gopal et al. (Eds.) (2011). <i>The oxford companion to politics in India</i>. New Delhi: OUP. • Kohli, Atul. (2007). <i>State and development</i>. Cambridge: CUP. • Mitra, Subrta K. (2011). <i>Politics in India: structure, process and policy</i>. London, New York: Routledge. • Ray, Raka, & Katzenstein, Mary F. (2005). <i>Social movements in India: poverty, power and politics</i>. Lanham: Rowman and Littlefield Publishers. • Agarwal, Bina. (Ed.). (1988). <i>Structures of patriarchy: state, community and household in modernizing Asia</i>. New Delhi: Kali for Women. • Desai, A.R. (Ed.).(1974). <i>Peasant struggles in India</i>. New Delhi: OUP. • Desai, A.R.(Ed.). (1986). <i>Agrarian struggles in India</i>. New Delhi: OUP. 	

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- Nayar, Baldev Raj. (Ed.). (2007). *Globalization and politics in India*. New Delhi: OUP.
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- Rudolph, Lloyd I., & Rudolph, Susanne Hoeber. (2008). *Explaining Indian democracy: a fifty year perspective 1950-2006, Vol. I-III*. Delhi: OUP.

Hindi Readings:

अभय कुमार दुबे (सं०) (2003), राजनीति की किताब: रजनी कोठारी का कृतित्व, नई दिल्ली: वाणी प्रकाशन

रजनी कोठारी एवं अभय कुमार दुबे (2005), भारत में राजनीति: कल और आज, नई दिल्ली: वाणी प्रकाशन

सुखदेव थोरात (2017), भारत में दिलत: एक समान िनयित की तलाश, नई दिल्ली: सेज भाषा

एस०एम० माइकल (2015), आधुनिक भारत में दिलत: दृष्टि एवं मूल्य, नई दिल्ली: सेज भाषा

माधव गोडबोले (2017), धर्मनिरपेक्षता: दोराहे पर भारत, नई दिल्ली: सेज भाषा

शम्सुल इस्लाम, (2006) भारत में अलगाववाद और धर्म, नई दिल्ली: वाणी प्रकाशन

जावीद आलम, (2007) लोकतंत्र के तलबगार?, अनुवादक: अभय कुमार दुबे, नई दिल्ली: वाणी प्रकाशन

आशुतोष वाणेश्वर (2018), अधूरी जीत: भारत का अप्रत्याशित लोकतंत्र, अनुवादक: िजतेन्द्र कुमार, नई दिल्ली: ऑक्सफ़र्ड यूनिविसिटी प्रेस

गेल ओमवेट (2015) दिलत और प्रजातांत्रिक क्रांति: उपनिवेशीय भारत में डॉ० अम्बेडकर एवं दिलत आंदोलन, नई दिल्ली: सेज भाषा 41

फिलिप कॉटलर, (2017) लोकतंत्र का पतन: भिवष्य का पुनिर्माण, नई दिल्ली: सेज भाषा

रजनी कोठारी, (2003). 'कांग्रेस 'प्रणाली'', अभय कुमार दुबे (सं) राजनीति की किताब, नयी दिल्ली: वाणी प्रकाशन.

सुहास पलिशकर एवं योगेन्द्र यादव, (2005) 'वचस्व से समाभिरूपकता तक: भारतीय राज्यों में दलीय व्यवस्था व चुनावी राजनीति', शोधार्थी, अंक 1, संख्या 2

योगेन्द्र यादव एवं सुहास पल्शीकर (2006), 'पाटीर प्रणाली एवं चुनावी राजनीति', अरिबन्ध मोहन (सं.) लोकतंत्र का नया लोक: चुनावी राजनीति में राज्यों का उभार, भाग-1, नयी दिल्ली: वाणी प्रकाशन.

योगेन्द्र यादव, (2002). 'कायापलट की कहानी: नया प्रयोग, नयी संभावनाएं, नये अंदेशे', (सं) अभय कुमार दुबे, लोकतंत्र के सात अध्याय, नयी दिल्ली: वाणी प्रकाशन.

सुषमा यादव, (2013). 'चुनाव आयोग और चुनाव प्रक्रिया', महेंद्र प्रसाद सिंह एवं हिमांशु रॉय (सं.), भारतीय राजनीतिक प्रणाली: संरचना, नीति एवं विकास, दिल्ली: हिन्दी माध्यम कायान्वयन िनदेशालय, दिल्ली विश्वविद्यालय.

संजय कुमार, (2013). 'भारत में मतदान-व्यवहार: अध्ययन का इतिहास और उभरती चुनौतियाँ', (अनु.) विवेकरत्न, प्रितमान: समय समाज संस्कृति, वर्ष 1, खंड 1, अंक 1, जनवरी-जून 2013, पृष्ठ 321-345.

प्रताप भानु मेहता, (2005). 'राजनिर्गतक दलों में सधु ार को प्राथिमकता', शोधार्थी, जनवरी -माचर् 2005, अंक 1, संख्या 1, पृष्ठ 15-17.

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आशुतोष वाणेर्य, (2005), 'सांप्रदायिक िहंसा का चुनावी िसद्दांत', शोधार्थी, अंक 1, संख्या 4, अक्तूबर-िदसंबर, पृष्ठ 28-34.

िबपन चन्द्र, (2011), साम्प्रदायिकता: एक पिरचय, (अनु) आलोक तोमर, नयी िदल्ली: अनािमका पिब्लशसर् एंड िडस्ट्रीब्यूटसर्.

राजीव भागर्व (2005), 'दिक्षण एिशया में समावेशन और बिहवेशन: धमर् की भूमिका', शोधार्थी, अंक 1, संख्या 4, अक्तूबर-िदसंबर, पृष्ठ 1- 14.

रजनी कोठारी, (1998). 'साम्प्रदायिकता: भारतीय जनतंत्र का नया चेहरा', 'धमर्िनरपेक्षता का अंत', (अनु) ध्रुव नारायण, साम्प्रदायिकता और भारतीय राजनीित, िदल्ली: रेनबो पिब्लशसर् िल.

रजनी कोठारी, (2005). 'जाितयों का राजनीितकरण', भारत में राजनीित: कल और आज, (अनु) अभय कुमार दुबे, नयी िदल्ली: वाणी प्रकाशन.

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गोपाल गुरु, (2002), 'अवमानना के आयाम', (सं) अभय कुमार दुबे, आधुिनकता के आईने में दिलत, नयी िदल्ली:वाणी प्रकाशन.

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गेल ओमवेट (2015), दिलत और प्रजातािंं त्रक क्रािंं त: उपिनवेशीय भारत म ेेे डॉ० अम्बेडकर एव ं दिलत आंदोलन, नई िदल्ली: सेज भाषा,

PUBLIC POLICY IN INDIA: PROCESSES AND INSTITUTIONS

Course Details			
Course Title: Public Policy in India: Processes and Institutions			
Course Code	PSC71MJ02102	Credits	2
L + T + P	1.5+0.5	Course Duration	One Semester
Semester	Odd (V)	Contact Hours	23 (L)+7(T) Hours
Course Type	Major (Discipline Based Core)		
Nature of Course	Theory & Practical		
Special Category of the Course (if any)	Skill Development, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- This course provides an introduction to the process of public policymaking in India
- To study the role of various institutions and their relevance in the policy process

Learning Outcomes

After completion of the course, the students will be able to

- Understand the process of making of public policies
- Develop skills to assess and make a critical analysis of public policies in India

COURSE OUTLINE

Unit I: Public Policy Making

(50 % Weightage)

- Understanding Policy Processes and Policy Objectives
- Policy actors and Political parties

- Non-state Actors and Interest Groups
- Public Opinion and Media

Unit II: Policy Making Institutions in India

(50 % Weightage)

- Union level: Legislature, Executive and Judiciary; Prime Minister; Prime Minister's Office; Cabinet Secretariat; Central Secretariat; NITI Aayog and Finance Commission
- State level: Governor; Chief Minister and Council of Ministers; State Secretariat; Centre-State relations
- Local Level: Local Self Government: Rural and Urban

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	Unit I: Public Policy Making
1-4	Definition, characteristics and models
5-6	Policy actors and Political parties
7-8	Non-state actors and Interest Groups
9-11	Public Opinion and Media
12-23	Unit II: Policy Making Institutions in India
12-16	Union level: Legislature, Executive and Judiciary; Prime Minister; Prime Minister's Office; Cabinet Secretariat; Central Secretariat; NITI Aayog and Finance Commission
17-20	State level: Governor; Chief Minister and Council of Ministers; State Secretariat; Centre-State relations
21-23	Local Level: Local Self Government: Rural and Urban
24-30	<i>Tutorial</i>
Suggested References:	
<ul style="list-style-type: none"> • Agarwal, J. C. (2009). <i>Education policy in India</i>. Neha Publishers & Distributors. • Anderson J.E., (2006). <i>Public policy-making: an introduction</i>. Boston: Houghton. • Ayyar, R. V. V. (2009). <i>Public policy making in India</i>. Delhi: Pearson. • Basu, D.D. (2004). <i>Introduction to the constitution of India</i>. New Delhi: Prentice Hall. 	

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- Tandon, R and R. Mohanty. (2003). *Civil society and governance issues and problems*. New Delhi: Sage.
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INTERNSHIP

Course Details			
Course Title: Internship			
Course Code	PSC71MJ02202	Credits	2
L + T + P	2	Course Duration	One Semester
Semester	Odd (V)	Contact Hours	30 (Internship)
Course Type	Major (Discipline Based Core)		
Nature of Course	Practical (Internship)		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	As detailed in the Research-cum- Internship Manual of the Department for the Purpose or as decided by the Department Committee time to time		
Assessment and Evaluation	As detailed in the Research-cum-Internship Manual of the Department for the Purpose or as decided by the Department Committee time to time		

Course Objectives

- This course provides practical exposure to the students
- To study the role of various political institutions/actors
- **Learning Outcomes**

After completion of the course, the students will be able to

- Understand the process and issues pertaining to the concerned area
- Develop skills to assess and make a critical analysis of political institutions/actors/processes

INTERNATIONAL CONFLICTS AND CONFLICT RESOLUTION: CASE STUDIES

Course Details			
Course Title: International Conflicts and Conflict Resolution: Case Studies			
Course Code	PSC72MJ02304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VI)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)/Minor (For other Discipline)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with foundational knowledge of international conflicts and conflict resolution
- ❖ To make learners to identify different international conflicts since end of the cold war with help of case studies
- ❖ To develop skills and competencies in terms of critically analyzing factors, actors and processes w.r.t. conflicts and conflict resolution

Learning Outcomes

After completion of the course, the students will be able to

- ❖ Identify major international conflicts since end of the World War II
- ❖ Understand the factors and actors involved in major international conflicts

- ❖ Develop skills to analyze processes of conflict resolution
- ❖ Develop skills to apply case study methods to analyse conflicts

COURSE OUTLINE

UNIT I: Understanding International Conflicts & Conflict Resolution (25 % Weightage)

- International Conflicts: Nature, Factors and Actors
- Conflict Resolution and Management: Concepts & Approaches
- Conflict Resolution and Indian Traditions

UNIT II: International Conflicts during the Cold War (25 % Weightage)

- Berlin Crisis (1948-49 & 1961)
- Korean War (1950-53)
- USA-USSR Arms Race
- Cuban Missile Crisis (1962)
- Arab-Israel War (1973)
- Vietnam War (1956-75)

UNIT III: International Conflicts during the Post-Cold War (25 % Weightage)

- Terrorism as a Geopolitical Tool & War on Terror
- Nagorno-Karabakh Conflict (Since 1991)
- Rwanda genocide (1994)
- Kosovo conflict (1998-99)
- Iraq War (2003-11)

UNIT IV: Contemporary International Conflicts (post 2010) (25 % Weightage)

- South China Sea Dispute
- Russia-Ukraine War (2022-)
- Ethiopia-Eritrea Conflict
- South Sudan Civil War
- Syria Civil War
- Israel-Gaza War (2023)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Understanding International Conflicts & Conflict Resolution
1-4	International Conflicts: Nature, Factors and Actors
5-9	Conflict Resolution and Management: Concepts & Approaches
10-11	Conflict Resolution and Indian Traditions
12-22	UNIT II: International Conflicts during the Cold War
12	Berlin Crisis (1948-49 & 1961)
13-14	Korean War (1950-53)
15-16	USA-USSR Arms Race
17-18	Cuban Missile Crisis (1962)
19-20	Arab-Israel War (1973)
21-22	Vietnam War (1956-75)
23-33	UNIT III: International Conflicts during the Post-Cold War
23-25	Terrorism as a Geopolitical Tool & War on Terror
26-27	Nagorno-Karabakh Conflict (Since 1991)
28-29	Rwanda genocide (1994)
30-31	Kosovo conflict (1998–99)
32-33	Iraq War (2003-11)
34-45	UNIT IV: Contemporary International Conflicts (post 2010)
34-35	South China Sea Dispute
36-37	Russia-Ukraine War (2022-)
38-39	Ethiopia-Eritrea Conflict
40-41	South Sudan Civil War
42-43	Syria Civil War
44-45	Israel-Gaza War (2023)
<i>15 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Baylis, J., Smith, S. & Owens, P. (Eds.) (2008). *The globalization of world politics: an introduction to international relations*. OUP.
- Best, A., Hanhimaki, J. M., Maiola, J.A., and Schulze, K.E. (2004). *International history of the twentieth century*. London: Routledge.
- Biddle, S. (2004). *Military power: explaining victory and defeat in modern battle*. Princeton, NJ: PUP.
- Held, D. et.al. (2005). *Debating globalization*. Cambridge: Polity Press
- Keldor, M. (1999). *New and old wars: organized violence in a global era*. Cambridge: Polity Press.
- Keylor, W.R. (2006). *The twentieth century world and beyond: an international history since 1900*. Oxford: OUP.
- Malone, David. (2006). *The UN Security Council: From the Cold War to the 21st century*. New Delhi: Viva Books.
- Mingst, Karen A. and Mori, Katsuhiko. (2019). *Teaching international affairs with cases*. NY: Routledge.
- Pillar, P.R. (2001). *Terrorism and U.S. foreign policy*. Washington, D.C.: Brooking Institutions.
- Richardson, L. F. (1949). *Arms and insecurity*. London: Stevens & Sons (Published Posthumously, 1960).

Additional Readings:

- Allison, Graham T. (1971). *The essence of decision: explaining the Cuban missile crisis*. Oxford: OUP.
- Murthy, C.S.R. (2001). United Nations Peacekeeping in Intrastate Conflict- emerging trends. *International Studies*, 38 (3), 207-27.
- Nye, J. (2001). Globalizations democratic deficit: How to make international institutions more accountable. *Foreign Affairs*, July-August, 2-7..
- Stager, M. (2009). *Globalization: a very short introduction*, London: Oxford University Press.

THEMES IN COMPARATIVE POLITICAL PHILOSOPHY-III

Course Details			
Course Title: Themes in Comparative Political Philosophy-III			
Course Code	PSC72MJ02404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VI)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Self-Study, Presentations by Students, Class assignments.		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

- To provide to the students the foundational knowledge on themes and issues in Indian, Western and Chinese political thinking.
- To help the students understand concepts and ideological constructs of thinkers.
- To help the students to correlate the debate with the contemporary political developments.

Learning Outcomes

After completion of the course the students should be able to:

- Understand the socio-political background and its relationship with the evolution and development of political thinking across the globe.
- Analyse the ideas of key thinkers and compare major political themes in their ideas.
- Understand the contemporary relevance of issues under discussion and their applicability in the political, constitutional and legal fields.

COURSE OUTLINE

UNIT-I: The Liberal Socialists

(25 % Weightage)

- J P Narayan (*People's Power and Communitarian Democracy*)
- Ram Manohar Lohia (*History and Socialism*)
- J S Mill (*Liberty and Democracy*)

UNIT-II: Idealists

(25 % Weightage)

- Swami Vivekanand (*Culture and Indian Identity*)
- Sri Aurobindo Ghosh (*Nationalism and Freedom*)
- W F G Hegel (*Freedom and State*)

UNIT-III: Die-Hards

(25 % Weightage)

- Karl Marx (*Materialism and Communism*)
- V D Savarkar (*Hindutva*)

UNIT- IV: Gandhi

(25 % Weightage)

- M K Gandhi (*Satyagrah and Swaraj*)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-7	Unit-I
8-20	Unit-II
21-33	Unit-III
33-45	Unit-IV
15 Hours	Tutorials
<ul style="list-style-type: none"> • <u>Suggested References:</u> • Singh, M. P and Roy, Himanshu. Eds. (2011). <i>Indian Political Thought: Themes and Thinkers</i>. New Delhi: Pearson. 	

- Mehta, V.R., & Pantham, Thomas. (Ed.) (2006). *Political ideas in modern India: thematic explorations*. New Delhi: Sage Publications.
- Verma, Vishwanath Prasad. (1971). *Modern Indian political thought*. Agra: Lakshami Narayan Agarwal.
- Suratha Kr Malik and Tomar, Ankint. (Eds.). (2022). *Revisiting modern Indian thought themes and perspectives*. New Delhi: Routledge.
- Ankint Tomar and Malik, Suratha Kr. (Eds.) (2020). *Ancient and medieval Indian thought: Themes and traditions*. New Delhi: Sage.
- Chouslkar, Ashok S. (2018). *Revisiting political thought of ancient India: The pre-Kautilyan Arthashastra tradition*. New Delhi: Sage.
- Plamenatz, John. (1963). *Man and society: Political and social theory, vol. II. Bentham through Marx*. New York: McGraw-Hill Book Company.
- Mukherjee, Subrata & Ramaswamy S. (2011). *A history of political thought: Plato to Marx*. New Delhi: PHI Learning Pvt. Limited.
- Ebenstein, Alan. (1999). *Great political thinkers from Plato to the present*. Kentucky: Cengage Learning.
- Radhakrishnan, Sarvepalli. (Eds). (1957). *History of political philosophy: Eastern and western*. Vol I & II. London: Allan and Unwin.
- Clark, J. J., 1997. *Oriental enlightenment: The encounter between Asian and western thought*. London: Routledge.
- Jha, Shefali. (2009). *Western political thought: From Plato to Marx*. New Delhi: Pearson Education.
- Sabine, George H. (1973). *A history of political theory*. New Delhi: Oxford and IBH.
- Gandhi, M.K. (2006). *Hind swaraj*. Ahmedabad: Navajivan Publishing House.
- Pantham, Thomas, & Deutsch, Kennath L.(Eds.).(1986). *Political thought in modern India*. New Delhi: Sage Publication.

UNDERSTANDING POST-COLONIAL POLITICAL DEVELOPMENTS IN SOUTH ASIA

Course Details			
Course Title: Understanding Post-Colonial Political Developments in South Asia			
Course Code	PSC72MJ02504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VI)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Course)		
Nature of course	Theory/practical		
Special nature /category of the course	Democratic, cultural Values, democratic knowledge system		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-studies, seminar, presentation students, individuals and groups drills, group and individuals field based assignments followed by workshops and seminar presentation		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To acquaint the students with the historical legacies and geopolitics of South Asia
- ❖ To help students understand the political regime types and the socioeconomic issues of the region in a comparative framework
- ❖ To apprise the students of the common challenges and the strategies deployed to deal with them by the countries of South Asia

Learning Outcomes

After completion of the course, the students should be able to

- ❖ Know about the history and politics of the region
- ❖ Gain knowledge of socioeconomic issues and political challenges in the South Asian Region
- ❖ Develop an understanding regional geopolitics

COURSE OUTLINE

UNIT I: Understanding South Asia as a Region (25 % Weightage)

- Historical and Colonial Legacies
- Geopolitics of South Asia

UNIT II: Politics and Governance (25 % Weightage)

- Regime types: democracy, authoritarianism, monarchy
- Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka

UNIT III: Socio-Economic Issues (25 % Weightage)

- Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka)

UNIT IV: Regional Issues and Challenges (25 % Weightage)

- South Asian Association for Regional Cooperation (SAARC): problems and prospects
- Terrorism
- Migration

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	Unit-I
12-22	Unit-II

23-33	Unit-III
34-45	Unit-IV
15 Hours	Tutorials

Essential Readings

I. South Asia- Understanding South Asia as a Region

- Hewitt, V. (1992). Introduction, 1-10. In *The international politics of south Asia*, 1-10. Manchester: Manchester University Press.
- Hewitt, V. (2010). International politics of south Asia, 399-418. Brass, P. (Ed.) *Routledge handbook of south Asian politics, 399-418*. London: Routledge.
- Muni, S.D. (2003). South Asia as a region. *South Asian Journal*, 1(1), August-September, 1-6.
- Baxter, C. (ed.) (1986). *The Government and politics of South Asia*. London: Oxford University Press, pp.376-394.
- Baxter, C. (2010). Introduction. In Brass, P. (Ed.) *Routledge handbook of south Asian politics*. London: Routledge, pp.1-24

II. Politics and Governance

- De Silva, K.M. (2001). The working of democracy in south asia. In Panandikar, V.A (Ed.) *Problems of governance in south Asia*. New Delhi: Centre for Policy Research & Konark Publishing House, pp. 46-88.
- Wilson, J. (2003). Sri lanka: ethnic strife and the politics of space. In Coakley, J. (Ed.) *The territorial management of ethnic conflict*. Oregon: Frank Cass, pp. 173-193.
- Mendis, D. (2008). South Asian democracies in transition. In 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.
- Hachethi, K. and Gellner, D.N.(2010). Nepal: Trajectories of democracy and restructuring of the state. In Brass, P. (ed.) *Routledge handbook of south Asian politics*. London: Routledge, pp. 131-146.
- Kukreja, V. (2011). Federalism in Pakistan. In Saxena R. (Ed.). *Varieties of federal governance*. New Delhi: Foundation Books, pp. 104-130.

- 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.
- 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.
- Kaul, N. (2008). Bearing better witness in Bhutan. *Economic and Political Weekly*, 13 September, pp. 67-69.

III. Socio-Economic Issues

- Phadnis, U.(1986). Ethnic conflicts in south Asian states. In Muni, S.D. et.al. (Eds.). *Domestic conflicts in south Asia: Political, economic and ethnic dimensions*. Vol. 2. New Delhi: South Asian Publishers, pp.100-119.
- Kukreja, V. (2003). *Contemporary Pakistan*. New Delhi: Sage, pp. 75-111 and 112-153.

IV. Regional Issues and Challenges

- Narayan, S. (2010). SAARC and south Asia economic integration. In Muni, S.D. (Ed.) *Emerging dimensions of SAARC*. New Delhi: Foundation Books, pp. 32-50.
- 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.
- Baral, L.R. (2006). Responding to terrorism: Political and Social Consequences in South Asia. In Muni, S.D. (Ed.). *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.301-332.
- Muni, S.D. (2006). Responding to terrorism: An overview. In Muni, S.D. (Ed.). *Responding to terrorism in South Asia*. New Delhi: Manohar, pp.453-469.
- 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
- Acharya, J. and Bose, T.K. (2001). The new search for a durable solution for refugees: South Asia In Samaddar, S. and Reifeld, H. (Eds.) *Peace as process: reconciliation and conflict resolution in south Asia*. New Delhi: Vedams ,pp-137-157

HUMAN RIGHTS: ISSUES AND CHALLENGES

Course Details			
Course Title: Human Rights: Issues and Challenges			
Course Code	PSC72MJ02604	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	1	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Elective)		
Nature of course	Theory		
Special nature /category of the course	Democratic values		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none">• 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)• 70% - End Term External Examination (University Examination)		

Course Objectives

The present course introduces undergraduate students to a general and basic idea of Human Rights. This course provides philosophical and historical foundation of the concept, helps understand international human rights norms and contemporary human rights debates in Indian context. The debates on different aspect of human rights will provide sensitise students about their own constitutional/legal rights as well as their duties. In addition, extant issues that have a great impact on day-to-day life will also be examined in this course.

Learning Outcomes

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

- ❖ Know about the concept of International Human Rights and its place in the civilised world
- ❖ Correlate Human Rights and other significant concepts like Duties, Civil Rights and Human Security
- ❖ Be aware of the contemporary human rights situation and rights of Women, Children, Tribal, Minorities, Differently Abled and Displaced Persons.
- ❖ Connect the state responses to people's rights to be a good citizen

COURSE OUTLINE

Unit: 1	Human Rights: Fundamental Aspects Meaning and Concept Evolution	(Weightage 25%)
Unit: 2	Human Rights: International Dimension Universal Declaration of Human Rights 1948 Role of UN	(Weightage 20%)
Unit: 3	Human Rights: Issues and Challenges Women and Children Tribal and Minorities Refugee Right to Political Asylum	(Weightage 30%)
Unit: 4	Human Rights: Indian Perspectives Provisions State Response	(Weightage 25%)

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-11	<ul style="list-style-type: none"> • Human Rights: Fundamental Aspects • Meaning and Concept
Unit-II	12-20	<ul style="list-style-type: none"> • Human Rights: International Dimension • Universal Declaration of Human Rights 1948 • Role of UN Classical Realism
Unit- III	21-33	<ul style="list-style-type: none"> • Human Rights: Issues and Challenges • Women and Children • Tribal and Minorities • Refugee

		<ul style="list-style-type: none"> • Right to Political Asylum
Unit- IV	34-45	<ul style="list-style-type: none"> • Human Rights: Indian Perspectives • Provisions • State Response
Tutorials	15 Hours	

Essential Readings

- Beetham, D. (Ed.). (1995). *Politics and Human Rights*. Oxford: Blackwell.
- Evans, Tony (2001). *The politics of human rights: a global perspective*. London, Pluto Press.
- Subramanian, S. (1997). *Human rights: International challenges*. Delhi: Manas.
- U.N. (1948). *Universal declaration of human rights*. UN General Assembly. December 10, 1948.
- Beitz, Charles R. (2009). *The idea of human rights*. Oxford: Oxford University Press
- Moyn, S. (2010). *The last utopia: human rights in history*. Cambridge, Mass.: Belknap Press of Harvard University Press.
- Donnelly, J. (2011). Human rights. In Baylis, J. and Smith, S. (2011). *The globalization of world politics*, Oxford: Oxford University Press.
- Human Rights Violations and Indian Polity
- a) Inequalities in society-population-illiteracy-poverty-caster-inaccessibility of legal redress
- b) Abuse of Executive Power-Corruption-Nepotism and favoritism
- c) Human Rights and Good Governance Burchill, Scott et al (2001), *Theories of international relations*, (2nd ed.), London: Palgrave

INTERNATIONAL SECURITY: ISSUES AND CHALLENGES

Course Details			
Course Title: International Security: Issues and Challenges			
Course Code	PSC72MJ02704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VI)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Elective)		
Nature of course	Theory		
Special nature /category of the course	Democratic values		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To explain different dimensions and meaning of security in International Politics.
- ❖ To situate the debate in connection with the discourse on national security
- ❖ To make a holistic assessment of the concept of security

Learning Outcomes

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

- ❖ To understand the complexity of the debate in the field of international security
- ❖ To examine and analyse security issues from national perspective

COURSE OUTLINE

- Unit: 1** **Introduction to the course** **(Weightage 25%)**
- Meaning and concept of international security
 - Dimensions of Security
- Unit: 2** **Traditional Vs. Non-Traditional Security** **(Weightage 30%)**
- Dimensions
 - Challenges
 - Measures
- Unit: 3** **State response towards Security** **(Weightage 25%)**
- Internal
 - External
- Unit: 4** **Emerging dimensions of Security** **(Weightage 20%)**
- Collective Security
 - Comprehensive security
 - Human Security

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-12	Introduction to the course <ul style="list-style-type: none"> • What is International security • Dimensions of Security
Unit-II	10-18	Traditional Vs. Non Traditional Security <ul style="list-style-type: none"> • Dimensions • Challenges • Measures
Unit- III	19-26	State response towards Security <ul style="list-style-type: none"> • Internal • External
Unit- IV	27-33	Emerging dimensions of Security <ul style="list-style-type: none"> • Collective Security • Comprehensive security • Human Security
Tutorials	15 Hours	

Essential Readings

- Al-Rodhan, Nayef R.F., (2007). The five dimensions of global security: Proposal for a multi-sum security principle, LIT.
- Bajpai, K. (2000), *Human security: Concept and measurement*. University of Notre Dame, Kroc Institute Occasional Paper no. 19 Accessed 29/04/06 at: <www.nd.edu/~krocinst/ocpapers/op_19_1.PDF
- Baldwin, D. (1997). The concept of Security. *Review of International studies*, 23, 5-26
- Buzan, B. (2000). Change and Insecurity' reconsidered (Eds.). *Critical reflection on security and change*. S. Croft and T. Terriff. Oxen, Frank Cass Publishers.
- Buzan, B. (2007). *People, states & fear*. Colchester, ECPR.
- Buzan, B. and L. Hansen (2009). *The evolution of international security studies*. Cambridge: Cambridge University Press.
- Buzan, B., O. Wæver, et al. (1998), *Security: A new framework for Analysis*. Boulder, CO, Lynne Rienner Publishers.
- Claude Jr., Inis L. (2006), *Collective security as an approach to peace in classic readings and contemporary debates in international relations ed. Donald M. Goldstein, Phil Williams, & Jay M. Shafritz*. Belmont CA: Thomson Wadsworth. pp. 289-302.
- Elman, C. (2008), *Realism. security studies: An introduction*. P. D. William, New York: Routledge.
- Gartzke, E. (2005). Economic freedom and peace. In *Economic Freedom of the World, Annual Report*, 29-44
- Ghosh, Peu. (2009). *International relations* (Eastern Economy Edition ed.). New Delhi: PHI Learning Private Ltd.
- Haftendorn, Helga (March 1991). The security puzzle: Theory-building and discipline building in international security. *International Studies Quarterly* 35 (1): 3–17.
- BayliJ. S. (1997). International security in the post-cold war era. In Baylis, John and Steve Smith (Eds.). *The globalization of world politics*. Oxford: Oxford University Press.
- Kolodziej, E. (2005). *Security and international relations*, Cambridge: Cambridge University Press.
- Lowe, Vaughan, Adam Roberts, Jennifer Welsh and Dominik Zaum, (2010), *The united nations security council and war: The evolution of thought and practice since 1945*, Oxford: Oxford University Press.
- Thee, Mark. (1987). *Military technology, arms control and human development*, Washington.
- McDonald, M. (2008). Constructivism. *security studies: an introduction*. P. D. William, New York: Routledge.

COMPARATIVE POLITICS: THEORIES, ISSUES AND TRENDS

Course Details			
Course Title: Comparative Politics: Theories, Issues and Trends			
Course Code	PSC81MJ02804	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (VII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)/Minor for Other Department		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

❖ **Course Objectives:**

To acquaint the students with foundational knowledge of Comparative Politics

- ❖ To make learners to identify various phases of Comparative politics in terms of substance, methods and approaches
- ❖ To help the students understand pertinent theories relating to various themes in Comparative Politics.
- ❖ To develop skills and competencies in identifying various parameters that can be used in Comparative Politics and constructing relationship among these parameters

Learning Outcomes:

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

- ❖ Understand as to how Comparative Politics evolved over the period
- ❖ Compare and contrast various theoretical perspectives on Comparative Politics
- ❖ Able to develop an analytical skill to analyze these theories

- ❖ Critically analyze recent empirical trends in Comparative Politics

Course Contents:

UNIT I: Evolution and Approaches (33 % Weightage)

- Conceptualization and Scope
- Various Phases: Substance & Methods
 - Pre-World War II
 - World II-1970
 - 1970- onwards
- **Approaches:**
 - Institutional
 - System Analysis and Structural Functionalism
 - Political Economy
 - New institutionalism
 - Indian tradition

UNIT II: Political Socialization, Political Culture & Values (11 % Weightage)

- Civic Culture: Experiences of the Western Countries
 - Views of Almond & Verba
- Political Culture and Values in Developing Countries: With Special Reference to India

UNIT III: Theories of Development and Underdevelopment (20 % Weightage)

- Political Development
- Development & Nationalism
- Modernization
- Underdevelopment
- Dependency
- Imperialism

UNIT IV: Theories of State (16 % Weightage)

- The Relative Autonomy Debate
- Pluralism
- The Developmental State in a Globalised World

UNIT V: Issues in Federalism (9 % Weightage)

- Cooperative Vs Comparative Federalism
- Theories of Federalism

UNIT VI: Party System

(7 % Weightage)

- Classification
- Interpreting Party System: Harry Eckstein, Maurice Duverger. Giovanni Sartori

UNIT VII: New Perspectives & Comparative Politics

(4 % Weightage)

- Indian Ways of Comparison

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-15	UNIT I: Evolution and Approaches
1-2	Conceptualization and Scope
3-4	Various Phases: Substance & Methods: Pre-World War II
5-6	World II-1970
7-8	1970- onwards
9	Institutional
10-12	System Analysis and Structural Functionalism
13	Political Economy
14	New institutionalism
15	Indian Tradition
16-20	UNIT II: Political Socialization, Political Culture & Values
16-18	Civic Culture: Experiences of the Western Countries- Views of Almond & Verba
19-20	Political Culture & Values in Developing Countries: With Special

	Reference to India
21-29	UNIT III: Theories of Development and Underdevelopment
21-22	Political Development
23	Development & Nationalism
24	Modernization
25	Underdevelopment
26-27	Dependency
28-29	Imperialism
30-36	UNIT IV: Theories of State
30-32	The Relative Autonomy Debate
33-35	Pluralism
36	Developmental State in a Globalised World
37-39	UNIT V: Theories & Issues in Federalism
37	Cooperative Vs Comparative Federalism
38-39	Theories of Federalism
40-43	UNIT VI: Party System
40	Classification
41	Interpreting Party System: Harry Eckstein
42	Maurice Duverger
43	Giovanni Sartori
44-45	UNIT VII: New Perspectives & Comparative Politics
44-45	Indian Ways of Comparison

Suggested References:**Essential Readings:**

- Almond, G., & Verba, S. (1989). *The civic culture*. Newbury Park, CA: Sage Publications, 1989.
- Apter, D., & Eckstein, H. (Eds.). *Comparative politics*. New York: Free Press.
- Caramani, D. (Ed.). (2011). *Comparative politics*. Oxford: OUP.
- Chilcote, Ronald H. (1994). *Theories of comparative politics: Search for paradigms reconsidered*. Boulder: Westview.
- Dahl, Robert A. (1971). *Polyarchy: Participation and opposition*. New Haven: Yale University Press.
- Duverger, M. (1962). *Political parties: Their organization and activity in the modern state*. New York: Wiley.
- Heywood, A. (1997). *Politics*. Houndmills, Basingstoke, England: Macmillan.
- Huntington, Samuel P. (1968). *Political order in changing societies*. New Haven: Yale University Press.
- Lane, R. (1996). *The Art of comparative politics*. London: Longman.
- Lipset, S. M., & Rokkan, S. (Eds.). (1967). *Party systems and voter alignments*. New York: Free Press.
- Sartori, G. (1976). *Parties and party system: A framework for analysis*. Cambridge: Cambridge University Press.

Additional Readings:

- Bara, J., & Pennington, M. (2009). *Comparative politics explaining democratic systems*. Los Angeles: Sage.
- Boix, C. (Ed.). (2009). *Oxford handbook of comparative politics*. Oxford: OUP.
- Burnell, P. (Ed.). (2011). *Politics in developing world*. Oxford: OUP.
- Drogus, Carol A. (2012). *Introducing comparative politics: concepts and cases in context*. Los Angeles: Sage.
- Hislope, R., & Mughan, A. (2012). *Introduction to comparative politics: the state and its challenges*. Cambridge: Cambridge University Press.
- Kopstein, J. (Ed.). (2009). *Comparative politics: interests, identities, and institutions in a changing global order*. Cambridge: Cambridge University Press.
- Lichbach, M.I., Zukerman, A. S. (Eds.). (2009). *Comparative politics: Rationality, culture, and structure*. Cambridge: CUP.
- Newton, K. (2010). *Foundations of comparative politics: Democracies of the modern world*. Cambridge: Cambridge University Press.
- Ray, S.N. (2004). *Modern comparative politics: Approaches, methods and issues*. New Delhi: PHI Learning Pvt. Ltd.
- Tarrow, Sidney G. (2011). *Power in movement: social movements and contentious politics*. Cambridge: CUP.

THEMES IN INDIAN POLITICAL THOUGHT

Course Details			
Course Title: Themes in Indian Political Thought			
Course Code	PSC81MJ02904	Credits	4
L + T + S (flexible)	3 + 1	Course Duration	One Semester
Semester	Odd (VII)	Contact Hours	45 (L) + 15 (T+S) Hours
Course Type	Major (Discipline Based Core Course)		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual assignments (as required); Individual Biographies/Autobiographies, Workshops and seminar presentations (depending on time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course is a short introduction into the vast body of political thought originating in India. The course primarily focuses on the study of ideas of the thinkers who traditionally have been studied and taught in the universities under the course title “Indian Political Thought”. However, the present course is broader in scope. The course shall focus on ideas and concepts and shall try to link them with history and politics of India, thus, would be inter-disciplinary in nature. The objective of this course shall be to help students develop Indian perspective on political concepts and issues. This way the students shall develop an alternative approach to study and understand politics and society. The course shall be offered along with such courses as ‘Political Thinking in Global North and Global South’ and ‘Marxism and its Critiques’ so that the students shall develop a comprehensive understanding in political theory. The students shall be encouraged to read Sanskrit and original texts or authentic translations of the original texts. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market with confidence. The ideas and concepts of various political

thinkers shall also be discussed from the point of view of promoting Indian moral, ethical and cultural values in the students.

Note: One or two thinkers from each unit shall be discussed along with reading of classic texts.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read classic texts, shall develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex theoretical arguments.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the richness and complexity of political thought originating in India
- The students shall be able to learn and compare moral, ethical and cultural values coming through the ideas of the political thinkers and the concepts.
- The learners can appreciate the relationship of political thought with religious traditions, wherever applicable, and
- The students can understand the influence of political thinking on major historical-political developments.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the concepts learned;
- The ability to compare within and between the bodies of thoughts analysed.
- The ability to face competitions and do further research

Course Contents

UNIT I: Contextualizing Indian Political Thought: Ancient to Modern (5% Weightage)

- Meaning of Political Thought
- A general survey of Political Thought in India

- Phases in the evolution of political thinking in India: Pre-colonial, Post-colonial
- Approaches to the study of political thought in India

UNIT II

(15% Weightage)

- Vedas and Brahmanic Traditions, Manu, Kautilya
- Yajnyavalkya, State and government in Shanti Parva, Buddhism (Aggañña Sutta), Jainism
- Advaitvad of Adi Shankara

UNIT III:

(10% Weightage)

- Bhakti Ideology and Sufi Thoughts
- Guru Nanak and Kabir
- Zia Barani and Abul Fazl

UNIT IV: Liberals and Orthodox

(10% Weightage)

- Ram Mohun Roy
- Dada Bhai Naoroji
- Syed Ahmed Khan
- Muhammad Iqbal

UNIT V: Cultural Nationalists

(20% Weightage)

- Bal Gangadhar Tilak
- Vivekanand
- Dayanand Saraswati
- Bankim Chandra Chatterjee
- V D Savarkar
- Sri Aurobindo

UNIT VI: Socialists and Communists

(15% Weightage)

- Jay Prakash Narayan

- Ram Manohar Lohia
- M.N. Roy
- J L Nehru

UNIT VII: Idealists and Practitioners

(15% Weightage)

- M.K. Gandhi
- Rabindranath Tagore
- E V Ramasamy Periyar
- Deendayal Upadhyaya

UNIT VIII: Radicals and Reformers

(10% Weightage)

- Pandita Ramabai
- B.R. Ambedkar
- Jyatiba Phule

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Units
1-3	Unit I
4-10	Unit II
11-15	Unit III
16-20	Unit IV
21-30	Unit V
31-37	Unit VI
38-42	Unit VII
43-45	Unit VIII
<i>15 Hours</i>	<i>Tutorials+Seminars</i>
Suggested References:	

- Malik Suratha Kr. and Tomar, Ankint. (2022). Eds. *Revisiting modern Indian thought :Themes and perspectives*. New Delhi: Routledge.
- Tomar, Ankint and Malik, Suratha Kr. . (Eds.) (2020.). *Ancient and medieval Indian thought: Themes and traditions*. New Delhi: Sage.
- Chouslkar, Ashok S. (2018). *Revisiting political thought of ancient India: The pre-Kautilyan Arthashastra tradition*. New Delhi: Sage.
- Radhakrishnan, Sarvepalli. and . Moore, Charles A. (eds.). (1957). *A source book in Indian philosophy*. Princeton: Princeton University Press.
- Radhakrishnan, S. (Eds.) (1957). *History of political philosophy: Eastern and western*. Vol I & II. London: Allan and Unwin.
- Singh, M. P and Roy, Himanshu. (Eds.) (2011). *Indian Political Thought: Themes and Thinkers*. New Delhi: Pearson.
- Chandra, Bipan. (2011). *Essays on Indian nationalism*. New Delhi: Har Anand Publications.
- Padhy, K. S. (2011). *Indian political thought*. New Delhi: PHI Learning Private Ltd.
- Parel, Anthony (2009). From political thought in India to Indian political thought. In *Western Political Thought in Dialogue with Asia*, edited by Takashi Shogimen and C.J. Nederman. Plymouth, UK: Lexington Books. 187-208.
- Mehta, V.R., & Pantham,Thomas. (Ed.) (2006).*Political ideas in modern India: thematic explorations*.New Delhi: Sage Publications.
- Verma, Vishwanath Prasad. (1971).*Modern Indian political thought*. Agra: Lakshmi Narayan Agarwal.
- Ghose, Shankar. (1984).*Modern Indian political thought*. New Delhi: Allied Publication.
- Pantham, Thomas, & Deutsch, Kennath L.(Eds.).(1986). *Political thought in modern India*.New Delhi: Sage Publication.
- Singh, Akash, Mohapatra, Silka. (2010). *Indian political thought: A reader*. New Delhi: Routledge.
- Fischer, Louis. (2010). *The Life of Mahatma Gandhi*. London: Harper Collins.
- Verma, V. P. (1996). *Indian political thought: Medieval and modern*. Agra: Lakshmi Narayan Agrwal.
- Appadorai, A. (1971). *Indian political thinking in the twentieth century*. London: OUP.

- Guha, Ramchandra. (Ed). (2011). *Makers of Modern India*. Cambridge Mass.: Harvard University Press.
- Overstreet, Gene D and Windmiller, Marshall. (1959). *Communism in India*. Berkeley and LA: University of California Press.
- Parel, Anthony J. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge University Press, Italic Pvt. Ltd., New Delhi.
- Subhramanyam, Sanjay, & Muzaffar, Alam (Eds.).(1998). *Moghul State: 1526-1750*.Delhi: Oxford University Press.
- Parel, Anthony J. (Ed.). (2009). *Gandhi, "Hind Swaraj" and other writings*, New Delhi: Cambridge University Press India Pvt. Ltd..
- Jayapalan,N. (2003). *Indian political thinkers*. New Delhi: Atlantic Publishes.
- Nanda, B. R. (1958). *Mahatma Gandhi: A biography*. New Delhi: Oxford University Press.
- Chakrabarty, Bidyut, & Pandey, Rajendra Kumar. (2009). *Modern Indian political thought: text and context*. New Delhi: Sage Publications.
- Brown, Mackenzie D. (1964). *The white umbrella: Indian political thought from Manu to Gandhi*. California: University of California Press.
- Ghosh, Sankar. (1975). *Political ideas and movements in India*. Bombay: Allied Publications.
- Kapila, Shruti, & Edd., Faisal Devji. (2013). *Political thought in action: The Bhagwat Gita and Modern India*. Cambridge: Cambridge University Press.
- Verma, S. L. (2004). *Representative Indian political thinkers*. Jaipur: Daulat Chand Jain Publishers.
- Doctor, Adhi H. (1997). *Political thinkers of modern India*. New Delhi: Mittal Publications.
- Naravane, V S. (1964). *Modern Indian thought*, Bombay: Asia Publications.
- Ray BN. (1998). *Tradition and innovation in Indian political thought*, New Delhi: Ajanta.
- Parel, Anthony. (2006). *Gandhi's philosophy and the quest for harmony*, Cambridge:Cambridge University Press.

CONTEMPORARY POLITICAL THEORY

Course Details			
Course Title: Contemporary Political Theory			
Course Code	PSC81MJ03004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (VII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development/Knowledge System/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

CONTEMPORARY POLITICAL THEORY

Course Objectives: This course provides a broad understanding about different ideologies and methods which is a must for theoretical inquiry in politics. It provides basic concepts of political study and analysis as well as some of the classic texts of political theory. It also analyses the purpose of governments and the relation between government and citizens.

Learning Outcomes

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

- Understand the different political theory.
- Will understand the rights and duty of citizens.
- Will understand the relationship among state, citizens and their government.

Course Contents

UNIT I: Characteristics & importance of Post Classical Political Theory, (20% Weightage)

- Meaning, Development and Dominant Concept in Political Theory.
- Issues in Political Theory
- Theorising the Political
- Contemporary Trends in Political Theory

UNIT II: The Concept of Power (10% Weightage)

- Understanding Power – Robert Dahl, Steven Lukes, Michel Foucault
- Political power and political processes

UNIT III: Concept of Equality (10% Weightage)

- Understanding equality.
- Matrix of Equality: Welfare, Resources and Capabilities
- Equality of Opportunity

UNIT IV: Concept of Liberty

(10% Weightage)

- Understanding Liberty
- Different notions of Liberty: J.S. Mill, Benjamin Constant, Isaiah Berlin

UNIT V: Concept of Justice

(10% Weightage)

- Understanding Justice
- Different dimensions of Justice: John Rawls, Robert Nozick, Michael Walzer, Amartya Sen

UNIT VI: Concept of Rights

(10% Weightage)

- Debating Rights
- Moral and Legal Rights
- Rights and their Limits: Is free speech unlimited?

UNIT VII: Concept of Citizenship

(10% Weightage)

- Citizenship across Time and Space
- Different Models: Republican, Global, Environmental, Gendered, Shared, Digital

UNIT VIII: Concept of Democracy

(20% Weightage)

- Democracy: Theory and Practice
- Different Models: Procedural or Substantive, Representative, Deliberative, Associational, Consociational

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u> (Indicative)
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1-5	UNIT I
6-11	UNIT II
12-17	UNIT III
18-23	UNIT IV
24-31	UNIT V
32-35	UNIT VI
36-40	UNIT VII
41-45	UNIT VIII
<i>15 Hours</i>	<i>Tutorials</i>

Essential Readings:

- Arblaster, Anthony. (1994). *Democracy*. Open University Press, Milton Keynes.
- Baker, John. (1987). *Arguing for Equality*. Verso, London.
- Berger, Mark T. (2008). *From Nation-Building to State-Building*. USA and Canada, Routledge.
- Berlin, I. (1969). Two concepts of liberty. In Berlin, I. *Four essays on liberty*, 118-72. London: Oxford University Press.
- Cohen, G. A. (1989). On the Currency of Egalitarian Justice. *Ethics*, 99 (4), 906-44.
- Farrelly, Colin. (2004). *An introduction to contemporary political theory*. London: Sage.
- Farrelly, Colin. (Ed.) (2004). *Contemporary political theory: a reader*. London: Sage.
- Dworkin, Ronald. (1981). What is equality? Part I: equality of welfare'; Part II: Equality of resources. *Philosophy and Public Affairs*, 10.
- Gaus, Gerald F. and Chandran, Kukathas (2004). *Handbook of political theory*. London: Sage.
- Hampton, Jean. (1989). Should political philosophy be done without metaphysics?. *Ethics*, 99, 791-814.
- Held, David. (1989). *Models of democracy*. Cambridge: Polity.
- Marsh, David and Gerry Stoker (Eds.) (2010). *Theory and methods in political Science*. London, Palgrave Macmillan
- Mckinnon, Catriona. (2008). Introduction. In Mckinnon, Catriona (Ed.). *Issues in Political Theory*. New York: Oxford University Press.
- Rawls, John. (1971). *A theory of justice*. Harvard: Harvard University Press, Bellknap.
- Rawls, John. (1993, 2005). Lectures I& IV. *Political Liberalism*. New York, NY: Columbia University Press.
- Sen, Amartya (2000). Introduction (Chapter 1). *Development as freedom*, 3-34. Delhi: OUP.
- Skinner, Q. (2002). A third concept of liberty. *Proceedings of the British Academy*, 117 (237), 237-68.
- Taylor, C. (1979). What's wrong with negative liberty?. In Ryan, A. (Ed.). *The Idea of Freedom*. Oxford: Oxford University Press.

Additional Readings:

- Barry, B. (1989). *Theories of justice*. London: Harvester Wheatsset.
- Barry, B. (1973). *A liberal theory of justice*. Oxford: Clarendon Press.
- Barry, N.P. (1995). *Introduction to modern political theory*. London: Macmillan.
- Bellamy, R. (Ed.). (1993). *Theories and concepts of politics*. New York: Manchester University Press.
- Bellamy, Richard, & Mason, Andrew. (Eds.) (2003). *Political concepts*. Manchester: Manchester University Press.
- Brecht, A. (1965). *Political theory: the foundations of twentieth century political thoughts*. Bombay: The Times of India Press.
- Crick, B. (1973). *Political theory and practice*. New York: Basic Books.
- Davies, Peter, & Lynch, Derek. (2002). *The routledge companion to fascism and the far right*. London: Routledge.
- Goodin, Robert E., & Pettit, P. (Eds.) (2006). *Contemporary political philosophy: an anthology*, 2nd Ed. Malden: Blackwell Publishing.

- Hoffman, J & Graham, P. (2009). *Introduction to political theory*. London & New York, NY: Routledge.
- Sandel, Michael. (1982). *Liberalism and the limits of justice*. Cambridge: Cambridge University Press.
- Swift, Adam. (2006). *Political philosophy: A beginners guide for students and politicians*, 2nd Ed. USA: Polity Press.
- Walzer, M. (1983). *Spheres of justice*. New York: Basic Books.

Theories of International Relations

Course Details			
Course Title: Theories of International Relations			
Course Code	PSC81MJ03104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (VII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective)		
Nature of Course	Theory		
Special Category of the Course (if any)			
Methods of Content Interaction	Lecture, Tutorials, Group Discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- This course is to help students to learn the evolution of international relations theory and its co-relation to various concepts and challenges.
- Intended students to introduce theoretical endeavour in the discipline of International Relations.
- To deal with fundamental debates, basic concepts and theoretical backgrounds in the area of International Relations.
- To provide students, major intellectual tools available to them in critically analysing international politics.

- To familiarise the students with the empirical and historical component and issues of International Relations.

Learning Outcomes

After completion of the course the students should be able to:

- Students will be aware about the history and issues of International Relations/ Politics.
- Students will also aware theoretically to understanding and analyse international issues/ debate.
- These theories can also help them to understand the process of policymaking related to foreign policy in better way.
- They can place India's national Interests in changing global circumstances in more appropriate way.

COURSE OUTLINE

Unit: 1	Introduction to the course	(Weightage 20%)
	<ul style="list-style-type: none"> ▪ History of the Discipline ▪ International Relations and International Politics ▪ Laws and Theories ▪ International Relations and Political Theory ▪ Level of Analysis 	
Unit: 2	Realism	(Weightage 20%)
	<ul style="list-style-type: none"> ▪ Classical Realism ▪ Neo-Realism/Structural Realism and its relevance ▪ Neoclassical Realism 	
Unit: 3	Liberalism	(Weightage 15%)
	<ul style="list-style-type: none"> ▪ Classical Liberalism ▪ Neo-liberalism and its relevance ▪ Institutionalism ▪ Realist versus Neo-liberal Debate in World Politics 	
Unit: 4	Marxism Approach of International Relations	(Weightage 15%)
	<ul style="list-style-type: none"> • Marxism and Neo-Marxist Theory of International Relations • Dependency Theory • World System Theories • Neo-Gramscianism 	

- Critical Theory

- Unit: 5 Feminism in International Relations (Weightage 12%)**
- Sex and Gender
 - Feminism Vs Classical Realism
 - Feminism and Security
 - Politics of Feminism
- Unit: 6 Contemporary Approaches in International Relations (Weightage 10%)**
- English School
 - Post-Positivism
 - Post-Modernism
 - Constructivism
- Unit: 7 Current Debates in International Relations Theory (Weightage 08%)**
- Subaltern Realism
 - Peripheral Realism
 - Security and Third World

Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-9	<ul style="list-style-type: none"> • History of the Discipline (World History from 1914 to Present) • International Relations and International Politics • Laws and Theories • International Relations and Political Theory • Level of Analysis
Unit-II	10-18	<ul style="list-style-type: none"> • Classical Realism • Neo-Realism/Structural Realism and its relevance • Neoclassical Realism • Strategic Realism
Unit- III	19-26	<ul style="list-style-type: none"> • Classical Liberalism • Neo-liberalism and its relevance • Institutionalism • Realist verses Neo-liberal Debate in World Politics
Unit- IV	27-33	<ul style="list-style-type: none"> • Marxism and Neo-Marxist Theory of International Relations • Dependency Theory • World System Theories • Neo-Gramscianism • Critical Theory

Unit V	34- 38	<ul style="list-style-type: none"> • Sex and Gender • Feminism Vs Classical Realism • Feminism and Security • Politics of Feminism
Unit VI	39-42	<ul style="list-style-type: none"> • English School • Post-Positivism • Post-Modernism • Constructivism
Unit VII	43-45	<ul style="list-style-type: none"> • Subaltern Realism • Peripheral Realism • Security and Third World
Tutorials	15 Hours	

Essential Readings

- Burchill, Scott et al (2001), *Theories of international relations*, (2nd ed.), London: Palgrave.
- Baylis, John and Steve Smith, (Eds.) (2005), *The Globalization of world politics: An introduction to international relations*. (3rd ed.), Oxford: Oxford University Press.
- Devetak, Richard, Anthony Burke and Jim George (eds) (2012), *An introduction to international relations*. New York: Cambridge University Press.
- Goldstein, Joshua S. Jon C. Pevehouse,(2009), *Principles of international relations*, Longman.
- Nye, Joseph S. (2007), *Understanding international conflicts: An introduction to theory and history* (6th Ed), New York: Longman.
- Art, Robert J. and Robert Jervis, (Eds.), (2007), *International politics: Enduring concepts and contemporary issues*(8th Ed.), New York: Longman.
- Ken Booth, and Steve Smith (eds) (1995), *International relations theory today*, Oxford: Polity Press.
- Bajpai, Kanti and Siddharth Mallavarapu (Eds.) (2005), *International relations in India: bringing theory back home*, New Delhi: Orient Longman.
- Carr, E.H., (1946) (2nd Ed.), *The Twenty Years' Crisis, 1919-1939: An Introduction to the study of international relations*. New York: Harper & Row (chaps. 1, 4-6).
- H. J Morgenthau, (1951/78). *Politics among Nations*. York: New Alfred Knopf.

Additional Readings:

- Keohane, Robert O. and Joseph N. Nye (1977). *Power and interdependence*. Chapters 1-3, V.
- Ray, A. K, (2005), *Western realism and IR: A non western View*, New Delhi: CUP.
- Tickner, J. Ann (1992), *Gender in international relations*. (Chapters 1-2, 5).
- Tickner, J.A.,(1959), Hans Morgenthau's Principles of Political Realism, (ch. 4 in Der Derian, ed, *International Theory* University Press.
- Walt, Stephen, (1998) "International relations: One world, many theories," *Foreign Policy*, pp. 29-46.
- Waltz, Kenneth N (1996) (4th ed.), "The anarchic structure of world politics," in Robert J. Art and Robert Jervis, eds., *International Politics*, New York: Harper Collins, pp.49-69.
- Waltz, Kenneth, (1959), *Man, the state and war: A theoretical analysis*, New York: Columbia University Press.

- Wendt, Alexander (Spring 1992), “Anarchy is what states make of it”, *International organization*, vol. 46, pp. 391-426.
- Ayoob, Mohammed, (1997), ‘Defining security: A subaltern realist perspective’, in *Critical security studies: concepts and cases*, London: UCL Press, pp.121-46.
- Bull, Hedley, (2002), *The Anarchical Society*, Columbia University Press.
- Burchill, Scott et. al. (2001), *Theories of International Relations*, (2nd ed.) Palgrave, London.
- Baylis, John and Steve Smith. (Eds.) (2005), *The globalization of world politics: an introduction to international relations*. (3rd ed.). Oxford: Oxford University Press.
- Devetak, Richard, Anthony Burke and Jim George (Eds.) (2012). *An introduction to international relations*. New York: Cambridge University Press.
- Goldstein, Joshua S. Jon C. Pevehouse,(2009). *Principles of international relations* (Longman).
- Nye, Joseph S., (2007), *Understanding international conflicts: an introduction to theory and history* (6th Edition), Longman, New York.
- Art, Robert J. and Robert Jervis, (eds.), (2007). *International politics: enduring concepts and contemporary issues* 8th edition. New York: Longman. (The syllabus refers to this as Art and Jervis).
- Ken Booth, and Steve Smith (Eds.) (1995). *International relations theory today*. Oxford: Polity Press.

POLITICS IN INDIA

Course Details			
Course Title: Politics in India			
Course Code	PSC81MJ03204	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (VII)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Elective)		
Nature of course	Theory/practical		
Special nature /category of the course	Constitutional, democratic, Indian cultural Values, Indian knowledge system		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-studies, seminar, presentation students, individuals and groups drills, group and individuals field based assignments followed by workshops and seminar presentation		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- To provide students a broader knowledge of Indian politics and its impact on political process.
- To help students to know about the Indian constitution, process of legislative and functioning of Indian democracy.
- To help the students to develop analytical perspective on issues in Indian politics.
- To acquaint the students with the emerging developments on electoral politics in India.

Learning Outcomes

After completion of the course the students should be able to:

- Understand various approaches to the study Indian politics.
- Know the background of the working of Indian politics and constitution.
- Gain knowledge on actual functioning of Indian politics and constitution.
- Understand the issues that influence Indian politics vice-versa.

Course Contents

UNIT I: Understanding Indian Politics (10 % Weightage)

- Historical and Legal Institutional
- Marxist
- Gandhian

UNIT II: Foundations and Constitutional Philosophy (10 % Weightage)

- Constituent Assembly: formation and function
- Preamble and philosophy of Indian constitution

UNIT III: Union Executive (10 % Weightage)

- President, vice president and Prime minister: Function and Role
- Governor: Role and Controversy

UNIT IV: Union Legislation (10 % Weightage)

- Parliament: function and role in Indian politics
- Committee System

UNIT V: Judiciary (10 % Weightage)

- Supreme court and high court: power and function
- Judicial activism
- Judicial review

UNIT VI: Issues in Indian Politics (20 % Weightage)

- Caste
- Religion
- Gender
- Social justice

UNIT VII: Electoral System (10 % Weightage)

- Election commission: function and reform in electoral politics
- Political party

UNIT VIII: Federalism in India

(20 % Weightage)

- Theories of Federalism and Federal Processes
- Patterns and determinants of Indian federalism

Content Interaction Plan:

Lecture cum Discussion (Each session of <u>1 Hour</u>)	Units
1-4	Approaches <ul style="list-style-type: none"> • Historical and Legal Institutional • Marxist • Gandhian
5-9	<ul style="list-style-type: none"> • Constituent Assembly: formation and function • Preamble and philosophy of Indian constitution
10-13	<ul style="list-style-type: none"> • President, vice president and Prime minister: Function and Role • Governor: Role and Controversy
14-18	<ul style="list-style-type: none"> • Parliament: function and role in Indian politics • Committee System
19-22	<ul style="list-style-type: none"> • Supreme court and high court: power and function • Judicial activism • Judicial review
23-31	Issues in Indian Politics <ul style="list-style-type: none"> • Caste • Class • Religion

	<ul style="list-style-type: none"> • Gender • Tribes
32-37	<ul style="list-style-type: none"> • Election commission: function and reform in electoral politics • Political party
38-45	<ul style="list-style-type: none"> • .Theories of Federalism and Federal Processes. • Patterns and determinants of Indian federalism

Essential Readings:

- Hasan, Zoya. (2018). *Agitation to legislation: Negotiating equity and justice in India*. New Delhi: OUP.
- Palshikar, Suhas. (2017). *Indian democracy*. New Delhi: OUP.
- Jayal, Niraja Gopal et al. (Eds.) (2011). *The oxford companion to politics in India*. New Delhi: OUP.
- Kohli, Atul. (2007). *State and development*. Cambridge: CUP.
- Mitra, Subrata K. (2011). *Politics in India: Structure, process and policy*. London, New York: Routledge.
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- Rudolph, Lloyd I., & Rudolph, Susanne Hoeber. (2008). *Explaining Indian democracy: a fifty year perspective 1950-2006, Vol. I-III*. Delhi: OUP.

Additional Readings:

- Diwakar, Rekha. (2017). *Party System in India*. New Delhi: OUP.
- Alam, Javeed. (2004, 2006). *Who wants democracy?*. New Delhi: Orient Longman.
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RESEARCH METHODOLOGY

Course Details			
Course Title: Research Methodology			
Course Code	PSC82MJ03304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VIII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Indian Knowledge System/ Value		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Preparation of the Research Proposal , Seminar, Presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of methods used in conducting research in Political Science and IR.
- ❖ to apprise students with basics of social science research with special reference to political science and IR
- ❖ To make learners understand various theoretical and practical aspects pertaining to various steps of research endeavor.

Learning Outcomes:

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

- ❖ Understand the various paradigms, approaches and types of research
- ❖ Identify the various sources of data and literature review
- ❖ Understand the nuances of data collection, sampling and data analysis

- ❖ Apply data collections and analysis methods and tools
- ❖ Learn the art of writing research proposal and report writing

Course Contents:

UNIT I: Basics of Research in Social Sciences & Philosophy of Knowledge

(13 % Weightage)

- Conceptualizing Research : Methods Versus Methodology
- Sources of Knowledge & Scientific Knowledge: Causation, Empiricism
- Research Cycle-Inductive & Deductive
- Purposes of Scientific Research and Various Traditions: Kuhn-Popper Debate
- Indian Research Traditions

UNIT II: Research Process and Research Design with special focus on Political Science & IR

(13 % Weightage)

- Research Process and its Steps
- Research Design: Features and Contents of a Good Research Design
- Problems in Research

UNIT III: Literature Review-Fundamentals

(7% Weightage)

- Narrative Vs Systematic Review
- Types of Literature Review: Conceptual, Theoretical, Empirical
- Primary and Secondary Sources

UNIT IV: Research Proposal Writing

(13 % Weightage)

- Characteristics and Content of a Good Research Proposal
- Identification of a Good Research Topic
- Statement of Problem/Purpose
- Fundamentals of Research Questions, Objectives and Hypotheses
- Ethical Considerations

UNIT V: Qualitative Data

(18 % Weightage)

- Data Collection Methods and Instruments
- Sampling

- Analysis; Triangulation
- Critical Thinking

UNIT VI: Quantitative Data (18 % Weightage)

- Data Collection Methods and Instruments
- Sampling
- Analysis

UNIT VII: Research Report Writing and Dissemination (9% Weightage)

UNIT VIII: Citations, References & Bibliography (9% Weightage)

- MLA Style
- Chicago Style
- APA Style

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	UNIT I: Basics of Research in Social Sciences & Philosophy of Knowledge
1	Conceptualizing Research : Methods Versus Methodology
2	Sources of Knowledge & Scientific Knowledge: Causation, Empiricism
3	Research Cycle-Inductive & Deductive
4	Purposes of Scientific Research and Various Traditions: Kuhn-Popper Debate
5-6	Indian Research Traditions
7-12	UNIT II: Research Process and Research Design with special focus on Political Science & IR
7-8	Research Process and its Steps
9-10	Research Design: Features and Contents of a Good Research Design
11-12	Problems in Research

13-15	UNIT III: Literature Review-Fundamentals
13	Narrative Vs Systematic Review
14-15	Types of Literature Review: Conceptual, Theoretical, Empirical, Primary and Secondary Sources
16-21	UNIT IV: Research Proposal Writing
16	Characteristics and Content of a Good Research Proposal
17	Identification of a Good Research Topic
18	Statement of Problem/Purpose
19-20	Fundamentals of Research Questions, Objectives and Hypotheses
21	Ethical Considerations
22-29	UNIT V: Qualitative Data
22-26	Data Collection Methods and Instruments
27	Sampling
28-29	Analysis, Triangulation, Critical Thinking
30-37	UNIT VI: Quantitative Data
30-33	Data Collection Methods and Instruments
34	Sampling
35-37	Analysis
37-41	UNIT VII: Research Report Writing and Dissemination
42-45	UNIT VIII: Citations, References & Bibliography
42	MLA Style
43	Chicago Style
44-45	APA Style
<i>15 Hours</i>	<i>Tutorials</i>
Suggested References:	
Essential Readings:	
<ul style="list-style-type: none"> • Bryman, A. (2006). <i>Quantity and quality in social research</i>. London: Routledge. 	

- Creswell, John W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. Los Angeles: Sage Publications.
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- Kumar, R. (2011). *Research methodology: A step-by-step Guide for beginners*,3e. London: Sage.
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- Babbie, E. (2001). *Practice of social research*. Australia: Wadsworth.
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- Guthrie, Gerard. (2010). *Basic research methods*. Los Angeles: Sage.
- Hammersley, M. (2012). *Ethics in qualitative research*. Los Angeles: Sage.
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- Miller, Robert L., & Brewer, John D. (2003). *The A-Z of social research: A dictionary of social science research concept*. London: Sage Publications.
- Punch, Keith F. (2012). *Introduction to social research: Quantitative and qualitative approaches*. Los Angeles: Sage.

ADMINISTRATIVE THEORIES

Course Details			
Course Title: Administrative Theories			
Course Code	PSC82MJ03404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VIII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)/Minor (For other Department)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Contribution in Knowledge System/Value		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives: This course provides the basic understanding about the emergence of the modern system of governance and its managements in the private and public arena. It also focuses on universal principles of administration, management and its objective.

Learning Outcomes

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

- ❖ Understand the meaning and the nature of public administration.
- ❖ Differentiate between old public administration and new public administration
- ❖ Will understand the various existing theories in public administration.
- ❖ Will be able to critically examine the new trends in public administration.

Course Contents

UNIT I: Meaning, Nature, Scope of Public Administration (10% Weightage)

- Evolution of Public Administration as a Discipline
- Comparative Public Administration
- New Public Administration

UNIT II Theories of Administration (20% Weightage)

- Classical Theories
- The Scientific Management School,
- Human Relations
- Ecological Approach,
- Decision Making

UNIT III Theories of Bureaucracy (10% Weightage)

- Understanding Bureaucracy
- Max Weber and Bureaucracy.

UNIT IV: New Dimensions of Public Administration (20% Weightage)

- New Public Management
- Public Choice Approach
- Feminism and Public Administration

UNIT V: New Trends in Public Administration (20% Weightage)

- Globalisation,
- Postmodernism,
- Good Governance & E-Governance
- Civil Society

UNIT VI: Development Administration**(10% Weightage)**

- Understanding Development Administration
- Edward Weidner's and F. W. Riggsian model

UNIT VII Democracy and Public Administration**(10% Weightage)****Content Interaction Plan:**

Lecture cum Discussion (Each session of 1 Hour)	<u>Unit/Topic/Sub-Topic</u>
1-2	Meaning and nature and Scope of public administration
3-5	Evolution of public administration as a discipline
6-7	New public administration
8-9	Comparative Public Administration
10-17	Theories of administration; the scientific management school, classical theories, human relations
18-20	Ecological approach and decision making
21-23	Theories of Bureaucracy
23-27	NPM, Public Choice and Feminist Perspective
28-29	New Trends in Public Administration

30-33	Globalisation, Postmodernism
34-36	Good governance & E-Governance
37-38	Civil Society and Public Administration
39-42	Development Administration
43-44	Democracy and Public Administration
45	Critical Analysis of Course
15 Hours	Tutorials

• **Suggested References:-**

- Albrow, Martin. (1978). *Bureaucracy*. London: Macmillan.
- Arora, Ramesh K. (1979). *Comparative public administration: An ecological perspective*. New Delhi: Associated Publishing House.
- Bhattacharya, Mohit. (1999). *Restructuring public administration essays in rehabilitation*, New Delhi: Jawahar.
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- Henry, Nicholas. (1999). *Public administration and public affairs*. Delhi: Prentice-Hall of India.
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- Stivers, Camilla. (1993). *Towards a feminist theory of public administration in gender*. In *Images in Public Administration: Legitimacy and the Administrative State*. New Delhi: Sage.
- Trembley, Chaudhary, & Kumtakar, Prema. (1995). Governance and representation: a study of women and local self-government. *Indian Journal of Public Administration*. July-Sept, 44(3), 54-67.
- Sapru, R.K. (2013). *Administrative theories and management thought*, 3rd Ed. New Delhi: PHI EEE.

LEADERSHIP, ELECTION MANAGEMENT & STRATEGIES

Course Details			
Course Title: Leadership, Election Management & Strategies			
Course Code	PSC82MJ03504	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VIII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/Civic Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description:

The course has been designed to help learners to develop the skills that would make them better political leaders. After the successful completion of the course the students shall be able to understand their strengths and work upon their weaknesses in order to overcome them. The learning during the course would be helpful for the students in developing such insights as to identify opportunities and face the political challenges with confidence. In addition, the students shall also be able to learn the art of ethical and value-based practices that shall make them good leaders of the future. The course shall give the students an overall understanding of Indian Constitution, Politics and Electoral practices in India. The course, if completed with two other courses, one Public Policy: Process, Monitoring and Evaluation and two, Teaching, Public Speaking and Writing Skills in Political Science and IR that the Department offers shall equip them with overall understanding of politics, policy process and writing and oratory skills that are required to be good and successful leaders.

Course Objectives:

- ❖ To acquaint the students with foundational knowledge of Leadership & Election Management
- ❖ To make learners to identify various actors and processes involved in the electoral process and strategies
- ❖ To help the students understand pertinent theories relating to election management and strategies.
- ❖ To develop skills and competencies required for election management in Indian context

Learning Outcomes:

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

- ❖ Understand as to how elections are managed at various levels
- ❖ Compare and contrast various theoretical perspectives on election management &
- ❖ Develop skill to identify various actors involved in elections and to coordinate with various actors
- ❖ Manage electoral processes in Indian context

Course Contents:

UNIT I: Leadership and its Theories

(11 % Weightage)

- Conceptualization
- Theories

UNIT II: Psephology and Data Analysis

(15 % Weightage)

- Pre Polls and Post Polls
- Sampling
- Data Collection and analysis
- Exit polls

UNIT III: Strategic Management & Leadership

(15 % Weightage)

- Strategic management and its Elements
- Levels of Strategies
- Strategic Analysis and Choices
- SWOC Analysis

- Implementation of Strategies
- Strategic Political Leadership

UNIT IV: Electoral Processes: With Special Reference to India (15 % Weightage)

- Election Commission: Powers and Functions
- Electoral Systems in India
- Technologies in the Electoral Processes
- Campaigning and three Pillars: Man, Message and Mobilisation
- Booth Management

UNIT V: Political Communication (15% Weightage)

- Political Oratory
- Speech: Content and Processes
- Use of Media
- Manifesto

UNIT VI: Leadership and Participatory Methods (11 % Weightage)

- Participatory Approach
- Rapport Building
- Participatory Rural Appraisal

UNIT VII: Constituency Development & Management (11 % Weightage)

- Availability of Funds
- Avenues and Opportunities
- Strategies for Constituency Development

UNIT VIII: Political Leader's Best Practices (7 % Weightage)

- Skills
- Attitudes
- Earning Respect and Dignity:
 - Being an Informed Leader by knowing the basics of Indian Constitution, Politics and Foreign Policy

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-5	UNIT I: Leadership and its Theories
1-2	Conceptualization
3-5	Theories
6-12	UNIT II: Psephology and Data Analysis
6	Pre Polls and Post Polls
7-8	Sampling
9-11	Data Collection and analysis
12	Exit polls
13-19	UNIT III: Strategic Management & Leadership
13	Strategic management and its Elements
14	Levels of Strategies
15	Strategic Analysis and Choices
16	SWOC Analysis
17-18	Implementation of Strategies
19	Strategic Political Leadership
20-26	UNIT IV: Electoral Processes: With Special Reference to India
20	Election Commission: Powers and Functions
21-22	Electoral Systems in India
23	Technologies in the Electoral Processes

24-25	Campaigning and three Pillars: Man, Message and Mobilisation
26	Booth Management
27-32	UNIT V: Political Communication
27-28	Political Oratory
29-30	Speech: Content and Processes
31	Use of Media
32	Manifesto
33-37	UNIT VI: Leadership and Participatory Methods
33	Participatory Approach
34-35	Rapport Building
36-37	Participatory Rural Appraisal
38-42	UNIT VII: Constituency Development & Management
38-39	Availability of Funds
40-41	Avenues and Opportunities
42	Strategies for Constituency Development
43-45	UNIT VIII: Political Leader's Best Practices
43-44	Skills
45	Attitudes, Earning Respect and Dignity
<i>15 Hours</i>	<i>Tutorials</i>
References/ Readings	
Akpotor, A. S. (2001). <i>Psephology</i> . Nigeria: Sylva Publications.	
Banerjee, B. P., Khan, S. A., Basu, D. D., Manohar, V. R. (2008). <i>Introduction to the constitution of</i>	

India. India: Lexis Nexis Butterworths Wadhwa Nagpur.

Barbara Kellerman (1986). Ed. *Political leadership: A source book*. United States: University of Pittsburgh Press.

Buchanan, D., Badham, R. (2008). *Power, politics, and organizational change: Winning the turf Game*. India: SAGE Publications.

Devendra Thakur. (1996). *Psephology and elections forecasting*. New Delhi: Deep and Deep Publications.

Erik S. Herron, Robert Pekkanen. (2018). *The oxford handbook of electoral systems*. United States: Oxford University Press.

James, T. S. (2019). *Comparative electoral management: Performance, networks and instruments*. United Kingdom: Taylor & Francis.

Jean Blondel, Jean-Louis Thiébaud. (2009). Eds. *Political leadership, parties and citizens: The personalisation of leadership*. United Kingdom: Taylor & Francis.

Jean-Benoit Pilet, Bill Cross. (2014). Eds. *The selection of political party leaders in contemporary parliamentary democracies: A comparative study*. United Kingdom: Taylor & Francis.

Jean-Benoit Pilet, Bill Cross. (2015). Eds. *The politics of party leadership: A cross-National perspective*. United Kingdom: OUP Oxford.

Kumar, S., Rai, P. (2013). *Measuring voting behaviour in India*. India: SAGE Publications.

Levy, B., Leach, M. (2015). *Geronimo: Leadership strategies of an American warrior*. United States: Gallery Books.

Ludger Helms. (2012). Ed. *Comparative political leadership*. United Kingdom: Palgrave Macmillan.

Ofer Feldman. (2020). Ed. *The Rhetoric of political leadership: Logic and emotion in public discourse*. United Kingdom: Edward Elgar Publishing.

Paige, G. D. (1977). *The scientific study of political leadership*. United Kingdom: Free Press.

Paul 't Hart, R. A. W. Rhodes. (2014). Eds. *The Oxford handbook of political leadership*. United Kingdom: OUP Oxford.

Pratap Bhanu Mehta, Niraja Gopal Jayal. (2010). Eds. *The Oxford companion to politics in India*. India: Oxford University Press.

Ron Faucheaux. Ed. (2003). *Winning elections: Political campaign management, strategy, and tactics*. United States: M. Evans.

Rotberg, R. I. (2012). *Transformative political leadership: Making a difference in the developing world*. United Kingdom: University of Chicago Press.

Roy, P., Sopariwala, D. R. (2019). *The verdict: Decoding India's elections*. India: Penguin Random House India Private Limited.

Thomas Cleary. Tr. (1992). *The book of leadership and strategy: Lessons of the Chinese masters*. United States: Shambhala.

Turman, N. T., Dugan, J. P., Barnes, A. C. (2017). *Leadership theory: Facilitator's guide for cultivating critical perspectives*. United Kingdom: Wiley.

Willink, J. (2020). *Leadership strategy and tactics: Field manual*. United Kingdom: Pan Macmillan.

Winkler, I. (2010). *Contemporary leadership theories: Enhancing the Understanding of the Complexity, subjectivity and dynamic of leadership*. Germany: Physica-Verlag HD.

Wordu, S. A. (2014). *Introduction to psephology and political consultancy*. Nigeria: Biz Pages Nigeria Limited.

Yadav, Y. (2020). *Making sense of Indian democracy: Theory in practice*. India: Permanent Black.

Zoya Hasan. (2000). Ed. *Politics and the state in India*. India: SAGE Publications.

ISSUES AND EMERGING TRENDS IN INTERNATIONAL RELATIONS

Course Details			
Course Title: Issues and Emerging Trends in International Relations			
Course Code	PSC82MJ03604	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (VIII)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective)		
Nature of Course	Theory		
Special Category of the Course (if any)	Knowledge of issues in IR		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to examine the major themes, problems and issues/area in international relations since the end of the Second World War
- This course will provide students to study the various contending images that seek to explain world politics after the cold war.

- Simply, to help students learn fundamental issues/problems about International Relations/politics.
- Finally, this course will make an attempt to correlate theories of International Relations with contemporary world security environment.

Learning Outcomes

After completion of the course, the students should be able to:

- Examine the world politics in a better way.
- After completion of the course, students will use theories of world politics to explain or understand changing circumstances of world politics theoretically.
- Students will also aware about the root-cause of conflict in world politics.
- By study these issues of world politics, students will be in this situation to understand ups and down of policymaking related to foreign policy.
- Finally, students will be aware about the hurdles that can play pivotal role in effective foreign policymaking.

Course Contents

Unit: 1	Introduction of the Course	(Weightage 4 %)
	<ul style="list-style-type: none"> • Background of East-West Bipolarity • Emergence of New World Order after WWII 	
Unit: 2	Hegemony in International Relations	(Weightage 20%)
	<ul style="list-style-type: none"> • Nature and characteristics of Hegemony • Hegemony in world Politics • Political Hegemony • Cultural Hegemony 	
Unit: 3	Nationalism: Concept and Varying Dimensions	(Weightage 20%)
	<ul style="list-style-type: none"> • Source of Nationalism • Cultural Nationalism • Nationalism Vs Ethnicity • Ethnicity in World Politics 	
Unit: 4	Terrorism and Counter-Terrorism	(Weightage 20%)
	<ul style="list-style-type: none"> • Nature and Characteristics of Terrorism • Types of Terrorism/Varying interpretations • State Sponsored Terrorism • Countering Terrorism • Role of Science and Technology to Counter Terrorism 	

		<ul style="list-style-type: none"> • Nationalism Vs Ethnicity • Ethnicity in World Politics
Unit IV	21-29	Terrorism and Counter-Terrorism <ul style="list-style-type: none"> • Nature and Characteristics of Terrorism • Types of Terrorism/Varying interpretations • State Sponsored Terrorism • Countering Terrorism
Unit V	30-33	Culture <ul style="list-style-type: none"> • Cultural Clash • Fundamentalism • Culture and Globalization • Multiculturalism
Unit VI	34-37	Environment <ul style="list-style-type: none"> • Environment in International Relations • International Environment Cooperation • Green Theory
Unit VII	38-41	Regionalism <ul style="list-style-type: none"> • Regional Cooperation and Regional Integration • Theories of Regionalism • Integration in Asia • Integration in Europe • Integration in Africa • Integration in South America/Latin America
Unit VIII	42-45	Human Security <ul style="list-style-type: none"> • Freedom from Fear • Freedom from Want • Components of Human Security • Emerging Dimensions of Human Security

Essential Readings

- Kennedy, P. (1988). *Rise and fall of the great powers: Economic change and military conflict from 1500 to 2000*. London: Fontona.
- Levy, JackS.(1983). *War in the modern great power system, 1495-1975*. Kentucky: The University Press of Kentucky.
- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism*. New York:Verso..
- Smith, Anthony D. (1993). The Ethnic sources of nationalism. In Brown, Michael E. (Ed.). *Ethnic conflict and international security*. Princeton: Princeton University Press.
- Martin, Gus. (2009). *Understanding terrorism: challenges, perspective and issues*.

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- Tadjbakhsh, Shahrbanou & Chenoy, Anuradha M., (2006), *Human security: Concepts and implications*, London: Routledge.

Further Readings:

- Huntington, Samuel P. (1989). The U.S.-decline or renewal?. *Foreign Affairs*, 76-96.
- Reddy, Gudigopuram B., (2001) *Nation in crisis: dimensions of national security and terrorism*, Authors press.
- Byman, Daniel, (2005), *Deadly connections: States that sponsor terrorism*, Cambridge: Cambridge University Press.
- Whitehead, Laurence. (ed.). (1996). Three international dimensions of Democratization. In Whitehead, Laurence (Ed.), *The international dimensions of democratization: Europe and the Americas*. Oxford: Oxford University Press, 3-25.
- Doyle, Michael W.,(1996). Kant, liberal legacies and foreign affairs. In Brown, Michael E., Lynn-Jones, Sean M. and Miller, Steven E. *Debating the democratic peace*. Cambridge: The MIT Press.
- Bozeman, Adda B. (). *The future of law in a multicultural world*, 3-33.

INTERNATIONAL ORGANISATIONS

Course Details			
Course Title: International Organisations			
Course Code	PSC91MJ03904	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (IX)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course) & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about International Organizations including Regional Organizations
- ❖ To make learners to identify structure, functions, successes and failures of IOs
- ❖ To help the students link theoretical underpinnings of IOs with empirical aspects
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing various IOs

Learning Outcomes:

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

- ❖ Understand the purposes and motives of major IOs and ROs
- ❖ Compare and contrast various theoretical perspectives on IOs
- ❖ Able to develop an analytical skill to analyze weakness and strengths of various IOs

- ❖ Critically analyze recent empirical trends and intent of formation of IOs

Course Contents:

UNIT I: Introduction to International Organization (18 % Weightage)

- Rationale, Evolution and Scope
- International Relations Theory and International Organization
- Theories of Integration: Functionalism, Neo-Functionalism

UNIT II: The United Nations (15 % Weightage)

- Origin and Evolution
- Comparison with the League of Nations
- UN Charter
- Major Organs-Structure & Function

UNIT III: Specialized Agencies of the UN: Functional Domain & Assessment (11 % Weightage)

- UNESCO
- ILO
- WHO

UNIT IV: United Nations in the 21st Century (9% Weightage)

- Emerging Challenges & Missing Areas of Greater Relevance
- United Nations Reforms: Contemporary Debate

UNIT V: Continental & Regional Organizations-Evolution, Successes, Failures & India (22% Weightage)

- European Union: Special Focus on Economic Integration
- African Union: Special reference to Politics & Security
- Shanghai Cooperation Organisation: From Balance of Power Perspective
- ASEAN: Informal Interaction and Evolution
- Mercosur: A Common Market
- NAFTA: A Free Trade Agreement
- SAARC: Multilateralism Vs Bilateralism

UNIT VI: Trans-Regional Organizations

(9% Weightage)

- BRICS: Challenging the Western Hegemony
- IBSA: South-South Cooperation

UNIT VII: Global Governance & Non-state Actors

(7% Weightage)

- Global Civil Society
- International Non-Governmental Organizations

UNIT VIII: Nonconventional Challenges & Multilateral Arrangements

(9% Weightage)

- Environmental Issues
- Other Issues

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
	UNIT I- Introduction to International Organization
1-4	Rationale, Evolution and Scope
5-6	International Relations Theory and International Organization
7-8	Theories of Integration: Functionalism, Neo-Functionalism

	UNIT II: The United Nations:
9	Origin and Evolution
10	Comparison with the League of Nations
11	UN Charter
12-15	Major Organs-Structure & Function
	UNIT III: Specialized Agencies of the UN
16-17	UNESCO
18-19	ILO
20	WHO
	UNIT IV: United Nations in the 21st Century
21-22	Emerging Challenges & Missing Areas of Greater Relevance
23-24	United Nations Reforms: Contemporary Debates
	UNIT V: Continental & Regional Organizations-Evolution, Successes & Failures
25- 27	European Union: Special Focus on Economic Integration
28-29	African Union: Special reference to Politics & Security
30	Shanghai Cooperation Organisation: From Balance of Power Perspective
31	ASEAN: Informal Interaction and Evolution
32	Mercosur: As Common Market
33	NAFTA: As Free Trade Agreement
34	SAARC: Multilateralism Vs Bilateralism
	UNIT VI: Trans-Regional Organizations
35-36	BRICS: Challenging the Western Hegemony
37-38	IBSA: South-South Cooperation
	UNIT VII: Global Governance & Non-state Actors

39-40	Global Civil Society
41	International Non-Governmental Organizations
	UNIT VIII: Nonconventional Challenges & Multilateral Arrangements
42-43	Environmental Issues
44-45	Other Issues
15 Hours	Tutorials

Suggested References:

Essential Readings:

- Archer, C. (1992). *International organization* (2nd ed). London: Routledge.
- Armstrong, D. (2004). *International organization in world politics*. New York: Palgrave Macmillan.
- Banerjee, Ajit M. and Sharma, Murari R. (2007). *Reinventing the United Nations*. New Delhi: Prentice Hall India.
- Barnett, Michael, & Duvall, R. (Eds.). (2004). *Power in global governance*. Cambridge: Cambridge University Press.
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- Diehl, Paul F . (Ed.) (2001). *The Politics of global governance: International organization in an independent world*. Boulder: Lynne Rienner.
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- Knight, A. (Ed.). *Adapting the United Nations to a postmodern era-lessons learned*. New York: Palgrave.
- Malone, David. (2006). *The UN Security Council: From the Cold War to the 21st century* New Delhi: Viva Books.
- Rittberger, Volker, Zangl, B., & Kruck, A. (2012). *International organization* (2nd ed.). New York, N.Y.: Palgrave Macmillan.

Additional Readings:

- Barkin, J. S. (2006). *International organization: Theories and institutions*. New York, N.Y.: Palgrave Macmillan.
- Keohane, R. (1988). International institutions: two approaches. *International Studies Quarterly*, 32, 379-96.

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- Stiglitz, J. (2002). *Globalization and its discontents*. New York : W.W. Norton.
- Taylor, Paul, & Groom, A.J.R. (Ed.). (2000). *The United Nations at the millennium: Principal organs*. London: Continuum.
- Taylor, Phillip. (1984). *Non-state actors in international politics*. Boulder: Westview Press.

PUBLIC POLICY: PROCESS, MONITORING AND EVALUATION

Course Details			
Course Title: Public Policy: Process, Monitoring and Evaluation			
Course Code	PSC91MJ04004	Credits	4
L + T + S (flexible)	2 + 1 + 1	Course Duration	One Semester
Semester	Odd (IX)	Contact Hours	45 (L) + 15 (T) Hours
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (depending upon time and resources)		
Course Type	Major (Discipline Based Core Course)		
Nature of the Course	Theory/Practical and Skill-based		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course description

The course has been designed to give a comprehensive understanding of public policy to the students and the methods of policy monitoring and evaluation. The course shall enable the students to understand the process of public policy making, in general and in India, in particular. The students shall not only be familiarised with the discipline, but shall also understand the actual delivery methods of public goods and services to the society by the government. The course shall be interdisciplinary in nature and shall focus on the areas of public policy process, the relationship between policy and politics and tools and techniques that can be used to analyse, evaluate and monitor public policies. The students shall also learn about the theoretical approaches in the field of public policy and the models that are used to explain public policies. The role of actors, institutions and processes in public policy-making and policy analysis shall be known to the students, after a successful completion of the course. The course has also been designed keeping in mind that the students shall be taking up various competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market

with confidence. The course shall be especially useful for the students who aspire to work with policy research institutions, international NGOs, policy evaluation firms and governmental projects. The ideas and concepts of various political thinkers shall also be discussed from the point of view of promoting Indian moral, cultural and ethical values in the students.

Learning outcomes:

Generic skills:

- On successful completion of the course the students should be able to apply knowledge to understand, analyse and think critically about policy formulation, implementation and evaluation of public policy.
- On successful completion, the learners would develop the ability to develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex policy issues.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the meaning of public policy, policy process, various policy approaches and policy models
- The students shall be able to learn and compare different kinds of policies
- The students shall be able to correlate public policies with political developments and connect the intent and objectives of a given policy with those of actual outcomes.
- The students can understand the role of ideas, institutions and actors on the public policy process.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the models of policy process and policy analysis;
- The ability to use specific tools and techniques to analyse, monitor and evaluate a given policy
- The ability to face competitions and do further research

Course Contents

UNIT I: Public Policy

(20% Weightage)

Understanding of the following with special reference to India

- Actors
- Processes
- Institutions

UNIT II: Policy Analysis: Approaches/Models

(20% Weightage)

- Liberal Democratic and Marxist approaches
- Systems
- Institutional and New Institutionalism
- Pluralist, Group Theory and ACF
- Rational Choice Model
- New Public Management

UNIT III: Public Policy: Evaluation and Impact

(30% Weightage)

- Policy Evaluation
 - Meaning, Purpose, Issues and Approaches
 - Evaluation of Content and Implementation
- Impact Evaluation
 - Approaches, Types and Dimensions
 - Suggestions for Improvement in Policy

UNIT IV: Policy Monitoring

(30 % Weightage)

- Meaning and Objective
- Techniques for Policy Monitoring of
 - Technical Performance
 - Time Performance
 - Cost Performance
 - Comprehensive Monitoring
- Constraints and Remedial Measures

The following set of tools and techniques shall be used in appropriate techniques in the above units

- How Policies are evaluated: Randomised Control Trials (RCT), Difference in Difference approach, Regression Analysis
- Impact Assessment tools and Techniques: Scoring Model, Economic Surplus Model, Programming Models, Simulations Models, Econometric Models
- Implementation, Monitoring and Evaluation tools and techniques: Performance Indicators, Logical Framework Approach, Theory-based evaluation, Formal Surveys, Rapid Appraisal Methods, Participatory Methods, Public Expenditure Tracking Surveys, Cost Benefit Analysis
- Case studies of chosen public policies in India

Content Interaction Plan:

<u>Lecture cum Discussion</u> <u>(Each session of 1 Hour)</u>	<u>Units</u>
1-9	Unit I
10-18	Unit II
19-32	Unit III
33-45	Unit IV
15 Hours	Tutorials+Seminar

Suggested References:

Essential Readings

- Chakrabarti, R. & Sanyal, K. (2018). *Shaping policy in India alliance, advocacy, activism*. New Delhi: OUP.
- Motcham, C.R. (2016). *Indian social policy: Nature, emergence and approaches*. ISRJ. 3(11).
- Chakrabarty, B. & Chand, P. (2016). *Public policy concept, theory and practice*. New Delhi, India: Sage Texts.
- Howlett, M, Ramesh, M. & Perl, A. (2009). *Studying public policy: Policy cycles and policy sub-systems (3rd Ed.)*. New Delhi: Oxford University Press.
- Gupta, D. K. (2011). *Analyzing public policy: Concepts, tools and techniques*. Washington: CQ Press.
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- Choudhury, S. (1986). *Project scheduling and monitoring in practice*. New Delhi, India: South Asian Publishers.
- Dye, T.R. (2004). *Understanding public policy* (17th Ed.). New Delhi, India: Pearson Education.

Suggested Readings

- Govinda, R. & Poornima, M. (eds.). (2020). *India's social sector and sdgs: problems and prospects*. Oxon: Routledge.

- Betz, J. (2019). India's Social Policies: Recent Changes for the Better and their Causes. GIGA Working Papers No.314. Retrieved from https://www.gigahamburg.de/en/system/files/publications/wp314_betz.pdf
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- Carter, R.J. et al. (1984). *Systems, management and change: A graphic guide*. London: Paul Chapman.
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- Derbyshire, H. (2002). *Gender manual: A practical guide for development policy makers and practitioners*. London: DFID.
- Erickson, M. (1999). *Implementing the CEDAW convention in Hong Kong: gender policy analysis*. Occasional Paper No.2. Hong Kong: University of Hong Kong.
- Hunt, J. (2004). Introduction to Gender Analysis Concepts and Steps, *Development Bulletin*, No.64, pp.100-106.
- Maritime Centre of Excellence for Women’s Health. (1998). *Policy makers and gender-based analysis tools in Canada: a MCEWH gender and health policy discussion series paper*. Nova Scotia, Canada: MCEWH.
- Sapru, R K. (2010). *Public policy: art and craft of policy analysis*. New Delhi: PHI Learning Private Limited.
- Status of Women Canada. (1996). *Gender-based analysis: a guide for policy- making*. Ontario: Status of Women. <http://www.swc-cfc.gc.ca/>
- Ukeles, J. B. (1977). Policy Analysis: Myth or Reality, *Public Administration Review*, Vol. 37, No.3, pp.223-228.

INTERNATIONAL LAW

Course Details			
Course Title: International Law			
Course Code	PSC91MJ04104	Credits	4
L + T + P (Flexible)	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (IX)	Contact Hours	45 (L) + 15 (T+P) Hours
Course Type	Major (Discipline Based Core Elective)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

Objective of this course is to acquaint students with theoretical and empirical dimensions of International Law. Course also endeavors to inculcate in students to analyze different issues in international politics from legal perspectives as well.

Learning Outcomes:

- ❖ Students would get exposed to the dynamics of International Law and the way it operates at international level.
- ❖ Students will also learn the art of reading and comprehending different case-laws.
- ❖ It will help students towards developing skill to analyze scope and limitations of major international laws.

Course Contents:

UNIT I: Defining International Law (20% Weightage)

- Definition of International Law—Its evolution
- Nature of International Law
- Functions of International Law

UNIT II: Institutions (10% Weightage)

- Structures and Jurisdictions of Institutions of International Law
- Permanent Court of International Justice
- International Court of Justice
- International Criminal Court
- Permanent Court of Arbitration

UNIT III: Relationship between International Law and Municipal Law (15% Weightage)

- Theories of Relationship
- Monism and Dualism
- Specific Adoption Theory
- Transformation Theory
- Delegation Theory
- Question of Primacy
- Different State Practices

UNIT IV: Sources of International Law (10% Weightage)

- Formal and Material Sources

- International Conventions
- Customary Sources of International Law
- General Principles of Law—recognized by Civilized States
- Other Sources of International Law

UNIT V: Subjects of International Law

(10% Weightage)

- Different Theories regarding who are subjects of International Law
- State as Subjects
- Individual as Subjects
- International Organizations as Subjects of International Law
- Other subjects of International Law

UNIT-VI: State Jurisdiction and Responsibilities

(10% Weightage)

- Meaning of State Jurisdiction
- Difference between exercise of jurisdiction and basis of jurisdiction
- Meaning of State Responsibilities
- Original and Vicarious Responsibilities
- State Responsibilities for Acts of Individuals
- Calvo Doctrine

UNIT-VII: Law of Treaties

(10% Weightage)

- Definition and Meaning of the term International Treaties
- Basis of the Binding Force
- Vienna Convention on the Law of Treaties 1969
- Classification of Treaties
- Requirement of Free Consent
- Formation of Treaties

UNIT-VIII: Law of the Sea and Outer Space

(15% Weightage)

- Maritime Belt or Territorial Waters
- Rights and Duties of Coastal States

- UNCLOS
- Outer Space Treaty
- Delimitation of Territorial States
- Continental Shelf and Its Delimitation

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
	Reading and Discussion of Some Case Law
1-2	Asylum Case
3-5	<i>Protugal v India</i> , 1960, ICJ
6-7	<i>Germany v Italy</i> , 2012, ICJ
8-9	Anglo Norwegian Case
10-12	<i>Visakha v State of Rajasthan</i>
	Unit-I Onwards
13-14	Definition of International Law—Its evolution
15-16	Nature of International Law
17-18	Functions of International Law
19	Structures and Jurisdictions of Institutions of International Law
20	Permanent Court of International Justice and International Court of Justice
21	International Criminal Court
22	Permanent Court of Arbitration
23	Theories of Relationship; Monism and Dualism

24	Specific Adoption Theory; Transformation Theory; and Delegation Theory
25	Question of Primacy; and Different State Practices
26	Formal and Material Sources
27	International Convention
28	Customary Sources of International Law
29	General Principles of Law—recognized by Civilized States
30	Other Sources of International Law
31	Different Theories regarding who are subjects of International Law; State as Subjects; Individual as Subjects
32-33	International Organizations as Subjects of International Law; Other subjects of International Law
34-35	Meaning of State Jurisdiction Difference between exercise of jurisdiction and basis of jurisdiction
36-38	Meaning of State Responsibilities; Original and Vicarious Responsibilities; State Responsibilities for Acts of Individuals; Calvo Doctrine
38-39	Definition and Meaning of the term International Treaties; Basis of the Binding Force
40	Vienna Convention on the Law of Treaties 1969; Classification of Treaties
41	Requirement of Free Consent; Formation of Treaties
42	Maritime Belt or Territorial Waters
43	Rights and Duties of Coastal States

44	Delimitation of Territorial States
45	Continental Shelf and Its Delimitation
15 Hours	Tutorials

Case Laws:

1. Lotus Case (*France v. Turkey*), PCIJ, 1927.
2. Anglo Norwegian Fisheries Case (*UK v Norway*), ICJ, 1951.
3. Asylum Case (*Columbia v Peru*), ICJ, 1950.
4. *Nicaragua v USA*, ICJ, 1986.
5. North Sea Continental Shelf Case (*Germany v Denmark/ Germany v Netherlands*), ICJ, 1969.
6. Jurisdictional Immunities of the State Case (*Germany v Italy*), ICJ, 2012.
7. Belgian Arrest Warrant Case (*Congo v Belgium*), ICJ, 2002.
8. Right of Passage over Indian Territory (*Portugal v India*), ICJ, 1960.

Suggested Readings:

- Agarwala, S. K. (Ed.). (1972). *Essays on the treaties with special reference to India*. Madras: Orient Longman.
- Kapoor, S. K. (2014). *International law and human rights*. Allahabad: Central Law Publications.
- Anand, R.P. (1972). *New states and international law*. Delhi: Vikas Publishing House.
- Brownie, I. (1998). *Principles of public international law*. Oxford: Clarendon Press.
- Anand, R.P. (1994). *Salient documents in International Law*. New Delhi: Banyan Publications.
- Bowett, D.W. (1982). *The law of international institutions*. London: Stevens.
- Moynihan, Daniel P. (1990). *On the law of nations*. New York: Oxford University Press.
- Cassese, A. (2005). *International law*. Oxford: Oxford University Press.
- Elias, T.O., (1974). *The modern law of treaties*. New York: Dobbs Ferry.
- Schermes, Henry & Blokker, Neils M. (1995). *International institutional law*. New York: Martinus.
- Jackson, John H. (1994). *The world trading system: law and policy of the economic relations*. Cambridge: MIT Press.
- Mani V.S. (1993). *Basic principles of modern international law*. New Delhi: Lancers Books.
- Parry, Clive. (1965). *Sources and evidence of international law*. Manchester: Manchester University Press.
- Peter Malanczuk, Akehurst. (1997). *Modern introduction to international law*(7th ed.). New York: Routledge.
- Shaw, Malcolm N. (1997). *International law*. Cambridge: Cambridge University Press.

Additional Readings:

- Boyle, A., & Freestone, D. (Eds.). (2001). *International law and sustainable development: past achievements and future challenges*. Oxford: Oxford University Press.
- Amerasinghe C.F. (1996). *Principles of institutional laws on international organization*. Cambridge: Cambridge University Press.
- Alexandrowicz, C.H. (1967). *An introduction to the law of nations in the East Indies*. Oxford: Clarendon Press.

INDIA'S POLITICAL ECONOMY: THEORIES & ISSUES

Course Details			
Course Title: India's Political Economy: : Theories and Issues			
Course Code	PSC91MJ04204	Credits	4
L + T + P (Flexible)	3 + 1 + 0	Course Duration	One Semester
Semester	Odd (IX)	Contact Hours	45 (L) + 15 (T+P) Hours
Course Type	Major (Discipline Based Core Elective) & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Indian Knowledge System/Skill Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about phases and evolution of India's Political Economy.
- ❖ To make learners to identify structural and behavioral dynamics of India's Political Economy.
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing the role of various actors-domestic and international in shaping India's Political Economy and India's Responses to it.

Learning Outcomes

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

- ❖ Understand the contours of India's Political Economy over the period of time.

- ❖ Comprehended structural & behavioral dynamics of India's Political Economy.
- ❖ Develop an analytical skill to analyze motives and purposes of actors and institutes- domestic and external having implications for India.
- ❖ Discern positive and negative ramifications of IMF, WB, WTO and other actors on India's politics & policies, and critically evaluate India's responses.

Course Contents:

UNIT I: India's Political Economy- Pre-1947 (13 % Weightage)

- Major Characteristics

UNIT II: Politics of Major Economic Policies & Reforms (1947-1991) (18 % Weightage)

- Land-Reforms
- Import-Substitution-Industrialization
- Nationalization of Banks
- MRTP Act
- Green Revolution

UNIT III: Domestic Economic Players in India's Politics (13 % Weightage)

- Private Sector
- PSUs
- Unorganized Sector

UNIT IV: Politics of Globalization, Privatization & Liberalization (13 % Weightage)

- Philosophy of LPG
- Steps and Policies
- Impact Assessment

UNIT V: International Financial Architect & India (7 % Weightage)

- Policies of IMF and World Bank
- Structural Adjustment Programme
- Good Governance

UNIT VI: WTO and Transnational Actors**(17 % Weightage)**

- GATT
- GATS
- TRIPS
- Non-tariff Barrier
- Doha Development Round

- MNCs
- INGOs

UNIT VII: Contemporary Concerns**(18% Weightage)**

- Impact of Neo-Liberalism: Inequality, Farmers' Distress
- Finance and Fiscal Challenges: FDI, Demonetisation, GST
- Political Economy of Environment
- Vulnerability of Identity: Gender and Tribe

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	UNIT I: India's Political Economy- Pre 1947
1-6	Major Characteristics
7-14	UNIT II: Politics of Major Economic Policies & Reforms (1947-1991)
7-8	Land-Reforms
9-10	Import-Substitution-Industrialization
11	Nationalization of Banks
12	MRTP Act

13-14	Green Revolution
15-20	UNIT III: Domestic Economic Players in India's Politics
15-16	Private Sector
17-18	PSUs
19-20	Unorganized Sector
21-26	UNIT IV: Politics of Globalization, Privatization & Liberalization
21-22	Philosophy of LPG
23-24	Steps and Policies
25-26	Impact Assessment
27-29	UNIT V: International Financial Architect & India
27	Policies of IMF and World Bank
28	Structural Adjustment Programme
29	Good Governance
30-35	UNIT VI: WTO and Transnational Actors
30	GATT
31	GATS
32	TRIPS
33	Non-tariff Barrier
33-35	Doha Development Round
36	MNCs
37	INGOs
38-45	UNIT VII: Contemporary Concerns
	Impact of Neo-Liberalism: Inequality, Farmers' Distress

	<p>Finance and Fiscal Challenges: FDI, Demonetisation, GST</p> <p>Political Economy of Environment</p> <p>Vulnerability of Identity: Gender and Tribe</p>
15 Hours	Tutorials
<p>Suggested References:</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Brass, Paul R. (2003). <i>The politics of India since independence</i>, 2e. New Delhi: Cambridge. • Chandhoke, Neera, & Priyadarshi, P. (Eds.).(2009). <i>Contemporary India: economy, society, politics</i>, 1e. Delhi: Pearson. • Dreze, Jean & Sen, Amartya. (2013). <i>An uncertain glory: India and its contradictions</i>. New Delhi: Penguin. • Frankel, Francine R. (2006). <i>India's political economy 1947-2004: the gradual revolution</i>. New Delhi: OUP. • French, P. (2012). <i>India: A portrait</i>. New Delhi: Penguin. • Malone, David M. (2014). <i>Does the elephant dance?: contemporary Indian foreign policy</i>. Delhi:OUP. • Rajan, Raghuram. (2017). <i>I do what I do</i>. New Delhi: Harper Collins. • Reddy, Y.V. (2017). <i>Advice and dissent: my life in public service</i>. New Delhi: Harper Business. • Rodolph, Llyod I. & Rudolph, Susanne H. (1987). <i>In pursuit of Lakshmi: the political economy of the Indian state</i>. Chicago: The University of Chicago Press. • Satyamurthy, T.V. (Ed.). (1995). <i>Industry and agriculture in India since independence, two volumes</i>. New Delhi: OUP. <p>Further Readings:</p> <ul style="list-style-type: none"> • Assadi, Muzaffir H. (2003). Interfacing globalization, social movements and the India State: myths, discourses, and challenges, <i>MICA Communication Review</i>, 1(2), 49-58. • B.M. (1980). Appeasing rich farmer lobby. <i>Economic and Political Weekly</i>, XV (9), 459-61. • Banarjee, Abhijit. & Somanathan, R. (2007). The political economy of public goods: Some evidences form India. <i>Journal of Development Economics</i>, 82 (2), 287-314. • Brass, T. (1995). <i>New farmers ' movement in India</i>. UK: Tylor and Francis. • Patnaik, U. (2004). A crisis rooted in economic reforms. <i>Frontline</i>, 21 (5), 5-16. 	

INDIA'S FOREIGN POLICY: THEORIES AND PRACTICES

Course Details			
Course Title: India's Foreign Policy: Theories and Practices			
Course Code	PSC92MJ04904	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Course) & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Indian Knowledge System/ Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ Objective of this Course is to provide basic tenets of India's Foreign Policy within regional and international political order. The course endeavors to provide an analytical understanding about the dynamics of India's foreign policy to the students.

Learning Outcomes:

- ❖ The students will learn the historical dynamics of India's Foreign Policy Making and responses in view of different context of the world.
- ❖ It will help students develop an analytical ability to understand the dynamics of contemporary foreign policy making and the way India responds to different foreign policy choice in the world.

Course Contents:

UNIT I: Defining Foreign Policy

(10% Weightage)

- Conceptualizing Foreign Policy
- Determinants of Foreign Policy: With special reference to India
- Roots of Foreign Policy in India: A historical sketch prior to advent of the British Rule in India

UNIT II: Foundations of Foreign Policy

(15% Weightage)

- Internal Conditions & External Environment at the time of Independence: Imperatives and responses
- Nature of Foreign Policy during Selected Prime Ministers of India: Jawaharlal Nehru, Lal Bahadur Shastri, Indira Gandhi, P.V. Narasimha Rao, I.K. Gujral, Atal Behari Vajpayee, Manmohan Singh
- Salient features of Narendra Modi's Foreign Policy

UNIT III: India and its Neighborhood

(15% Weightage)

- India's Neighborhood Policy
- India and Pakistan Relations
- India's growing relations with Nepal, Bhutan, Bangladesh, Sri Lanka, Maldives, and Afghanistan

UNIT IV: India and Extended Neighborhood

(10% Weightage)

- India's Shifting Foreign Policy Choice from 'Look East' to 'Act East'
- Salience of extended neighborhood in the West: West Asia, Central Asia

UNIT V: India and Major Powers**(10% Weightage)**

- India's relations with US
- India's relations with Russia
- India's relations with China

UNIT-VI: India's Threat Perceptions & Foreign Policy**(10% Weightage)**

- Maritime Security
- Terrorism
- Energy
- Environmental Threats

UNIT-VII: India and the Global South**(10 % Weightage)**

- India's Foreign Policy Towards Africa
- India's Foreign Policy Towards Latin America

UNIT-VIII: India's and Disarmament**(10% Weightage)**

- Disarmament Policy of India
- WMDs and India's Policy
- Nuclear Disarmament (Test Ban Treaties, Proliferation and Non-proliferation)

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
1	Conceptualizing Foreign Policy
2-3	Determinants of Foreign Policy: With special reference to India
4	Roots of Foreign Policy in India: A historical sketch prior to advent of the British Rule in India

5-6	Internal Conditions & External Environment at the time of Independence: Imperatives and responses
6-7	Nature of Foreign Policy during Selected Prime Ministers of India: Jawaharlal Nehru, Lal Bahadur Shastri, Indira Gandhi, P.V. Narasimha Rao, I.K. Gujral, Atal Behari Vajpayee, Manmohan Singh
8	Salient features of Narendra Modi's Foreign Policy
9	India's Neighborhood Policy
10	India and Pakistan Relations
11-12	India's growing relations with Nepal, Bhutan, Bangladesh
13-14	India's growing relations with, Sri Lanka, Maldives, and Afghanistan
15-16	India's Shifting Foreign Policy Choice from 'Look West' to 'Act East'
17-19	India's relations with US
20-21	India's Relations with Russia
22-24	India's relations with China
25-27	Maritime Security
28	International Terrorism
29	Drug Trafficking
30-31	Energy Security and India's Foreign Policy
32-35	Changing Dynamics of India's Climate Change Policy
36	SAARC
37	ASEAN
38	BRICS
39-40	Sub-regional Cooperation

41	Disarmament Policy of India
42	WMDs and India's Policy
43-45	Nuclear Disarmament (Test Ban Treaties, Proliferation and Non-proliferation)
15 Hours	Tutorials

Suggested Readings:

- Bajpai, Kanti P., & Pant, Harsh V. (2013). *India's foreign policy: A reader (Critical issues in Indian politics)*. Oxford: OUP.
- Basrur, Rajesh M. (2000). *India's external relations: A theoretical analysis*. New Delhi: Commonwealth Publishers.
- Bose, S. (2006). *A hundred horizon: The Indian ocean in the age of global empire*. Harvard: Harvard University Press.
- Brewster, D. (2013). *India as an Asia Pacific power*. Routledge.
- Chellaney, B. (1999). *Securing India's future in the new millennium*. New Delhi: Orient Longman.
- Cohen, S. (2001). *India: Emerging power*. New Delhi, OUP.
- Dixit, J N. (2004). *Makers of India's foreign policy*. Delhi: Harper Collins, India.
- Ganguly, S. (2010). *India's foreign policy: Retrospect & prospect*
- Ganguly, S. (2003). *India as an emerging power*. London: Frank Cass.
- Ganguly, S. (2011). *India's foreign policy*. Oxford: OUP.
- Harse, Rajen, & Seethi, K.M. (Eds.). (2005). *Engaging with the world: critical reflections on india's foreign policy*. Hyderabad: Orient Longman.
- Husar, J. (2016). *Framing foreign policy in India, Brazil, and South Africa: On the like-mindedness of the IBSA*.
- Mohan, C. R. (2003). *Crossing the rubicon: The shaping of India's foreign policy*. New Delhi: Penguin, New Delhi.
- Mosca, M. (2013). *From frontier policy to foreign policy: the question of India and the transformation of geopolitics in Qing China*
- Tharoor, S. (2006). *India: From midnight to the millennium and beyond*. Arcade Publishing.

FIELD WORK: DATA COLLECTION, ANALYSIS & PRESENTATION

Course Details			
Course Title: Field Work: Data Collection, Analysis & Presentation			
Course Code	PSC92MJ05004	Credits	4
L + T + P	0+1+3 (Flexible)	Course Duration	Two Semesters
Semester	Even (X)	Contact Hours	60
Course Type	Major (Discipline Based Core Course)		
Nature of Course	Practical		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Identification of research problem, data collections from the field, presentations of prepared report by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • Evaluation shall be done on 100 marks and the break up marks shall be as follows: Review of Literature (10 marks), Research methodology adopted (10 marks), Data Collection with special focus on primary data (30 marks), Data analysis and interpretation (30 marks), Presentation (20). • A two-member panel comprising the Supervisor and an Internal Examiner from the Department shall do evaluation. The average of both the examiners shall be considered for final marks. The concerned supervisor shall coordinate such evaluation and other formalities. 		

Course Objectives:

- ❖ To provide students identify research problem from their surrounding and nearby localities and give them practical exposure.
- ❖ To acquaint students with skills and techniques of data collections for the identified research problems.
- ❖ To make students understand application of various tools and techniques of primary data collection and analysis in real situation.
- ❖ To expose students with presentation of fused data.

Learning Outcomes:

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

- ❖ Identify research problems in a practical situation

- ❖ Design instruments for primary data collection and analyse the collected data.
- ❖ Understand application of data collection, sampling and data analysis.
- ❖ Prepare report and present it.

Modalities: The activities relating to this course will begin in the first semester (overall IXth semester for a 5 Year Integrated Programme) of 5th year . In this semester the students are required to identify a research problem on a political issue, particularly either relating to the nearby surrounding or on a topic suitable for primary data collection. The data collection by the student may be done during either the semester break or initial part of the last semester. Subsequently, in the last semester, the student shall prepare a report after collating and analyzing the collected data in about 4000-4,500 words for presentation. For each student, a faculty member shall supervise the complete process. The concerned faculty shall be identified by the Department Committee during the 9th semester of the integrated programme on the basis of the guidelines laid down in the research manual of the Department for this programme . The concerned faculty member shall coordinate the assessment and evaluation plan mentioned above.

INTERNATIONAL POLITICAL ECONOMY

Course Details			
Course Title: International Political Economy			
Course Code	PSC92MJ05104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective) & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, self-study, literature reviews, seminar, presentations by students		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To acquaint the students with foundational knowledge about International Political Economy (IPE)
- ❖ To make learners to identify actors and institutions involved in IPE
- ❖ To help the students link theoretical underpinnings of IPE
- ❖ To develop skills and competencies in terms of critically and comparatively analyzing the impacts of IMF, WB, WTO and trans-national actors on domestic politics and policies

Learning Outcomes:

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

- ❖ Understand the contours of IPE over the period of time
- ❖ Compare and contrast various theoretical perspectives on IPE
- ❖ develop an analytical skill to analyze motives and purposes of actors and institutes involved in IPE
- ❖ Critically analyze positive and negative impacts of IMF, WB, WTO and other actors on domestic politics and policies

Course Contents:

UNIT I: Introducing International Political Economy (18% Weightage)

- Conceptualizing IPE
- Scope
- Phases: 1400-1800, 1800-1945, 1945-onwards

UNIT II: Theoretical Perspectives (15% Weightage)

- Mercantilism
- Liberalism
- Radical
- Keynesianism
- Neo-Right
- Import Substitution
- Economic Integration & Complex-Interdependence

UNIT III: Changing Dynamics of State-Market Relationship (9% Weightage)

- Free Market: Classical and Neo-Liberal
- State's Control over Market: Various views
- State as a Facilitator/Manager

UNIT IV: International Trade (20% Weightage)

- Theories: Absolute & Relative Advantage, Business Cycle, Cartel Theory
- GATT : Uruguay Round and issues

- WTO-I: Structure, Provisions, Assessment
- WTO-II: Doha Development Round & India

UNIT V: Monetary and Financial Systems (11% Weightage)

- Bretton Woods System
 - World Bank: Evolution, Successes & Failures
 - IMF: Evolution, Successes & Failures
- Reforms & Alternatives

UNIT VI: Political-Economy of War, Peace and Security (9% Weightage)

- Contemporary Case studies: War on Terror, Iraq, Russia-Ukraine
- Covid-19 Pandemic

UNIT VII: Trans- & Sub-State Actors & Processes (9% Weightage)

- TNCs: Contributions & Pitfalls
- Transfer of Technology and Capital

UNIT VIII: Development and Democracy (9% Weightage)

- Economic Development as a Prerequisite to Democracy
- Democracy and Economic Oligarchy

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I- Introducing International Political Economy
1-3	Conceptualizing IPE

4	Scope
5-8	Phases: 1400-1800, 1800-1945, 1945-onwards
9-15	UNIT II: Theoretical Perspectives
9	Mercantilism
10	Liberalism
11	Radical
12	Keynesianism
13	Neo-Right
14	Import Substitution
15	Economic Integration & Complex-Interdependence
16-19	UNIT III: Changing Dynamics of State-Market Relationship
16-17	Free Market: Classical and Neo-Liberal
18	State's Control over Market: Various views
19	State as a Facilitator/Manager
20-28	UNIT IV: International Trade
20-21	Theories: Absolute & Relative Advantage, Business Cycle, Cartel Theory
22-23	GATT : Uruguay Round and issues
24-26	WTO-I: Structure, Provisions, Assessment
27-28	WTO-II: Doha Development Round & India
29-33	UNIT V: Monetary and Financial Systems
29-30	Bretton Woods System:

	World Bank: Evolution, Successes & Failures
31-32	IMF: Evolution, Successes & Failures
33	Reforms & Alternatives
34-37	UNIT VI: : Political-Economy of War, Peace and Security
34-36	Contemporary Case studies: War on Terror, Iraq, Russia-Ukraine
37	Covid-19 Pandemic
38-41	UNIT VII: Trans- & Sub-State Actors & Processes
38-39	TNCs: Contributions & Pitfalls
40-41	Transfer of Technology and Capital
42-45	UNIT VIII: Development and Democracy
42-43	Economic Development as a Prerequisite to Democracy
44-45	Democracy and Economic Oligarchy
<i>15 Hours</i>	<i>Tutorials</i>

Suggested References:

Essential Readings:

- Caporaso, James A. (2009). *Theories of political economy*. Cambridge: Cambridge University Press.
- Frieden, J., & Lake, D. (Eds.). (1995). *International political economy: Perspectives on global wealth and power*. New York, NY: W. W. Norton & Company
- Gilpin, R. (1987). *The political economy of international relations*. Princeton: PUP
- Gilpin, R. (2000). *The challenge of global capitalism - The world economy in the 21th century*. Princeton N.J.: Princeton University Press.
- Gilpin, R. (2001). *Global political economy - Understanding the international economy order*. Princeton N.J.: Princeton University Press.
- Hettne, B. (Ed.). (1995). *International political economy: Understanding global disorder*. Halifax: Fernwood Publishing.
- O'Brien, R. (2013). *Global political economy: evolution and dynamics*.
- Overbeek, H. (Ed.). (1993). *Restructuring hegemony in the global political economy: the rise of transnational neo-liberalism in the 1980s*. London: Routledge
- Ricardo, D. (2010). *Principles of political economy and taxation*. New York: Palgrave Macmillan.
- Sobel, Andrew C. (2006). *Political economy and global affairs*. Washington: CQ Press.
- Sobel, Andrew C. (2013). *International political economy in context: individual choices, global effects*. Los Angeles: Sage.

Additional Readings:

- Buira, Ariel. (Ed.) (2003). *Challenges to the World Bank and IMF: Developing country perspectives*. London: Anthem Press.
- Camilleri, Joseph A., Jarvis, Anthony P., & Paolini, Albert J. (1995). *The state in transition: Reimagining political space*. Boulder: Lynne Rienner Publishers.
- Carnoy, M. (1993). *The new global economy in the information age: Reflections on our changing world*. Pennsylvania: Pennsylvania State University Press.
- James, H. (1996). *International monetary cooperation since Bretton Woods*. Washington, DC and New York: International Monetary Fund and Oxford University Press.
- Kahler, Miles, & Lake, D. (Ed.). (2003). *Governance in a global economy*. Princeton, NJ: Princeton University Press.
- Kenen, Peter B. (Ed.). (1994). *Managing the world economy: Fifty years after Breton Woods*. Washington, DC: Institute for International Economics.
- Keohane, Robert O. (1984). *After Hegemony: Cooperation and discord in the world political economy*. Princeton, NJ: Princeton University Press.
- Stiglitz, J. (2003). *Globalization and its discontents*. London: Penguin.
- Strange, S. (1986). *Casino capitalism*. Oxford: Basil Blackwell.
- Strange, S. (1988). *States and markets: An introduction to international political economy*. New Jersey: Blackwell.
- Stubbs, R., & Underhill, G. R. D. (Eds.). (1994). *Political economy and the changing global order*. London: Macmillan.
- Walter, A. (2009). *Analysing the global political economy*. New Jersey: Princeton University Press.

GOVERNMENT AND POLITICS IN AFRICA

Course Details			
Course Title: Government and Politics in Africa			
Course Code	PSC92MJ05204	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on issues related to Africa, seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives:

- ❖ To familiarise the students evolution Africa's Government and Politics over the period of time
- ❖ To make students understand about nature of polity and politics of Africa.
- ❖ To help the students understand about structural and behavioral dynamics of African Government and Politics.
- ❖ To familiarise them with role of internal and external actors in shaping Africa's Government & Politics.

Learning Outcomes:

After completion of the course the students should be able to:

- ❖ Reflect on evolution, structure and functions of Africa's polity and politics.
- ❖ Articulate as to how the external and internal players shaped the policy and politics of Africa
- ❖ Able to compare and contrast various forms of political structure in Africa

Course Contents:

UNIT I: Pre-Colonial African Political System (13% Weightage)

- African Empires and Polity
- Indigenous System of Governance

UNIT II: Early African Contacts with Rest of the World (13% Weightage)

- Trans-Indian Ocean Contact
- Slave trade and its impact
- Christian Missionaries
- Islamic Influence

UNIT III: Colonial Africa, Resistance and Colonial Legacies (9% Weightage)

- Comparison of Colonial Engagements: Politics and Polity
- Scramble for Africa

UNIT IV: Struggle for Independence (9% Weightage)

- Role of Leaders
- African Renaissance: Pan-Africanism, Negritude

UNIT V: Post-independence Polity & Politics (13% Weightage)

- Authoritarianism and Military Intervention
- One-Party System
- Multi-Party System
- Experiences of Federalism

UNIT VI: The End of the Cold-war and Political system (9% Weightage)

- South Africa
- Nigeria

UNIT VII: Waves of Democratization & Non-State Actors (18% Weightage)

- During 1990s
- Arab Spring
- Terrorisms

- TNCs
- Civil Society & INGO

UNIT VIII: Post-Colonial Systemic Factors & Political Economy of Africa

(16% Weightage)

- The Cold War Rivalry
- International & Regional Organizations
- Emerging Powers
- Resource Factor
- SAP & Good Governance Agenda
- International Dynamic

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-6	Unit I: Pre-Colonial African Political System
1-3	African Empires and Polity
4-6	Indigenous System of Governance
7-12	Unit II: Early African Contacts with Rest of the World
7-8	Trans-Indian Ocean Contact
9-10	Slave Trade and its Impact
11	Christian Missionaries
13	Islamic Influence
13-16	Unit III: Colonial Africa, Resistance and Colonial Legacies
13-14	Comparison of Colonial Engagements: Politics and Polity
15-16	Scramble for Africa
17-20	Unit IV: Struggle for Independence
17-18	Role of Leaders
19-20	African Renaissance: Pan-Africanism, Negritude
21-26	Unit V: Post-independence Polity & Politics
21-22	Authoritarianism and Military Intervention
23	One-Party System

24	Multi-Party System
25-26	Experiences of Federalism
27-30	Unit VI: The End of the Cold-war and Political system
27-28	South Africa
29-30	Nigeria
31-38	Unit VII: Waves of Democratization & Non-State Actors
31-32	During 1990s
33-34	Arab Spring
35	Terrorisms
36	TNCs
37-38	Civil Society & INGO
39-45	Unit VIII: Post-Colonial Systemic Factors & Political Economy of Africa
39	The Cold War Rivalry
40	International & Regional Organizations
41	Emerging Powers
42	Resource Factor
43-44	SAP & Good Governance Agenda
45	International Dynamic
<i>15 Hours</i>	<i>Tutorials</i>

Suggested Readings:

Essential Readings:

- Abegunrin, O. (2013). *Africa in global politics in the twenty-first century: A pan-African perspective*. New York: Palgrave Macmillan.
- Cooper, F. (2002). *Africa since 1940: The past of the present*. Cambridge: Cambridge University Press.
- Freund, B. (2016). *The making of contemporary Africa: The development of African society since 1800, (3rd ed.)*. New York: Palgrave Macmillan.
- Gupta, A. (1975). *Government and politics in Africa: A comparative survey of political processes and institutions*. Delhi: Vikas Publishing House.
- Hayden, G. (2013). *African Politics in comparative perspective*. Cambridge: Cambridge University Press.
- Herbst, J. (2000). *State and power in Africa*. Chichester: Princeton University Press.

- ____ (2006 & 2013 respectively) *The Adelphi papers: Africa* (Two volumes. London & New York: Routledge.
- Thomson, A. (2004). *An Introduction to African politics*. New York, NY: Routledge.
- Tordoff, W. (2002). *Government and politics in Africa* (4th ed.). Indiana: Indiana University Press.
- Walle, Van de.(2001). *African economics and the politics of permanent crisis: 1979-1999* Cambridge: Cambridge University Press.

Additional Readings:

- Ajayi, J.F. (1998). *UNESCO general history of Africa, Vol.VI, abridge edition: Africa in nineteenth century until the 1880s*. Berkeley: University of California Press.
- Boahen, A. A. (1998). *UNESCO general history of Africa, Vol VII: Africa under colonial domination 1880-1935*. Berkeley: University of California Press.
- Boahen, A.A. (1989). *African perspectives on colonialism*. The John Hopkins Symposia in Comparative History: John Hopkins University Press.
- Davidson, B. (1994). *Modern Africa: A social and political history*. New York: Routledge.
- Diop, C. (1988). *Pre-colonial black Africa*. Chicago: Chicago Review Press.
- Mazrui, Ali A. (1999). *UNESCO general history of Africa, Vol. VIII: Africa since 1935* University of California: University of California Press.
- Ogot, B.A. (1998). *UNESCO general history of Africa, Vol.V, abridge edition: Africa from the sixteenth to the eighteenth century*. Berkeley: University of California Press.
- Parker, J., & and Richard, R. (2007). *African history: A very short introduction*. Oxford: Oxford University Press.
- Reid, Richard J. (2012). *A history of modern Africa: 1800 to the present*. Hoboken: Wiley-Blackwell.
- Worger, William H. et. al. (2001). *Africa and the west: A documentary history-From colonialism to Independence, 1875 to the present*. Oxford: Oxford University Press.

LOCAL-SELF GOVERNMENT IN INDIA

Course Details			
Course Title: Local-Self Government in India			
Course Code	PSC92MJ05304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective) & Open Elective		
Nature of Course	Theory		
Special Category of the Course (if any)	Indian Knowledge System/Skill Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<input type="checkbox"/> 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) <input type="checkbox"/> 70% - End Term External Examination (University Examination)		

Course Objectives

Objective of this course is to acquaint students with basic concepts of Local Self-government in India and the issues related to Panchayati Raj System or Democratic decentralization which is essential for Public domain as well as urban government.

Learning Outcomes

- ❖ Students will learn the pros and cons of horizontal and vertical decentralization of administrative powers in a country.
- ❖ Students would get exposed to the dynamics of Local Self-government in India.
- ❖ Students will also learn the process of policy formulation and implementation at the grassroots level.
- ❖ It will help students towards developing skill to analyze the scope and limitations of local self-government in India.

UNIT I: Democratic Decentralisation

(15 % Weightage)

- Understanding Decentralisation
- Dimensions and Forms of Decentralization
- Objectives of Decentralization
- Designing of Decentralization Plan
- Major Issues in Decentralisation
- Advantages and Disadvantages of Decentralisation

UNIT II: History of Local Self-Government in India

(15 % Weightage)

- Local Government: Meaning, Nature and Importance – Constituent Assembly Debate
- *Thoughts on Local Government: Kautilya, Views by MK Gandhi, JL Nehru, BR Ambedkar, RM Lohia, Vinoba Bhave, Jaya Prakash Narain
- Local Government Under British Rule
- Gandhi's Concept of Village Self-Government
- Community Development Program (CDP)
- Integrated Rural Development Program (IRDP)
- SampoornaGraminRozgarYojana (SGRY)
- National Food for Work Programme (NFWP)
- PradadhanMantri Gram SadakYojana (PMGSY)
- Indira AwaasYojana (IAY)
- SwarnaJayanti Gram SwarajogarYojana (SJGSY)
- Self Help Groups (SHG)

UNIT III: BalwantRai Mehta Committee Report

(5 % Weightage)

- BalwantRai Mehta Committee, 1957
- PanchayatSamiti
- Village Panchayat
- ZilaParishad

UNIT IV: Ashok Mehta and Other Committees on Panchayati Raj (15 % Weightage)

- Ashok Mehta Committee, 1978
- C H HanumanthaRao Committee Report 1985
- GVK Rao Committee Recommendations 1985
- LM Singhvi Committee Report 1986
- VK Gadgil Committee Report 1988
- Bhuria Committee Report for PESA
- PESA Act 1996[Panchayat Extension to Scheduled Areas]

UNIT V: Constitutional Context of Local Self-government in India (5 % Weightage)

- 73rd Constitutional Amendment Act
- 74th Constitutional Amendment Act

UNIT VI: Panchayati Raj Institutions of India—Its Structure (15 % Weightage)

- Structure and Functions of Gram Sabha, Panchayat Samiti, ZilaParishad
- Eleventh Schedule of the Constitution

UNIT VII: Urban Local Government in India

(10 % Weightage)

- Emerging trends of Urbanisation in India
- Municipal Administration in India
- Structure, Power and Functions of Urban Local Self Government in India
- Twelfth Schedule of the Constitution

UNIT VIII: Urban and Local Self-Government in India –Recent Trends (20 % Weight-age)

- A Critical Analysis of the Functioning of Panchayati Raj Institutions in India
- A Critical Analysis of the Functioning of Municipal Administration in India
- MNREGA (Mahatma Gandhi Rural Employment Guarantee Act)
- PESA and Key Issues in Implementation of Forest Right Act
- Second ARC Recommendations on Local Self Government

Content Interaction Plan:

Lecture cum Discussion (Each session of One Hour)	Unit/Topic/Sub-Topic
1	What is Decentralization?
2	Dimensions and Forms of Decentralization; Objectives of Decentralization
3-4	Designing of Decentralization Plan; Major Issues in Decentralization
5-6	Advantages and Disadvantages of Decentralization; Gandhi's Concept of Village Self-Government
7	Local Government Under British Rule
8	Gandhi's Concept of Village Self-Government
9	Community Development Program (CDP)
10	Integrated Rural Development Program (IRDP) Sampoorna Gramin Rozgar Yojana (SGRY)

11	National Food for Work Programme (NFWP) PradhanMantri Gram SadakYojana (PMGSY) Indira AwaasYojana (IAY) SwarnaJayanti Gram SwarajogaraYojana (SJGSY)
12	Self Help Groups (SHG)
13	BalwantRai Mehta Committee, 1957
14	Village Panchayat;PanchayatSamiti;ZilaParishad
15	Ashok Mehta Committee, 1978
16	C H HanumanthaRao Committee Report 1985 GVK Rao Committee Recommendations 1985
17	LM Singhvi Committee Report 1986 VK Gadgil Committee Report 1988
18-19	Bhuria Committee Report for PESA PESA Act 1996 [Panchayat Extension to Scheduled Areas]
20	73 rd Constitutional Amendment Act
21	74 th Constitutional Amendment Act
22-27	Structure and Functions of Gram Sabha, PanchayatSamiti, ZilaParishad
28-29	Eleventh Schedule of the Constitution
30-35	Municipal Administration in India Structure, Power and Functions of Urban Local Self Government in India
36	Twelfth Schedule of the Constitution
37-40	A Critical Analysis of the Functioning of Panchayati Raj Institutions in India
41-42	A Critical Analysis of the Functioning of Municipal Administration in India
43	MNREGA (Mahatma Gandhi Rural Employment Guarantee Act)
44-45	Recent trends under the Present Political Dispensation
15 Hours	Tutorials

Suggested Readings:

- Baviskar, B.S. & Mathew, George, (2009), *Inclusion and exclusion in local governance: Field studies from rural India*. New Delhi: Sage Publications.
- Chkravorty, Bidyut & Chand, Prakash. (2012). *Public administration in a globalizing world*. New Delhi: Sage Publications.
- Jayal, Nirija Gopal (Ed.) (2007). *Local governance in India: decentralization and beyond*. New Delhi: Oxford University Press.
- Joseph, T.M. (Ed.).(2007). *Local governance in India: Ideas, challenges and strategies*. New Delhi: Concept Publishing Company.
- Maheshwari, S.R. (1971). *Local government in India*. Agra: Lakshmi Narayan Agrawal.
- Mullen, Rani D. (2013). *Decentralization, local governance and social wellbeing in India: Do local governments matter?*. New York: Routledge.
- Ragnandan, T.R. (Ed.). (2012). *Decentralization and local governments: The Indian experience*. New Delhi: Orient Blackswan.
- Singh, B. (1996). *Decentralization, panchayati raj and district planning*. New Delhi: Atlantic Publishers and Distributers.
- Tyagi, A.R. (1993). *Public administration: Principles & practice*. New Delhi, Lucknow: Atma Ram.

PEACE, SECURITY AND CONFLICT MANAGEMENT

Course Details			
Course Title: Peace, Security and Conflict Management			
Course Code	PSC92MJ05404	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ This course provides an understanding of military economy and its impact on growth and development of any developed or developing country.
- ❖ It evaluates the cost of weapons systems (Traditional, Nuclear, Biological, Chemical and others) and deployment system of major countries related to their manufacturing, stockpile and maintenance.
- ❖ This course also provides an alternative security system for Peace.
- ❖ The above mentioned course further elaborate about the basic idea that on the name of security what a nation-state is protecting and what they must protect.
- ❖ This course also explain the different dimensions and meaning of security in International politics

PEACE, SECURITY AND CONFLICT MANAGEMENT

- ❖ Finally, this course will deal with basic concept arms transfer and arms control regime that how these are helping to secure international security and protecting peace.

Learning Outcomes

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

- ❖ Students will be in this condition to understand dichotomy of policymakers and they will examine that what entity must be protected on the name of international security.
- ❖ By knowing almost dimension of peace, students can elaborate that how perpetual peace can be established in world peace.
- ❖ Further, students can understand the almost dimension of security and also emphasize that which dimension is appropriate for international peace and security.

Course Contents

Unit: 1	Concept of Security <ul style="list-style-type: none">• Definition	(Weightage 05%)
Unit: 2	Dimensions of Security <ul style="list-style-type: none">• Concept of Security• Changing Dimensions of Security• Contemporary Debates• Approaches of Security: Economic, Political, Cultural and Strategic	(Weightage 20%)
Unit: 3	Global Peace and Security <ul style="list-style-type: none">• Concept of Peace• Positive Peace• Negative Peace• Theories of Peace and Security	(Weightage 15%)
Unit: 4	Approaches of World Peace and Security <ul style="list-style-type: none">• Superpowers Approaches of Peace and Security• Developing/Emerging Nations Approaches of Peace and Security	(Weightage 10%)

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- Unit: 5** **Collective Security vs. National security** **(Weightage 10%)**
- Collective Security
 - Comprehensive Security
 - Common Security
- Unit: 6** **Debates on Arms Control** **(Weightage 08%)**
- Background
 - Measures Taken and Analysis on Tangibles
 - Implications of Arms Control for Peace and Stability
 - Arms Control Regimes
- Unit: 7** **Arms Transfer and its Implications** **(Weightage 07%)**
- Arms Transfer
 - Types of Arms Transfer
 - Implications of Arms Transfer for Global Peace and Stability
- Unit: 8** **Arms Proliferation in World Politics** **(Weightage 10%)**
- Nuclear Proliferation
 - Non-Proliferation Regime
 - Rational Deterrence Theory
- Unit 9** **Conflict Handling Mechanism** **(Weightage 15%)**
- Adjudication
 - Arbitration
 - Negotiation
 - Mediation
 - Reconciliation
 - ADR (Alternative Dispute Resolution)
 - Gandhian Approach
 - Role of United Nations

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Content Interaction Plan

Units	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit-I	1-2	<ul style="list-style-type: none"> • Definition • Dimensions
Unit-II	03-13	<ul style="list-style-type: none"> • Concept of Security • Changing Dimensions of Security • Contemporary Debates • Approaches of Security: Economic, Political, Cultural and Strategic
Unit- III	14-18	<ul style="list-style-type: none"> • Concept • Concept of Peace • Positive Peace • Negative Peace • Theories of Peace and Security
Unit- IV	19-23	<ul style="list-style-type: none"> • Superpowers Approaches of Peace and Security • Developing/Emerging Nations Approaches of Peace and Security
Unit V	24- 28	<ul style="list-style-type: none"> • Collective Security • Comprehensive Security • Common Security
Unit VI	29-31	<ul style="list-style-type: none"> • Background • Measures Taken and Analysis on Tangibles • Implications of Arms Control for Peace and Stability • Arms Control Regimes
Unit VII	32-34	<ul style="list-style-type: none"> • Arms Transfer • Types of Arms Transfer • Implications of Arms Transferfor Global Peace and Stability
Unit VII	35-39	<ul style="list-style-type: none"> • Nuclear Proliferation • Proliferation Regime • Rational Deterrence Theory
Unit IX	40-45	<ul style="list-style-type: none"> • Adjudication • Arbitration • Negotiation • Mediation • Reconciliation • ADR (Alternative Dispute Resolution)

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		<ul style="list-style-type: none"> • Gandhian Approach • Role of United Nations
Tutorials	15 Hours	

Essential Readings:

- Al-Rodhan, Nayef R.F. (2007). *The five dimensions of global security: Proposal for a multi-sum security principle*. LIT.
- Bajpai, K. (2000). *Human security: Concept and measurement*. University of Notre Dame, Kroc Institute Occasional Paper Series.
- Baldwin, D. (1997). The concept of security. *Review of International Studies*, 23, 5-26.
- Buzan, B. (2000). Change and insecurity *reconsidered*. In Croft, S. and Terriff, T. (Eds.). *Critical reflection on security and change*. Oxen: Frank Cass Publishers.
- Buzan, B. (2007). *People, states & fear*. Colchester: ECPR.
- Buzan, B. and Hansen, L. (2009). *The evolution of international security studies*. Cambridge: Cambridge University Press.
- Buzan, B., & Wæver, O. et al. (1998). *Security: a new framework for analysis*. Boulder, CO: Lynne Rienner Publishers.
- Claude Jr., Inis L. (2006). *Collective security as an approach to peace in classic readings and contemporary debates*. In *international relations*. In Goldstein, Donald M., Williams, Phil & Shafritz, Jay M. (Eds.), Belmont CA: Thomson Wadsworth. 289-302.
- Elman, C. (2008). *Realism security studies: An introduction*. In William, P. D. (Ed.). New York: Routledge.
- Gartzke, E. (2005). Economic Freedom and Peace. *Economic freedom of the world, annual report*, 29-44.
- Ghosh, Peu. (2009). *International Relations* (Eastern Economy Edition ed.). New Delhi: PHI Learning Private Ltd.
- Haftendorn, Helga. (1991). The Security Puzzle: Theory-building and Discipline Building in International Security. *International Studies Quarterly*, 35 (1). 3–17.
- Baylis, J. (1997). International security in the post-cold war era. In Baylis, John and Smith, Steve (Eds.). *The globalization of world politics*. Oxford: Oxford University Press.
- Kolodziej, E. (2005). *Security and international relations*. Cambridge: Cambridge University Press.
- Lowe, Vaughan., Roberts, Adam. , Jennifer, Welsh., & Zaum, Dominik. (2010). *The united nations security council and war: the evolution of thought and practice since 1945*. Oxford: Oxford University Press.
- Thee, Marek. (1987). Military technology, arms control and human development. *Bulletin on Peace Proposals*, 18. (1), 1-11. Washington.
- McDonald, M. (2008). Constructivism. In William, P. D. (Ed.). *Security Studies: An Introduction*. New York: Routledge.

➤ Additional Readings:

- Moorthy, P. (1990). Nuclear Arms Control at Sea. *Strategic Analysis*, 20 (4). New Delhi.
- Morgan, P. (2007). Security in International Politics: Traditional Approaches. *Contemporary Security Studies*. New York: Collins; Oxford University Press.

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- Navari, C. (2008). Liberalism. In P. D. William (Ed.). *Security studies: An introduction*. New York: Routledge.
- Organski, A.F.K. (1958). *World politics*. New York, USA: Cambridge University Press.
- Owen, T. (2004). Challenges and opportunities for defining and measuring human security. *Human Rights, Human Security and Disarmament, Disarmament Forum* (3), 15-24.
- Paleri, Prabhakaran. (2008). *National security: Imperatives and challenges*. New Delhi: Tata McGraw-Hill.
- Paris, R. (2004). Still and inscrutable concept. *Security Dialogue*, 35, 370-372.
- Roberts, Adam., & Dominik, Zaum. (2008). *Selective security: war and the united nations security council since 1945*. Abingdon, London: Routledge.
- Romm, Joseph J. (1993). *Defining national security: the nonmilitary aspects*. Council on Foreign Relations, New York, USA.
- Rothschild, E. (1995). What is Security. *Dædalus*, 124 (3), 53-98.
- Rousseau, D. L. (2010). Liberalism. In Cavelti, M. D. & Mauer, V. (Ed.). *The routledge handbook of security studies*, New York: Routledge.
- Sheehan, M. (2005). *International security: an analytical survey*. London: Lynne Rienner Publishers.
- Tadjbakhsh, S. and Chenoy, A. (2007). *Human security: Concepts and implications*. New York: Routledge.
- Taylor, Gen Maxwell. (1974). The Legitimate Claims of National Security. *Foreign Affairs*.
- Reus-Smit, Christian. & Snidal, Duncan (Ed.) (2008). *The oxford handbook of international relations*. Oxford University Press.
- Bailey, A. Thomas. (1962). *The art of diplomacy*. London.
- Ullman, R. H. (1983). Redefining security. *International Security*. 8(1), 129-153.
- UNDP (1994). *Human development report*, <http://hdr.undp.org/en/reports/global/hdr1994/chapters/>
- Waltz, K. Z. (1979). *Theory of international politics*. New York: Random House.
- Wight, Martin (1977). *Systems of states*. In Bull, Hedley (Ed.). London: Leicester University Press.
- William, Epstein. (1976). *The last chance: nuclear proliferation and arms control*. New York: Free Press.

STATE AND POLITICS IN JAPAN

Course Details			
Course Title: State and Politics in Japan			
Course Code	PSC92MJ05504	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective Course)		
Nature of Course	Theory		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ The purpose of this course is to introduce graduate students about basic information of Japanese Society, Culture, Politics and Security posture.
- ❖ This course will provide students a brief and basic background to understand Japanese Politics and its various aspects from Meiji Restoration to interwar period to contemporary Japan.
- ❖ Simply, this course help students to be aware about Japanese reforms, role of military and Bureaucracy in contemporary Japan.
- ❖ Further, this course aims to introduce Japanese politics and party system in contemporary Japan. At the same time, this course also focused on the pacifist constitution, Japanese economy and its present status.

- ❖ Lastly, this course also emphasises on the major contemporary issues in Japanese society, politics and foreign policy like ageing, gender issues, corruption human rights status and constitutional debates.

Learning Outcomes

After completion of the course the students will be in Better position to understand the society, politics, culture security of Japan. After completion of the course, students will

- ❖ understand that continuous reforms in Japanese Society help to transform itself to renew.
- ❖ Understand as to how continuous reform also help Japan to establish as economic super power in post-war period and aftermath.
- ❖ be aware about Japanese mentalities to overcome with any issues. Lastly, students can also get basic information about the problems that Japanese Society is facing in contemporary situation.

Course Contents

Unit: 1	Introduction of the Course	(Weightage 5 %)
Unit: 2	Meiji Restoration	(Weightage 15%)
	<ul style="list-style-type: none"> • Debate on Appropriate Constitution Making • Constitution • Structure of Government • Parliamentary Policies • Role of Military 	
Unit: 3	Occupational Reforms in Japan	(Weightage 10%)
	<ul style="list-style-type: none"> • Pacifist Constitution and the Recent Changes • Land Reforms • Bureaucracy 	
Unit: 4	Government Structure in Japan	(Weightage 15%)
	<ul style="list-style-type: none"> • Prime Minister • Bureaucracy • Election System • Central Prefectural Relations 	
Unit: 5	Political Parties in Japan	(Weightage 15%)
	<ul style="list-style-type: none"> • Liberal Democratic Party (LDP) • Democratic Party of Japan (DPJ) 	

- *Komeito*
 - Japanese Communist Party (JCP)
 - Socialist Democratic Party (SDP)
- Unit: 6** **Rise and Decline of 1955 System** **(Weightage 10%)**
- Success and Failure of 1955 System
 - Faction in Japanese Politics
 - *Koenkai* and Unions
 - Two Party System
 - Coalition Politics in Japan
 - Opposition Politics in Japan
 - Public Opinion in Japan
- Unit: 7** **Reforms in Japan** **(Weightage 5%)**
- Administrative Reforms
 - Structural Reforms
 - Political Reforms
- Unit: 8** **Bubble Economies and Financial Crisis in Japan** **(Weightage 5%)**
- Rapid Economic Growth
 - Lost Decade
 - Economic Meltdown
- Unit: 9** **Nationalism and Internationalism in Japanese Politics** **(Weightage 10%)**
- Foreign Policy
 - Defence Policy
 - Deploying SDF Overseas (Self Defence Forces)
 - Role of Japan in Changing Regional and International Politics
- Unit: 10** **Major Issues in Japan** **(Weightage 10%)**
- Public Policy: Medical Welfare, Pension System
 - Social Issues: Ageing, Low Fertility, Gender Issues
 - Human Rights in Japan: *Burakumins*, *Ainus*, Foreign Residents
 - Political Corruptions in Japan
 - Constitutional Debates in Japan

Content Interaction Plan

UNIT	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
UNIT I	1-2	Introduction of the Course
Unit II	3-9	Meiji Restoration <ul style="list-style-type: none"> • Debate on Appropriate Constitution Making • Constitution • Structure of Government • Parliamentary Policies • Role of Military
Unit III	10-14	Occupational Reforms in Japan <ul style="list-style-type: none"> • Pacifist Constitution and the Recent Changes • Land Reforms • Bureaucracy
Unit IV	15-19	Government Structure in Japan <ul style="list-style-type: none"> • Prime Minister • Bureaucracy • Election System • Central Prefectural Relations
Unit V	20-26	Political Parties in Japan <ul style="list-style-type: none"> • Liberal Democratic Party (LDP) • Democratic Party of Japan (DPJ) • <i>Komeito</i> • Japanese Communist Party (JCP) • Socialist Democratic Party (SDP)
Unit VI	27-30	Rise and Decline of 1955 System <ul style="list-style-type: none"> • Success and Failure of 1955 System • Faction in Japanese Politics • <i>Koenkai</i> and Unions • Two Party System • Coalition Politics in Japan • Opposition Politics in Japan • Public Opinion in Japan
Unit VII	31-33	Reforms in Japan <ul style="list-style-type: none"> • Administrative Reforms • Structural Reforms • Political Reforms
Unit VIII	34-36	Bubble Economies and Financial Crisis in Japan <ul style="list-style-type: none"> • Rapid Economic Growth • Lost Decade • Economic Meltdown
Unit IX	37-40	Nationalism and Internationalism in Japanese Politics <ul style="list-style-type: none"> • Foreign Policy

		<ul style="list-style-type: none"> • Defence Policy • Deploying SDF Overseas (Self Defence Forces) • Role of Japan in Changing Regional and International Politics
Unit X	41-45	Major Issues in Japan <ul style="list-style-type: none"> • Public Policy: Medical Welfare, Pension System • Social Issues: Ageing, Low Fertility, Gender Issues • Human Rights in Japan: <i>Burakumins</i>, <i>Ainus</i>, Foreign Residents • Political Corruptions in Japan • Constitutional Debates in Japan

Essential Readings

- Beasley, W. G. (1972). *The Meiji restoration*, Stanford: Stanford University Press.
- Benson, John and Takao Matsumura, (2001). *Japan 1868-1945: From isolation to occupation*, New York: Longman.
- Dower, John W. (Ed.) (1975). *Origins of the modern Japanese state: Selected writings of E. H. Norman*. New York: Pantheon.
- Hane, Mikiso. (1982). *Peasants, rebels, and outcastes: the underside of modern Japan*. : New York: Pantheon.
- Jansen, M.B., (2002). *The making of modern Japan*. Harvard Univ. Press.
- Curtis, G.L., (1999). *The logic of Japanese politics: Leaders, institutions, and the limits of change*. New York: Cambridge University Press.
- Jansen, M.B. (2002). *The making of modern Japan*. Camb. Mass: Harvard Univ. Press.
- Mulgan, G. (1999). *The politics of agriculture in Japan*, New York: Routledge.
- Najita, T. (1980). *The intellectual foundations of modern Japanese politics*. Chicago: University of Chicago Press.
- Schlesinger, J.M. (1997), *Shadow shoguns: The rise and fall of Japan's post war political machine*. New York: Simon & Schuster.

Additional Readings:

- Gluck, Carol. (1985). *Japan's modern myths: Ideology in the late Meiji period*. Princeton, N.J.: Princeton University Press.
- Irokawa, Daikichi, (1985), *The Culture of the Meiji Period*, Princeton, N.J.: Princeton University Press.
- Keene, Donald. (2002). *Emperor of Japan: Meiji and his world, 1882-1912*, New York: Columbia Univ. Press.
- Smith, Thomas C. (1955), *Political change and industrial development in Japan: Government enterprise, 1868 1880*. Stanford, Calif: Stanford University Press.
- Dower, John. (1999). *Embracing defeat*, New York: W. W. Norton.

- McCormack, G. (2001). *The emptiness of Japanese affluence*. Armonk: M.E. Sharpe.
- Pharr, S.J. and Krauss, E.S. (1996). *Media and politics in Japan*. Honolulu: University of Hawaii.
- Ramseyer, J.M. and Rosenbluth, F.M.C. (1998). *The politics of oligarchy: Institutional choice in imperial Japan*. New York: Cambridge Univ. Press.
- Ramseyer, J.M., *Japan's political marketplace*. Cambridge Mass.: Harvard University Press.

ENVIRONMENTAL SECURITY: ISSUES AND DEBATES

Course Details			
Course Title: Environmental Security: Issues and Debates			
Course Code	PSC92DJ05604	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (IV)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Elective Course)		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives: Environment has direct linkages with human population and various developmental activities being undertaken for wellbeing of humans. The course will help students to understand the various linkages and how to practice sustainable development to address problems that human beings are facing and to strike a balance between development and environment. Climate change, crisis of the common property resources and sustainable development constitute important Aspects of the course that offer an opportunity to students to know about developmental challenges.

Learning Outcomes:

- ❖ After completion of the course the learners will be able to:
- ❖ Understand the relationship between environment and human security.
- ❖ Understand the various debates on green politics.

- ❖ Understand politics of governing global common.
- ❖ Understand the issues and problems of climate change across the world.

Course Contents

UNIT I: (25% Weightage)

Conceptualising Environmental Security:

Ecosystem, Environment, Pollution and Degradation of Environment, Relationship with Economy and Sustainable Development

UNIT II:

Politics of Environmental Security (25% Weightage)

Global Commons, Environmental Movements

UNIT III: (25% Weightage)

Indian Perspectives on Environmental Security (25% Weightage)

Nature and Environment in Indian Traditions and Philosophy, Constitutional Provisions and Environmental Laws, Environmental Movement in India

UNIT IV

Management of Environmental Issues (25% Weightage)

Environmental Perspective of Administration and Governance, Effectiveness of Environmental Laws and Conventions

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
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1-10	UNIT I
11-23	UNIT II
24-34	UNIT III
35-45	UNIT IV
15 Hours	Tutorials

Suggested References:

- Bapat, J. (2005). *Development projects and critical theory of development*. Sage.
- Bhattacharya, Rabindra N. (Ed.). (2001). *Environmental economics: An Indian Perspective*. Oxford: OUP.
- Breitmeier, H., Underdal, A., & Young, O. R. (2011). The effectiveness of international environmental regimes: comparing and contrasting findings from quantitative research. *International Studies Review*, 13(4), 579-605.
- Burger, J., & Gochfeld, M. (1998). The tragedy of the commons 30 years later. *Environment: Science and Policy for Sustainable Development*, 40(10), 4-13.
- Chris, M. (1999). *Ecological diversity in sustainable development*. Lewis Publisher.
- Downie, D. L. (2005). Global environmental policy: governance through regimes. *The Global Environment: Institutions, Law, and Policy*, 70-91.
- Gadgil, M. (1993). *This fissured land: an ecological history of india*. University of California Press
- Giddens, A. (2009). *The politics of climate change*. Polity press.
- Guha, R. (2006). *The omnibus the unquiet woods, environmentalism, savaging the civilized*. Oxford University Press.
- Guha, R., & Martinez, J. A. (1998). *Varieties of environmentalism*. Oxford University Press.
- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243-1248.
- Helm, C., & Sprinz, D. (2000). Measuring the effectiveness of international environmental regimes. *Journal of Conflict Resolution*, 44(5), 630-652.
- Mackinnon, Barbara. (2001). *Ethics: theory and contemporary issues*. Wadsworth.
- Mitchell, R. B. (1994). Regime design matters: intentional oil pollution and treaty compliance. *International Organization*, 48(3), 425-458.
- Ostrom, E., Burger, J., Field, C. B., Norgaard, R. B., & Policansky, D. (1999). Revisiting the commons: local lessons, global challenges. *Science*, 284(5412), 278- 282.
- Peter, H. (2009). *A companion to environmental thought*. Rawat Publishers.
- Robbins, P. (2004). *Political ecology: a critical introduction*. Blackwell Publishing.
- Sandler, T. (2004). *Global collective action*. Cambridge: Cambridge University Press.
- Steffen, W., Grinevald, J., Crutzen, P., & McNeill, J. (2011). The anthropocene: conceptual and historical perspectives. *Philosophical transactions of the royal society. A Mathematical, Physical and Engineering Sciences*, 369(1938), 842-867.

POLITICS OF MULTICULTURALISM AND PLURALISM

Course Details			
Course Title: Politics of Multiculturalism and Pluralism			
Course Code	PSC92MJ05704	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course type	Major (Discipline Based Core Elective)		
Nature of course	Theory/ practical		
Special nature/ category of the course	Human value, culture, western and oriental knowledge system		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on multicultural politics from Indian and foreign societies, Workshops and seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- ❖ To familiarise the students meaning and concept of multiculturalism.
- ❖ To make students understand the context in which the term evolved in relationship with ideologies like liberalism and communitarianism.
- ❖ To help students understand the theoretical debate on multiculturalism.
- ❖ To help students appreciate the relevance of the term with respect to the western societies.
- ❖ To help the students to situate the debate in the Indian context.

Learning Outcomes

After completion of the course the students should be able to:

- ❖ Familiarise themselves with the meaning and concept of multiculturalism.
- ❖ Understand the theoretical debate on multiculturalism.

- ❖ Appreciate the relevance of the term with respect to the western societies.
- ❖ Situate the debate in the Indian context.

Course Contents

UNIT I: Conceptualizing Multiculturalism (25 % Weightage)

- Forms of Pluralism: Nation, Culture, Race, Ethnicity, Religion, Region, Gender and Language
- Immigration, Assimilation and Integration

UNIT II: Modes of Accommodation and the Multicultural Debate (25 % Weightage)

- Politics of Diversity: National and International
- Minority Cultures: Identities, Justice, Equality and Rights
- Politics of Affirmative Action in Democratic Societies

UNIT III: Multiculturalism Debate in India (25 % Weightage)

- Indian Constitution and Politics of Recognition
- The Indian Experience in Accommodation of Diversity

UNIT IV: A Critique of Liberal Tradition (25 % Weightage)

- Contemporary Liberal Responses to Diversity
- Moral Monism
- Gender and Multiculturalism
- Case Studies

Content Interaction Plan:

<p><u>Lecture cum Discussion (Each session of 1 Hour)</u></p>	<p><u>Units</u></p>
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1-10	Unit I
11-21	Unit II
22-31	Unit III
32-45	Unit IV
15 Hours	Tutorials

Essential Readings:

- Parekh, Bhikhu. (2017). *Rethinking multiculturalism: cultural diversity and political theory*. Hampshire: Palgrave Macmillan.
- Bhargava, Rajeev., Bagachi, A. Kumar., and Sudarshan, R. (1999). *Multiculturalism, liberalism and democracy*. New Delhi: OUP.
- Taylor, Charles et al. (1994). *Multiculturalism: examining the politics of recognition*. In Amy Gutman (Ed.), Princeton, New Jersey: Princeton University Press.
- Anderson, Benedict. (1983). *Imagined communities: reflections on the origin and spread of nationalism*. London: New Left Books.
- Glazer, Nathan. (1975). *We are all multiculturalist*. Cambridge: Cambridge University Press.
- Kelly, Paul. (Ed.). (2002). *Multiculturalism reconsidered; culture and equality and its critics*. UK: Polity Press.
- Kymlicka, Will. (Ed.). (1995). *The rights of minority cultures*. New York: Oxford University Press.
- Kymlicka, Will. (1995). *Multicultural citizenship: a liberal theory of minority rights*. New York: Oxford University Press.
- Mahajan, Gurpreet. (Ed.). (1998). *Democracy, difference and social justice*. New Delhi: Oxford University Press.
- Mahajan, Gurpreet. (2002). *The multicultural path: issues of diversity and discrimination in democracy*. New Delhi: Sage Publication.
- Young, Iris Marion. (1999). *Justice and the politics of difference*. U.K.: Princeton University Press.

Suggested Readings:

- Levey, Geoffrey Brahm. (Ed.). (2015). *Authenticity, autonomy and multiculturalism*. New York and London: Routledge.
- Mukherjee, Jumpha. (2014). *Conflict resolution in multicultural societies: the indian experience*. New Delhi: Sage Publications.
- Mahajan, Gurpreet. (2013). *India: political ideas and the making of a democratic discourse*. New Delhi: OUP.
- Steigerwald, David. (2004). *Culture's vanities: the paradox of cultural diversity in a globalized world*. Lanham: Rowman & Littlefield Publishers.

- Kukathas, Chandran. (2003). *The liberal archipelago: a theory of diversity and freedom*. Oxford: Oxford University Press.
- Mitnick, Eric J. (2006). *Rights, groups, and self-invention: group-differentiated rights in liberal theory*. London: Ashgate Publishing Limited.
- Sandel, Michael J. (Ed.). (1984). *Liberalism and its critics*. New York: New York University Press.
- Barry, Brian. (2001). *Culture and equality: an egalitarian critique of multiculturalism*. Cambridge, UK: Polity Press.
- Crowder, George. (2013). *Theories of multiculturalism: an introduction*. Oxford: Polity Press.
- Spinner-Halev, Jeff. (2000). *Surviving diversity: religion and democratic citizenship*. Baltimore: John Hopkins University Press.
- Mookherjee, Monica. (Ed.). (2010). *Democracy, religious pluralism and the liberal dilemma of accommodation*. London: Springer.

Globalisation and Global Governance

Course Details			
Course Title: Globalisation and Global Governance			
Course Code	PSC92MJ05804	Credits	04
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Elective Course) & Open Elective		
Nature of Course	Theory/Practical		
Special Category of the Course (if any)	Skill Development/ Contribution in Knowledge System/Ethical Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; Presentations by students, Group and individual field-based assignments (as required); Case Studies, Workshops and seminar presentations (as required)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Objectives

- The purpose of this course is to examine the major themes, dimensions, areas and problems of the continuous emerging concepts of globalization.
- This course will provide students to study the various contending images that seek to explain world politics especially in post-cold war phase.
- Simply, to help students learn fundamental issues/problems of globalization and how the concept of globalization is ruling International Relations/politics.
- Finally, this course is to explain present scenario of International Relations by placing contemporary emerging and affecting almost nation states in contemporary global politics.

Learning Outcomes

After completion of the course the students should be able to:

- Examine the world politics in a better way.
- After completion of the course, students will use globalization as a concept of world politics to explain or understand changing circumstances of world politics theoretically.
- Students will also aware about the root-cause of conflict in globalized world politics.
- By study this course, students will be in this situation to understand ups and down of policymaking related to foreign policy.
- Finally, students will be aware about the hurdles that can play pivotal role in effective foreign policymaking.

Course Contents

Unit: 1	Core Concept of Globalization	(15 % Weightage)
	<ul style="list-style-type: none">○ Definition○ Dimension○ Historical Perspectives	
Unit: 2	Globalization and International Relations	(10 % Weightage)
	<ul style="list-style-type: none">○ Globalization and Neo-Liberalism○ Globalization and Dependency School	
Unit: 3	Economic Globalization in International Politics	(10 % Weightage)
	<ul style="list-style-type: none">○ International Economic Institutions○ Free Trade Zones/areas○ Transnational Capitalism	
Unit: 4	Political Globalization in International Politics	(15 % Weightage)
	<ul style="list-style-type: none">○ Globalization and Global Governance○ Globalization and Civil Society○ Globalization and Global Citizen	
Unit: 5	Cultural Globalization in International Politics	(10 % Weightage)
	<ul style="list-style-type: none">○ Global Culture○ Communication Technologies○ Media	
Unit: 6	Globalization and International Security	(15 % Weightage)
	<ul style="list-style-type: none">○ War against Terrorism○ Weapons of Mass Destruction○ Human Rights/Human Security	
Unit: 7	Globalization and Non-State Actors	(10 % Weightage)

- Civil Society
- International Organization
- International Sports
- Globalization and Regionalism

Unit: 8 Transnationalism in world affairs (10 % Weightage)

- Transnational Communities
- Transnational Families
- Global Citizen

Unit: 9 Global Governance (5 % Weightage)

- Theory and Practice

Content Interaction Plan

UNIT	Lecture cum Discussion (Each session of 1 Hour)	Details of the Lecture/ Discussion
Unit I	1-7	Core Concept of Globalization <ul style="list-style-type: none"> ● Definition ● Dimension ● Historical Perspectives
Unit II	8-11	Globalization and International Relations <ul style="list-style-type: none"> ● Globalization and Neo-Liberalism ● Globalization and Dependency School
Unit III	12-16	Economic Globalization in International politics <ul style="list-style-type: none"> ● International Economic Institutions ● Free Trade Zones/areas ● Transnational Capitalism
Unit IV	17-23	Political Globalization in International Politics <ul style="list-style-type: none"> ● Globalization and Global Governance ● Globalization and Civil Society ● Globalization and Global Citizen
Unit V	24-28	Cultural Globalization in International Politics <ul style="list-style-type: none"> ● Global Culture ● Communication Technologies ● Media
Unit VI	29-34	Globalization and International Security <ul style="list-style-type: none"> ● War against Terrorism ● Weapons of Mass Destruction ● Human Rights/Human Security

Unit VII	35-38	Globalization and Non-State Actors <ul style="list-style-type: none"> • Civil Society • International Organization • International Sports • Globalization and Regionalism
Unit VIII	39-42	Transnationalism in world affairs <ul style="list-style-type: none"> • Transnational Communities • Transnational Families • Global Citizen
Unit IX	43-45	Global Governance <ul style="list-style-type: none"> • Theory and Practice

Essential Readings

- Baylis, John & Smith, Steve (Eds.). (2004). *The globalization of world politics*. Oxford University Press.
- Beck, Ulrich. (1999). *What is globalization?* Cambridge: Polity Press.
- Clark, Ian. (1999). *Globalization and international relations theory*. Oxford: Oxford University Press.
- Oxford Development Studies. (1998). *Special issue on globalisation*. 26(1).
- Ritzer, George. (Ed.). (2007). *The blackwell companion to globalisation*. London: Blackwell.
- Stiglitz, Joseph. (2002). *Globalization and its discontents*. New York: W.W. Norton.

IDEAS AND INSTITUTIONS IN ANCIENT INDIAN POLITICAL THINKING

Course Details			
Course Title: Ideas and Institutions in Ancient Indian Political Thinking			
Course Code	PSC92MJ05904	Credits	4
L + T + S	2 + 1 + 1	Course Duration	One Semester
Semester	Even (X)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Major (Discipline Based Core Elective Course)		
Nature of the Course	Theory/Practical		
Special Nature/Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorial, Group discussion; Presentations by students, Group and individual assignments (as required); Individual accounts on politics and statecraft from ancient Indian literature, Workshops and seminar presentations (depending upon time and resources)		
Assessment and Evaluation	<ul style="list-style-type: none"> • 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) • 70% - End Term External Examination (University Examination) 		

Course Description

The course is a short introduction into the understanding of ideas and institutions that had taken roots in India during ancient times and their relationship with the political thinking of the time. The course would focus on the study of state, government and politics and public institutions in ancient India and their linkages with ancient Indian history, society, culture and economy. The course, unique in its way shall be interdisciplinary in nature and shall endeavour to explore if contemporary political institutions and political ideas carry the legacy of the ancient Indian institutions and Ideas. The course shall also endeavour to find out if the ancient Indian practices offer some solution to the contemporary political problems. The objective of this course shall also be to help students develop Indian perspective on political concepts and issues. This way the students shall develop an alternative approach to study and understand public institutions and their functioning. The course shall be offered along with such courses as 'Political Thinking in Global North and Global South' and 'Political Thinking and Practices in India' so that the students shall develop a comprehensive understanding in Indian political theory. The students shall be encouraged to read Sanskrit and original texts or authentic translations of the original texts. The course has also been designed keeping in mind that the students shall be taking up various

competitive examinations after the completion of the Masters programme and the learning in this course shall help them facing the job market with confidence. The ideas and concepts of various political thinkers shall also be discussed from the point of view of promoting Indian moral, ethical and cultural values in the students.

Learning outcomes:

Generic skills:

- On successful completion, the learners would develop the ability to read classic texts, shall develop independent critical thinking and analytical ability.
- The learners should also be able to develop the ability to summarise, compare and debate complex theoretical arguments.
- The course shall also help the students to develop academic writing skills.

Course-specific learning outcomes

- On successful completion the learners are expected to have understood the richness and complexity of political ideas and institutions of ancient times in India
- The students shall be able to learn and compare moral, ethical and cultural values coming through the ancient Indian thinking that the ancient Indian institutions imbibed
- The learners can appreciate the relationship of political thought with religious traditions, wherever applicable, and
- The students can understand the influence of political thinking on major historical- political developments.

Course-specific skills: On successful completion of the course, the learners are expected to have gained:

- The ability to discuss and use the concepts learned;
- The ability to compare the ancient institutions and political thinking with the contemporary times
- To understand if ancient ideas and institutions carry scientific elements to offer solutions of present-day times
- The ability to face competitions and do further research

Course Contents

UNIT I: Introduction (10% Weightage)

- Understanding political concepts in Ancient Indian Polity
- History and Sciences of Polity
- Society, Politics and Economy in Ancient India
- Sources of understanding political ideas and institutions in Ancient India

UNIT II: Political Thought and Institutions in Ancient Indian Literature (15% Weightage)

- Vedas and Brahmanic Literature
- Hindu Polity and Dharma
- Political Thought and Institutions in
 - Ramayana, Manu Smriti, Mahabharata (Santi Parva), Yajnavalkya Smriti, Carvaka Lokayata Tradition, Sharmanic Tradition
- Political Thought and Institutions in Buddhist and Jain literature, Arthashashtra

UNIT III: Origin and types of state (10% Weightage)

- Evolution of the concept of state in Ancient India
- From Nomadic society to tribal state
- Origin of state and its types
 - Kingship
 - Republics
- Nature and Characteristics of Empire in Ancient India

UNIT IV: State in Ancient India: Nature and Functions (10% Weightage)

- State and its characteristics: Saptanga Theory, Sovereignty
- Aims and functions of state
- State, Law, Kingship and Citizens
- Governance in Ancient India

UNIT V: Process of Governance in Ancient India (10% Weightage)

- Evolution of structures of Governance

- Viditha, Sabha and Samiti
- The Vedic Gana and Post-Gana Republics
- Central Assembly, Ministry, Secretariat and Departments

UNIT VI: Central, Provincial and Local Administration in Ancient India (15% Weightage)

- Central and Provincial Administration
- Divisional Administration
- Town and Village Administration

UNIT VII: Ancient Indian Political Economy (15% Weightage)

- Property, Revenue, Taxation and Expenditure
- Trade and Commerce
- Financial Management

UNIT VIII: Inter-state Relations in Ancient India (15% Weightage)

- Inter-state Relations: Mandala Theory
- Identifying seeds of idealism and realism in Ancient Indian Polity
- Warfare, geopolitics and political violence in Ancient India

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	<u>Units</u>
1-4	Unit I
5-11	Unit II
12-16	Unit III
17-20	Unit IV
21-25	Unit V
26-32	Unit VI
33-39	Unit VII

40-45	Unit VIII
15 Hours	Tutorials+Seminar
<p>Suggested References:</p> <p>Essential Readings:</p> <ul style="list-style-type: none"> • Deodhar, S. Y. (2019). <i>Economic sutra ancient Indian antecedents to economic thought</i>. New Delhi: Penguin. • Chouslkar, A. S. (2018). <i>Revisiting political thought of ancient India: the pre-Kautilyan arthashastra tradition</i>. New Delhi: Sage. • Hagler, G. (2017). <i>The government and geography of ancient India</i>. New York: Rosen Publishing Group. • Singh, U. (2016). <i>The idea of ancient India: essays on religion, politics and ideology</i>. New Delhi: Sage Publications. • Jois, M. R., Justice. (2015). <i>Ancient Indian law: eternal values in manusmriti</i> (reprint). New Delhi: Universal Law Publishing Co. • Singh, M. P. & Roy, H. (Eds.). (2011). <i>Indian political thought: themes and thinkers</i>. New Delhi: Pearson. • Padhy, K. S. (2011). <i>Indian political thought</i>. New Delhi: PHI Learning Private Ltd. • Chakrabarty, D. K. (2010). <i>The geopolitical orbits of ancient India: the geographical frames of the ancient indian dynasties</i>. New Delhi: OUP. • Parel, A. (2009). From political thought in India to Indian political thought. In T. Shogimen & C.J. Nederman (Eds.), <i>western political thought in dialogue with Asia</i> 187-208). Plymouth, UK: Lexington Books. • Altekar, A S. (2001). <i>State and government in ancient India</i>. New Delhi: Motilal Banarsidass. • Sharma, R. S. (1996). <i>Aspects of political ideas and institutions in ancient India</i>. New Delhi: Motilal Banarsidass. • Ghoshal, U.N. (1968). <i>A history of Indian political ideas</i>. Mumbai: OUP. • Kumari, S. (1986). <i>Role of state in ancient Indian economy</i>. New Delhi: Raman and Vidya Bhawan. • Drekmeir, C. (1968). <i>Kingship and community in early india</i>. Berkeley: University of California Press. • Spengler, J. J. (1971). <i>Indian economic thought: a preface to its history</i>. Duke University Press. • Jaisawal, K P. (1924). <i>Hindu polity</i>. Calcutta: Butterworth Publications. • Pandey, G. C. (1984). <i>Jaina political thought</i>. Jaipur: Prakrit Bharati Publications. • Saletore, B. A. (1968). <i>Ancient Indian political thought and institutions</i>. Bombay: Asia Publishing House. • Mudgal B. S. (1965). <i>Political economy in ancient India</i>. California: University of California Press. • Gokhale, B G. (1966). Early Buddhist kingship. <i>The Journal of Asian Studies</i>. Vol 26. No. 1. 	

- Panikkar, K M. (1963). *The ideas of state and sovereignty in Indian political thought*. New Delhi: Bhartiya Vidya Bhavan.
- Buhler, G. (1886). *The laws of Manu*. Oxford: Clarendon Press.
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DISSERTATION-II

Course Details			
Course Title: Dissertation			
Course Code	PSC92MJ06020	Credits	20
L + T + P	20 (Flexible)	Course Duration	One Semester
Semester	Even (X)	Contact Hours	240 (Dissertation)
Course Type	Major (Discipline Based Core for those who fulfils the criteria)		
Nature of Course	Practical/Data Collection and Analysis		
Special Category of the Course (if any)	Skill Development		
Methods of Content Interaction	As detailed in the Research-cum-Internship Manual of the Department for this purpose or/and as decided by the Department Committee time to time		
Assessment and Evaluation	As detailed in the Research-cum-Internship Manual of the Department for this purpose or/and as decided by the Department Committee time to time		

Course Objectives

- This course provides research exposure to the students
- To study the nitty-gritty of data collection and analysis

Learning Outcomes

After completion of the course, the students will be able to

- Understand the various steps of research process
- Develop skills to collect, analyse and interpret data

Department of Political Studies
Central University of South Bihar

RESEARCH-CUM-INTERNSHIP MANUAL
(5 Year Integrated B.A.-M.A. Programme in Political Science and International Relations)

1. Introduction

The steps in research followed by the students/researchers at the Department of Political Studies towards the fulfillment of the requirements for the award of UG/PG degree shall be based upon such considerations as enhancement of research skills, application of the knowledge of research methods in Social Sciences and positive and meaningful contribution in the overall knowledge in the field. Overall, the research process, including selection of the research topic and submission of proposal shall entail flexibility in the interest of the meaningful research and shall be conducted under the guidance of the research supervisor(s), the outcome of the research in the form of a research report that is dissertations shall follow, broadly, the following guidelines.

2. Objective:

The main objective of this manual is to streamline the process of writing and evaluation a research report/dissertation to be submitted by a candidate/student towards the fulfillment of the requirements for completion of 5-Yr integrated UG-PG Programme of the Department of Political Studies.

3. Scope

The manual shall be applicable to all the research projects-including dissertation, field work and internship pertaining to the Programme.

4. Word Limit:

The dissertation/research report should be written in approximately 12,000-18,000 words for a 12-credits dissertation and 20,000-30,000 for a 20-credits dissertation. The limit of the words has been prescribed considering the fact that a candidate should be writing approximately 1,000-1,500 words per credit.

5. Font type:

Times New Roman

6. Font size:

12 (Main content)

7. Space:

1.5

Note: Font size, type and spacing rules will be applicable to both, Synopsis (Research proposal) and Research Report (Dissertation).

8. Structure and contents of the Research Project/Dissertation:

Cover page; 2. Certificate by the student, supervisor and head of the department; 3. Plagiarism report declaring the existence of plagiarism below 10%, or up to permissible limits under the University rules or any relevant regulatory institution, as applicable; 4. Acknowledgement; 5. Preface; 6. Table of Contents; 7. List of tables, diagrams and maps, if any; 8. List of abbreviations used; 9. Abstract; 10. Main body (should include the following components- Introduction, Review of Literature, Methods/Methodology, Results and Discussions, Summary, conclusions and recommendations); 11. Reference/Bibliography; 12. Annexures.

- *Explanation:* Although the written component of the dissertation shall follow a flexible approach depending upon the nature of the topic and the research design applied, prima facie the first chapter could be an introduction covering, *inter alia*, the content of synopsis and the final chapter will cover conclusion and recommendations. Other central chapters may be divided as per the nature of the research. For instance, if research has adopted a deductive and quantitative approach wherein the data has been analysed and interpreted separately, the central chapters (2, 3 & 4), except the introduction and conclusions chapters, may be entitled as Review of Literature, Research Methodology and Data Analysis and Interpretation. Otherwise, the chapterisation may be done as per the requirement of the research and the advice of the supervisor/guide.

Pagination for item numbers 2-9 shall be the lower-case version of the Roman numbers in continuation, and for item numbers 10-11, English numerals shall be used. The annexure would not have pagination.

9. Referencing

APA 7th edition (in-text citation style)

10. Process of Selecting Topic and Allocation Of The Supervisor

Although the Research Reports/Dissertations are part of even semesters of the Programme, process of selection of topics and allocation of supervisors may be initiated in the preceding odd semester for such students as those who shall be eligible to undertake research as per rules (for instance, should have maintained 7.5 or above CGPA in the previous semesters) and are willing to undertake the dissertation in the upcoming even semester (VIII or X) may submit a brief concept note indicating the topic/area of research. For such students who score CGPA 7.5 or above after declaration of result of the preceding odd semester and are willing to undertake the dissertation may submit the concept note within two weeks after declaration of the result. Along with the concept note, the student also submit an application to the department expressing her/his willingness to undertake the dissertation and indicating two choices of supervisor from among the faculty members of the department. After taking consent from probable supervisors, the Head of the Department in consultation with the UG-PG Programme Coordinator of the department will allot the supervisor on or before the date of the first DC meeting of the semester wherein the dissertation is going to be undertaken.

11. Synopsis Preparation

A student undertaking the dissertation has to finalize her/his synopsis latest within four weeks after commencement of the said semester under supervision of the supervisor. Therefore, the student has to be alert in the preceding semester so that the process of synopsis preparation and subsequent data collection and analysis is not delayed. The structure of the synopsis may include: 1. Cover page; 2 Introduction (Approximately 750 words covering a brief theoretical, historical and empirical account); 3. Statement of the Problem (250-300 words); 4. Objectives, Research Questions and/or Hypotheses, Limitations, Delimitations, Relevance, tentative chapeterisation (Appox. 1000 words); 5 Review of Literature (Preferably a systematic review covering at least five key concepts, one theory and a brief empirical review); 6. Research Methodology; 7. Bibliography; and Annexures, if any. The synopsis, excluding bibliography, should not be more than 15 pages.

12. Submission of the Report/Dissertation:

The Dissertation must be submitted on or before the last date of examination for the semester. The report/dissertation shall be submitted in hard (6 copies) and soft copy (in CD and email to the HOD and Supervisor). The Hard copy shall be bonded with deep blue coloured cover for the VIII Semester research report/dissertation and maroon coloured cover for X Semester research report/dissertation.

13. Evaluation Criteria

The dissertation/research report will be evaluated for 100 marks and the break up marks shall be as follows: Review of Literature (10 marks), Research methodology adopted (10 marks), Data Collection with special focus on primary data (30 marks), Data analysis and interpretation (30 marks), Presentation (20).

14. Evaluation Process

The overall evaluation of dissertation shall be done by a panel of examiners consisting of an External Examiner (from outside CUSB) and the Research Supervisor. The evaluation shall be based upon the above-mentioned criteria. The average of both the examiners shall be considered for final marks. The soft copy of the research report will be shared with the external examiner by the department for the purpose of evaluation of the research report. The presentation of the research report shall happen in blended mode, wherein the external examiner shall join the presentation in online mode. The same external examiner, however, may evaluate more than one research report or may be requested to evaluate the dissertation of the whole batch in a given semester. Name/s of the External Examiner shall be proposed by the Head of Department in consultation with the programme co-coordinator and the respective supervisor. Thereafter, the name/s shall be forwarded to the Competent Authority for further needful. Honorarium to the External Examiner shall be paid as per the University norms.

Any other research report (Like the fieldwork course), other than the dissertation, shall be evaluated on the above-mentioned criteria by a two member panel comprising the Supervisor and an internal examiner of the Department. The average of both the examiners shall be

considered for final marks. The concerned supervisor shall coordinate such evaluation and other formalities w.r.t. such report/course

15. Internship:

Wherever applicable, the students shall undertake internship as per the existing rules for the award of the Certificate/Diploma/Degree/Honours/PG-degree. The internship of the students shall be coordinated by the faculty (ies) at the Department who shall guide the students through their internship programme. While the faculty shall guide and advise the students on the overall process of the internship programme, the students shall submit their proposals well in advance for the consideration of the Department and declarations of willingness to undertake the internship programme, wherein they shall mention the probable offices/places where they can undergo internship programme. The overall cost of the internship, in cases they are unpaid, shall be borne by the students. Final evaluation of the internship shall be done by the concerned supervisor along with an internal examiner out of 100 marks on either report/feedbacks/certificate provided by the officer/designated person associated with the office/place

16. Saving Clause: The DC shall be entitled to formulate, if required, any rule relating to research process and evaluation.