

CURRICULUM & SYLLABUS



CHOICE BASED CREDIT SYSTEM (CBCS)
FOR
BACHELOR OF ARTS (B.A.) HONORS
(3 Year Undergraduate Honors Degree Program)
IN
POLITICAL SCIENCE

[w. e. f. 2020-21]

FACULTY OF SCIENCE AND HUMANITIES
SRM UNIVERSITY DELHI-NCR, SONEPAT
Plot No.39, Rajiv Gandhi Education City, P.S. Rai, Sonapat
Haryana-131029

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

SRM University Delhi-NCR, Sonapat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science & Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mould our graduates who may be best suited to serve the nation and the world.

MISSION

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational & skill development processes.
- Continue to build productive international alliances.
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment.

DEPARTMENT OF POLITICAL SCIENCE

VISION

The Department of Political Science is visionary towards delivering standard education in the field of Political Science. The Department is not just academically ambitious but also aims in developing quality students in the discipline filled with enthusiasm to empower themselves in the genre. The Department is also committed towards making the students sensitive and aware towards the needs of the society which would definitely help in the unending nation building process.

MISSION

- To impart quality education which helps in developing students equidistant to the international standards.
- To enhance the knowledge of the students towards the new findings, models & researches taken in the field of Political Science which would definitely act as a booster to take research in the field.
- To provide exposure to various inter disciplines of the subject such as International Relations, Political Economy, Political Sociology, Public Administration etc.
- To nurture and shape the students eyeing for Administrative Services, Research and teaching etc.
- To inculcate human values and ethics to make the students an asset for the society in all possible ways.

PROGRAM REQUIREMENT

General Education Requirements: Humanities

Disciplinary Requirements comprising of:

| | |
|--|--|
| <i>Department of Political Science</i> | Core courses (through regular/online mode) |
| <i>Department of Political Science</i> | Electives (through regular/online mode) |
| <i>Department of Political Science</i> | Open Electives (through regular/online mode) |

SEMESTER-I

| Code | Category | Course | L | T | P | C |
|----------------------------|---------------------------------------|--|------------|----------|----------|-----------|
| Theory | | | | | | |
| 20 BPS 101 | Core Course | Understanding Political Theory | 5 | 1 | 0 | 6 |
| 20 BPS 102 | Core Course | Constitutional Government and Democracy in India | 5 | 1 | 0 | 6 |
| 20BEN103 | Ability Enhancement Compulsory Course | English Communication | 4 | 0 | 0 | 4 |
| 20 BPS GE1 | Generic Elective | Governance: Issues and Challenges | 5 | 1 | 0 | 6 |
| Total | | | 19 | 3 | 0 | 22 |
| Total Contact Hours | | | 194 | | | |

SEMESTER-II

| Code | Category | Course | L | T | P | C |
|----------------------------|---------------------------------------|---|------------|----------|----------|-----------|
| Theory | | | | | | |
| 20 BPS 201 | Core Course | Political Theory-Concepts and Debates | 5 | 1 | 0 | 6 |
| 20 BPS 202 | Core Course | Political Process in India | 5 | 1 | 0 | 6 |
| 20 BPS 203 | Ability Enhancement Compulsory Course | Environmental Studies | 4 | 0 | 0 | 4 |
| 20 BPS GE2 | Generic Elective (GE) | Development Process & Social Movements in India | 5 | 1 | 0 | 6 |
| Total | | | 19 | 3 | 0 | 22 |
| Total Contact Hours | | | 172 | | | |

SEMESTER-III

| Code | Category | Course | L | T | P | C |
|----------------------------|--|---|------------|----------|----------|-----------|
| Theory | | | | | | |
| 20 BPS 301 | Core Course | Introduction to Comparative Government and Politics | 5 | 1 | 0 | 6 |
| 20 BPS 302 | Core Course | Perspectives on Public Administration | 5 | 1 | 0 | 6 |
| 20 BPS 303 | Core Course | Perspectives on International Relations and World History | 5 | 1 | 0 | 6 |
| 20 BPS SE1 | Skill Enhancement Course (Skill Based) | AEEC course-I (Any one) | 5 | 1 | 0 | 6 |
| 20 BPS GE3 | Generic Elective (GE) | Human Rights in a Comparative Perspective | 5 | 1 | 0 | 6 |
| Total | | | 25 | 5 | 0 | 30 |
| Total Contact Hours | | | 240 | | | |

SEMESTER-IV

| Code | Category | Course | L | T | P | C |
|----------------------------|---------------------------------------|---|------------|----------|----------|-----------|
| Theory | | | | | | |
| 20 BPS 401 | Core Course | Political Processes and Institutions in Comparative Perspective | 5 | 1 | 0 | 6 |
| 20 BPS 402 | Core Course | Public Policy and Administration in India | 5 | 1 | 0 | 6 |
| 20 BPS 403 | Core Course | Global Politics | 5 | 1 | 0 | 6 |
| 20 BPS SE2 | Skill Enhancement Course(Skill Based) | AEEC course-II (Any one) | 5 | 1 | 0 | 6 |
| 20 BPS GE4 | Generic Elective (GE) | Gandhi and the Contemporary World | 5 | 1 | 0 | 6 |
| Total | | | 25 | 5 | 0 | 30 |
| Total Contact Hours | | | 240 | | | |

SEMESTER-V

| Code | Category | Course | L | T | P | C |
|----------------------------|------------------------------------|-----------------------------------|------------|----------|----------|-----------|
| Theory | | | | | | |
| 20 BPS 501 | Core Course | Classical Political Philosophy | 5 | 1 | 0 | 6 |
| 20 BPS 502 | Core Course | Modern Indian Political Thought-I | 5 | 1 | 0 | 6 |
| 20 BPS DSE1 | Discipline Specific Elective (DSE) | India's Foreign Policy | 5 | 1 | 0 | 6 |
| 20 BPS DSE2 | Discipline Specific Elective (DSE) | UN and Global Conflicts | 5 | 1 | 0 | 6 |
| Total | | | 20 | 4 | 0 | 24 |
| Total Contact Hours | | | 192 | | | |

SEMESTER-VI

| Code | Category | Course | L | T | P | C |
|----------------------------|------------------------------------|-----------------------------|------------|----------|---|-----------|
| Theory | | | | | | |
| 20 BPS 601 | Core Course | Modern Political Philosophy | 5 | 1 | 0 | 6 |
| 20 BPS 602 | Core Course | Indian Political Thought-II | 5 | 1 | 0 | 6 |
| 20 BPS DSE3 | Discipline Specific Elective (DSE) | Nationalism in India | 5 | 1 | 0 | 6 |
| 20 BPS DSE4 | Discipline Specific Elective (DSE) | Public Policy in India | 5 | 1 | 0 | 6 |
| Total | | | 20 | 4 | | 24 |
| Total Contact Hours | | | 192 | | | |

SUMMARY OF CREDITS

| Category | I Sem | II Sem | III Sem | IV Sem | V Sem | VI Sem | Total | % |
|---|-----------|-----------|-----------|-----------|-----------|-----------|------------|-------|
| Core Course | 12 | 12 | 18 | 18 | 12 | 12 | 84 | 55.26 |
| Generic Elective (GE) | 6 | 6 | 6 | 6 | - | - | 24 | 15.78 |
| Ability Enhancement Compulsory Course | 4 | 4 | - | - | - | - | 08 | 5.26 |
| Ability Enhancement Elective Course (Skill Based) | - | - | 6 | 6 | - | - | 12 | 7.89 |
| Discipline Specific Elective | - | - | - | - | 12 | 12 | 24 | 15.78 |
| Total | 22 | 22 | 30 | 30 | 24 | 24 | 152 | |

EVALUATION SCHEME

INTERNAL EVALUATION (THEORY)

| Assessment | Internal Assessment-I | Internal Assessment-II | Faculty Specific Assessment | Assignment/Presentation/Class participation | Total |
|------------|-----------------------|------------------------|-----------------------------|---|-------|
| Marks | 10 | 10 | 10 | 20 | 50 |

EXTERNAL EVALUATION (THEORY)

| Assessment | End Semester Examination | Total |
|------------|--------------------------|----------------------|
| Marks | 100 | Will be scaled in 50 |

Note:

1. The evaluation Scheme may change as per the university guidelines.
2. Evaluation scheme of Industrial training may vary department wise.
3. Evaluation scheme project/minor project may vary department wise.
4. Department are advised to add the evaluation scheme in their respective curriculum.

PROGRAM OBJECTIVE

- The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the B.A. (H) at the undergraduate level in the university and colleges of India.
- . The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from the diverse disciplinary background.
- The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science.
- This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies.
- Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science.
- Aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and how have they envisioned of and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, and constitutionalism, etc.
- The objective is also to train the students in understanding the public administrative system and public policy science.
- The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which don't form the core of Political Science, yet very much conjoining its boundaries.
- The objective is also to understand the national interests of India in comprehensive terms and Indian endeavours and response to emerging challenges and issues in a fluid and dynamic global scenario.
- The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing the graduation.
- The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

PROGRAM OUTCOME

- The learners who complete three years of full time undergraduate honors degree program in Political Science would earn a Bachelor's degree.
- The learning outcomes that a student should be able to demonstrate on completion of an honors degree level program may involve academic, behavioral and social competencies.
- The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on day to day basis in real life situation.
- Project-oriented problem-solving research components, building case studies; team and leadership orientations are some of the important outcomes.

LIST OF OPEN ELECTIVES

| Code | Category | Course | L | T | P | C |
|-----------------------|------------------|--|---|---|---|---|
| OPEN ELECTIVES | | | | | | |
| 20 BPS GE1 | Generic Elective | Governance: Issues & Challenges | 5 | 1 | 0 | 6 |
| 20 BPS GE2 | Generic Elective | Development Process & Social Movements in Contemporary India | 5 | 1 | 0 | 6 |
| 20 BPS GE3 | Generic Elective | Human Rights in a Comparative Perspective | 5 | 1 | 0 | 6 |
| 20 BPS GE4 | Generic Elective | Gandhi and Contemporary World | 5 | 1 | 0 | 6 |

LIST OF MODULE ELECTIVES

| Code | Category | Course | L | T | P | C |
|---------------------------------|---------------------------------------|------------------------|---|---|---|---|
| Departmental Elective-I | | | | | | |
| 20BEN103 | Ability Enhancement Compulsory Course | English Communication | 4 | 0 | 0 | 4 |
| 20 BPS 203 | Ability Enhancement Compulsory Course | Environmental Studies | 4 | 0 | 0 | 4 |
| Departmental Elective-II | | | | | | |
| 20 BPS SE1 | Ability Enhancement Elective Course | Your Laws, your Rights | 5 | 1 | 0 | 6 |

| | | | | | | |
|----------------------------------|-------------------------------------|-------------------------------------|---|---|---|---|
| 20 BPS SE2 | Ability Enhancement Elective Course | Public Opinion and Survey Research | 5 | 1 | 0 | 6 |
| 20 BPS SE3 | Ability Enhancement Elective Course | Legislative Practice and Procedures | 5 | 1 | 0 | 6 |
| 20 BPS SE4 | Ability Enhancement Elective Course | Peace and Conflict Resolution | 5 | 1 | 0 | 6 |
| Departmental Elective-III | | | | | | |
| 20 BPS DSE1 | Discipline Specific Elective | India's Foreign Policy | 5 | 1 | 0 | 6 |
| 20 BPS DSE2 | Discipline Specific Elective | UN and Global Conflicts | 5 | 1 | 0 | 6 |
| 20 BPS DSE3 | Discipline Specific Elective | Nationalism in India | 5 | 1 | 0 | 6 |
| 20 BPS DSE4 | Discipline Specific Elective | Public Policy in India | 5 | 1 | 0 | 6 |

CORE COURSES

SEMESTER I

| | | L | T | P | C |
|--------------------|--|----------|----------|----------|----------|
| 20 BPS 101 | Understanding Political Theory | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Understanding towards the concepts like state and democracy will make the students enhance their knowledge. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Introducing Political Theory</u> a) What is Politics: Theorizing the 'Political' b) Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative | 12 |
| Unit-II | <u>Approaches to Political Theory</u> a) Normative, Historical and Empirical b) Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern | 12 |
| Unit-III | <u>Political Theory and Practice: The State</u> a) Concept of State b) Nature & Significance c) The State and its Association | 12 |

| | | |
|---------|---|----|
| Unit-IV | <p><u>Political Theory and Practice: Democracy</u></p> <p>a) Democracy: The history of an idea</p> <p>b) Procedural Democracy and its critique</p> <p>c) Deliberative Democracy</p> <p>d) Participation and Representation</p> | 12 |
|---------|---|----|

LEARNING OUTCOME:

- Students will be able to learn key concepts needed to understand the political phenomenon.
- They will come to know about the role and functions of Political theory.
- They will come to know how liberal and Marxist traditions look at and understand politics.
- They will learn what is power and how does it operate in society and politics. They will be able to explain the debates on the distributive theory of justice.
- They will come to understand and explain different theories and contemporary debates in democracy.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>1) Gauba.O.P(eds.2014)<i>An Introduction to Political Theory</i>.New Delhi:Macmillan.</p> <p>2) Bhargava. R and Acharya.A. (eds 2011.)<i>Political Theory: An Introduction</i>. New Delhi: Pearson Longman</p> |

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 102 | Constitutional Government and Democracy in India | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The objective is to develop an understanding towards the Constitutional Government and Democracy in India. It includes a detailed study of the constituent assembly and its debates along with the several of aspects involved in functioning of Government in India and its features such as federalism, decentralization etc.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>The Constituent Assembly and the Constitution</u></p> <p>a) Philosophy of the Constitution, the Preamble, and Features of the Constitution</p> <p>b) Fundamental Rights and Directive Principles</p> | 16 |
| Unit-II | <p><u>Organs of Government</u></p> <p>a) The Legislature: Parliament</p> <p>b) The Executive: President and Prime Minister</p> <p>c) The Judiciary: Supreme Court</p> | 16 |
| Unit-III | <p><u>Federalism</u></p> <p>a) Federalism: Division of Powers</p> <p>b) Emergency Provisions</p> <p>c) Fifth and Sixth Schedules</p> | 8 |
| Unit-IV | <p><u>Decentralization</u></p> <p>a) Evolution of Decentralization</p> <p>b) Panchayati Raj</p> <p>c) Municipalities</p> | 8 |

LEARNING OUTCOME:

This course acquaints students with the constitutional design of state structures and institutions, and their actual working overtime. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have

played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

| Learning Resources | |
|---|---|
| <p>Text Book, Reference Book and other materials</p> | <p>Unit 1: The Constituent Assembly and the Constitution</p> <p>a) Philosophy of the Constitution, the Preamble, and Features of the Constitution</p> <ol style="list-style-type: none"> 1. G. Austin, (2010) ‘The Constituent Assembly: Microcosm in Action’, in <i>The Indian Constitution: Cornerstone of a Nation</i>, New Delhi: Oxford University Press, 15th print, pp.1-25. 2. R. Bhargava, (2008) ‘Introduction: Outline of a Political Theory of the Indian Constitution’, in R. Bhargava (ed.) <i>Politics and Ethics of the Indian Constitution</i>, New Delhi: Oxford University Press, pp. 1-40. <p>b) Fundamental Rights and Directive Principles</p> <ol style="list-style-type: none"> 1. G. Austin, (2000) ‘The Social Revolution and the First Amendment’, in <i>Working a Democratic Constitution</i>, New Delhi: Oxford University Press, pp. 69-98. 2. Sibal, (2010) ‘From Niti to Nyaya,’ <i>Seminar</i>, Issue 615, pp28-34. <p>Unit 2: Organs of Government</p> <p>a) The Legislature: Parliament</p> <ol style="list-style-type: none"> 1. Shankar and V. Rodrigues, (2011) ‘The Changing Conception of Representation: Issues, Concerns and Institutions’, in <i>The Indian Parliament: A Democracy at Work</i>, New Delhi: Oxford University Press, pp.105-173. <p>b) The Executive: President and Prime Minister</p> <ol style="list-style-type: none"> 1. J. Manor, (2005) ‘The Presidency’, in D. Kapur and P. Mehta P. (eds.) <i>Public Institutions in India</i>, New Delhi: Oxford University Press, pp.105-127. 2. J. Manor, (1994) ‘The Prime Minister and the President’, in B. Dua and J. Manor (eds.) <i>Nehru to the Nineties: The Changing Office of the Prime Minister in India</i>, Vancouver: University of British Columbia Press, pp. 20-47 <p>c) The Judiciary: Supreme Court</p> <ol style="list-style-type: none"> 1. U. Baxi, (2010) ‘The Judiciary as a Resource for Indian Democracy’, <i>Seminar</i>, Issue 615, pp. 61-67. 2. R. Ramachandran, (2006) ‘The Supreme Court and the Basic Structure Doctrine’ in B. Kirpal et.al (eds.) <i>Supreme but not Infallible: Essays in Honour of the Supreme Court of India</i>, New |

Delhi: Oxford University Press, pp. 107-133.

Additional Readings:

1. L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp.183-210.

Unit 3: Federalism and Decentralization

a) Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

1. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.
2. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

b) Panchayati Raj and Municipalities

1. P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.
2. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp.3986-3993.

SEMESTER II

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 201 | Political Theory-Concepts and Debates | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Importance of Freedom</u> a) Negative Freedom: Liberty b) Positive Freedom: Freedom as Emancipation and Development <i>Important Issue:</i> Freedom of belief, expression and dissent | 12 |
| Unit-II | <u>Significance of Equality</u> a) Formal Equality: Equality of opportunity b) Political equality c) Egalitarianism: Background inequalities and differential treatment <i>Important Issue:</i> Affirmative action | 12 |
| Unit-III | <u>Indispensability of Justice</u> a) Procedural Justice b) Distributive Justice c) Global Justice <i>Important Issue:</i> Capital punishment | 12 |

| | | |
|---------|---|----|
| Unit-IV | <p><u>The Universality of Rights</u></p> <p>a) Natural Rights</p> <p>b) Moral and Legal Rights</p> <p>c) Three Generations of Rights</p> <p>d) Rights and Obligations</p> <p><i>Important Issue:</i> Right of the girl child</p> | 12 |
|---------|---|----|

LEARNING OUTCOME:

This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1) Gauba.O.P(eds.2014)<i>An Introduction to Political Theory</i>.New Delhi:Macmillan. 2) Bhargava. R and Acharya.A. (eds 2011.)<i>Political Theory: An Introduction</i>. New Delhi: Pearson Longman 3) Working Group on the Girl Child (2007), <i>A Girl's Right to Live: Female Foeticide and Girl Infanticide</i>, available on http://www.crin.org/docs/Girl's infanticide CSW 2007.txt |

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 202 | Political Process in India | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The aim is to understand the phenomenon of Indian Political System. It comprises detailed study of party system, determinants of voting behavior, debates on secularism and the changing nature of Indian state.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Political Parties and the Party System</u> a) Trends in the Party System b) From the Congress System to Multi-Party Coalitions c) Regional Aspirations: Politics of Secession and Accommodation | 14 |
| Unit-II | <u>Determinants of Voting Behaviour</u> Caste: Caste in Politics and the Politicization of Caste, Class, Gender and Religion | 14 |
| Unit-III | <u>Religion and Politics</u> Debates on Secularism; Minority and Majority Communalism | 8 |
| Unit-IV | <u>The Changing Nature of the Indian State</u> a) Developmental, Welfare and Coercive Dimensions b) Affirmative Action Policies: Women, Caste and Class | 12 |

LEARNING OUTCOME:

Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

| |
|---------------------------|
| Learning Resources |
|---------------------------|

**Text Book,
Reference
Book and
other
materials**

Unit 1: Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

1. R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
2. E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Regional Aspirations: The Politics of Secession and Accommodation

1. P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

Unit 2: Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

1. R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.325.
2. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619
3. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?' *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

Unit 3: Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

1. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp.235-256.
2. L. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

Unit 4: Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimension

Essential Readings:

1. S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi:

Oxford University Press, pp. 143-163.

2. R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

Affirmative Action Policies: Women, Caste and Class

1. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.
2. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

SEMESTER III

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 301 | Introduction to Comparative Government and Politics | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE

This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Understanding Comparative Politics</u> a) Nature and scope b) Going beyond Eurocentrism | 8 |
| Unit-II | <u>Historical context of modern government</u> a) Capitalism: meaning and development: globalization b) Socialism: meaning, growth and development c) Colonialism and decolonization: meaning, context, forms of colonialism; anti- colonialism struggles and process of decolonization | 16 |
| Unit-III | <u>Themes for comparative analysis</u> A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China. | 24 |

LEARNING OUTCOME:

The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes. They will be able to compare democratic regimes and evaluate their functioning.

| |
|---------------------------|
| Learning Resources |
|---------------------------|

**Text Book,
Reference
Book and
other
materials**

Unit 1: Understanding Comparative Politics

1. J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.
2. J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.
3. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

Unit 2: Historical context of modern government

a) Capitalism

- 1) R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188;235-268.
- 2) G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

b) Socialism

- 1) Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25; 587-601.
- 2) J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

c) Colonialism, decolonization& post-colonial society

- 1) P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.
- 2) J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp.31-52.
- 3) Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

Unit 3: Themes for Comparative Analysis

- 1) Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
- 2) Grant, (2009) 'United Kingdom Parliamentary System' in *The UKParliament*.Edinburgh: Edinburgh University Press, pp. 24-43
- 3) J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)
- 4) M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364- 388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Reading:

- 1) P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 302 | Perspectives on Public Administration | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Public Administration as a Discipline</u></p> <p>a) Meaning, Dimensions and Significance of the Discipline</p> <p>b) Public and Private Administration</p> <p>c) Evolution of Public Administration</p> | 8 |
| Unit-II | <p><u>Theoretical Perspectives</u></p> <p>Classical Theories</p> <p>a) Scientific management(F.W.Taylor)</p> <p>b) Administrative Management (Gullick, Urwick and Fayol)</p> <p>c) Ideal-type bureaucracy (Max Weber)</p> <p>Neo-Classical Theories</p> <p>a) Human relations theory (Elton Mayo)</p> <p>b) Rational decision-making (Herbert Simon)</p> | 16 |
| Unit-III | <p><u>Theoretical Perspectives II</u></p> <p>Contemporary Theories:</p> <p>a) Ecological approach (Fred Riggs)</p> <p>Innovation and Entrepreneurship (Peter Drucker)</p> | 10 |
| Unit-IV | <p><u>Major Approaches in Public Administration</u></p> <p>a) New Public Administration</p> <p>b) New Public Management</p> <p>c) New Public Service Approach</p> <p>d) Good Governance</p> | 14 |

| | | |
|--|--------------------------|--|
| | e) Feminist Perspectives | |
|--|--------------------------|--|

LEARNING OUTCOME:

The students will be able to make a difference between the public administration and private administration. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service. What is the scientific management school by Taylor and Fayol and how it was contested by the Human Relation School? They will be able to explain what is the decision-making approach of Herbert Simon? They will be able to explain the concepts and theories on motivation, leadership and conflict management in the organization.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), <i>Administrative Change and Innovation: a Reader</i>, New Delhi: Oxford University Press. 2. Bhattacharya, M (2008) <i>New Horizons of Public Administration</i>, 5th Revised Edition. New Delhi: Jawahar Publishers. 3. Amy. S. Wharton, <i>The Sociology Of Gender</i>, West Sussex : Blackwell-Wiley Publishers, 2012 Nivedita Menon [ed.], <i>Gender and Politics</i>, Delhi: Oxford University Press, 1999 4. Simone De Beauvoir, <i>The Second Sex</i>, London: Picador, 1988 |

| | | | | | |
|------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 303 | Perspectives on International Relations and World History | 5 | 1 | 0 | 6 |
| Course Category | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Studying International Relations</u></p> <p>a) How do you understand International Relations: Levels of Analysis</p> <p>b) History and IR: Emergence of the International State System</p> <p>c) Pre-Westphalia and Westphalia</p> <p>d) Post-Westphalia</p> | 12 |
| Unit-II | <p><u>Theoretical Perspectives</u></p> <p>a) Classical Realism & Neo-Realism</p> <p>b) Liberalism & Neoliberalism</p> <p>c) Marxist Approaches</p> <p>d) Feminist Perspectives</p> <p>e) Eurocentricism and Perspectives from the Global South</p> | 20 |
| Unit-III | <p><u>An Overview of Twentieth Century IR History I</u></p> <p>a) World War I: Causes and Consequences</p> <p>b) Significance of the Bolshevik Revolution</p> <p>c) Rise of Fascism / Nazism</p> | 10 |

| | | |
|---------|--|----|
| | d) World War II: Causes and Consequences | |
| Unit-IV | <u>An Overview of Twentieth Century IR History II</u> a) Cold War: Different Phases b) Emergence of the Third World c) Collapse of the USSR and the End of the Cold War d) Post-Cold War Developments and Emergence of Other Power Centers of Power | 10 |

LEARNING OUTCOME:

Familiarization with the key concepts of the discipline of IR and World History. Understanding of nexus between Classical Realism and Classical Geopolitics Comprehensive understanding of the key assumptions and arguments of the mainstream IR. Appreciation of what is Global IR and why non-western perspectives are needed. Greater appreciation of the important role played by non-Western countries in building post-war norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | 1) J. Baylis and S. Smith (eds), (2008) <i>The Globalization of World Politics: An Introduction to International Relations</i> , New York: Oxford University Press 2) J Goldstein and J. Pevehouse, (2007) <i>International Relations</i> , New York: Pearson Longman 3) Hobsbawm, (1995) <i>Age of Extremes: The Short Twentieth Century 1914-1991</i> , Vikings. |

SEMESTER IV

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 401 | Political Processes and Institutions in Comparative Perspective | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Approaches to Studying Comparative Politics</u> a) Political Culture b) New Institutionalism | 8 |
| Unit-II | <u>Electoral System</u> Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation) | 8 |
| Unit-III | <u>Party System</u> Historical contexts of emergence of the party system and types of parties | 8 |
| Unit-IV | <u>Nation-state</u> What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’: debates | 8 |
| Unit-V | <u>Democratization</u> Process of democratization in postcolonial, post- authoritarian and post-communist countries | 8 |
| Unit-VI | <u>Federalism</u> Historical context Federation and Confederation: debates around territorial division of power. | 8 |

LEARNING OUTCOME:

The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes. They will be able to compare democratic regimes and evaluate their functioning. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy. They will be able to explain how media has changed the contours of elections and electoral democracy.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Approaches to Studying Comparative Politics</p> <ol style="list-style-type: none"> 1) Pennington, (2009) ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) <i>Comparative Politics: Explaining Democratic System</i>. Sage Publications, New Delhi, pp. 13-40. 2) M. Howard, (2009) ‘Culture in Comparative Political Analysis’, in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) <i>Comparative Political: Rationality, Culture, and Structure</i>. Cambridge: Cambridge University Press. 3) Rosamond, (2005) ‘Political Culture’, in B. Axford, et al. <i>Politics</i>, London: Routledge, pp. 57-81. <p>Unit 2: Electoral System</p> <ol style="list-style-type: none"> 1) Heywood, (2002) ‘Representation, Electoral and Voting’, in <i>Politics</i>. New York: Palgrave, pp. 223-245. 2) Evans, (2009) ‘Elections Systems’, in J. Bara and M. Pennington, (eds.) <i>Comparative politics</i>. New Delhi: Sage Publications, pp. 93-119. <p>Unit 3: Party System</p> <ol style="list-style-type: none"> 1) Cole, (2011) ‘Comparative Political Parties: Systems and Organizations’, in J. Ishiyama, and M. Breuning, (eds) <i>21st Century Political Science: A Reference Book</i>. Los Angeles: Sage Publications, pp. 150-158. 2) Heywood, (2002) ‘Parties and Party System’, in <i>Politics</i>. New York : Palgrave, pp.247-268. <p>Unit 4: Nation-state</p> <ol style="list-style-type: none"> 1) W. O’Conner, (1994) ‘A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...’, in J. Hutchinson and A. Smith, (eds.) <i>Nationalism</i>. Oxford: Oxford University Press, pp. 36-46. 2) K. Newton, and J. Deth, (2010) ‘The Development of the Modern State’, in <i>Foundations of Comparative Politics: Democracies of the Modern World</i>. Cambridge: Cambridge University Press, pp. 13-33. |

Additional Reading:

- 1) Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

Unit 5: Democratization

- 1) T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.
- 2) J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63
- 3) Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp.250-274.

Unit 6: Federalism

- 1) Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.
- 2) R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 402 | Public Policy and Administration in India | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Public Policy</u> a) Definition, characteristics and models b) Public Policy Process in India | 5 |
| Unit-II | <u>Decentralization</u> a) Meaning, significance and approaches and types b) Local Self Governance: Rural and Urban | 5 |
| Unit-III | <u>Budget</u> a) Concept and Significance of Budget b) Budget Cycle in India c) Various Approaches and Types Of Budgeting | 12 |
| Unit-IV | <u>Citizen and Administration Interface</u> a) Public Service Delivery b) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance | 10 |
| Unit-V | <u>Social Welfare Administration</u> a) Concept and Approaches of Social Welfare b) Social Welfare Policies: <ul style="list-style-type: none"> • Education: Right To Education, • Health: National Health Mission, • Food: Right To Food Security • Employment: MNREGA | 18 |

LEARNING OUTCOME:

Students will be able to explain about different theories on Public Policy. They will be able to explain how to design a good public policy. They will be able to answer what is needed to ensure the successful implementation of public policy. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation, health, education, poverty, education, and environment. They will come to know how citizens can effectively participate in public policy implementation.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Public Policy</p> <ol style="list-style-type: none"> 1) M. Howlett, M. Ramesh, and A. Perl, (2009), <i>Studying Public Policy: Policy Cycles and Policy subsystems</i>, 3rd edition, Oxford: Oxford University Press <p>Unit 2: Decentralization</p> <ol style="list-style-type: none"> 1) Bidyut Chakrabarty, <i>Reinventing Public Administration: The Indian Experience</i>, Orient Longman, 2007 <p>Unit 3: Budget</p> <ol style="list-style-type: none"> 1) Henry, N. (1999) <i>Public Administration and Public Affairs</i>. New Jersey: Prentice Hall 2) Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) <i>Classics of Public Administration</i>. Belmont: Wadsworth <p>Unit 4: Citizen And Administration Interface</p> <ol style="list-style-type: none"> 1) Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) <i>Decentralization: Institutions and Politics in Rural India</i>. New Delhi: Oxford University Press 2) Vasu Deva, <i>E-Governance In India: A Reality</i>, Commonwealth Publishers, 2005 3) <i>World Development Report</i>, World Bank, Oxford University Press, 1992. 4) Pankaj Sharma, <i>E-Governance: The New Age Governance</i>, APH Publishers, 2004 5) United Nation Development Programme, <i>Reconceptualising Governance</i>, New York, 1997 Mukhopadyay, A. (2005) 'Social Audit', in <i>Seminar</i>. No.551. <p>Unit 5: Social Welfare Administration</p> <ol style="list-style-type: none"> 1) Jean Drèze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995 2) Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clarendon Press, 1997 3) Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol- XLVIII, No.45-46, Nov 2013 4) Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept Publishers, 1997 |

- | | |
|--|---|
| | <ol style="list-style-type: none">5) National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf6) J. Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 20057) Lee and Mills, The Economic Of Health In Developing Countries, Oxford: Oxford University Press,19838) K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.9) Marma Mukhopadhyay and Madhu Parhar(ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 200710) Nalini Juneja, Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors', International Institute For Educational Planning, UNESCO: Paris, 200111) Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004 www.un.org/millenniumgoalshttp://www.cefsindia.orgwww.righttofoodindia.org |
|--|---|

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 403 | Global Politics | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks.

| UNIT | Course contents | Contact Hours |
|-----------------|---|----------------------|
| Unit-I | <p><u>Globalization: Conceptions and Perspectives</u></p> <ul style="list-style-type: none"> a) Understanding Globalization and its Alternative Perspective b) Political: Debates on Sovereignty and Territoriality c) Global Economy: Its Significance and Anchors of Global Political Economy: IMF, d) World Bank, WTO, TNCs e) Global Resistances (Global Social Movements and NGOs) | 23 |
| Unit-II | <p><u>Contemporary Global Issues</u></p> <ul style="list-style-type: none"> a) Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate b) Nuclear Proliferation and the New World Order c) International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments d) Migration & Human Security | 20 |
| Unit-III | <u>Global Shifts: Power and Governance</u> | 5 |

LEARNING OUTCOME:

The course will provide a better understanding of Global Politics its conceptions and its present scenario. The insights into key contemporary global issues such as the proliferation of nuclear

weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance would be some of the significant outcomes of this course

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">1) J. Baylis, S. Smith and P. Owens (eds.) <i>Globalization of World Politics: An Introduction to International Relations</i>, New York: Oxford University Press.2) Heywood, (2011) <i>Global Politics</i>, New York: Palgrave-McMillan.3) W. Ellwood, (2005) <i>The No-nonsense Guide to Globalization</i>, Jaipur: NI-Rawat Publications. |

SEMESTER V

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 501 | Classical Political Philosophy | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Text and Interpretation</u> | 8 |
| Unit-II | <u>Antiquity Plato</u> Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship | 8 |
| Unit-III | <u>Aristotle</u> Forms, Virtue, Citizenship, Justice, State and Household Presentation themes: Classification of governments; man as zoon politikon | 8 |
| Unit-IV | <u>Social Contract: Hobbes, Locke, Rousseau</u> Human nature, State of Nature, Social Contract, State Presentation themes: State of nature; social contract; Leviathan; atomistic individuals. Laws of Nature, Natural Rights, Property, Presentation themes: Natural rights; right to dissent; justification of property General Will | 24 |

LEARNING OUTCOME:

The outcome of this course would familiarize students with the manner in which the political

questions were first posed. It will help the students to know about various theoretical concepts on which the subject lay its foundations.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>Unit 1: Text and Interpretation</p> <ol style="list-style-type: none"> 1) T. Ball, (2004) ‘History and Interpretation’ in C. Kukathas and G. Gaus, (eds.) <i>Handbook of Political Theory</i>, London: Sage Publications Ltd. pp. 18-30. 2) Constant, (1833) ‘The Liberty of the Ancients Compared with that of the Moderns’, in D. Boaz, (ed), (1997) <i>The Libertarian Reader</i>, New York: The Free Press. <p>Unit 2: Antiquity:</p> <p>Plato</p> <ol style="list-style-type: none"> 1) Skoble and T. Machan, (2007) <i>Political Philosophy: Essential Selections</i>. New Delhi: Pearson Education, pp. 9-32. 2) R. Kraut, (1996) ‘Introduction to the study of Plato’, in R. Kraut (ed.) <i>The Cambridge Companion to Plato</i>. Cambridge: Cambridge University Press, pp. 1-50. 3) Reeve, (2009) ‘Plato’, in D. Boucher and P. Kelly, (eds) <i>Political Thinkers: From Socrates to the Present</i>, Oxford: Oxford University Press, pp. 62-80 <p>Unit 3: Aristotle</p> <ol style="list-style-type: none"> 1) A. Skoble and T. Machan, (2007) <i>Political Philosophy: Essential Selections</i>. New Delhi: Pearson Education, pp. 53-64. 2) T. Burns, (2009) ‘Aristotle’, in D. Boucher, and P. Kelly, (eds) <i>Political Thinkers: From Socrates to the Present</i>. Oxford: Oxford University Press, pp.81-99. 3) C. Taylor, (1995) ‘Politics’, in J. Barnes (ed.), <i>The Cambridge Companion to Aristotle</i>. Cambridge: Cambridge University Press, pp. 232-258 <p>Unit 3: Interlude:</p> <p>Machiavelli</p> <ol style="list-style-type: none"> 1) Skoble and T. Machan, (2007) <i>Political Philosophy: Essential Selections</i>. New Delhi: Pearson Education, pp. 124-130 2) Q. Skinner, (2000) ‘The Adviser to Princes’, 3) in <i>Machiavelli: A Very Short Introduction</i>, Oxford: Oxford University Press, pp. 23-53 4) J. Femia, (2009) ‘Machiavelli’, in D. Boucher, and P. Kelly, (eds) <i>Political Thinkers: From Socrates to the Present</i>. Oxford: Oxford University Press, pp. 163-184 |

Possessive Individualism Hobbes

- 1) Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.
- 2) Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.
- 3) Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Locke

- 1) Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.
- 2) J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224
- 3) Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 502 | Modern Indian Political Thought-I | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes.

| UNIT | Course contents | Contact Hours |
|-----------|--|---------------|
| Unit-I | <u>Traditions of Pre-colonial Indian Political Thought</u> a) Brahmanic and Shramanic b) Islamic and Syncretic. | 8 |
| Unit-II | <u>Ved Vyasa (Shantiparva): Rajadharma</u> | 5 |
| Unit-III | <u>Manu: Social Laws</u> | 6 |
| Unit-IV | <u>Kautilya: Theory of State</u> | 7 |
| Unit-V | <u>Aggannasutta (Digha Nikaya): Theory of kingship</u> | 5 |
| Unit-VI | <u>Barani: Ideal Polity</u> | 6 |
| Unit-VII | <u>Abul Fazal: Monarchy</u> | 6 |
| Unit-VIII | <u>Kabir: Syncretism</u> | 5 |

LEARNING OUTCOME:

The course as a whole is meant to provide a sense of the broad streams of Indian thought while

encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>Unit 1: Traditions of Pre-modern Indian Political Thought:</p> <ol style="list-style-type: none"> 1) Parekh, (1986) ‘Some Reflections on the Hindu Tradition of Political Thought’, in T. Pantham, and K. Deutsch (eds.), <i>Political Thought in Modern India</i>, New Delhi: Sage Publications, pp. 17- 31. 2) Altekar, (1958) ‘The Kingship’, in <i>State and Government in Ancient India</i>, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108. 3) Shakir, (1986) ‘Dynamics of Muslim Political Thought’, in T. Pantham, and K. Deutsch (eds.), <i>Political Thought in Modern India</i>, New Delhi: Sage Publications, pp. 142- 160 <p>Unit 2: Ved Vyasa (Shantiparva): Rajadharma</p> <ol style="list-style-type: none"> 1) <i>The Mahabharata</i> (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press. 2) Varma, (1974) <i>Studies in Hindu Political Thought and Its Metaphysical Foundations</i>, Delhi: Motilal Banarsidass, pp. 211- 230. 3) Chaturvedi, (2006) ‘Dharma-The Foundation of Raja-Dharma, Law and Governance’, in <i>The Mahabharata: An Inquiry in the Human Condition</i>, Delhi: Orient Longman, pp. 418- 464. <p>Unit 3:Manu: Social Laws</p> <ol style="list-style-type: none"> 1) Manu, (2006) ‘Rules for Times of Adversity’, in P. Olivelle, (ed. &trans.) <i>Manu’s Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra</i>, New Delhi: OUP, pp. 208-213. 2) Mehta, (1992) ‘The Cosmic Vision: Manu’, in <i>Foundations of Indian Political Thought</i>, Delhi: Manohar, pp. 23- 39. 3) R. Sharma, (1991) ‘Varna in Relation to Law and Politics (c 600 BC- AD 500)’, in <i>Aspects of Political Ideas and Institutions in Ancient India</i>, Delhi: Motilal Banarsidass, pp. 233- 251. <p>Unit 4: Kautilya: Theory of State</p> <ol style="list-style-type: none"> 1) Kautilya, (1997) ‘The Elements of Sovereignty’ in R. Kangle (ed. and trns.), <i>Arthasastra of Kautilya</i>, New Delhi: Motilal Publishers, pp. 511- 514. 2) Mehta, (1992) ‘The Pragmatic Vision: Kautilya and His Successor’, in <i>Foundations of Indian Political Thought</i>, Delhi: Manohar, pp. 88- 109 <p>Unit 5: Agganna Sutta (Digha Nikaya): Theory of Kingship</p> <ol style="list-style-type: none"> 1) S. Collins, (ed), (2001) <i>Agganna Sutta: An Annotated Translation</i>, New |

Delhi: Sahitya Academy, pp. 44-49.

- 2) S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.
- 3) Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

Unit 6: Barani: Ideal Polity

- 1) Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

Unit 7: Abul Fazal: Monarchy

- 1) Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.
- 2) Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.
- 3) Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

Unit 8: Kabir: Syncreticism

- 1) Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.
- 2) Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

SEMESTER VI

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 601 | Modern Political Philosophy | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite NIL | | | | |
| | Co-requisite NIL | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Modernity and its discourses</u> This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed. | 8 |
| Unit-II | <u>Romantics</u> a) Jean Jacques Rousseau (8Lectures) Presentation themes: General Will; local or direct democracy; self-government; origin of inequality. b) Mary Wollstonecraft (8Lectures) Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights | 16 |
| Unit-III | <u>Liberal socialist</u> a) John Stuart Mill Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle. | 8 |
| Unit-IV | <u>Radicals</u> a) Karl Marx (8Lectures) Presentation themes: Alienation; difference with other kinds of materialism; class struggle b) Alexandra Kollontai (8Lectures) Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin | 16 |

LEARNING OUTCOME:

Students will benefit in learning about theories of Political Science that have been inquisitive

in nature which impose multi-dimensional thoughts.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Modernity and its discourses</p> <ol style="list-style-type: none">1) Kant. (1784) 'What is Enlightenment?,' available at http://theliterarylink.com/kant.html, Accessed:19.04.20132) S. Hall (1992) 'Introduction', in <i>Formations of Modernity</i> UK: Polity Press pages 1-16 <p>Unit 2: Romantics</p> <ol style="list-style-type: none">1) Nelson, (2008) <i>Western Political Thought</i>. New York: Pearson Longman, pp. 221-255.2) Jones, (2002) 'Mary Wollstonecraft's <i>Vindications</i> and their Political Tradition' in C. Johnson, (ed.) <i>The Cambridge Companion to Mary Wollstonecraft</i>, Cambridge: Cambridge University Press, pp. 42-58.3) S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in <i>Canadian Journal of Political Science</i> XXXII (3), pp. 427-50, Available at http://digitalcommons.ryerson.ca/politics, Accessed:19.04.2013. <p>Unit 3: Liberal Socialist</p> <ol style="list-style-type: none">1) H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), <i>History of Political Philosophy</i>, 2nd edition. Chicago: Chicago University Press, pp. 784-801.2) P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) <i>Political Thinkers: From Socrates to the Present</i>. New York: Oxford University Press, pp. 324-359. <p>Unit 4: Radicals</p> <ol style="list-style-type: none">1) J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) <i>History of Political Philosophy</i>, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.2) L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) <i>Political Thinkers: From Socrates to the Present</i>. New York: Oxford University Press, pp. 404-435.3) Kollontai (1909), <i>The Social Basis of the Woman Question</i>, Available at http://www.marxists.org/archive/kollonta/1909/social-basis.htm, Accessed: 19.04.20134) Selections from <i>A Vindication of the Rights of Woman</i>, Available at http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/woman-a.html#CHAPTER%20II, Accessed: 19.04.2013. |

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 602 | Indian Political Thought-II | 5 | 1 | 0 | 6 |
| Core Course | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts.

| UNIT | Course contents | Contact Hours |
|-------------|---|----------------------|
| Unit-I | Introduction to Modern Indian Political Thought | 4 |
| Unit-II | Rammohan Roy: Rights | 4 |
| Unit-III | Pandita Ramabai: Gender | 4 |
| Unit-IV | Vivekananda: Ideal Society | 5 |
| | Gandhi: Swaraj | 5 |
| | Ambedkar: Social Justice | 5 |
| | Tagore: Critique of Nationalism | 4 |
| | Iqbal: Community | 5 |
| | Savarkar: Hindutva | 4 |
| | Nehru: Secularism | 4 |

| | | |
|--|-------------------------|---|
| | Lohia: Socialism | 4 |
|--|-------------------------|---|

LEARNING OUTCOME:

The course will make the students well aware about the Indian Political Thought via the ideas propounded by great Indian leaders on multiple issues. Selected extracts from original texts are also going to enrich students manifolds.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>1. Introduction to Modern Indian Political Thought</p> <ol style="list-style-type: none"> 1) Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi. 1) Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon, pp. 1-2 <p>2. Rammohan Roy: Rights</p> <ol style="list-style-type: none"> 1) R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) <i>Sources of Indian Traditio</i>, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29. 2) S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in <i>A Critique on colonial India</i>, Calcutta: Papyrus, pp. 1-17 <p>3. Pandita Ramabai: Gender</p> <ol style="list-style-type: none"> 1) P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), <i>Pandita Ramabai Through her Own Words: Selected Works</i>, New Delhi: Oxford University Press, pp.150-155. 2) Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in <i>Economic and Political Weekly</i>, Vol. 23(44), pp. 38-49. 3) U. Chakravarti, (2007) <i>Pandita Ramabai - A Life and a Time</i>, New Delhi: Critical Quest, pp. 1-40. <p>4. Vivekananda: Ideal Society</p> |

- 1) S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.
- 2) Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62-79.
- 3) H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264- 280.

5. Gandhi:Swaraj

- 1) Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2.Second Edition, New Delhi: Penguin, pp. 265-270.
- 2) Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.
- 3) Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154-190.

6. Ambedkar: Social Justice

- 1) Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347
- 2) Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.
- 3) Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.
- 4) P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp.73-92.

7. Tagore: Critique of Nationalism

- 1) R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

- 2) R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.
- 3) Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

8. Iqbal: Community

- 1) Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp.218-222.
- 2) Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp.52-63.

9. Savarkar: Hindutva

- 1) V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013
- 2) J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

10. Nehru: Secularism

- 1) J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.
- 2) P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp. 131-166

11. Lohia: Socialism

- 1) Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.
- 2) S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.
- 3) Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

DISCIPLINE SPECIFIC ELECTIVE (DSE)

(Any Two in 5th and 6th Sem each)

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS DSE 1 | India's Foreign Policy | 5 | 1 | 0 | 6 |
| DSE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power | 7 |
| Unit-II | India's Relations with the USA and USSR/Russia | 9 |
| Unit-III | India's Engagements with China | 6 |
| Unit-IV | India in South Asia: Debating Regional Strategies | 9 |
| Unit-V | India's Negotiating Style and Strategies: Diplomacy, Trade, Environment and Security Regimes | 11 |
| Unit-VI | India in the Contemporary Multipolar World | 6 |

LEARNING OUTCOME:

Students will get aware about India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's

evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>1. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power</p> <ol style="list-style-type: none"> 1) S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in <i>India Review</i>, Vol. 8 (1), pp. 4–19. 2) Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), <i>Handbook of India's International Relations</i>, London: Routledge, pp.3-31 3) W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, <i>Trusts with Democracy: Political Practice in South Asia</i>, Anthem Press: University Publishing Online <p>2. India's Relations with the USA and USSR/Russia</p> <ol style="list-style-type: none"> 1) S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in <i>India and the Soviet Union: Trade and Technology Transfer</i>, Cambridge University Press: Cambridge, pp. 8-28. 2) Singh, (1995) 'India's Relations with Russia and Central Asia', in <i>International Affairs</i>, Vol. 71 (1): 69-81. 3) Zafar, (1984), 'Chapter 1', in <i>India and the Superpowers: India's Political Relations with the Superpowers in the 1970s</i>, Dhaka, University Press <p>3. India's Engagements with China</p> <ol style="list-style-type: none"> 1) H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), <i>Handbook of India's International Relations</i>, London: Routledge, pp. 233-242. 2) Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), <i>Crux of Asia: China, India, and the Emerging Global Order</i>, Carnegie Endowment for International Peace: Washington. 3) S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), <i>Crux of Asia: China, India, and the Emerging Global Order</i>, Carnegie Endowment for International Peace: Washington. <p>4. India in South Asia: Debating Regional Strategies</p> <ol style="list-style-type: none"> 1) S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in <i>South Asian Survey</i>, Vol. 10 (2), pp. 185-196. 2) S. Cohen, (2002) <i>India: Emerging Power</i>, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa |

Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

5. India’s Negotiating Style and Strategies: Trade, Environment and Security Regimes

- 1) S. Cohen, (2002) ‘The World View of India’s Strategic Elite’, in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.
- 2) Narlikar, (2007) ‘All that Glitters is not Gold: India’s Rise to Power’, in *Third World Quarterly*, Vol. 28 (5) pp. 983 – 996.
- 3) Dubash, (2012) ‘The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits’, Working Paper, New Delhi: Centre for Policy Research.

6. India in the Contemporary Multipolar World

- 1) R. Rajgopalan and V. Sahni (2008), ‘India and the Great Powers: Strategic Imperatives, Normative Necessities’, in *South Asian Survey*, Vol. 15 (1), pp. 5–32.
- 2) Mohan, (2013) ‘Changing Global Order: India’s Perspective’, in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.
- 3) P. Mehta, (2009) ‘Still Under Nehru’s Shadow? The Absence of Foreign Policy Frameworks in India’, in *India Review*, Vol. 8 (3), pp. 209–233.

Online Resources:

Government of India’s Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India’s foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research’s blog on IR and

strategic affairs though it is not exclusively on India’s foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog> Institute for Defence Studies and Analyses: <http://www.idsa.in/Research and Information System: www.ris.org.in/>

Indian Council of World Affairs: www.icwa.in/ *Institute of Peace and Conflict Studies:* www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS DSE2 | UN and Global Conflicts | 5 | 1 | 0 | 6 |
| DSE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>The United Nations</u> a) An Historical Overview of the United Nations b) Principles and Objectives c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect e) Sustainable Development Goals | 18 |
| Unit-II | <u>Major Global Conflicts since the Second World War</u> a) Korean War b) Vietnam War c) Afghanistan Wars d) Balkans: Serbia and Bosnia e) Cuban Crisis | 20 |
| Unit-III | Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms | 10 |

LEARNING OUTCOME:

The course will impart a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

| |
|---------------------------|
| Learning Resources |
|---------------------------|

Text Book, Reference Book and other materials

Unit1: The United Nations

(a) An Historical Overview of the United Nations

- 1) Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.
- 2) Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.
- 3) Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

(b) Principles and Objectives

- 1) Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies

- 1) Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.
- 2) Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 119-135.

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

- 1) Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.
- 2) Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.
- 3) White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.

(e) Millennium Development Goals

- 1) Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp.264-266.
- 2) Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.109-114.
- 3) Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp.240-248.

Unit 2: Major Global Conflicts since the Second World War

a) Korean War

- 1) Calvo Coressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

- 2) Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

b) Vietnam War

- 1) Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.
- 2) Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

c) Afghanistan Wars

- 1) Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234- 241.
- 2) Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.
- 3) Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.

- d) Balkans: Serbia and Bosnia** Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284.

Unit 3: Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

- 1) Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.
- 2) Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.
- 3) Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.
- 4) Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS DSE03 | Nationalism in India | 5 | 1 | 0 | 6 |
| DSE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The purpose of this course is to help students understand the struggle of Indian people against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Approaches to the Study of Nationalism in India:</u> Nationalist, Imperialist, Marxist, and Subaltern Interpretations | |
| Unit-II | <u>Reformism and Anti-Reformism in the Nineteenth Century:</u> Major Social and Religious Movements in 19th century | |
| Unit-III | <u>Nationalist Politics and Expansion of its Social Base</u> a) Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India b) Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement c) Socialist Alternatives: Congress Socialists, Communists | |
| Unit-IV | <u>Social Movements</u> a) The Women's Question: Participation in the National Movement and its Impact b) The Caste Question: Anti-Brahminical Politics c) Peasant, Tribals and Workers Movements | |
| Unit-V | <u>Partition and Independence</u> | |

| | | |
|--|--|--|
| | a) Communalism in Indian Politics b) The Two-Nation Theory, Negotiations over Partition | |
|--|--|--|

LEARNING OUTCOME:

The outcome of this course is to highlight Nationalism in India and the freedom movements linked with various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, and caste and gender questions during the freedom struggle. This course helps in understanding Nationalism with the political angle.

| Learning Resources | |
|---|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Approaches to the Study of Nationalism in India</p> <ol style="list-style-type: none"> 1) S. Bandopadhyay, (2004) <i>From Plassey to Partition: A History of Modern India</i>, New Delhi: Orient Longman, pp. 184-191. 2) R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', 3) P. DeSouza, (ed.) <i>Contemporary India: Transitions</i>, New Delhi: Sage Publications, pp. 25-36. <p>Unit 2: Reformism and Anti-Reformism in the Nineteenth Century</p> <ol style="list-style-type: none"> 1) S. Bandopadhyay, (2004) <i>From Plassey to Partition: A History of Modern India</i>, New Delhi: Orient Longman, pp.139-158, 234-276. 2) Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) <i>Development of Modern Indian Thought and the Social Sciences</i>, Vol. X. New Delhi: Oxford University Press. <p>Unit 3: Nationalist Politics and Expansion of its Social Base</p> <ol style="list-style-type: none"> 1) S. Bandopadhyay, (2004) <i>From Plassey to Partition: A History of Modern India</i>. New Delhi: Orient Longman, pp. 279-311. 2) S. Sarkar, (1983) <i>Modern India (1885-1947)</i>, New Delhi: Macmillan, 3) P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, <i>The Nation and its Fragments: Colonial and Postcolonial Histories</i>. New Delhi: Oxford University Press, pp. 76-115. |

Unit 4: Social Movements

- 1) S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.
- 2) G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

Unit 5: Partition and Independence

- 1) Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.
- 2) Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp.1-8.)

| | | | | | |
|--------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS DSE4 | Public Policy in India | 5 | 1 | 0 | 6 |
| DSE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Introduction to Policy Analysis | 6 |
| Unit-II | The Analysis of Policy in the Context of Theories of State | 6 |
| Unit-III | Political Economy and Policy: Interest Groups and Social Movements | 12 |
| Unit-IV | Models of Policy Decision-Making | 12 |
| Unit-V | Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments | 12 |

LEARNING OUTCOME:

The course will be useful for students in seeking an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>1. Introduction to Policy Analysis</p> <ol style="list-style-type: none"> 1) Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) <i>The Policy Process: A Reader</i> (2nd Edition). London: Prentice Hall, pp. 30-40. 2) Dye, T.R. (2002) <i>Understanding Public Policy</i>. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329. 3) Sapru, R.K.(1996) <i>Public Policy : Formulation, Implementation and Evaluation</i>. New Delhi: Sterling Publishers, pp. 26-46. 4) IGNOU. <i>Public Policy Analysis</i>. MPA-015. New Delhi: IGNOU, pp. 15-26 and 55-64. <p>2. The Analysis of Policy in the Context of Theories of State</p> <ol style="list-style-type: none"> 1) Dunleavy, P. and O'Leary, B. (1987) <i>Theories of the State</i>. London: |

Routledge.

- 2) McClennan, G. (1997) 'The Evolution of Pluralist Theory' in Hill, M. (ed.) *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 53-61.
- 3) Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184.

3. Political Economy and Policy: Interest Groups and Social Movements.

- 1) Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.
- 2) Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.
- 3) Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*. Cambridge: Polity Press, pp. 27-64 and 99-118.

4. Models of Policy Decision-Making

- 1) Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press, pp. 42-62.
- 2) Sabatier, P.L. & Mazmanian, D. (1979) 'The Conditions of Effective Policy Implementation', in *Policy Analysis*, vol. 5, pp. 481-504.
- 3) Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.
- 4) IGNOU. *Public Policy Analysis*. MPA-015, New Delhi: IGNOU, pp. 38-54.
- 5) Henry, N.(1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall, pp. 346-368.

5. Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments

- 1) Self, P. (1993) *Government by the Market? The Politics of Public Choice*. Basingstoke: MacMillan, pp. 1-20,70-105,113-146,198-231 and 262-277.
- 2) Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*. California University Press. Volume 27, No.11.

ABILITY ENHANCEMENT ELECTIVE COURSE (SKILL BASED)

(ANY 2: 1 IN SEMESTER III AND 1 IN SEMESTER IV):

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS SE1 | Your Laws, Your Rights | 5 | 1 | 0 | 6 |
| AEEC (SE) | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law.

| UNIT | Course contents | Contact Hours |
|-------------|--|----------------------|
| Unit-I | <u>Rule of law and the Criminal Justice System in India</u> | 5 |
| Unit-II | <u>Laws relating to criminal justice administration</u> a) How to file a complaint, First Information Report(FIR) b) Detention, arrest and bail | 10 |
| Unit-III | <u>Equality and non-discrimination</u> a) Gender: the protection of women against domestic violence, rape and sexual harassment b) Caste: laws abolishing un-touchability and providing protection against atrocities c) Class: laws concerning minimum wages d) Disability and equality of participation and opportunity | 20 |
| Unit-IV | <u>Empowerment</u> a) Access to information | 8 |

| | | |
|------------------|--|---|
| Unit-V | <u>Redistribution, recognition and livelihood</u> a) Traditional rights of forest dwellers and the issue of women's property rights b) Rural employment guarantee | 5 |
| (exercises only) | Access to Identification documents and Social Security Schemes Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. | |

LEARNING OUTCOME:

The outcome of this course is to make students understand law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Rule of law and the Criminal Justice System in India</p> <ol style="list-style-type: none"> 1) Andrew, (1996) 'Arbitrary Government and the Rule of Law', in <i>Arguing About the Law, An Introduction to Legal Philosophy</i>, Wordsworth, Boston., pp.3-19. 2) SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in <i>Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure</i>, New Delhi: Oxford University Press, pp.5-15. 3) K. Sankaran and U. Singh, (2008) 'Introduction', in <i>Towards Legal Literacy</i>. New Delhi: Oxford University Press, pp. xi – xv. <p>Unit 2: Laws relating to criminal justice administration</p> <ol style="list-style-type: none"> 1) Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, <i>Towards Legal Literacy</i>, New Delhi: Oxford University Press, pp.61-77. 2) SAHRDC, (2006) 'Reporting a Crime: First Information Report', in <i>Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure</i>, New Delhi: Oxford University Press, pp.16-26. 3) SAHRDC, (2006) 'Bail', in <i>Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure</i>, New Delhi: Oxford University Press, pp.59-71. |

Unit 3: Equality and non-discrimination

- 1) Gender Study Group, (1996) *Sexual Harassment in Delhi University, A Report*, Delhi: University of Delhi.
- 2) Jain, (2011) 'Physically/Mentally Challenged', in M. Mohanty et al. *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, pp.171-179.
- 3) Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
- 4) K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.

Unit 4: Empowerment

- 1) Kurian, (2011) 'Consumers', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- 2) S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2_012_light_Aspire.pdf, Accessed: 19.04.2013.
- 3) Roberts, (2010) 'A Great and Revolutionary Law? The First Four Years of India's Right to Information Act', *Public Administration Review*. Volume 70, Issue 6, pp. 925-933. SAHRDC, (2006) 'Consumer Rights', in *Introducing Human Rights*, Oxford University Press, pp. 118-134.

Unit 5: Redistribution, Recognition and livelihood

- 1) Sarin and O. Baginski, (2010) *India's Forest Rights Act -The Anatomy of a Necessary but Not Sufficient Institutional Reform*, Department for International Development. Available at www.ippg.org.uk (Accessed: 10.04.2013).
- 2) Dreze, Dey and Khera, (2008) *Employment Guarantee Act, A Primer*, New Delhi: National Book Trust (Also available in Hindi).
- 3) *National Food Security Act 2011*, Available at http://nac.nic.in/foodsecurity/nfsb_final.pdf, Accessed: 10.04.2013.
- 4) *Protection of Women Against Domestic Violence Act, 2005*, Available at <http://wcd.nic.in/wdvact.pdf>, Accessed: 10.04.2013.
- 5) *Right to Information Act, 2005*, Available at <http://righttoinformation.gov.in/rti-act.pdf>, Accessed: 10.04.2013.
- 6) *Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989*, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>, Accessed: 10.04.2013.

- 7) *Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006*, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>, Accessed:10.04.2013.
- 8) *The Minimum Wages Act, 1948*, Available at <http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf>, Accessed: 10.04.2013.
- 9) *The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995*,

Suggested exercises for students

- 1) Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
- 2) How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?
- 3) Under what circumstances can detention and arrest become illegal?
- 4) Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
- 5) Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
- 6) Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
- 7) What is the procedure to file an RTI?
- 8) You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
- 9) Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
- 10) What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
- 11) In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
- 12) After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
- 13) Discuss the procedure for issuing a job card under MNREGA.

You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS SE2 | Public Opinion and Survey Research | 5 | 1 | 0 | 6 |
| AEEC (SE) | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course will introduce the students to the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India. It will familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Introduction to the course</u> Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll</p> | 6 |
| Unit-II | <p><u>Measuring Public Opinion with Surveys: Representation and sampling</u></p> <p>a) What is sampling? Why do we need to sample? Sample design. b) Sampling error and non-response c) Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified</p> | 6 |
| Unit-III | <p><u>Survey Research</u></p> <p>a) Interviewing: Interview techniques pitfalls, different types of and forms of interview b) Questionnaire: Question wording; fairness and clarity.</p> | 6 |
| Unit-IV | <p><u>Quantitative Data Analysis</u></p> <p>a) Introduction to quantitative data analysis Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics</p> | 6 |

| | | |
|--------|---|---|
| Unit-V | <p><u>Interpreting polls</u> Prediction in polling research: possibilities and pitfalls Politics of interpreting polling</p> | 6 |
|--------|---|---|

LEARNING OUTCOME:

The outcome would lead to enrich the students towards one of the most important aspect of democracy i.e. polling of election. It will make the students to measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Introduction to the course</p> <ol style="list-style-type: none"> 1) R. Erikson and K. Tedin, (2011) <i>American Public Opinion</i>, 8th edition, New York: Pearson Longman Publishers,. pp. 40-46. 2) G. Gallup, (1948) <i>A guide to public opinion polls</i> Princeton, Princeton University Press, 1948. Pp. 3-13. <p>Unit 2: Measuring Public Opinion with Surveys: Representation and sampling</p> <ol style="list-style-type: none"> 1) Kalton, (1983) <i>Introduction to Survey Sampling</i> Beverly Hills, SagePublication. 2) Lokniti Team (2009) ‘National Election Study 2009: A Methodological Note’, <i>Economic and Political Weekly</i>, Vol. XLIV (39) 3) Lokniti Team, (2004) ‘National Election Study 2004’, <i>Economic and Political Weekly</i>, Vol. XXXIX (51). 4) ‘Asking About Numbers: Why and How’, <i>Political Analysis</i> (2013), Vol. 21(1): 48-69, (first published online November 21, 2012) <p>Unit 3: Survey Research</p> <ol style="list-style-type: none"> 1) Asher, (2001) ‘Chapters 3 and 5’, in <i>Polling and the Public: What Every Citizen Should Know</i>, Washington DC: Congressional Quarterly Press. <p>R. Erikson and K. Tedin, (2011) <i>American Public Opinion</i>, 8th edition, New York, Pearson Longman Publishers, pp. 40-46.</p> |

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS SE3 | Legislative Practices and Procedures | 5 | 1 | 0 | 6 |
| AEEC (SE) | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Powers and functions of people's representative at different tiers of governance</u> Members of Parliament, State legislative assemblies, functionaries of rural and urban local self - government from Zila Parishad, Municipal Corporation to Panchayat/ward. | 6 |
| Unit-II | <u>Supporting the legislative process</u> How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations. | 6 |
| Unit-III | <u>Supporting the Legislative Committees</u> Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation. | 6 |
| Unit-IV | <u>Reading the Budget Document</u> Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries. | 6 |

| | | |
|--------|--|---|
| Unit-V | <u>Support in media monitoring and communication</u> Types of media and their significance for legislators; Basics of communication in print and electronic media. | 6 |
|--------|--|---|

LEARNING OUTCOME:

The student after this course would be broadly aware with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. Drafting new legislation, tracking and analyzing ongoing bills, making speeches and floor statements, writing articles and press releases, attending legislative meetings etc. will be an important outcome of it.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>Unit 1: Powers and functions of people's representative at different tiers of governance</p> <ol style="list-style-type: none"> 1) M. Madhavan, and N. Wahi, (2008) <i>Financing of Election Campaigns</i> PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, 2) H. Kalra, (2011) <i>Public Engagement with the Legislative Process</i> PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf, Accessed: 19.04.2013. 3) Government of India (<i>Lok Sabha</i> Secretariat), (2009) <i>Parliamentary Procedures (Abstract Series)</i>, Available at http://164.100.47.132/LssNew/abstract/index.aspx, Accessed: 19.04.2013 <p>Unit 2: Supporting the legislative process</p> <ol style="list-style-type: none"> 1) Government of India, (Ministry of Parliamentary Affairs), (2009) <i>Legislation, Parliamentary Procedure</i>, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm, Accessed: 19.04.2013 2) Government of India, (Ministry of Parliamentary Affairs) (2009), <i>Subordinate Legislation, Parliamentary Procedure</i>, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: |

19.04.2013

- 3) Debroy, (2001) 'Why we need law reform' *Seminar* January.

Unit 3: Supporting the Legislative Committees

- 1) P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal of Democracy*, Vol. 18(2), pp.70-83.
- 2) Government link: <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>
- 3) K. Sanyal, (2011) *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013

Unit 4: Reading the Budget Document

- 1) Celestine, (2011) *How to Read the Union Budget* PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>, Accessed: 19.04.2013

Unit 5: Support in media monitoring and communication

- 1) G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *State Legislatures*, Vol. 31(3).
- 2) R. Guha, (2007), *India After Gandhi*, Macmillan: New Delhi.
- 3) *Parliamentary Procedures (Abstract Series)* published by *Lok Sabha*, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, website: www.loksabha.nic.in, Accessed: 19.04.2013.
- 4) *Committees of Lok Sabha*, Available at: http://164.100.47.134/committee/committee_list.aspx Accessed: 19.04.2013. *Ethics Committee of Rajya Sabha*, available at: http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf, Accessed: 19.04.2013.
- 5) *Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs*, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm, Accessed: 19.04.2013.

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS SE4 | Peace and Conflict Resolution | 5 | 1 | 0 | 6 |
| AEEC (SE) | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations.

| UNIT | Course contents | Contact Hours |
|-------------|---|----------------------|
| Unit-I | International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends | |
| Unit-II | What is Conflict: Introduction to International Conflict Resolution | |
| Unit-III | International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack | |
| Unit-IV | Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict | |
| Unit-V | Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions) | |
| Unit-VI | Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts | |
| Unit-VII | Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace | |

LEARNING OUTCOME:

This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <p>International Conflict Resolution: Sources of War: International and Domestic Issues and Trends</p> <ol style="list-style-type: none">1) Kriesberg, Louis, <i>Constructive Conflicts: From Escalation to Resolution</i>, Rowman & Littlefield, Maryland, 1998, pp. 58-1502) Starkey, Boyer, and Wilkenfield, <i>Negotiating a Complex World</i>. Rowman & Littlefield, Maryland, 1999, pp. 1-74 <p>What is Conflict: Introduction to International Conflict Resolution</p> <ol style="list-style-type: none">1) Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), <i>Elusive Peace: Negotiating an End to Civil Wars</i>, The Brookings Institution, Washington, 1995, pp. 3-29 <p>International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack</p> <ol style="list-style-type: none">1) Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, <i>Managing Global Chaos</i>, USIP, 1995, pp. 3-242) Carr, Edward H., "Realism and Idealism," Richard Betts (ed), <i>Conflict After the Cold War</i>, Boston: Simon & Schuster, 1994. <p>Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict</p> <ol style="list-style-type: none">1) Hampson, Fen Osler, <i>Nurturing Peace</i>, USIP, 1996, pp. 3-25 |

- 2) Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

- 1) Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74
- 2) Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 587-606

Conflict Transformation: is Peace Possible: Resolve problems through conflict analyses and instrumentation of peace concepts

- 1) Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205
- 2) Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace: Grass-roots level perspective on war and Peace

- 1) Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123
- 2) Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

GENERIC ELECTIVE

(OPEN ELECTIVE)

POLITICAL SCIENCE

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE1 | Governance: Issues and Challenges | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Government And Governance: Concepts Role of State In The Era Of Globalisation State, Market and Civil Society | 9 |
| Unit-II | Governance and Development Changing Dimensions of Development Strengthening Democracy through Good Governance | 9 |
| Unit-III | Environmental Governance Human-Environment Interaction Green Governance: Sustainable Human Development | 9 |
| Unit-IV | Local Governance Democratic Decentralisation People's Participation In Governance | 9 |
| Unit-V | Good Governance Initiatives in India: Best Practices a) Public Service Delivery | 12 |

| | | |
|--|---|--|
| | b) Electronic Governance c) Citizens Charter & Right to Information d) Corporate Social Responsibility | |
|--|---|--|

LEARNING OUTCOME:

The outcome of the course would enrich the students on Governance and its various dimensions. The essence of governance will expose the students through the various good governance initiatives introduced in India.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Unit 1: Government And Governance: Concepts</p> <ol style="list-style-type: none"> 1) Chakrabarty and M. Bhattacharya, (eds.) <i>The Governance Discourse</i>. New Delhi: Oxford University Press, 1998 2) Surendra Munshi and Biju Paul Abraham [eds.] <i>Good Governance, Democratic Societies And Globalisation</i>, Sage Publishers, 2004. 3) United Nation Development Programme , <i>Reconceptualising Governance</i>, New York, 1997 4) B. Nayar (ed.), <i>Globalization and Politics in India</i>. Delhi: Oxford University Press, 2007 pp. 218-240. 5) Smita Mishra Panda , <i>Engendering Governance Institutions: State, Market And Civil Society</i>, Sage Publications, 2008 6) Neera Chandhoke, <i>State And Civil Society Explorations In Political Theory</i> , Sage Publishers, 1995 <p>Unit 2: Governance and Development</p> <ol style="list-style-type: none"> 1) B. C. Smith, <i>Good Governance and Development</i>, Palgrave, 2007 World Bank Report, <i>Governance And Development</i>, 1992 2) P. Bardhan, ‘Epilogue on the Political Economy of Reform in India’, in <i>The Political Economy of Development in India</i>. 6th edition, Delhi: Oxford University Press, 2005 3) J. Dreze and A. Sen, <i>India: Economic Development and Social Opportunity</i>. New Delhi: Oxford University Press, 1995 4) Niraja Gopal Jayal [ed.], <i>Democracy in India</i>, Oxford University Press, 2007 <p>Unit 3: Environmental Governance</p> <ol style="list-style-type: none"> 1) Ramachandra Guha, <i>Environmentalism: A Global History</i>, Longman Publishers, 1999 2) Bina Agarwal, <i>Gender And Green Governance</i> , Oxford University Press, Oxford, 2013 3) J. Volger, ‘Environmental Issues’, in J. Baylis, S. Smith and P. Owens (eds.) <i>Globalization of World Politics</i>, New York: Oxford University Press, 2011, pp. 348-362. 4) Heywood, <i>Global Politics</i>, New York: Palgrave, 2011, pp. 383-411. |

| | |
|--|--|
| | <p>Unit 4: Local Governance</p> <ol style="list-style-type: none"> 1) Pranab Bardhan and Dilip Mookherjee, <i>Decentralization And Local Governance In Developing Countries: A Comparative Perspective</i>, MIT Press, 2006 2) T.R. Raghunandan, <i>Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society</i>, Orient Blackswan, 2013 3) Pardeep Sachdeva, <i>Local Government In India</i>, Pearson Publishers, 2011 4) E. Sridharan P. de Souza, (2002) ‘Decentralization and Local Government: The Second Wind of Democracy in India’, in Z. Hasan, and R. Sudarshan (eds.) <i>India’s Living Constitution: Ideas, Practices and Controversies</i>, New Delhi: Permanent Black, 2002 5) Mary John, ‘Women in Power? Gender, Caste and Politics of Local Urban Governance’, in <i>Economic and Political Weekly</i>, Vol. 42(39), 2007 <p>Unit 5: Good Governance Initiatives in India: Best Practices</p> <ol style="list-style-type: none"> 1) Reetika Khera[ed.], <i>The Battle for Employment Guarantee</i>, Oxford University Press, 2011 2) Jugal Kishore, <i>National Health Programs of India: National Policies and Legislations</i>, Century Publications, 2005 3) Marmar Mukhopadhyay and Madhu Parhar (eds.) <i>Education in India: Dynamics of Development</i>, Shipra Publications, 2007 4) K. Vijaya Kumar, <i>Right to Education Act 2009: Its Implementation as to Social Development in India</i>, Akansha Publishers, 2012 5) Amartya Sen and Jean Dreze, <i>Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity</i>, Oxford University Press, 1998 6) Reetika Khera- <i>Rural Poverty And Public Distribution System</i>, EPW, Vol-XLVIII, No.45- 46, Nov 2013 7) Bidyut Mohanty, “Women, Right to Food and Role of Panchayats”, <i>Mainstream</i>, Vol. LII, No. 42, October 11, 2014 8) D. Crowther, <i>Corporate Social Responsibility</i>, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, <i>Corporate Social Responsibility in India</i>, Sage Publishers, 2008 |
|--|--|

| | | L | T | P | C |
|-------------------|---|----------|----------|----------|----------|
| 20 BPS GE2 | Development Process and Social Movements in Contemporary India | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Under the influence of globalization, development processes in India have undergone

transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Development Process since Independence</u> a) State and planning b) Liberalization and reforms | 12 |
| Unit-II | <u>Industrial Development Strategy and its Impact on the Social Structure</u> a) Mixed economy, privatization, the impact on organized and unorganized labour b) Emergence of the new middle class | 12 |
| Unit-III | <u>Development Strategy and its Impact on the Social Structure</u> a) Land Reforms, Green Revolution b) Agrarian crisis since the 1990s and its impact on farmers | 12 |
| Unit-IV | <u>Social Movements</u> a) Tribal, Peasant, Dalit and Women's movement b) Maoist challenge c) Civil rights movements | 12 |

LEARNING OUTCOME

This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

| Learning Resources | |
|---|--|
| Text Book, Reference Book and other | <u>The Development Process since Independence</u> |

materials

- 1) Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- 2) Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169
- 3) P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

Industrial development strategy and its impact on social structure

- 1) Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.
- 2) L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- 3) S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53..

Agrarian development strategy and its impact on social structure

- 1) Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- 2) F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- 3) P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- 4) M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- 5) V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

Social Movements

- 1) P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

| | |
|--|---|
| | <p>2) Ray, (1996) ‘Civil Rights Movement and Social Struggle in India’, in <i>Economic and Political Weekly</i>, XXI (28). pp. 1202-1205.</p> <p>3) Roy, (2010) ‘The Women’s Movement’, in N.Jayal and P. Mehta (eds.) <i>The Oxford Companion to Politics in India</i>, New Delhi: Oxford University Press, pp.409-422.</p> <p>4) M. Weiner, (2001) ‘The Struggle for Equality: Caste in Indian Politics’, in A.Kohli. (ed.)<i>The Success of India’s Democracy</i>, Cambridge: CUP, pp.193-225.</p> <p>5) S. Sinha, (2002) ‘Tribal Solidarity Movements in India: A Review’, in G. Shah. (ed.)<i>Social Movements and the State</i>, New Delhi: Sage, pp. 251-266</p> |
|--|---|

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE3 | Human Rights in a Comparative Perspective | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

This course attempts to build an understanding of human rights among students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.

| UNIT | Course contents | Contact Hours |
|---------|---|---------------|
| Unit-I | <p><u>Human Rights: Theory and Institutionalization</u></p> <p>a) Understanding Human Rights: Three Generations of Rights</p> <p>b) Institutionalization: Universal Declaration of Human Rights</p> <p>c) Rights in National Constitutions: South Africa and India</p> | 16 |
| Unit-II | <p><u>Issues</u></p> <p>a) Torture: USA and China</p> <p>b) Surveillance and Censorship: China and India</p> <p>c) Terrorism and Insecurity of Minorities: USA and</p> | 16 |

| | | |
|----------|---|----|
| | India | |
| Unit-III | <p><u>Structural Violence</u></p> <p>a) Caste and Race: South Africa and India</p> <p>b) Gender and Violence: India and Pakistan</p> <p>c) Adivasis/Aboriginals and the Land Question: Australia and India</p> | 16 |

LEARNING OUTCOME:

The students will be enriched on Human Rights issues in the Indian context, and pulls out other countries to form a broader comparative frame. They will be exposed to various human rights challenges, state response to issues and structural violence questions.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p>Human Rights: Theory and Institutionalization</p> <ol style="list-style-type: none"> 1) J. Hoffman and P. Graham, (2006) 'Human Rights', <i>Introduction to Political Theory</i>, Delhi, Pearson, pp. 436-458. 2) SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in <i>Introducing Human Rights</i>, New Delhi: Oxford University Press. 3) The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights <p><u>Issues</u></p> <p>a) Torture: USA and China</p> <ol style="list-style-type: none"> 1) M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' 2) <i>Universal Human Rights</i>, Vol. 1(4), pp. 25-55 3) J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in <i>Transnational Torture Law, Violence, and State Power in the United States and India</i>, Delhi: Orient Blackswan, 4) D. O'Byrne, (2007) 'Torture', in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 164-197. <p>b) Surveillance and Censorship: China and India</p> <ol style="list-style-type: none"> 1) D. O'Byrne, (2007) 'Censorship', in <i>Human Rights: An Introduction</i>, Delhi: Pearson, pp. 106-138. 2) D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7. 3) U. Singh, (2012) 'Surveillance Regimes in India', paper |

presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

c) Terrorism and Insecurity of Minorities: USA and India

- 1) E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53..
- 2) U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

Structural Conflicts

a) Caste and Race: South Africa and India

- 1) Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)
- 2) D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241- 262.
- 3) R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-570

b) Gender and Violence: India and Pakistan

- 1) Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253
- 2) K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443
- 3) N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

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

- 1) H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.
- 2) K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.
- 3) N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS GE4 | Gandhi and Contemporary World | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Political Science | | | | |

COURSE OBJECTIVE:

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <p>a) Conception of Modern Civilisation and Alternative Modernity</p> <p>b) Critique of Development: Narmada Bachao Andolan</p> | 12 |
| Unit-II | <p><u>Gandhian Thought: Theory and Action</u></p> <p>a) Theory of Satyagraha</p> <p>b) Satyagraha in Action</p> <p>i. Peasant Satyagraha: Kheda and the Idea of</p> <p>ii. Trusteeship</p> <p>iii. Temple Entry and Critique of Caste</p> <p>iv. Social Harmony: 1947 and Communal UnitY</p> | 12 |
| Unit-III | <p><u>Gandhi's Legacy</u></p> <p>a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)</p> <p>b) The Pacifist Movement</p> <p>c) Women's Movements</p> <p>d) <i>Gandhigiri</i>: Perceptions in Popular Culture</p> | 12 |
| Unit-IV | <p><u>Gandhi and the Idea of Self Reliance</u></p> <p>a) Swaraj</p> | 12 |

| | | |
|--|-------------|--|
| | b) Swadeshi | |
|--|-------------|--|

LEARNING OUTCOME:

The students after completing the course will be able to relate Gandhi in the contemporary world. It will enhance their understanding on Gandhian ideology and will also push them to be inquisitive on Gandhian philosophy and its relevance in the present scenario.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <p><u>Gandhi on Modern Civilization and Ethics of Development</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) 'The Critique of Modernity', in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 63-74. 2) D. Hardiman, (2003) 'Narmada Bachao Andolan', in <i>Gandhi in his Time and Ours</i>. Delhi: Oxford University Press, pp. 224-234. <p><u>Gandhian Thought: Theory and Action</u></p> <ol style="list-style-type: none"> 1) B. Parekh, (1997) 'Satyagrah', in <i>Gandhi: A Brief Insight</i>, Delhi: Sterling Publishing Company, pp. 51- 2) D. Hardiman, (1981) 'The Kheda Satyagraha', in <i>Peasant Nationalists of Gujarat: Kheda District, 1917-1934</i>, Delhi: Oxford University Press, pp. 86-113. 3) Knudegaard, (2010), <i>Gandhi's Vision for Indian Society: Theory and Action</i>, Master Thesis in History, University of Oslo, , pp.27-38. 4) P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. 5) <i>Social Scientist</i>. Vol. 37 (1/2). Pp. 64-70. 6) B. Parekh, (1999) 'Discourse on Unsociability', in <i>Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse</i>, New Delhi: Sage Publication. 7) D. Hardiman, (2003) 'Fighting Religious Hatreds', in <i>Gandhi in His Time and Ours</i>. Delhi: Oxford University Press. <p><u>Gandhi's Legacy</u></p> <ol style="list-style-type: none"> 1) D. Hardiman, (2003) 'Gandhi's Global Legacy', in <i>Gandhi in His Time and Ours</i>. Delhi: Oxford University Press, pp. 238-283. 2) Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', <i>Economic and Political Weekly</i>, 41 (51), pp. 5225 – 5227. <p><u>Gandhi and the Idea of Self Reliance</u></p> <ol style="list-style-type: none"> 1) P. Chatterjee, (1986) 'The Moment of Maneuver', in <i>Nationalist Thought and the Colonial World: A derivative</i> |

| | |
|--|--|
| | <p><i>discourse?</i>, Delhi: Zed Books.</p> <p>2) Indian Council for Historical Research (1976) ‘The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31’, <i>Indian Historical Review</i>, Available at http://www.ichrindia.org/journal.pdf, Accessed: 18.04.2013.</p> <p>3) D. Dalton, (1996) ‘Swaraj: Gandhi’s Idea of Freedom’, in <i>Mahatma Gandhi: Selected Political Writings</i>, USA: Hackett Publishing, pp. 95-148.</p> <p>Activities</p> <ul style="list-style-type: none"> • A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way. • Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smiriti to understand on-going Gandhian work and programme and interacting with Gandhian activists |
|--|--|

ECONOMICS

| | | | | | |
|-----------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE1 | Introductory Microeconomics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

| UNIT | Course contents | Contact Hours |
|--------|---|---------------|
| Unit-I | <p>Exploring the subject matter of Economics</p> <p>Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; science of economics; the basic competitive model; prices, property rights and profits; incentives and information; rationing; opportunity sets; economic systems; reading and working with graphs.</p> | 10 |

| | | |
|----------|---|----|
| Unit-II | <p>Supply and Demand: How Markets Work, Markets and Welfare</p> <p>Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices; taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.</p> | 10 |
| Unit-III | <p>The Households</p> <p>The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice; income and substitution effects; labour supply and savings decision - choice between leisure and consumption.</p> | 10 |
| Unit-IV | <p>Perfect And Imperfect Market Structures</p> <p>Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. Monopoly and anti-trust policy; government policies towards competition; imperfect competition.</p> | 10 |
| Unit-V | <p>Input Markets</p> <p>Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets; and labour markets and public policy.</p> | 10 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Microeconomics
2. Understand how the demand and supply forces work
3. Learn about different market structures.

| Learning Resources | |
|---|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1. Karl E. Case and Ray C. Fair, <i>Principles of Economics</i>, Pearson Education Inc., 8th Edition, 2007. 2. N. Gregory Mankiw, <i>Economics: Principles and</i> |

| | |
|--|--|
| | <p><i>Applications</i>, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4thedition, 2007.</p> <p>3. Joseph E. Stiglitz and Carl E. Walsh, <i>Economics</i>, W.W. Norton & Company, Inc. New York, International Student Edition, 4th Edition,2007.</p> |
|--|--|

| | | | | | |
|-----------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BAE GE2 | Introductory Macroeconomics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <p>Introduction to Macroeconomics and National Income Accounting</p> <p>Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy.</p> | 10 |
| Unit-II | <p>Money</p> <p>Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy.</p> | 10 |
| Unit-III | <p>Inflation</p> <p>Inflation and its social costs; consequences of inflation; factors affecting demand-pull and cost-push inflation; costs of inflation; remedies to control inflation.</p> | 10 |
| Unit-IV | <p>Balance of Payments</p> <p>Balance of Trade; Current and Capital accounts. Recent</p> | 10 |

| | | |
|--------|--|----|
| | trends. | |
| Unit-V | The Closed Economy in the Short Run Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; fiscal and monetary multipliers | 10 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn basic concepts of Macroeconomics
2. Understand how an economy works
3. Develop the understanding about money

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> a. Dornbusch, Fischer and Startz, <i>Macroeconomics</i>, McGraw Hill, 11th edition, 2010. b. N. Gregory Mankiw. <i>Macroeconomics</i>, Worth Publishers, 7th edition, 2010. c. Olivier Blanchard, <i>Macroeconomics</i>, Pearson Education, Inc., 5th edition, 2009. d. Richard T. Froyen, <i>Macroeconomics</i>, Pearson Education Asia, 2nd edition, 2005. e. Andrew B. Abel and Ben S. Bernanke, <i>Macroeconomics</i>, Pearson Education, Inc., 7th edition, 2011. f. Errol D'Souza, <i>Macroeconomics</i>, Pearson Education, 2009. g. Paul R. Krugman, Maurice Obstfeld and Marc Melitz, <i>International Economics</i>, Pearson Education Asia, 9th edition, 2012. |

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| 20 BAE GE3 | Environmental Economics | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments. Selected topics on international environmental problems are also discussed

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Introduction Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights. | 10 |
| Unit-II | The Design and Implementation of Environmental Policy Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change | 10 |
| Unit-III | Environmental Valuation Methods and Applications Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations. Users and non-users values, option value. Valuation Methods: Stated and revealed preference methods. | 10 |
| Unit-IV | Sustainable Development Concepts; measurement; Green GDP. | 10 |
| Unit-V | International agreements International environmental agreements, RIO Conventions. Kyoto protocol, UNFCCC, Bali Action Plan. Climate change and its problems. Climate Change Finance and Green Climate Fund | 10 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Learn about valuation of environment
2. Learn about sustainable development and international agreements

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1. Roger Perman, Yue Ma, Michael Common, David Maddison and JamesMcGilvray, “<i>Natural Resource and Environmental Economics</i>”, Pearson Education/Addison Wesley, 4th edition,2011. 2. Charles Kolstad, “<i>Intermediate Environmental Economics</i>”, Oxford University Press, 2nd edition, 2010. 3. Robert N. Stavins (ed.), “<i>Economics of the Environment: Selected Readings</i>”, W.W. Norton, 6th edition, 2012. 4. Robert Solow , “An Almost Practical Step toward Sustainability,” Resources forthe Future 40th anniversarylecture,1992. 5. Kenneth Arrow et al. , “Are We Consuming Too Much?” <i>Journal ofEconomic Perspectives</i>, 18(3): 147-172,2004. 6. IPCC (Intergovernmental Panel on Climate Change), Fifth AssessmentReport (forthcoming2014). |

| | | L | T | P | C |
|-----------------------|--|----------|----------|----------|----------|
| 20 BAE GE4 | Indian Economy | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Economics | | | | |

COURSE OBJECTIVE

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.

| UNIT | Course contents | Contact Hours |
|-------------|------------------------|----------------------|
| | | |

| | | |
|----------|--|----|
| Unit-I | Economic Development since Independence Major features of the economy at independence. Economic Planning in India: Features, Objectives and Assessment of Indian Planning. | 10 |
| Unit-II | Population and Human Development Demographic trends and issues; education; health and malnutrition. Demographic features of India's population. | 10 |
| Unit-III | Growth and Distribution Trends and policies in poverty; inequality and unemployment. | 10 |
| Unit-IV | Agriculture Importance of Agriculture; Causes of backwardness and low productivity; Land Reforms: Need, Implementation and Critical Evaluation | 10 |
| Unit-V | Industry Problems of Industrial Development; Public and Private Sector; Recent Industrial policy. Role and Problems of Small and large Scale Industries; Major large scale industries. | 10 |

LEARNING OUTCOME:

After this, the students would be able to:

1. Review major trends in major economic indicators
2. Learn about major economic developments since independence

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1. Jean Dreze and Amartya Sen, 2013. <i>An Uncertain Glory: India and its Contradictions</i>, Princeton University Press. 2. Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, <i>Economic and Political Weekly</i>, November. 3. Rakesh Mohan, 2008,—Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, <i>Economic and Political Weekly</i>, May. 4. S.L. Shetty, 2007,—India's Savings Performances since the Advent of Planning, in |

| | |
|--|--|
| | <p>K.L. Krishna and A. Vaidyanathan, editors, <i>Institutions and Markets in India's Development</i>.</p> <p>5. Himanshu, 2010,—Towards New Poverty Lines for India, <i>Economic and Political Weekly</i>, January.</p> <p>6. Jean Dreze and Angus Deaton, 2009,—Food and Nutrition in India: Facts and Interpretations, <i>Economic and Political Weekly</i>, February.</p> |
|--|--|

PSYCHOLOGY

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE1 | General Psychology | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

To provide an overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Orientation to Psychology</u> Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotions | 14 |
| Unit-II | <u>Psychology of Individual Differences</u> Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality | 14 |
| Unit-III | <u>Understanding Developmental Processes</u> Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson | 12 |
| Unit-IV | <u>Applications of Psychology</u> Work, Health, Education, Daily Life Events | 8 |

LEARNING OUTCOME:

After this, the students should be able to:

- Develop knowledge of the basic concepts in psychology
- Develop skills for applying psychological knowledge to real life situations so as to improve interpersonal interactions and adjustment in life.
- Develop and overview of the basic concepts in psychology to help in better communication and enhance adjustment in life and work.

Learning Resources**Text Book,
Reference Book and
other materials**

- 1) Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- 2) Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- 3) Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
- 4) Feldman. S.R. (2009).Essentials of understanding psychology (7thEdition), New Delhi: Tata McGraw Hill.
- 5) Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

| | | | | | |
|--------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPSY GE2 | Youth, Gender and Identity | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

- To equip the learner with an understanding of the concepts of Youth, Gender and Identity and their interface.
- To inculcate sensitivity to issues related to Youth, Gender and Identity within the socio-cultural context.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | <u>Introduction</u> <ul style="list-style-type: none"> • Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context • Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes • Concepts of Identity: Multiple identities | 12 |
| Unit-II | <u>Youth and Identity</u> <ul style="list-style-type: none"> • Family: Parent-youth conflict, sibling relationships, intergenerational gap • Peer group identity: Friendships and Romantic relationships • Workplace identity and relationships • Youth culture: Influence of globalization on Youth identity and Identity crisis | 12 |
| Unit-III | <u>Gender and Identity</u> <ul style="list-style-type: none"> • Issues of Sexuality in Youth • Gender discrimination • Culture and Gender: Influence of globalization on Gender identity | 12 |
| Unit-IV | <u>Issues related to Youth, Gender and Identity</u> <ul style="list-style-type: none"> • Youth, Gender and violence • Enhancing work-life balance • Changing roles and women empowerment • Encouraging non-gender stereotyped attitudes | 12 |

| | | |
|--|----------|--|
| | in youth | |
|--|----------|--|

LEARNING OUTCOME:

After this, the students should be able to:

- Equip with an understanding of the concepts of Youth, Gender and Identity and their interface.
- Sensitive to issues related to Youth, Gender and Identity within the socio-cultural context.
- Understand the transitory phase of youth, the issues surrounding it and there by developing sensitivity to the youth of today.
- Develop an appreciation of the multiple influences that mould the identity of today's youth.

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | 1) Berk, L. E. (2010). <i>Child Development</i> (9th Ed.). New Delhi: Prentice Hall. 2) Baron, R.A., Byrne, D. & Bhardwaj, G (2010). <i>Social Psychology</i> (12th Ed). New Delhi: Pearson. |

| | | L | T | P | C |
|--------------------|---|----------|----------|----------|----------|
| 20 BPSY GE3 | Psychology for Health and Well-Being | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

To understand the spectrum of health and illness for better health management.

| UNIT | Course contents | Contact Hours |
|--------|---|---------------|
| Unit-I | <u>Illness, Health and Well being</u> Continuum and Models of health and illness: Medical, Bio- psychosocial, holistic health; health and well being. | 12 |

| | | |
|----------|---|----|
| Unit-II | <u>Stress and Coping</u> Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management | 12 |
| Unit-III | <u>Health Management</u> Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, Illness Management | 12 |
| Unit-IV | <u>Human strengths and life enhancement</u> Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance | 12 |

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the spectrum of health and illness for better health management.
- Identify stressors in one's life and how to manage them.
- Understand a variety of health enhancing, health protective, and health compromising behaviours and will be able to know their application in illness management.
- Develop an understanding of human strengths and virtues, and gain insights into positive aspects of work.

| Learning Resources | |
|--|--|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none"> 1) Carr, A. (2004). <i>Positive Psychology: The science of happiness and human strength</i>. UK: Routledge. 2) DiMatteo, M.R. & Martin, L.R.(2002). <i>Health psychology</i>. New Delhi: Pearson. 3) Forshaw, M. (2003). <i>Advanced Psychology: Health Psychology</i>. London: Hodder and Stoughton. 4) Hick, (2005). <i>Fifty signs of Mental Health. A Guide to understanding mental health</i>. Yale University Press. 5) Snyder, C.R., & Lopez, S.J.(2007). <i>Positive psychology: The scientific and practical explorations of human strengths</i>. Thousand Oaks, CA: Sage. 6) Taylor, S.E. (2006). <i>Health psychology, 6th Edition</i>. New Delhi: Tata McGraw Hill. |

| | | L | T | P | C |
|--------------------|---|----------|----------|----------|----------|
| 20 BPSY GE4 | Psychology at Work | 5 | 1 | 0 | 6 |
| GE | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Psychology | | | | |

COURSE OBJECTIVE

- To understand the meaning and theoretical foundations of I/O Psychology
- To develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | <u>Leadership</u> Early approaches to leadership, contemporary approaches to leadership- Transformational & Transactional Leadership | 12 |
| Unit-II | <u>Communication</u> Communication process, purpose of communication in organizations, barriers to effective communication, managing communication | 12 |
| Unit-III | <u>Decision Making</u> Decision Making Strategies, Biases, Role of intuitions in decision making. | 12 |
| Unit-IV | <u>Work Motivation</u> Theories and applications: Maslow, Herzberg, Goal Setting, Expectancy, Equity | 12 |

LEARNING OUTCOME:

After this, the students should be able to:

- Understand the meaning and theoretical foundations of I/O Psychology
- Develop an understanding of how the various theories and methods of I/O Psychology apply to the real work settings

| Learning Resources | |
|--|---|
| Text Book, Reference Book and other materials | <ol style="list-style-type: none">1) Adler, N.J. (1997). Global Leaders: A Dialogue with future history. <i>Journal of International Management</i>, 2, 21-33.2) Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), <i>Handbook of Gender and Work</i>, (239-261). Thousand Oaks, CA, US: Sage Publications, Inc.3) Chadha, N.K. (2007). <i>Organizational Behavior</i>. Galgotia |

Publishers: New Delhi.

- 4) Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
- 5) Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers
- 6) Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior. 12th Edition*. New Delhi: Prentice Hall of India.
- 7) Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India

ENGLISH

SEMESTER I:

Literature in English Translation

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN104 | Subject Name: Literature in English Translation | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

The act of translation has played a quintessential role in the process of globalization – not just national and international boundaries shrank; people, technology, thoughts, philosophy, art and ideas across time, space, culture and language became accessible. The literature produced across languages and space too became reachable by the virtue of translation. This Course aims at introducing the learners to the translated literary classics, and how different cultures, languages and historical events are shared across the world.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | a) A brief introduction to Spanish Literature <ul style="list-style-type: none">• Major writers and their works• The Spanish Civil War b) Emilia Pardo Bazan: <i>The House of Ulloa</i> (Tr. Paul O'Prey) c) Gabriel Garcia Marquez: <i>Love in the Time of Cholera</i> (Tr. Edith Grossman) (Non-detailed study) | 10 |
| Unit-II | a) A brief introduction to Indian Literature <ul style="list-style-type: none">• Major writers and their works• Partition of India b) Bhisham Sahani: <i>Tamas</i> (Tr. Daisy Rockwell) c) K.R. Meera: <i>Hangwoman</i> (Tr. J. Devika) (Non-detailed study) | 10 |
| Unit-III | a) A brief introduction to Russian Literature <ul style="list-style-type: none">• Major Writers and their works• Russian Revolution b) Leo Tolstoy: <i>The death of Ivan Ilyich</i> (Tr. Anthony Briggs) c) Ivan Turgenev: <i>Fathers and Sons</i> (Tr. Peter Carson) (Non-detailed study) | 10 |

| | | |
|---------|---|----|
| | | |
| Unit-IV | <p>a) A brief introduction to French Literature</p> <ul style="list-style-type: none"> • Major Writers and their works • French Revolution <p>b) Albert Camus: <i>The Stranger</i> (Tr. Matthew Ward)</p> <p>c) Gustav Flaubert: <i>Madam Bovary</i> (Tr. Margaret Mauldon) (Non-detailed study)</p> | 10 |
| Unit-V | <p>a) A brief introduction to Japanese Literature</p> <ul style="list-style-type: none"> • Major Writers and their works • Role played in World War I & II <p>b) Yasunari Kawabata: <i>Snow Country</i> (Tr. Edward G. Seidensticker)</p> <p>c) Haruki Murakami: <i>Kafka on the Shore</i> (Tr. Philip Gabriel) (Non-detailed study)</p> | 10 |

Learning Outcome:

At the end of this course, the learners will know some of the most significant literatures produced in French, Spanish, Russian, Japanese and Indian vernacular translated in English. The learners will also be introduced to some of the most important socio-political-historical movements that has left an ever-lasting impression on the kind of literature produced in these nations and their philosophical background.

Reading List:

| Learning Resources | |
|--------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Yasunari Kawabata, (Tr. Edward G. Seidensticker). <i>Snow Country</i>. (London, Penguin Classic, 2011) 2. Bhisham Sahani, (Tr. Daisy Rockwell). <i>Tamas</i>. 3. Gabriel Garcia Marquez, (Tr. Edith Grossman). <i>Love in the Time of Cholera</i>. (New Delhi: Penguin India, 2007) 4. K.R. Meera, (Tr. J. Devika). <i>Hangwoman</i>. 5. Haruki Murakami, (Tr. Philip Gabriel). <i>Kafka on the Shore</i>. 6. Albert Camus, (Tr. Matthew Ward). <i>The Stranger</i>. (London: Vintage International, 1989) 7. Gustav Flaubert, (Tr. Margaret Mauldon). <i>Madam Bovary</i>. (New Delhi: Fingerprint! Publishing, 2016) 8. Leo Tolstoy, (Tr. Anthony Briggs). <i>The death of Ivan Ilyich</i>. (London: Ingram Short Title, 2017) |

| | |
|---|--|
| | <p>9. Ivan Turgenev, (Tr. Peter Carson). <i>Fathers and Sons</i>. (London: Vintage International, 1996)</p> <p>10. Emilia Pardo Bazan, (Tr. Paul O'Prey). <i>The House of Ulloa</i>. (London: Penguin Classics, 2016)</p> |
| Reference Book and other materials | <p>1. Robert Service, <i>The Last of the Tsars: Nicholas II and the Russian Revolution</i> (New York: Pan Publication, 2018)</p> <p>2. Hilaire Belloc, <i>The French Revolution</i> (London: Zacchaeus, 2018)</p> <p>3. Piotr Kuhlaczak^Karin Littau, "A Companion to Translation Studies", Orient Blackswan, 2011</p> |

Total Weightage: 100

Unit 1: 20% weightage

Unit 2: 20% weightage

Unit 3: 20% weightage

Unit 4: 20% weightage

Unit 5: 20% weightage

(Non-detailed texts/portions are not to be graded.)

Internal Exams: 30%

Final Exam: 70%

SEMSTER II
Critical Reading and Writing

| | | | | | |
|-------------------------|---|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN206 | Subject Name: Critical Reading and Writing | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

In this course, the students will learn what is critical reading, the function of critical readings, and why it is important for a student to develop the habit of reading academic texts critically? Critical Reading and Writing course will offer guidance on how to read texts critically and how to develop effective writing skills.

| UNIT | Course contents | Contact Hours |
|----------|---|---------------|
| Unit-I | Introduction: what is a Text? i. Why are you reading a text? What is your purpose? ii. What type of text is it: research report, essay, textbook, book review? | 10 |
| Unit-II | Close reading and criticism i. Who is the author? What do you know about the author? ii. Is there a clear distinction between fact and opinion? iii. Is evidence used by the author to support arguments? How good is the evidence? Are all the points supported? | 10 |
| Unit-III | Comparing literary texts (Inter-textuality) i. What else has been written on the subject of the text? ii. How does the writer use other texts and other people's ideas? iii. What conclusions are drawn? | 10 |
| Unit-IV | Descriptive Writing and Critical writing i. What is Descriptive Writing and how is it different from Critical writing? ii. What are the purposes of Descriptive Writing and Critical writing? | 10 |
| Unit-V | Effective Writing i. How to clearly present evidence and argue which will lead to effective conclusion. | 10 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> ii. Recognition of the limitations one's own evidence and argument presented, and iii. conclusion drawn. iv. How to approach the different formats of writing (e.g. essay, report, dissertation, projects etc.) | |
|--|---|--|

LEARNING OUTCOME:

At the end of the course, the learners will be equipped with basic level of skills required to be able to identify the various types of text, arguments, perspectives, techniques, etc. used in a text. This in turn will enable the students to not just think critically, but formulate their own arguments and communicate it by writing effectively.

| Learning Resources | |
|---------------------------|--|
| Text Book | <ol style="list-style-type: none"> 1. Sylvan Barnet, Hugo Bedau, From Critical Thinking to Argument: A Portable Guide, (Bedford/St. Martin's, 2010) 2. Andrew Goatly, Preet Hiradhar Critical Reading and Writing in the Digital Age: An Introductory Coursebook, (New York: Routledge, 2nd Edition, 2016) |

| |
|---|
| <p><u>Total Weightage: 100</u></p> <p>Unit 1: 20% weightage</p> <p>Unit 2: 20% weightage</p> <p>Unit 3: 20% weightage</p> <p>Unit 4: 20% weightage</p> <p>Unit 5: 20% weightage (Non-detailed texts/portions are not to be graded.)</p> <p>Internal Exams: 30%</p> <p>Final Exam: 70%</p> |
|---|

SEMESTER III

Postcolonial Literature

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN304 | Subject Name: Postcolonial Literature | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE

This course aims to introduce the learners with the ideas and some of the selected literatures produced in the post-colonial era.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Concepts: Race - Gender relations – Slavery and Colonialism – Influence of Christian Missionaries – De-colonization – Globalization and Literature –Literature and Identity Politics | 10 |
| Unit-II | Poem: Pablo Neruda – “Tonight I can Write” | 10 |
| Unit-III | Novel: Jean Rhys – “Wide Sargasso Sea” | 10 |
| Unit-IV | a) Feminist Indian Authors and their writings b) Ismat Chughtai: <i>Lihaf</i> c) Novel: Anita Desai – “Clear Light of Day” | 10 |
| Unit-V | a) Post-Colonial Literary Movement and Literary Criticism b) Novel: Chinua Achebe – “Things Fall Apart” | 10 |

LEARNING OUTCOME:

This course will introduce and build an understanding of concepts such as Imperialism, De-colonization, Race, and Globalization and so on; in this paper, the learners/readers will also be familiarized about identity politics reflected in the literatures of the colonized nations.

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 2. Ismat Chughtai, <i>The Quilt: Stories</i> (New Delhi: Penguin, 2011) 3. Anita Desai, <i>Clear Light of Day</i> (New Delhi: Penguin, 2008) 4. Jean Rhys, <i>Wide Saragasso Sea</i> (New York: Haymarket Books, 2016) 5. Chenua Acebe, <i>Things Fall Apart</i> 6. Pablo Neruda, <i>Tonight I can Write</i> |
| Reference Book and other materials | <ol style="list-style-type: none"> 7. Franz Fanon, 'The Negro and Language', in <i>Black Skin, White Masks</i>, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27. 8. Ngugi wa Thiong'o, 'The Language of African Literature', in <i>Decolonising the Mind</i> (London: James Curry, 1986) chap. 1 9. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. <i>Key Concepts in Post-Colonial Studies</i> (Taylor & Francis Ltd, 2013) 10. Bipan Chandra, <i>India Since Independence</i> (New Delhi: Penguin Random House, 2008) |

Total Weightage: 100

Unit 1: 20% weightage

Unit 2: 20% weightage

Unit 3: 20% weightage

Unit 4: 20% weightage

Unit 5: 20% weightage

(Non-detailed texts/portions are not to be graded.)

Internal Exams: 30%

Final Exam: 70%

SEMESTER IV
Greek and Roman Mythology

| | | | | | |
|-------------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN404 | Subject Name: Greek and Roman Mythology | 5 | 1 | 0 | 6 |
| Generic Elective | Pre-requisite: Nil | | | | |
| | Co-requisite: Nil | | | | |
| | Designed by the Department of English | | | | |

COURSE OBJECTIVE:

Greek mythology is often treated as the foundation of allusion and character genesis in western literature, art and motion picture. In this paper, the readers will not only gain an understanding about the Greek and Roman Gods and Goddess, but they will also understand the creation and evolution of concepts such as chaos and creation, interdisciplinary relations with Greek and Roman mythology, classical ancient epics (Iliad and Odyssey) and such others.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | An Introduction to the concept and history of myth and mythology | 10 |
| Unit-II | Hesiod: the origins of the Gods and the world | 10 |
| Unit-III | Homer: Iliad and Odyssey | 10 |
| Unit-IV | Sophocles: Oedipus Rex Oedipus and Electra Complex | 10 |
| Unit-V | Medusa and Prometheus b) Myth of Atlantis c) Chaos, Gais, Uranus, Cronus, Rhea, Hyperboreans, Elysian Fields | 10 |

LEARNING OBJECTIVE:

At the end of this course, the learners will have an understanding of the concept of “myth”, they will be able to relate between various narrative forms and myth. Furthermore, the learners will learn the names of the various mythic traditions of the world and will understand the significance of Greek and Roman mythological tradition in relation to western literature, culture and history.

| Learning Resources | |
|---|---|
| Text Book | 1. Cheryl Evans, <i>Greek Myths and Legends</i> (New York: Usborne Publishing, 2007) 2. Stephen Fry, <i>Mythos: The Greek Myths Retold</i> (London: Penguin, 2018) |
| Reference Book and other materials | 1. Edith Hamilton, <i>Mythology: Timeless Tales of Gods and Heroes</i> (New York: Hachette Book, 2011) 2. Robert Graves, <i>The Greek Myths</i> (London: Vikings, 2018) 3. Henry A. Sanders, <i>Roman History and Mythology</i> (New York: Alpha Edition, 2019) |

Total Weightage: 100
Unit 1: 20% weightage
Unit 2: 20% weightage
Unit 3: 20% weightage
Unit 4: 20% weightage
Unit 5: 20% weightage
 (Non-detailed texts/portions are not to be graded.)
Internal Exams: 30%
Final Exam: 70%

ABILITY ENHANCEMENT COMPULSORY COURSE

SEMESTER I

| | | | | | |
|-----------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20BEN103 | Subject Name: English Communication | 4 | 0 | 0 | 4 |
| AECC | Pre-requisite Nil | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of English | | | | |

COURSE OBJECTIVE:

This course enhances and strengthens communication skills in English language facilitating the holistic and integrated development of LSRW skills – Listening, Speaking, and Reading Writing. The course will expose the learners to a wide range of lexical and grammatical skills, critical reading and writing and professional communicative skills to meet the demands at workplace.

| UNIT | Course contents | Contact Hours |
|----------|--|---------------|
| Unit-I | Grammar & Vocabulary Building Introduction - Basic English Grammar – Tenses – Active Voice - Passive Voice Phrasal verbs – Prepositions - Building Vocabulary - Prefixes and Suffixes – Crossword - Simple and complex sentences | 6 |
| Unit-II | Communication English Communication - Aims & Objectives - Basics of Communication - Barriers to Communication - Non-Verbal Communication - How to be a Listener - Active Listening - Effective Speaking – Speech - Art of Public Speaking – Pronunciation - Stress & Intonation in English – Debate – Conversations. | 8 |
| Unit-III | Presentation Skills Oral Presentation – Group Communications - Group Discussions – Interview - Formal Presentations. | 8 |

| | | |
|---------|---|----|
| Unit-IV | Unit IV: Effective Reading Reading strategies (Skimming, Scanning, Inferring) – Predicting and responding to content – Speed Reading – Note Making – Use of Extensive reading texts – Writing Proposals – Projects – Research Papers. | 10 |
| Unit-V | Writing Skills Writing - Effective Language - Formal Letters, Memos & Email - letters to the editor - Writing letters, informal and official - Art of Condensation - Report Writing - Article Writing - Writing Proposals - Research Papers – Preparing Minutes of Meeting. | 10 |
| Unit VI | Language Through Literature The Overcoat (Nikolai Gogol) The Open Window (H.H. Munro) To a Skylark (P.B. Shelley) The Raven (Edgar Allan Poe) | 8 |

LEARNING OUTCOME:

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

- Seamlessly communicate in standard English – written & spoken
- Analyse texts on various parameters expected/demanded during different situations and circumstances
- Conduct basic research on a topic (pertaining to their discipline/workplace)
- Prepare basic/preliminary research documents, official documents
- Prepare and deliver presentations on a given topic
- Understand and analyse the time, history, circumstances, polity, society, economy that influences any kind of writing and its subsequent production

| Learning Resources | |
|---|--|
| Text Book | 1. Swan, Michael. <i>Practical English Usage</i> . New Delhi: Oxford University Press, 2005. 2. Murphy, Herta A. <i>Effective Business Communication</i> , New Delhi: McGraw Hill, 2008. 3. Nikolai Gogol, “The Overcoat”. 4. P.B. Shelley, “To The Skylark” 5. Edgar Allan Poe, “The Raven” 6. H.H. Munro, “The Open Window” |
| Reference Book and other materials | 1. Koneru, Aruna. <i>Professional Speaking Skills</i> . New Delhi: Oxford University Press, 2015. |

| | |
|--|--|
| | 2. Sanjay Kumar and Pushp Lata. <i>Technical Communication</i> , New Delhi: Oxford University Press, 2008. 3. Koneru, Anuna. <i>Professional Communication</i> , New Delhi: McGraw Hill Pvt. Ltd, 2008. 4. Rizvi, M. Ashraf. <i>Effective Technical Communication</i> , New Delhi: McGraw Hill, 2018. 5. Barun K. Mitra, <i>Personality Development and Soft Skills</i> , Oxford University Press, New Delhi, 2011. |
|--|--|

SEMESTER II

| | | | | | |
|-------------------|--|----------|----------|----------|----------|
| | | L | T | P | C |
| 20 BPS 203 | Environmental studies | 4 | 0 | 0 | 4 |
| AECC | Pre-requisite Basic understanding about earth and Environment | | | | |
| | Co-requisite Nil | | | | |
| | Designed by Department of Environmental Science | | | | |

COURSE OBJECTIVE

1. To develop a understanding of the concept, scope and importance of environmental Studies
2. To develop knowledge and awareness about natural resources and understanding to improve the environment.
3. To develop awareness of Biodiversity, Ecosystem, Natural resource conservation and sustainable development.
4. To understand the environmental pollution and prevention.
5. To aware about the contemporary issue of climate change and its adverse effect and mitigation measures

| UNIT | Course contents | Contact Hours |
|--------|---|---------------|
| Unit-I | The Multidisciplinary Nature of Environmental Studies Definition, scope and importance and need for public awareness. | 2 |

| | | |
|----------|---|---|
| Unit-II | <p>Natural Resources Renewable and Non-renewable Resources: Natural resources and associated problems. (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources. Case studies.</p> | 8 |
| Unit-III | <p>Ecosystems *Concept of an ecosystem. *Structure and function of an ecosystem. *Producers, consumers and decomposers. *Energy flow in the ecosystem. *Ecological succession. *Food chains, food webs and ecological pyramids. *Introduction, types, characteristic features, structure and function of the following ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)</p> | 5 |
| Unit-IV | <p>Biodiversity and Its Conservation *Introduction, definition: genetic, species and ecosystem diversity. *Biogeographical classification of India. *Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. *Biodiversity at global, National and local levels. *India as a mega-diversity nation. *Hot-spots of biodiversity. *Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. *Endangered and endemic species of India. *Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity</p> | 5 |

| | | |
|--------|---|---|
| Unit-V | *Definition *Causes, effects and control measures of (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution | 8 |
|--------|---|---|

LEARNING OUTCOME:

4. To develop an awareness about our environment and elicit collective response for its protection.
5. To know and analyse the physical, chemical, and biological components of the earth's systems and their function.
6. Understanding about cause of Environmental pollution and prevention.
7. Understanding about Natural resources, Climate change and Sustainable development

| Learning Resources | |
|---|--|
| Text Book | <ol style="list-style-type: none"> 1. Environmental Studies from crisis to cure, by R. Rajagopalan, 3rd edition, Oxford Higher Education 2. Kurian Joseph & R. Nagendran, "Essential of Environmental Studies" " Pearson Education, 2004. 3. Environmental Studies for Undergraduate Courses by Erach Bharucha, UGC New Delhi |
| Reference Book and other materials | <ol style="list-style-type: none"> 1. Dara S.S., A Text Book of Environmental Chemistry and pollution control, S.Chand & Company Ltd., New Delhi, 2004. 2. Jeyalakshmi.R, Principles of Environmental Science, 1st Edition, Devi Publications, Chennai 2006. 3. Kamaraj.P & Arthanareeswari.M, Environmental Science – Challenges and Changes, 1st Edition, Sudhandhira Publications, 2007. 4. Arivalagan.K, Ramar.P & Kamatchi.P, Principles of Environmental Science, 1st Edition, Suji Publications, 2007. |