



ROYAL SCHOOL OF HUMANITIES AND  
SOCIAL SCIENCE (RSHSS)

**DEPARTMENT OF POLITICAL SCIENCE**

COURSE STRUCTURE & SYLLABUS

**(BASED ON NATIONAL EDUCATION POLICY 2020)**

For

BA in Political Science

(4 YEARS SINGLE MAJOR)

W.E.F

AY-2023-24

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## 1. Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society. If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence. Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability. The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, CURRICULUM FRAMEWORK 2023-24 (NEP2020) introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc. At RGU, we are committed that at the societal level, higher education will enable each student to develop

themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

## **1.1 Introduction**

Political Science aims at a new and forward-looking vision for India's Higher Education System. At the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust solutions to its own problems. Higher education must form the basis for knowledge creation and innovation thereby contributing to a growing national economy. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome the challenges and thereby deliver high-quality higher education, with equity and inclusion—moving towards a more multidisciplinary undergraduate education, revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences etc. A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programs, with high quality teaching, research, and community engagement. Looking at all these new concepts and progress, the detailed syllabus of BA (H) – political science has been designed and decided to be implemented from the academic session 2023-24.

## **1.2 Approach to Curriculum Planning**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes

which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Sociology is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

### **1.2.1 Nature and Extent of Bachelor's Degree Programme in Political Science (Honours)**

A bachelor's degree in Political Science with Research is a 4 years degree course which is divided into 8 semesters as under.

Semester	Course Credits									Total
	Major	Minor	ID	AEC	SEC	VAC	SI	RP	SWAYAM Course	
I	6	3	3	2	3	3	0	0	3-6	20+
II	6	3	3	2	3	3	0	0	3-6	20+
III	8	4	3	2	3	0	0	0	3-6	20+
IV	12	6	0	2	0	0	0	0	3-6	20+
V	12	4	0	0	0	0	4	0	0	20
VI	16	4	0	0	0	0	0	0	0	20
VII	16	4	0	0	0	0	0	0	0	20
VIII	4	4	0	0	0	0	0	12	0	20
	<b>80</b>	<b>32</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>12</b>	<b>0</b>	<b>180</b> +

A student pursuing 4years undergraduate program in Political science shall be awarded Degree with research in that discipline on completion of 8<sup>th</sup> Semester if he/she secures 160 Credits.

By studying the three years Honours Programme in Political Science the students will be able to understand the basics of the subject which will then enable the students to move on with the higher aspects of the subject at the MA and PhD levels.

### 1.2.2 Aims of Bachelor's Degree (Honours) Programme in Political Science

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for BA-Honours degree in Political Science are-

1. To impart the basic knowledge of Political theories, principles, models, and law so traditional and modern Political Science.
2. To impart the students the basic idea of State and governance.

3. Students will be taught how to write analytical essays in the field of Political Science.
4. To help students to understand the Policy Making process.
5. To help students to get an idea about the basics of International Relations.
6. To introduce the students to the major ideologies of Political Science.

### 1.3 Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions.



		Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

#### **1.4 Qualification Descriptors for a Bachelor's Degree program in Political Science**

The qualification descriptors for a Bachelor's Degree program in Political Science include the following:

- (i) A systematic or coherent understanding of the academic field of Political Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.
- (ii) The Subject will help the student to gain a good idea about the system of governance in the country.
- (iii) Skills related to political institutions, political history, international relations, research etc.

- (iv) Use knowledge, understanding and skills required for identifying problems and issues relating to Political Science.
- (v) A keen interest in research and the study of political and contemporary issues.

**1.5 Programme Learning Outcomes relating to B.A. (Honours) Degree program in Political Science.**

PLO-1	<p><b>Knowledge of Political Science and its application</b></p> <p>Ability to attain systematic or coherent knowledge and understanding of the academic field of Political Science, its different learning areas and applications, and its linkages with related disciplinary areas/subjects.</p>
PLO-2	<p><b>Complex Problem Solving related to Political Science</b></p> <p>Ability to solve administrative issues, understanding and skills required for identifying problems and issues relating to Administration.</p>
PLO-3	<p><b>Developing an analyzing and problem-solving attitude</b></p> <p>Enable students to focus on sociopolitical and economic issues and administrative problems and ability to suggest measures to solve those problems by analyzing them.</p>
PLO-4	<p><b>Moral ethical and creative understanding of issues</b></p> <p>Demonstrate subject-related skills that a student can use in further studies and future projects with moral and ethical justification by creatively understanding a situation.</p>
PLO-5	<p><b>Enhancing leadership quality</b></p> <p>Ability to participate, contribute and provide collective academic challenges in the subject domain. Enhance the students to build</p>

	communication in leadership quality, co-operation and co-ordination to accomplish the task.
PLO-6	<b>Focus on Research competence</b> Capable the students to use and operate computer literacy and knowledge to study not only administrative services but also for the entire understanding in life so that it will help them in research related activities.
PLO-7	<b>Developing interest for Higher Academic collaboration</b> Ability to listen to and read carefully various viewpoints and engage with high level academic deliberations and collaborations.
PLO-8	<b>Developing Leadership Qualities</b> Ensuring that the students are given leadership qualities by making them engage with the society at large.
PLO-9	<b>Developing aptitude for digital learning</b> Ability to make students to use digital platforms to enhance their learning capacity
PLO-10	<b>Developing Interdisciplinary Learning</b> Enable the students to pursue inter-disciplinary subject knowledge

### **Programme Specific Outcomes for Political Science**

PSO-1: Ability to understand the major political concepts, ideas and develop theoretical understanding of politics and political analysis.

PSO-2: Enable the students to understand the process of State machineries and Nation-building.

PSO-3: Enhance the knowledge of contemporary national and international issues relating to socio-economic and political.

PSO-4: Enable students to evaluate the new policies made by the government from time to time.

## 1.6 Teaching Learning Methodologies

Teaching and learning pedagogy involve classroom lectures as well as tutorials.

- The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written Assignments and Projects submitted by students
- The project-based learning
- Group Discussion
- Home Assignments
- Quiz and Class Tests
- PPT presentations,
- Seminars,
- Interactive Sessions
- Socio-economic survey
- Co-curricular activity.
- Field visit

## 1.7 Assessment Methods

	Component of Evaluation	Marks	Frequency	Code	Weightage (%)
<b>A</b>	<b>Continuous Evaluation</b>				
i	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	25%
ii	Home Assignment		1-3	H	
iii	Project		1	P	
iv	Seminar		1-2	S	

v	Viva- Voce/Presentation		1-2	V	
vi	MSE	MSE shall be of 10 marks	1-3	Q/CT	
vi i	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Project				<b>100%</b>

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

## **STRUCTURE FOR 4 YEAR UG PROGRAMME IN POLITICAL SCIENCE**

1 <sup>st</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	POL182M101	Understanding Political Theory	Level 100	3	2-1-0
Major (Core)	POL182M102	Constitutional Democracy and Govt. in India	Level 100	3	2-1-0
Minor	POL182N101	Indian Political System	Level 100	3	2-1-0
Interdisciplinary (IDC)	IKS992K101	Introduction to Indian Knowledge System - I	Level 100	3	2-1-0
Ability Enhancement course (AEC)	CEN982A101	CEN I: Introduction to Effective Communication	Level 100	1	1-0-0
Ability Enhancement course (AEC)	BHS982A102	Behavioural Sciences-I	Level 100	1	1-0-0
Skill Enhancement Course (SEC)	POL182S121	Exit Poll	Level 100	3	2-1-0
Value Added Course (VAC)		Ethics in Indian Constitution	Level 100	3	2-1-0
SWAYAM Course				4/5/6	
TOTAL CREDIT FOR 1 <sup>st</sup> SEMESTER				20 + (4/5/6)	

2 <sup>nd</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	POL182M201	Select Political System	Level 100	3	2-1-0
Major (Core)	POL182M202	Political Theory: Concepts and Debates	Level 100	3	2-1-0
Minor	POL182N201	Electoral System in India	Level 100	3	2-1-0
IDC	IKS992K201	Introduction to Indian Knowledge System - II	Level 100	3	2-1-0
AEC	CEN982A201	CEN II: Approaches to Verbal and Non-Verbal Communication	Level 100	1	1-0-0
AEC	BHS982A202	Behavioural Science-II	Level 100	1	1-0-0
SEC	POL182S201	Constitutional Studies	Level 100	3	2-1-0
VAC	VAC992V2420	Indian Polity and Governance	Level 100	3	2-1-0
SWAYAM Course				4/5/6	
TOTAL CREDIT FOR 2 <sup>nd</sup> SEMESTER				20 + (4/5/6)	

3 <sup>rd</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	POL182M301	Introduction to Comparative Government and Politics	Level 200	4	3-1-0
Major (Core)	POL182M302	Public Administration	Level 200	4	3-1-0
Minor	PPOL182N301	Gender in Indian Politics	Level 200	4	3-1-0
IDC	POL182I301	Strategic Studies	200	3	2-1-0
AEC	CEN982A301	CEN III: Fundamentals of Business Communication	200	1	1-0-0
AEC	BHS982A302	Behavioural Science-III	200	1	1-0-0
SEC	POL182S321	Film Studies	200	3	2-0-1
SWAYAM Course				4/5/6	
TOTAL CREDIT FOR 3 <sup>rd</sup> SEMESTER				20 + (4/5/6)	



4 <sup>th</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	POL182M401	Introduction to International Relations	Level 200	4	3-1-0
Major (Core)	POL182M402	Political Institutions and Processes in Comparative Perspective	Level 200	4	3-1-0
Major (Core)	POL182M403	Introduction to International Political Economy	Level 200	4	3-1-0
Minor	POL182N401	International Relations	Level 200	3	2-1-0
Minor	POL182N402	Peace and Conflict Studies	Level 200	3	2-1-0
AEC	CEN982A401	CEN IV: Business Communication: Concepts and Skills	200	1	1-0-0
AEC	BHS982A402	Behavioural Sciences-IV	200	1	1-0-0
SWAYAM Course				4/5/6	
TOTAL CREDIT FOR 4 <sup>th</sup> SEMESTER				20 + (4/5/6)	

<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	POL182M501	Indian Political Thought-I	Level 300	4	3-1-0
Major (Core)	POL182M502	Global Politics	Level 300	4	3-1-0
Major (Core)	POL182M503	Governance and Administration in Post- Independent India	Level 300	4	3-1-0
Minor	POL182N501	Introduction to South Asian Society and Politics	Level 200	4	3-1-0
Major	POL182M521	Internship	Level 300	4	0-0-4
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	POL182M601	Western Political Philosophy	Level 300	4	3-1-0
Major (Core)	POL182M602	Research Methodology I	Level 300	4	3-1-0
Major (Core)	POL182M603	India's Foreign Policy	Level 300	4	3-1-0
Major (Core)	POL182M604	Gender Studies in India	Level 300	4	3-1-0
Minor	POL182N601	The United Nations	Level 200	4	3-1-0
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER</b>				<b>20</b>	

7 <sup>th</sup> SEMESTER					
COMPONENT	COURSE CODE	COURSE TITLE	LEVEL	CREDIT	L-T-P
Major (Core)	POL182M701	Contemporary Debates in Political Theory	Level 400	4	3-1-0
Major (Core)	POL182M702	Research Methodology-II	Level 400	4	3-1-0
Major (Core)	POL182M703	Modern India: Politics and Debates	Level 400	4	3-1-0
Major (Core)	POL182M704	Public Policy and Governance	Level 400	4	3-1-0
Minor	POL182N701	Theories of International Relations	Level 400	4	3-1-0
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	POL182M801	Issues in Political Theory	Level 400	4	3-1-0
Minor	POL182N801	Research Methodology	Level 400	4	3-1-0
Dissertation	POL182M821	Dissertation	Level 400	12	-----
		<b>In lieu of Dissertation</b>			
Major (Core)	POL182M802	Ethnicity and Politics in Northeast India	Level 400	4	3-1-0
Major (Core)	POL182M803	Border Studies and Northeast India	Level 400	4	3-1-0
Major (Core)	POL182M804	Contemporary Issues in Gender Studies	Level 400	4	3-1-0
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER</b>				<b>20</b>	

<b>Semester-I (Major)</b>
<b>Course Name: Understanding Political Theory</b> <b>Subject Code: POL182M101</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level: 100</b>

### **Course Objective**

It will introduce the students to the idea of political theory, its history and approaches and an assessment of its critical and contemporary trends. It is expected the students to acquaint with the reconciled political theory and practice through reflections on the ideas and practices related to democracy.

### **Course Outcomes (COs):**

<b>CO 1</b>	Learn ideas relating to political theory and its approaches.	<b>BT 1</b>
<b>CO 2</b>	Understand basic political values including democracy and its practices.	<b>BT 2</b>
<b>CO 3</b>	Examine contemporary political and social issues.	<b>BT 3</b>
<b>CO 4</b>	Criticise and debate about the issues affecting political theory.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Introducing Political Theory</b> 1. What is Political Theory and Political Philosophy? 2. Major Traditions of Political Theory: Liberal, Marxist. 3. Debate on Decline of Political Theory.	<b>15</b>
<b>II</b>	<b>Unit II: Approaches to Political Theory</b> 1. Approaches to Political Theory: Normative and Empirical. 2. Contemporary perspectives in Political Theory: Behaviouralism. 3. Post-Behaviouralism.	<b>15</b>
<b>III</b>	<b>Unit III: Democracy and the state</b> 1. Introduction to Democracy. 2. Justice and the State. 3. State and Sovereignty.	<b>15</b>
<b>IV</b>	<b>Unit IV: Models of Democracy</b> 1. Parliamentary and Presidential Democracy. 2. Models of Representation –US, France, India, Germany. 3. Separation of Power: Checks and Balances.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures /Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

- 1) Bhargava R. & Acharya A. (2008). Political Theory: An Introduction. Pearson Education, New Delhi.
- 2) Heywood, Andrew. (2015). Political Theory: An Introduction. Palgrave Macmillan.

**Reference Book:**

Srinivasan, J. (ed.) (2008). Political Theory: An Introduction. Pearson Longman, New Delhi.

Semester-I (Major)
<b>Course Name: Constitutional Democracy &amp; Government of India</b> <b>Subject Code: POL182M102</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level 100</b>

**Course Objective:**

This course will acquaint students with the constitutional design of state structures and institutions, and their actual working overtime. It will also introduce students with the embodiment of some of these conflicts in constitutional provisions and shows how these have played out in political practice.

**Course Outcomes (COs): After successful completion of the course, the students will be able to:**

<b>CO 1</b>	Learn the constitutional government and its institutions for the governance of the country.	<b>BT 1</b>
<b>CO 2</b>	Understand and classify the working of state institutions vis-à-vis social development.	<b>BT 2</b>
<b>CO 3</b>	Recognise the issues and problems of working in state institutions and the necessities for the social justice.	<b>BT 3</b>
<b>CO 4</b>	Evaluate the changing nature of Federalism in India and the nature of three tier Local governance as well as the provisions of security laws in India.	<b>BT 4</b>



**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: The Constituent Assembly and the Constitution</b> <ol style="list-style-type: none"> <li>1. The formation of the Constituent Assembly: the philosophy of the Constitution and its main features.</li> <li>2. Fundamental Rights.</li> <li>3. Directive Principles.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: Organs of Government</b> <ol style="list-style-type: none"> <li>1. The Legislature: Parliament.</li> <li>2. The Executive: President, Prime Minister and Governor.</li> <li>3. The Judiciary: The Supreme Court.</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: The Federal Structure</b> <ol style="list-style-type: none"> <li>1. Concept of Federalism.</li> <li>2. Centre-state relations (Legislative, Executive, Financial).</li> <li>3. Position of Governor.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: The Process of decentralization</b> <ol style="list-style-type: none"> <li>1. Decentralization of power.</li> <li>2. Local Self Government in India: Panchayati Raj Institutions.</li> <li>3. Fifth and Sixth Schedule.</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

- 1) Austin, A. (2000). The Governor's Acutely Controversial Role', in Working a Democratic Constitution. Oxford University Press, New Delhi.
- 2) Austin, G. (2014). The Indian Constitution: Cornerstone of a Nation. Oxford University Press.
- 3) Khosla, M. (2012). The Indian Constitution: Oxford India Short Introduction, Oxford University.

**Reference Books:**

- 1) Laxmikanth, M. (2016). Indian Polity. McGraw Hill Education. Fifth Edition.
- 2) Agrawal, A. (2005). Public Institutions in India: Performance and Design. Oxford University Press, New Delhi.
- 3) Dutta, A. R. (2013). Politics in India: Issues, Institutions and Processes. Arun Prakashan, Guwahati.

<b>Semester-I (Minor)</b>
<b>Course Name: Indian Political System</b> <b>Subject Code: POL182N101</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level 100</b>

### **Course Objective**

To make the students understand the making of the constitution of India and its salient features. The object shall be achieved by dealing with the understanding of the concepts of the organs of the government. It will introduce the students with the role of the electoral process in the Indian political system and the changing nature of the political parties in Indian Politics.

**Course Outcomes (COs): After successful completion of the course, the students will be**

<b>CO 1</b>	Able to define the basic political institutions and its nature along with the Constitution of India.	<b>BT 1</b>
<b>CO 2</b>	Enable the students to know about the organs of the government of India and the nature of federalism, party system and the changing roles of the electoral system in India.	<b>BT 2</b>
<b>CO 3</b>	Able to determine and examine the role of public institutions in social development.	<b>BT 3</b>
<b>CO 4</b>	Enable to debate on the issues of public importance.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Making of the Constitution</b> 1. Philosophy of the Constitution. 2. Basic structure and salient features of the Constitution of India.	<b>15</b>
<b>II</b>	<b>Unit II: Rights and Duties in the Indian Constitution</b> 1. Fundamental Rights and Fundamental Duties. 2. Directive Principles of State Policies.	<b>15</b>
<b>III</b>	<b>Unit III: Organs of the Government</b> 1. Composition and role of Legislature, Executive & Judiciary. 2. Independence of Judiciary, High Courts and Supreme Court. 3. Judicial Review. 4. Judicial Activism.	<b>15</b>
<b>IV</b>	<b>Unit IV: Nature of Indian Federalism, Politics and Elections</b> 1. Features of Federalism. 2. Federal and Non Federal or Unitary features of the Constitution of India. 3. Secularism. 4. Caste in Politics.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Textbooks**

1. Austin, G (2013) *The Indian Constitution: Cornerstone of a nation*, 2<sup>nd</sup> Edition, Oxford university press, New Delhi
2. Dutta, A.R., (2013) *Politics in India; Issues, institutions, processes*, , Arun Prakashan, Guwahati

**Reference Books**

3. Sarita (2009) *Federalism in India: A quest for New Identity*, Cambridge University Press, New Delhi
4. Kolhatkar, M.R. (2012) ;*Education and Federalism in India*;Rawat Publications, New Delhi

Semester – I (IDC)		
<b>Paper I/Subject Name: Introduction to Indian Knowledge System - I</b> <b>Subject Code: IKS992K101</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Course Level: 100</b> <b>Scheme of Evaluation: Theory</b>		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

### Course Objectives:

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

### Course Outcomes:

On completion of this course students will be able to:

CO	Contents	BT Level
CO <sub>1</sub>	Recall the rich heritage of Indian knowledge systems	BT level 1
CO <sub>2</sub>	Describe the contribution of Indian knowledge systems to the world	BT level 2
CO <sub>3</sub>	Demonstrate knowledge of sociocultural and ethnolinguistic diversity that constitutes the soul of Bharatvarsha	BT level 2
CO <sub>4</sub>	Apply traditional knowledge and techniques in day-to-day life	BT level 3
CO <sub>5</sub>	Distinguish knowledge traditions that originated in the Indian subcontinent	BT level 3

Module	Course Contents	Periods
I	<p><b>Introduction to Indian Knowledge Systems (IKS):</b></p> <p>About Indian Knowledge System; Definition of Indigenous/ Traditional Knowledge; Scope, and Importance of Traditional Knowledge.</p> <p><b>Ancient India- Bharat Varsha:</b></p> <p>People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers; The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.</p>	15

Module	Course Contents	Periods
II	<p><b>Indian Heritage of Knowledge:</b></p> <p>Ancient Indian Knowledge: The <i>Vedas</i> and its components-the <i>Vedangas</i> Ancient Indian books and treaties: The <i>Sastras</i>.; The Great Indian Epics: The Ramayana and The Mahabharata Epics and religious treaties of ancient Assam: Introduction to Madhav Kandali's <i>Ramayan</i> and Srimanta Sankardev's <i>Dasam Skandha Bhagavat</i> of the Puranas; Ancient Traditional Knowledge-The <i>Agamas</i> ; The ancient Buddhist knowledge: <i>Tripitaka: Vinaya, Sutta</i> and <i>Abhidhamma Pitaka</i></p> <p><b>Languages and language studies in India:</b></p> <p>What is linguistics?; Script and Language; Alphabet of the Indian; languages <i>Varnamala</i>: Origin, Evolution, and phonetic features; Languages of India; Important texts of Indian languages: Skills <i>Siksha</i>, Expression/Pronunciation-<i>Nirukta</i>, Grammar-<i>Vyakarana</i>, Poetic rhythm-<i>Chandas</i>;Paninian Grammar: A Brief Introduction</p> <p><b>Introduction to Fine Arts and Performing Arts of India:</b></p> <p>Ancient Indian classical music and dance forms: The Science of Dramas-<i>Natyasastra</i> and the Science of Music-<i>Gandharva-Veda</i>; Aesthetics in Indian Art and Culture; Folk music and traditional dance forms of the Northeast.</p>	15

III	<p><b>Indian Science &amp; Technology:</b></p> <p>Ancient India's contribution to Mathematics - Number System. Algebra and Arithmetic, Geometry and Trigonometry; Origin of Decimal system in India; nomenclature of numbers in the Vedas. Zero and Infinity. Sulbasutras. Contribution of Brahmagupta and Sridhar Acharya to Mathematics. Important texts of Indian mathematics.</p> <p><b>Indian Astronomy:</b></p> <p>Planetary System. Motion of the Planets; Velocity of Light; Eclipse. Astronomy. Navagrahas. Important works in Indian Astronomy. Aryabhata and Nilakantha: Contribution to Astronomical Studies</p> <p><b>Indian Metal Works:</b> Mining Techniques. Types of Metals. Tools &amp; Techniques for Metal Smelting with examples. Metalworks in pre-modern India: Special reference to NE India.</p>	15
IV	<p><b>Contribution of Ancient India to Health Sciences:</b></p> <p>Traditional Indigenous systems of medicines in India:</p> <p>- <i>Ayurveda</i> and <i>Yoga</i>; Elements of <i>Ayurveda</i>: <i>Gunas</i> and <i>Doshas</i>, <i>Pancha Mahabhuta</i> and <i>Sapta-dhatu</i>; Concept of disease in <i>Ayurveda</i>; Ayurvedic lifestyle practices: <i>Dinacharya</i> and <i>Ritucharya</i>; Important Ayurvedic Texts; Hospitals in Ancient India; <i>Ayurveda</i>: Gift of India to the modern world.</p>	15
<b>Total</b>		<b>60</b>

### Textbooks:

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

### Reference Books:

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śārīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*,



Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.

5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-84.

Semester – I (AEC)
<b>Paper I/Subject Name: CEN I: Introduction to Effective Communication</b> <b>Subject Code: CEN982A101</b> <b>L-T-P-C – 1-0-0-1</b> <b>Credit Units: 1</b> <b>Course Level: 100</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:** To understand the four major aspects of communication by closely examining the processes and outlining the most effective ways to communicate with interactive activities.

**Course Outcomes:** On successful completion of the course the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	<b>List</b> the elements and processes that make for successful communication and <b>recognise</b> everyday activities that deserve closer attention in order to improve communication skills	<b>BT 1</b>
CO 2	<b>Contrast</b> situations that create barriers to effective communication and <b>relate</b> them to methods that are consciously devised to overcome such hindrance	<b>BT 2</b>
CO 3	<b>Apply</b> language, gestures, and para-language effectively to avoid miscommunication and <b>articulate</b> one's thoughts and build arguments more effectively	<b>BT 3</b>

Detailed Syllabus		
Units	Course Contents	Periods
I	Introduction to Effective Communication <ul style="list-style-type: none"> <li>Listening Skills               <ul style="list-style-type: none"> <li>The Art of Listening</li> <li>Factors that affect Listening</li> <li>Characteristics of Effective Listening</li> <li>Guidelines for improving Listening skills</li> </ul> </li> </ul>	5
II	<ul style="list-style-type: none"> <li>Speaking Skills               <ul style="list-style-type: none"> <li>The Art of Speaking</li> <li>Styles of Speaking</li> <li>Guidelines for improving Speaking skills</li> <li>Oral Communication: importance, guidelines, and barriers</li> </ul> </li> </ul>	5
III	<ul style="list-style-type: none"> <li>Reading Skills               <ul style="list-style-type: none"> <li>The Art of Reading</li> <li>Styles of Reading: skimming, surveying, scanning</li> <li>Guidelines for developing Reading skills</li> </ul> </li> </ul>	5
IV	<ul style="list-style-type: none"> <li>Writing Skills               <ul style="list-style-type: none"> <li>The Art of Writing</li> <li>Purpose and Clarity in Writing</li> <li>Principles of Effective Writing</li> </ul> </li> </ul>	5

**Texts:**

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
15 hours	-	10 hours <ul style="list-style-type: none"> <li>- Movie/ Documentary /Podcasts screening</li> <li>- Peer teaching</li> </ul>

Semester – I (AEC)
<b>Paper I/Subject Name: Behavioural Sciences -1</b> <b>Subject Code: BHS982A102</b> <b>L-T-P-C – 1-0-0-1</b> <b>Credit Units: 1</b> <b>Course Level: 100</b> <b>Scheme of Evaluation: Theory</b>

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Understand self & process of self exploration	BT 1
CO 2	To help the students explain strategies for development of a healthy self esteem	BT 2
CO 3	Apply the concepts to build emotional competencies.	BT 3

**Detailed Syllabus:**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Introduction to Behavioral Science</b> Definition and need of Behavioral Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self image: Self Esteem, Johari Window, Erikson's model.	<b>4</b>
<b>II</b>	<b>Foundations of individual behavior</b> Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	<b>4</b>
<b>III</b>	<b>Behaviour and communication.</b> Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	<b>4</b>
<b>IV</b>	<b>Time and Stress Management</b> Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	<b>4</b>
<b>Total</b>		<b>16</b>

**Text books**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
- K. Alex, Soft skills; S. Chand.

Semester- I (SEC)
<b>Course Name: Exit Poll</b> <b>Subject Code: POL182S121</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Level: 100</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

The course will allow a student to understand how the electoral system works in India. The course will allow the student to understand the pre and post poll analysis of the election system in India.

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

<b>CO 1</b>	Learn the Exit Poll and its importance in electoral process.	<b>BT 1</b>
<b>CO 2</b>	Understand pre and post poll of Elections.	<b>BT 2</b>
<b>CO 3</b>	Examine and analyse the election system in India.	<b>BT 3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Electoral Process in India</b>  1. A brief study of the Election Commission of India. 2. Major Political Parties in India.	<b>15</b>
<b>II</b>	<b>Unit II: Meaning of Exit Polls</b>  1. What are Exit Polls? 2. Pre and Post Poll Analysis.	<b>15</b>
<b>III</b>	<b>Unit III: Impact of Exit Polls</b>  1. Impact of Exit Polls on the general public. 2. Procedure of Exit Polls in India.	<b>15</b>
<b>IV</b>	<b>Unit IV: Role of Media Houses</b>  1. Why Exit Polls are important. 2. Role of the Media Houses in Exit Polls.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Singh, Richa. (2019). Opinion Polls and Exit Polls in india: A Study. Orient Publication, New Delhi.
2. Quraishi, S. Y. (2019). The Great March of Democracy: Seven Decades of Indian Election's. Penguin Publication.

**Reference Books:**

1. Dalton, Dennis. (2012). Mahatma Gandhi: Non-violent Power in Action. New York: Columbia University Press.
2. Diwakar, R. R. (1997). Saga of Satyagraha. New Delhi: Gandhi Peace Foundation.
3. Fischer, Louis. (1969). The Life of Mahatma Gandhi. London. Harper Collins.



<b>Semester – II (Major)</b>
<b>Course Name: Select Political Systems</b> <b>Subject Code: POL182M201</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level of the Course: 100</b>

### **Course Objective:**

It will help the students to have a prior understanding of the Constitutions of UK, USA and China. The students will understand the political systems of the capitalist and socialist countries as well as the organs and structures of the governments of the USA, UK and China.

### **After successful completion of the course, the students will be**

<b>CO 1</b>	Able to learn the concept of Constitutionalism and the political system of the United Kingdom which was one of the main sources of Indian Constitution.	<b>BT 1</b>
<b>CO 2</b>	Enable understanding of the making of the constitution of the USA and the nature of the bi-party system.	<b>BT 2</b>
<b>CO 3</b>	Able to explain the knowledge of the Communist Revolution and the Cultural Revolution and nature of the political system in China.	<b>BT 3</b>
<b>CO 4</b>	Enable to evaluate and compare the world constitutions.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Constitution and Constitutionalism</b> 1. Constitution- Meaning and importance. 2. Classification of Constitutions. 3. Constitutionalism- Concept	<b>15</b>
<b>II</b>	<b>Unit II: The Political System of United Kingdom</b> 1. Historical Evolution of the British Political system. 2. Constitutional Monarchy and Parliamentary Government. 3. Political Parties and Interest Groups. 4. Rule of Law and the Judicial System.	<b>15</b>
<b>III</b>	<b>Unit III: The American Political System</b> 1. American Constitution: Its background, salient features. 2. The President and Congress. 3. Supreme Court. 4. Political Parties and Interest Groups.	<b>15</b>
<b>IV</b>	<b>Unit IV: Peoples Republic of China</b> 1. Revolutionary Legacy: Communist Revolution and the Cultural Revolution. 2. National People's Congress. 3. The President and the State Council. 4. People's courts and Peoples Procuratorates. 5. Party System: Role of the Communist Party of China.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Singh, M. (2011). Comparative Constitutional Law. Eastern Book Company.
2. Bhagwan and Mohla. (2012). World Constitutions: A Comparative Study. Sterling Publishers Pvt. Ltd- New Delhi.
3. Basu, D. D. (2009). Select Constitution of the World. Lexis Nexis Publisher. 4th Edition.

**References Books:**

1. Kapur, A. C. & Mishra, K. K. (2010). Select Constitutions. S. Chand & Co Ltd.
2. Basu, D. D. (2009). Select Constitution of the World. Lexis Nexis Publisher. 4th Edition.
3. M. V. Pylee. (2016). Select Constitutions of the World. Universal Law Publishing Co (ULPC) (an imprint of Lexis Nexis). 2016 edition.
4. Larry, Alexander. (2001). Constitutionalism: Philosophical Foundation, Alexander, Larry, Cambridge University Press.
5. Bhushan Vidya, Bhagwan, Vishnoo & Mohla Vandana. (2012). World Constitution: A Comparative Study, Sterling Publishers Pvt. Ltd – New Delhi. 10<sup>th</sup> edition.
6. Willoughby, Westel Woobdury. (2009). The American Constitutional System: An Introduction to the Study of the American State, General Books LLC.

<b>Semester–II (Major-2)</b>
<b>Course Name: Political Theory: Concepts and Debates</b> <b>Subject Code: POL182M202</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units:3</b> <b>Scheme of Evaluation: Theory</b> <b>Level of the Course: 100</b>

### **Course Objective:**

To familiarize students with the basic normative concepts of political theory over and above normative values. Each concept is related to crucial political issues that requires analysis with the aid of our conceptual understanding. To encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Able to be reflective and be able to do critical analysis and explanation of social problems.	<b>BT 1</b>
<b>CO 2</b>	enables to appreciate the significance of rights and justice along with formal equality	<b>BT 2</b>
<b>CO 3</b>	Able to judge the basic normative concepts of political theory.	<b>BT 3</b>
<b>CO 4</b>	Able to explain and analyze the crucial political issues related to the concepts.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Concept of Liberty</b> 1. Concept of Liberty: Negative and Positive. 2. Liberty: Nature and Scope. 3. Concept of Libertarianism.	<b>15</b>
<b>II</b>	<b>Unit II: Concept of Equality</b> 1. Equality: Meaning and Nature. 2. The idea of Equality: Liberal and Marxist View. 3. Concept of Egalitarianism.	<b>15</b>
<b>III</b>	<b>Unit III: Concept of Justice</b> 1. Justice: Meaning and Nature. 2. Procedural Justice and Distributive Justice. 3. The Concept of Justice: Rawls and Nozick.	<b>15</b>
<b>IV</b>	<b>Unit IV: Concept of Rights</b> 1. Rights: Meaning and Nature. 2. Different types of Rights. 3. UN and Three Generations of Rights.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks**

1. Bhargava, R., Acharya A. (2008) *Political Theory: An Introduction*, Pearson Education India, New Delhi.
2. Heywood, A, (1999) *Political Theory: An Introduction*, Macmillan International.
3. Swift, A. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*, (eds.), Polity Press.

### **Reference Books**

1. Mckinnon (2008) *Issues in Political Theory*, (eds.), Oxford University Press, New York.
2. Menon k., Bhargava R., Acharya A. (2008) 'Justice', in *Political Theory: An Introduction*, Pearson Longman, New Delhi.
3. Bellamy, Richard, Mason, Andrew (2003) *Multiculturalism, Political Concepts*, Manchester University Press, Manchester.

Semester – II (Minor)
<b>Course Name: Electoral System in India</b> <b>Subject Code: POL182N201</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Scheme of Evaluation: Theory</b> <b>Level of the Course: 100</b>

### Course Objective

To provide students an understanding of the Electoral processes in India and to familiarize them with the idea of elections in India. To provide students a thorough background in recent trends and changes in the electoral processes in India.

### After successful completion of the course, the students will be

<b>CO 1</b>	Able to define and learn elections and its related processes in India.	<b>BT 1</b>
<b>CO 2</b>	Able to understand and familiar with the recent trends in contemporary Indian Elections and its changing nature and process.	<b>BT 2</b>
<b>CO 3</b>	Enable to examine the interest towards the greater democratic process in India.	<b>BT 3</b>
<b>CO 4</b>	Able to evaluate and validate the role of election commission and wrong done	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: The Election Commission of India</b> <ol style="list-style-type: none"> <li>1. Structure, composition and functions.</li> <li>2. Steps taken to conduct free and fair elections.</li> <li>3. Enrolment of new voters.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: Technology and Elections in India</b> <ol style="list-style-type: none"> <li>1. History of Indian Elections.</li> <li>2. The coming of technology in elections.</li> <li>3. Electronic Voting Machines: EPIC, VVPAT, SWEEP.</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: Role of Political Parties in the Electoral Process</b> <ol style="list-style-type: none"> <li>1. Major Political Parties in India.</li> <li>2. Recognition of National and Regional Political Parties in India by ECI, determinants of recognition.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: System of Representations in India</b> <ol style="list-style-type: none"> <li>1. Representation of People's Act, 1951.</li> <li>2. Territorial Representation.</li> <li>3. Proportional Representation.</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit



### **Textbooks**

1. Fadia and Fadia, (2018) *Indian Government and Politics*, Sahitya Bhawan, New Delhi.
2. Kashyap, Subash C (2008) *Our Political System*, National Book Trust, New Delhi

### **Reference Books**

1. Chander, Prakash (2008), *Indian Government and Politics*, Cosmos Bookhive, New Delhi.
2. Jayal and Mehta, (2011) *The Oxford Companion to Politics in India*, Oxford Publications, New Delhi.
3. Roy and Sopariwala, (2019) *The Verdict: Decoding India's Elections*, Vintage Books, New Delhi.

Semester – II (IDC)		
<b>Paper II/Subject Name: Introduction to Indian Knowledge System - II</b> <b>Subject Code: IKS992K201</b> <b>L-T-P-C – 2-1-0-3</b> <b>Credit Units: 3</b> <b>Course Level: 100</b> <b>Scheme of Evaluation: Theory</b>		
Credit Distribution (NCH)		
Lecture/Tutorial (Hours)	Practical (Hours)	Experiential Learning (Hours)
60	0	30

**Course objectives:**

This Foundation course is designed to present an overall introduction to all the streams of IKS relevant to the UG program. It would enable students to explore the most fundamental ideas that have shaped Indian Knowledge Traditions over the centuries.

**Course Outcomes:**

On completion of this course, students will be expected to –

CO	Contents	BT Level
CO <sub>1</sub>	Recall traditional Indian knowledge traditions constituting Indian culture	BT level 1
CO <sub>2</sub>	Summarize differences between classical literature in Sanskrit and other Indian languages	BT level 2
CO <sub>3</sub>	Compare knowledge traditions originating in NE India	BT level 2
CO <sub>4</sub>	Appreciate the contribution of Indian Knowledge Systems to the world	BT level 3

Module	Course Contents	Periods
I	<p><b>Indian Classical Literature</b></p> <p>Indian Classical Literature: A Brief Introduction; Ancient Indian Spritual Poetics-<i>Kavya</i>: Contribution of Kalidasa</p> <p><b>Diversity and Indian Culture:</b></p> <p>Diversity and Indian Culture; Indigenous Faith and Religion; Preservation of culture and indigenous knowledge</p> <p><b>The Purpose of Knowledge:</b></p> <p>Understanding Self-Awareness and Spirituality; Indian concept and purpose of Knowledge and Education; Understanding Spirituality and Materialism: <i>Para</i> and <i>Apara Vidya</i></p>	15

Module	Course Contents	Periods
II	<p><b>Methodology of Indian Knowledge System:</b></p> <p><i>Shruti</i> and <i>Smriti</i> traditions; Intoduction to <i>Shastras</i>; Manuscriptology: The art and science of documenting knowledge; Repositories of ancient manuscripts with special reference to the Northeast India.</p> <p><b>Indian Architecture and Town Planning:</b></p> <p>Introduction ancient Indian architecture; <i>Sthapatya-Veda</i>: An Introduction; Indigenous tools &amp; techniques for town planning &amp; Temple Architecture. Lothal, Mohan Jo Daro; Temple Art: Lepakshi Temple, Jagannath Puri Temple, Konark Sun Temple; Vernacular architecture of Assam: Special reference to Brahmaputra Valley</p>	15
III	<p><b>Indian Agriculture:</b></p> <p>Agriculture: Significance in Human Civilization; Sustainable Agriculture; Historical significance of agriculture and sustainable farming in India; Step Cultivation of India: Special reference to Northeast India; Wet rice cultivation of Assam.</p> <p><b>Indian Textiles:</b></p> <p>What is Textile?; Tradition of cotton and silk textiles in India; The historical contribution of textile and weaving to the Indian economy; Varieties of textiles and dyes developed in different regions of India with special reference to Northeast India</p>	15

IV	<p><b>Indian Polity and Economy:</b></p> <p>Understanding Kingdom and Chiefdom; Role of a king; The Indian idea of a well-organized polity and flourishing economy; The <i>Chakravarti</i> System: Administrative System of Ancient Bharatvarsha; Village administrative system: Northeast India; <i>Arthashastra</i>: Brief synopsis</p> <p><b>The outreach of Indian Knowledge System across Geographical Boundaries:</b></p> <p>Indian Languages; Scripts; Linguistics; Ayurveda; Yoga and Meditation; Textile; Decimal value place system-based arithmetic, Algebra and Astronomy</p>	15
<b>Total</b>		<b>60</b>

#### **Textbooks Books:**

1. Mahadevan, B., Bhat Vinayak Rajat, Nagendra Pavan RN. (2022), *Introduction to Indian Knowledge System: Concepts and Applications*. PHI Learning Private Ltd.
2. Mukul Chandra Bora, *Foundations of Bharatiya Knowledge System*. Khanna Book Publishing

#### **Reference Books:**

1. Baladev Upadhyaya, *Samskrta Śāstrom ka Itihās*, Chowkhambha, Varanasi, 2010.
2. D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., *A Concise History of Science in India*, 2nd Ed., Universities Press, Hyderabad, 2010.
3. Astāngahrdaya, Vol. I, *Sūtrasthāna and Śarīrasthāna*, Translated by K. R. Srikantha Murthy, Vol. I, Krishnadas Academy, Varanasi, 1991.
4. Dharampal, *The Beautiful Tree: Indian Indigenous Education in the Eighteenth Century*, Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
5. J. K. Bajaj and M. D. Srinivas, *Indian Economy, and Polity in Eighteenth-century Chengalpattu*, in J. K. Bajaj ed., *Indian Economy and Polity*, Centre for Policy Studies, Chennai, 1995, pp. 63-8

Semester – II (AEC)
<b>Course Name: CEN II: Approaches to Verbal and Non-Verbal Communication</b> <b>Subject Code: CEN982A201</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units: 1</b> <b>Scheme of Evaluation: Theory</b> <b>Level of the Course: 100</b>

### Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

### Course Outcomes

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	List the different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO 2	Explain the barriers to communication and ways to overcome them.	BT 2
CO 3	Identify the means to enhance conversation skills.	BT 3
CO 4	Determine the different types of non-verbal communication and their significance.	BT 4

**Detailed Syllabus**

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
I	<b>Technology Enabled Communication</b>  Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organizations Telephone, Teleconferencing, Fax, Email, Instant messaging, Blog, Podcast, Videos, videoconferencing, social media	<b>4</b>
II	<b>Communication Barriers</b>  Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, Physiological, Methods to overcome barriers to communication.	<b>4</b>
III	<b>Conversation skills/Verbal Communication</b>  Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control.	<b>4</b>
IV	<b>Non-verbal Communication</b>  Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/Modulation, Proxemics, Haptics, Artifacts, Chronemics,	<b>4</b>
	<b>Total</b>	<b>16</b>

**Texts:**

1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication*. Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

Semester – II (AEC)
<b>Course Name: Behavioural Sciences -II</b> <b>Code: BHS982A202</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units: 1</b> <b>Scheme of Evaluation: Theory</b> <b>Level of the Course: 100</b>

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

On successful completion of the course the students will be able to:		
CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Develop an elementary level of understanding of culture and its implications on personality of people.	BT 1
CO 2	Understand the concept of leadership spirit and to know its impact on performance of employees.	BT 1
CO 3	Apply the concept of Motivation in real life.	BT 2

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Culture and Personality</b> Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	<b>4</b>
<b>II</b>	<b>Attitudes and Values</b> Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	<b>4</b>
<b>III</b>	<b>Motivation</b> Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory & Theory X and Y)	<b>4</b>
<b>IV</b>	<b>Leadership</b> Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	<b>4</b>
<b>Total</b>		<b>16</b>

Text books:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
- Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).



**Semester–II (SEC)**

**Course Name: Constitutional Studies**

**Subject Code: POL182S201**

**L-T-P-C: 2-1-0-3**

**Credit Units:3**

**Course Level: 100**

**Scheme of Evaluation: Theory**

**Course Objective:**

This Course will allow a student to understand the basics of the Indian Constitution. It will help a student to understand the core of Indian Political philosophy.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Able to learn the basics of the Indian constitution	<b>BT 1</b>
<b>CO 2</b>	Enable to familiarize with the working of the Indian State and the contradictory dynamics of modern state power.	<b>BT 2</b>
<b>CO 3</b>	Able to examine core of Indian political philosophy.	<b>BT 3</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I</b> 1. The role of the Constituent Assembly. 2. The soul of the Constitution: Preamble.	<b>15</b>
<b>II</b>	<b>Unit II</b> 1. The Directive Principles of the Indian Constitution. 2. Fundamental Rights.	<b>15</b>
<b>III</b>	<b>Unit III</b> 1. The debate between Directive Principles and Fundamental Rights.	<b>15</b>
<b>IV</b>	<b>Unit IV:</b> 1. The Tenth Schedule, Fundamental Duties. 2. Election to the President of India, Eight Schedule.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Basu, DD. (2019). *Constitution of India*. India Law House.
2. Bhagwan, V. (2008). *Indian Government and Politics*. Omson Publications.

**Reference Books**

1. Kashyap, S. (2001). *Our Constitution: An Introduction*. NBI.
2. Laksmi kanth, M. (2017). *Indian Polity*. Fifth Edition. Tata McGraw Hill.

Semester–II (VAC)
<b>Course Name: Indian Polity and Governance</b> <b>Subject Code: VAC992V2420</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units: 3</b> <b>Level: 100</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

This Course will allow a student to understand the basic understandings of Indian polity and governance. This course will also help the students in exploring the principles and philosophy of the Indian Constitution and examine the structure and functioning of key political institutions, including the President, Parliament, and political parties.

### After successful completion of the course, the students will be

<b>CO 1</b>	Gain a comprehensive understanding of the basic concepts and historical evolution of Indian polity and governance.	<b>BT 1</b>
<b>CO 2</b>	Explore the principles embedded in the Indian Constitution and understand their implications for governance.	<b>BT 2</b>
<b>CO 3</b>	Examine the structure and functioning of key political institutions, including the President, Parliament, and political parties.	<b>BT 3</b>
<b>CO 4</b>	Explore the significance of decentralized governance through the study of Panchayati Raj Institutions and Urban Local Bodies.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I Basics of Indian Polity</b> <ol style="list-style-type: none"> <li>1. Introduction to Indian Polity</li> <li>2. Fundamental Rights and Duties</li> <li>3. Directive Principles of State Policy</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II Constitutional Framework</b> <ol style="list-style-type: none"> <li>1. Features of the Indian Constitution</li> <li>2. Principles of the Indian Constitution</li> <li>3. Constitutional Bodies</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III Political Institutions</b> <ol style="list-style-type: none"> <li>1. The President and Prime Minister</li> <li>2. The Parliament</li> <li>3. Electoral System and Political Parties</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: Local Governance</b> <ol style="list-style-type: none"> <li>1. Panchayati Raj Institutions</li> <li>2. Urban Local Bodies</li> <li>3. Decentralization in Indian Governance</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
60 Hours		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

## References

- 1- "Indian Polity" by M. Laxmikanth
- 2- "Introduction to the Constitution of India" by D.D. Basu
- 3- "Indian Government and Politics" by B.L. Fadia and Kuldeep Fadia
- 4- "Governance in India" by M. P. Sharma
- 5- "Our Parliament" by Subhash C. Kashyap

Semester–III (Major)
<b>Course Name: Introduction to Comparative Government &amp; Politics</b> <b>Subject Code: POL182M301</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units:4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 200</b>

**Course Objective:**

1. To familiarize students with the basic concepts and approaches to the study of comparative politics.
2. Will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

**After successful completion of the course, the students will be**

<b>CO 1</b>	Have a critical understanding of different political systems of different countries both developed and developing.	<b>BT 1</b>
<b>CO 2</b>	Get familiarized with various forms of government and the party systems from important countries of the world.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Understanding Comparative Politics and political system</b> <ol style="list-style-type: none"> <li>1. Meaning of Comparative Politics.</li> <li>2. Scope of Comparative Politics and objectives.</li> <li>3. Introduction to Constitutionalism.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: Historical context of modern government</b> <ol style="list-style-type: none"> <li>1. Capitalism: meaning and development.</li> <li>2. Social Democracy: meaning, growth and development.</li> <li>3. Communism: Its meaning and relevance.</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: Growth and development of Third World Countries</b> <ol style="list-style-type: none"> <li>1. Pakistan: role of military and religion.</li> <li>2. Bangladesh: Role of language and religion.</li> <li>3. Sri Lanka: Ethnic politics.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: Understanding contemporary political systems</b> <ol style="list-style-type: none"> <li>1. Brazil: Politics in Brazil.</li> <li>2. Africa: South Africa.</li> <li>3. China: Party politics of China.</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks**

1. Almond (et.al), (2006) Comparative Politics Today: A World View, 2006, Pierson Pub Ltd.
2. Bhagwan V, (2020) World Constitutions: A Comparative Politics, 2020, Sterling Publications.
3. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text., London: Wiley-Blackwell
4. Mathur, K, 'From Government to Governance: A brief survey of the Indian Experience", National book trust, 2020

### **Reference Books**

1. J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order,. Cambridge: Cambridge University Press, United Kingdom
2. Bhusan, Vidya, (2006) Comparative Politics, , 2nd edition, Atlantic, New Delhi.
3. R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications.
4. G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text., London: Wiley-Blackwell



Semester–III (Major)
<b>Paper I / Subject Name: Public Administration</b> <b>Subject Code: POL182M302</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 200</b>

**Course Objective:**

1. This course will help the students to understand the theories that have shaped the nature and evolution of public administration and the emergence of modern systems of governance and their related structures and processes.
2. The course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

**After successful completion of the course, the students will**

<b>CO 1</b>	Have an insight into the various schools of administrative thought and theories that shaped the emergence of modern bureaucracy.	<b>BT 1</b>
<b>CO 2</b>	Have an understanding of the theories and approaches to the Study of Public Administration and structure of organisation in an administration.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Introduction to the Discipline</b> 1. Meaning, Nature, Scope and Significance of Public Administration, Public and Private Administration. 2. Bureaucracy: Meaning, Types and Weberian model of Bureaucracy. 3. Evolution of the Discipline of Public Administration: Its Growth and Development as an Academic Discipline. 4. Public Administration in Developed and Developing Countries.	<b>15</b>
<b>II</b>	<b>Unit II: Theories and Approaches to the Study of Public Administration.</b> Administrative Thought: Concept and Evolution. 1. Early School of Management Thought: The Scientific Management School, The Classical Theory of Management/Administrative Management Theory. 2. Early School of Administrative Thought: Human Relations Theory: Elton Mayo, Rational Decision-Making Theory: Herbert Simon, Ecological Approach: Fred Riggs.	<b>15</b>
<b>III</b>	<b>Unit III: Structure of Organisation</b> Chief Executive- 1. Role and Functions, Line and Staff Agencies. 2. Forms and Bases of Organisation, Departments, Corporations, Companies, Boards and Commissions.	<b>15</b>
<b>IV</b>	<b>Unit IV: Contemporary Developments- New Public Administration</b> 1. The MinnowBrook Perspective and Public Administration in a time of turbulence. 2. Non-Weberian perspectives, Value Questions. 3. Indian School of Thought: Indian contribution: Kautilya and Gandhi.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lecture/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documenta ry,

		Newspaper Analysis, Book Review, Assembly Visit
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### Reference books

1. Chakrabarty Bidyut and Bhattacharya, Mohit, (ed), (2003) Public Administration: A Reader, Oxford University Press, New Delhi.
2. Avasthi and Maheshwari, (2000) Public Administration, LaxmiNarain Aggarwal, Agra.
3. Bhagawan, V& Bhushan,V&Mohla,V;S. (2016)Public Administration; Chand & Company Pvt. Ltd.,2016.
4. D. Ravindra Prasad, V.S.Prasad, P. Satyanarayan, (2000) Administrative Thinkers, Sterling Publishing House, New Delhi.
5. Hoshier Singh &PardeepSachdeva, (2005) Administrative Theory, KitabMahal, New Delhi.
6. Basu, R, ‘Public Administration: Concepts and Theories”, Sterling publication, 2019.

### Textbooks

1. Laxmikanth M, (2017) Public Administration, 2017, Mc Graw Hill Publications.
2. D. Ravindra Prasad, V.S.Prasad, P. Satyanarayan, (2000) Administrative Thinkers, Sterling Publishing House, New Delhi.
3. Hoshier Singh & Pardeep Sachdeva, (2005) Administrative Theory, KitabMahal, New Delhi.

**Semester–III (Minor)**

**Paper/Subject Name: Gender in Indian Politics**

**Code: POL182N301**

**L-T-P-C: 3-1-0-4**

**Credit Units:4**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course Objective**

The aim of the course is

1. To explain the debates on feminism and the history of feminist struggles.
2. To introduce the construction of gender and an understanding of complexity of patriarchy and to analyze theoretical debates within feminism and its impact in Indian Politics.

**After successful completion of the course, the students will**

<b>CO 1</b>	Have an understanding of the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as social agents.	<b>BT 1</b>
<b>CO 2</b>	Help students to evaluate the complicity of social structures and relations in gender inequality.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Approaches to Understanding Feminism</b> <ol style="list-style-type: none"> <li>1. Understanding Patriarchy and Feminism.</li> <li>2. Liberal, Socialist, Marxist, Radical Feminism.</li> <li>3. Sex-Gender debates.</li> <li>4. Public and Private dichotomy: Personal is Political.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: History of Feminism</b> <ol style="list-style-type: none"> <li>1. Origins of Feminism.</li> <li>2. History of Women's struggle in India, Feminist issues and women's participation in anti-colonial and national liberation movements.</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: Emergence of third gender studies</b> <ol style="list-style-type: none"> <li>1. Women and Culture, Custom, Religion and the position of women in India.</li> <li>2. The emergence of Third Gender Studies- LGBTQA+.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: Women's Political Participation and Representation in India</b> <ol style="list-style-type: none"> <li>1. Women's Participation and Representation in Politics in India.</li> <li>2. The Question of Reservation for Women in India: Women Reservation Act.</li> <li>3. Me Too Movement.</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## **Textbooks**

- 1 Ghadially R., (2007) Urban Women in Contemporary India, Sage Publications, New Delhi.
2. Walters, M, Feminism: (2005) A Very Short Introduction, OUP, Oxford
3. Wollstonecraft M, A Vindication of the Rights of Women, 1792
4. <https://zubaanbooks.com/>

## **Reference books**

- 1 Menon, Nivedita (2012) Seeing Like a Feminist, , Penguin Books Ltd., New Delhi.
- 2 Hirschmann Nancy, (2009), Gender, Class and Freedom in Modern Political Theory, Princeton University Press.
- 3 Ghadially R., (2007) Urban Women in Contemporary India, Sage Publications, New Delhi.
- 4 Bhargava Rajiv and Acharya A.,(ed) (2016) Political Theory: An Introduction, Pearson, New Delhi.
- 5 Wollstonecraft M, A Vindication of the Rights of Women, 1792

**Semester – III (IDC)**

**Paper I/Subject Name: Strategic Studies**

**Code: POL182I301**

**L-T-P-C – 2-1-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Course Objectives:**

1. To introduce students to the fundamental concepts and theories of strategic studies.
2. To develop critical thinking skills necessary for analyzing strategic issues and challenges.
3. To explore the interdisciplinary nature of strategy by integrating insights from political science, military studies, economics, and sociology.
4. To foster an understanding of the historical evolution and contemporary relevance of strategic thought and practice.

**After successful completion of the course, the students will**

<b>CO 1</b>	Demonstrate a thorough understanding of key concepts and theories in strategic studies.	<b>BT 1</b>
<b>CO 2</b>	Apply interdisciplinary approaches to develop comprehensive strategic solutions.	<b>BT 2</b>
<b>CO 3</b>	Developing critical thinking which is crucial for analyzing current strategic issues and challenges.	<b>BT 3</b>
<b>CO 4</b>	Examining the historical evolution and contemporary relevance of strategic thought and practice.	<b>BT 4</b>

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I- Strategic Thought</b> 1-Kautilya 2-Jomini 3-Carl Von Clausewitz	<b>15</b>
<b>II</b>	<b>Unit II- War as an Instrument in IR</b> 1-Causes of War 2-Democratic Peace Theory 3-Global Nuclear Doctrines	<b>15</b>
<b>III</b>	<b>Unit III- Defence Economics</b> 1-Economic Causes of War 2-International Trade Regimes and National Security 3-Geo-Economics and its Implications	<b>15</b>
<b>IV</b>	<b>Unit IV- Science and Technology</b> 1-Revolution in Military Affairs (RMA) 2-Military Industrial Complexes 3-Dual Use Technology	<b>15</b>
	<b>Total</b>	<b>60</b>

### **Textbooks**

- Books- Jolle Demmers, Theories of Violent Conflict: An Introduction (Routledge, 2016).
- Karin Fierke, Critical Approaches to International Security, second edition, (Polity, 2015).

### **Reference Books**

- Tim Jacoby, Understanding Conflict and Violence (Routledge, London and New York, 2007).
- Booth, K. (2014), *International Relations: All that Matters*, (London: John Murray Press).



Semester–III (AEC)
<b>Paper/Subject Name: CEN III – Fundamentals of Business Communication</b> <b>Code: CEN982A301</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units:1</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:** The aim of the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

**Course Outcomes:** On successful completion of the course the students will be able to:

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	<b>Define and list</b> business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	<b>BT 1</b>
CO 2	<b>Demonstrate</b> confident verbal communication skills through persuasive presentations, active listening, and clear articulation to engage and influence diverse stakeholders.	<b>BT 2</b>
CO 3	<b>Apply</b> effective interpersonal communication strategies, including conflict resolution and active teamwork, to foster positive relationships and contribute to successful organizational communication dynamics	<b>BT 3</b>

<b>Detailed Syllabus</b>		
<b>Units</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Business Communication: Spoken and Written</b> <ul style="list-style-type: none"> <li>• The Role of Business Communication</li> <li>• Classification and Purpose of Business Communication</li> <li>• The Importance of Communication in Management</li> <li>• Communication Training for Managers</li> <li>• Communication Structures in Organizations</li> <li>• Information to be Communicated at the Workplace</li> <li>• Writing Business Letters, Notice, Agenda and Minutes</li> </ul>	<b>5</b>
<b>II</b>	<b>Negotiation Skills in Business Communication</b> <ul style="list-style-type: none"> <li>• The Nature and Need for Negotiation <ul style="list-style-type: none"> <li>○ Situations requiring and not requiring negotiations</li> </ul> </li> <li>• Factors Affecting Negotiation <ul style="list-style-type: none"> <li>○ Location, Timing, Subjective Factors</li> </ul> </li> <li>• Stages in the Negotiation Process <ul style="list-style-type: none"> <li>○ Preparation, Negotiation, Implementation</li> </ul> </li> <li>• Negotiation Strategies</li> </ul>	<b>5</b>
<b>III</b>	<b>Ethics in Business Communication</b> <ul style="list-style-type: none"> <li>• Ethical Communication</li> <li>• Values, Ethics and Communication</li> <li>• Ethical Dilemmas Facing Managers</li> <li>• A Strategic Approach to Business Ethics</li> <li>• Ethical Communication on the Internet</li> <li>• Ethics in Advertising</li> </ul>	<b>5</b>
<b>IV</b>	<b>Business Etiquettes and Professionalism</b> <ul style="list-style-type: none"> <li>• Introduction to Business Etiquette</li> <li>• Interview Etiquette</li> <li>• Social Etiquette</li> <li>• Workplace Etiquette</li> <li>• Netiquette</li> </ul>	<b>5</b>

**Texts:**

1. *Business Communication* by Shalini Verma
2. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi
3. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Semester–III (AEC)
<b>Paper/Subject Name: Behavioural Sciences -III</b> <b>Code: BHS982A302</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units:1</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

**Course outcomes:** On completion of the course the students will be able to:

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Understand the process of problem solving and creative thinking.	BT 1
CO 2	Develop and enhance skills required for decision-making.	BT 3

Modules	Course Contents	Periods
I	<b>Problem Solving Process</b> Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	4
II	<b>Thinking as a tool for Problem Solving</b> What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: - Making Predictions and Reasoning. - Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	<b>Creative Thinking</b> - Definition and meaning of creativity, - The nature of creative thinking :Convergent and Divergent thinking, - Idea generation and evaluation (Brain Storming) - Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	4
IV	<b>Building Emotional Competence</b> Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
<b>Total</b>		<b>16</b>

**Text books:**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester–III (SEC)
<b>Course Name: Film Studies</b> <b>Subject Code: POL182S321</b> <b>L-T-P-C: 2-0-1-3</b> <b>Credit Units:3</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Practical</b>

### Course Objective:

This Course will allow a student to understand the foundational concepts of film studies, its historical evolution and its critical relationship with political discourse. Additionally, it will help a student analyze films as a powerful medium of political expression, cultural influence and ideological representation in society. Students will also be able to explore the impact of Bollywood and Indian cinema on the portrayal of identity politics, gender, race, class and social issues as well as critically examine the influence of the digital revolution on Indian cinema and explore the themes of diversity and inclusivity in contemporary films.

### After successful completion of the course, the students will be

<b>CO 1</b>	Able to demonstrate an understanding of the historical development of film studies and its role in shaping political and ideological discourse.	<b>BT 1</b>
<b>CO 2</b>	Enable to analyze films as cultural artifacts that represent and influence social issues such as race, gender and class.	<b>BT 2</b>
<b>CO 3</b>	Able to critically assess the impact of digital technologies on contemporary Indian cinema and the transformation of film production, distribution and consumption.	<b>BT 3</b>
<b>CO 4</b>	Students will develop the ability to review and critique regional cinema, understanding its contribution to political awareness and social change in India.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I Introduction to Film Studies</b> 1. Define film studies; historical evolution and critical dimensions within political discourse 2. Understanding film as a medium of political expression, cultural influence and ideological representation.	<b>15</b>
<b>II</b>	<b>Unit II Film and Society</b> 1. Bollywood movies and politics: Identity politics, issues of race, gender, class, and sexuality 2. Indian movies and portrayal of social issues	<b>15</b>
<b>III</b>	<b>Unit III Contemporary Issues in Film Studies</b> 1. Impact of the digital revolution on Indian cinema 2. Exploration of diversity and inclusiveness in film studies	<b>15</b>
<b>IV</b>	<b>Unit IV: Regional Cinema and Political Awareness</b> □ A movie review on Award winning regional movie <b>Contribution of regional cinema</b> 3. The Tenth Schedule, Fundamental Duties. 4. Election to the President of India, Eight Schedule.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Text Books:**

1. Basu, DD. (2019). *Constitution of India*. India Law House.
2. Bhagwan, V. (2008). *Indian Government and Politics*. Omson Publications.

**Reference Books**

1. Kashyap, S. (2001). *Our Constitution: An Introduction*. NBI.
2. Lakshmi kanth, M. (2017). *Indian Polity*. Fifth Edition. Tata McGraw Hill.

Semester–IV (Major)
<b>Course Name: Introduction to International Relations</b> <b>Code: POL182M401</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

### **Course Objective:**

The aim of the course is to prepare students with the basic intellectual tools for understanding International Relations. The course shall also make students aware of the implicit Euro - Centricism of International Relations by highlighting certain specific perspectives from the Global South.

### **After successful completion of the course, the students will**

<b>CO 1</b>	Have a fairly comprehensive overview of the major political developments and events starting from the twentieth century.	<b>BT 1</b>
<b>CO 2</b>	Be able to understand the key milestones in world history and equip them with the tools to understand and analyse the same from different perspectives.	<b>BT 2</b>



**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Studying International Relations</b> <ol style="list-style-type: none"> <li>1. International Relations: Levels of Analysis.</li> <li>2. History and IR: Emergence of International State System.</li> <li>3. Westphalia World.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: Theoretical Perspectives</b> <ol style="list-style-type: none"> <li>1. Classical Realism &amp; Neo-Realism.</li> <li>2. Liberalism &amp; Neoliberalism.</li> <li>3. Marxist Approaches.</li> <li>4. Non-Western perspective to International Relations.</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: Key Concepts in IR-I</b> <ol style="list-style-type: none"> <li>1. Balance of Power.</li> <li>2. War.</li> <li>3. Conflict Resolution.</li> <li>4. Diplomacy.</li> <li>5. Foreign Policy.</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: Key Concepts in IR-II</b> <ol style="list-style-type: none"> <li>1. Environmentalism.</li> <li>2. Human Security.</li> <li>3. Gender in World Politics.</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## **Textbooks**

- 1 Mingst and J. Snyder, (2011) Essential Readings in International Relations, New York: W.W. Norton and Company
- 2 Baileys and Smith, International Politics, Latest Edition, New York:, Oxford University Press
- 3 Snidal and Duncan, The Oxford Handbook of International Relations, 2008, OUP
- 4 Heywood, A, “Global politics”, Bloomsbury publication, 2023
- 5 Smith et al, ‘Introduction to Global politics’, Oxford university press, 2020

## **Reference books**

1. M. Nicholson, (2002), International Relations: A Concise Introduction New York: Palgrave
2. V. N. Kahanna (2018) International Relations, Vikas publishing house Pvt. Ltd.
3. C. W. Pevehouse Jon (Author), S. Goldstein Joshua, 2017, International Relations, Pearson, London.
4. K. Mingst and J. Snyder, (2011) Essential Readings in International Relations, New York: W.W. Norton and Company
5. Rumki Basu, (ed) (2012) International Politics: Concepts, Theories and Issues, New Delhi.

**Semester–IV (Major)**

**Course Name: Political Institutions and Processes in Comparative Perspective**

**Code: POL182M402**

**L-T-P-C: 3-1-0-4**

**Course Level: 200**

**Credit Units:4**

**Scheme of Evaluation: Theory**

**Course Objective:**

In this course students

1. Will be trained in the application of comparative methods to study political science.
2. Will be introduced to the range of issues, literature, and methods that encompasses comparative political studies.

**After successful completion of the course, the students will**

<b>CO 1</b>	1. Understand the different approaches of studying Comparative Politics and will be able to know the nature of Democratization and Federalism.	<b>BT 1</b>
<b>CO 2</b>	2. Understand about democratization and about the political institutions in comparative perspective.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Introduction to Comparative Politics</b>  1. Behavioural and Post Behavioural Movement. 2. Systems Theory. 3. New Institutionalism.	<b>15</b>
<b>II</b>	<b>Unit II: Introduction to Electoral System</b>  1. Definition and types. 2. Different types of election system. a) First Past the Post. b) Proportional Representation. c) List System.	<b>15</b>
<b>III</b>	<b>Unit III: Parties and Party System</b>  1. One party system (China). 2. Two party system (US). 3. Multi party system (UK, France, Germany).	<b>15</b>
<b>IV</b>	<b>Unit IV: Democratization</b>  1. Process of democratization in postcolonial, Post-authoritarian and post-communist countries.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## **Textbooks**

1. Almond (et.al), (2006) Comparative Politics Today: A World View, 2006, Pierson Pub Ltd.
2. Bhagwan V, (2020) World Constitutions: A Comparative Politics, 2020, Sterling Publications.
3. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in Globalization: A Basic Text., London: Wiley-Blackwell

## **Reference books**

1. M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) Comparative Politics: Explaining Democratic System. Sage Publications, New Delhi, pp. 13-40.
2. B. Rosamond, B. Axford, et al. Politics, 2005 'Political Culture', , London: Routledge, pp.57-81
3. M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A.Zuckerman, S. (eds.) Comparative Political: Rationality, Culture, and Structure. Cambridge: Cambridge University Press.
4. A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', Sage Publications.

<b>Semester–IV</b> <b>(Major)</b>
<b>Course Name: Introduction to International Political Economy</b> <b>Code: POL182M403</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units:4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 200</b>

### **Course Objectives:**

- 1 To familiarize the students with certain key concepts for analyzing world politics and the core theoretical issues and empirical explanations in the field of International Political Economy (IPE).
- 2 To introduce students with the key issues pertaining to the relationship between security and economic affairs, the tensions between the ‘national’ and ‘international’ for decision making on matters of global economic governance and, politics of international trade, finance and labour.

**After successful completion of the course, the students will**

<b>CO 1</b>	Be able to understand the working of various international institutions.	<b>BT 1</b>
<b>CO 2</b>	Get an insight on the present international issues.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Approaches to Understand International Political Economy</b> 1) Liberal 2) Marxist 3) Socialist	<b>15</b>
<b>II</b>	<b>Unit- II: Emergence of Global Institutional Order</b> 1) Global Economic Governance (IMF, WB and WTO) 2) Politics of International Trade 3) International Alignments (G-8, BRICS and G-77)	<b>15</b>
<b>III</b>	<b>Unit- III: Global and Environment Governance</b> 1) Global Climate Change 2) Political Ecology 3) Sustainable Development	<b>15</b>
<b>IV</b>	<b>Unit- IV: Global and Regional Frameworks</b> 1) EU, ASEAN 2) BRICS, BIMSTEC 3) APEC, QUAD	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## **Textbooks**

1. Baylis and Smith, International Politics, Latest Edition, New York:, Oxford University Press
2. Ritzer, (2002) '*Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization*', in *Globalization: A Basic Text.*, London: Wiley-Blackwell

## **Reference Books**

1. Ravenhill J (2011) *Global Political Economy*, (Latest Edition), OUP, UK
2. Dunne T., M. Kurki, Smith S (2017) *International Relations. Discipline and Diversity*, Create Space Independent Publishing Platform
3. W., Athreya, S (2014) *Ordering the International: History, Change and Transformation*, Bromley S., Brown, Pluto Press, London.
4. Pogge T., Moellendorf D. (2008) *Global Justice: Seminal Essays*, Paragon House, U.S.A.
5. Yemini M (2017) *Internationalization and Global Citizenship. Policy and Practice in Education*, Palgrave Macmillan, London.



Semester–IV (Minor)
<b>Course Name: International Relations</b> <b>Code: POL182N401</b> <b>L-T-P-C: 2-1-0-3</b> <b>Credit Units:3</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives:

1. To provide students an understanding of the diverse traditions of theoretical endeavours in International Relations as they have evolved around the world.
2. To provide students a thorough background in recent trends in the contemporary world and changing nature of foreign policy and diplomatic relations in contemporary international relations.

### After successful completion of the course, the students will

<b>CO 1</b>	To understand the diverse traditions of theoretical endeavours in the International Relations as they have evolved around the world.	<b>BT 1</b>
<b>CO 2</b>	Have a thorough background in recent trends in contemporary International Relations and changing nature of foreign policy and diplomatic relations of the countries in contemporary international relations.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Introduction to International Relations</b> 1) Meaning, Definitions and Nature of International Relations. 2) Growth and Evolution of International Relations	<b>15</b>
<b>II</b>	<b>Unit- II: Nature and Variants of Three Major Theories</b> 1) Realism: Principles and Concepts 2) Liberalism: Principles and Concepts 3) Marxism: Principles and Concepts	<b>15</b>
<b>III</b>	<b>Unit- III: Foreign Policy and Diplomacy</b> 1) Meaning and Nature of Foreign Policy. 2) Elements of Foreign Policy. 3) Meaning and Definition of Diplomacy. 4) Types and Relevance of Diplomacy in International Relations.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Recent Trends in International Relations</b> 1) Environment: Climate Change. 2) South-South Cooperations. 3) Refugees and Migrations.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## Reference book

1. Brown C., Ainley K (2005) *Understanding International relations*, 3<sup>rd</sup> Edition, Cambridge University Press, Palgrave Macmillan, London
2. Khanna V N, (2018) *International Relations*, Vikas publishing house, India
3. Dunne T., M. Kurki, Smith S., (2017) *International Relations. Discipline and diversity*, create space independent publishing platform.
4. Pant, Pushpesh, (2017) *International Relations in 21<sup>st</sup> Century*, McGraw Hill. New Delhi.

**Semester–IV (Minor)**

**Course Name: Peace and Conflict Studies**

**Code: POL182N402**

**L-T-P-C: 2-1-0-3**

**Credit Units:3**

**Course Level: 200**

**Scheme of Evaluation: Theory**

**Course Objectives:**

1. This course will help the students at a very early level to grasp the importance of peace and conflict studies. It will help the students to understand the basic theories from political and sociological perspectives
2. The course will also analyze some of the major thinkers behind peace and conflict studies and they will better understand the problems and solutions to the present-day insurgent movements in the different parts of the world.

**After successful completion of the course, the students will**

<b>CO 1</b>	Get a prior understanding of peace and conflict studies in India.	<b>BT 1</b>
<b>CO 2</b>	Able to know about the nature of how problems are solved through peace and negotiations at various levels.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Introduction to Peace and Conflict Studies</b> 1) What is Peace? 2) What is Conflict Resolution?	<b>15</b>
<b>II</b>	<b>Unit- II: Contributions of Key Thinkers</b> 1) Gandhi 2) Mandela 3) Martin Luther King	<b>15</b>
<b>III</b>	<b>Unit- III: Changing Nature of Conflict</b> 1) Conventional 2) Non-conventional 3) Non-State Actor Challenges	<b>15</b>
<b>IV</b>	<b>Unit-IV: Conflict Resolution Instruments</b> 1) Negotiation 2) Mediation 3) Arbitration 4) Adjudication 5) Role of NGOs 6) AMNESTY International	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>30 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## References:

1. Galtung J, (1996) *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, Sage Publications, New Delhi.
2. Mahanta, N.G, (2013) *Confronting the State: ULFA's Quest for Sovereignty*, Sage Publications, New Delhi.
3. Bakshi P.M., (2011) *The Constitution of India*, Universal Law Publishing Co., New Delhi.
4. H. Jeong (2017). *Peace and Conflict Studies: An Introduction*. London & New York: Routledge.
5. S. Cheldelin, D. Druckman and L. Fast (eds) (2003). *Conflict: From Analysis to Intervention (Second Edition)*. New York/London: Continuum.
6. Oberschall. (1978). Theories of Social Conflict. *Annual Review of Sociology*. Vol. 4:291-315.
7. A. E. Jack. (2003). *Gender and Armed Conflict: Overview Report*. UK: BRIDGE Institute of Development Studies, University of Sussex.
8. C. Poulatova. (2013). *Children and Armed Conflict*. UK: Cambridge Scholars Publishers.
9. D. M. Rosen. (2005). *Armies of the Young Child Soldiers in War and Terrorism*. New Brunswick, NJ: Rutgers University Press.
10. P. Aall. (2001). What do NGOs Bring to Peacemaking? In C. Crocker, F. O. Hampson & P. Aall. (eds) *Turbulent Peace: The Challenges of Managing International Conflicts*. Washington, DC: United States Institute of Peace Press.
11. J. Darby and R. M. Ginty. (eds). (2003). *Contemporary Peacemaking: Conflict, Violence and Peace Processes*. New York: Palgrave Macmillan.
12. J. D. Brewer. (2010). *Peace Processes: A Sociological Approach*. UK & US: Polity Press.
13. P. Banerjee. (2008). *Women in Peace Politics*. New Delhi: Sage Publications.
14. R. L. Keeble, J. Tulloch, F. Zollmann. (eds). (2010). *Peace Journalism, War and Conflict Resolution*. New York: Peter Lang.

Semester–IV (AEC)
<b>Course Name: CEN IV: Business Communication: Concepts and Skills</b> <b>Code: CEN982A401</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units:1</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

**Course Objectives:** This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

**Course Outcomes:** After the successful completion of the course, the students will be able to

CO Level	Course Outcome	Blooms Taxonomy Level
CO 2	<b>Demonstrate</b> understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	<b>BT 2</b>
CO 3	<b>Develop</b> professional documents to meet the objectives of the workplace	<b>BT 3</b>

CO 3	<b>Identify</b> different life skills and internet competencies required in personal and professional life.	<b>BT 3</b>
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<b>Detailed Syllabus</b>		
<b>Units</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Presentation Skills</b> Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	<b>5</b>
<b>II</b>	<b>Business Writing</b> Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports  Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals  Technical articles: Types and structure	<b>5</b>
<b>III</b>	<b>Preparing for jobs</b> Employability and Unemployability, Bridging the Industry-Academia Gap Knowing the four- step employment process, writing resumes, Guidelines for a good resume, Writing cover letters  Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	<b>5</b>
<b>IV</b>	<b>Digital Literacy and Life Skills</b>  <b>Digital literacy:</b> Digital skills for the '21st century', College students and technology, information management using Webspaces, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0.  <b>Life Skills:</b> Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem- solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.  Application of life skills: opening and operating bank accounts, applying for PAN, Passport, online bill payments, ticket booking, gas booking	<b>5</b>

**Texts:**

1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma



<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
15 hours	-	10 hours <ul style="list-style-type: none"> <li>- Movie/ Documentary screening</li> <li>- Field visits</li> <li>- Peer teaching</li> <li>- Seminars</li> <li>- Library visits</li> </ul>

Semester–IV (AEC)
<b>Course Name: Behavioural Sciences -IV</b> <b>Code: BHS982A402</b> <b>L-T-P-C: 1-0-0-1</b> <b>Credit Units:1</b> <b>Course Level: 200</b> <b>Scheme of Evaluation: Theory</b>

**Course objectives:** To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

CO Level	Course Outcome	Blooms Taxonomy Level
CO 1	Understand the importance of individual differences	BT 2
CO 2	Develop a better understanding of self in relation to society and nation	BT 3
CO 3	Develop facilitation for a meaningful existence and adjustment in society	BT 3

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Managing Personal Effectiveness</b> Setting goals to maintain focus, Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	<b>4</b>
<b>II</b>	<b>Positive Personal Growth</b> Understanding & Developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	<b>4</b>
<b>III</b>	<b>Handling Diversity</b> Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	<b>4</b>
<b>IV</b>	<b>Developing Negotiation Skills</b> Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	<b>4</b>
<b>Total</b>		<b>16</b>

**Text books:**

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company
- Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Semester–V (Major)
<b>Course Name: Indian Political Thought I</b> <b>Code: POL182M501</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level-300</b>

**Course Objectives:**

1. To introduce students to political thought in a historical perspective.
2. To expose the students to the main currents of Indian, Islamic and English political thought.
3. To develop a critical understanding towards the different traditions and strands of political thought in India and in the world.

**After successful completion of the course, the students will**

<b>CO 1</b>	This course will introduce the specific elements of Indian Political Thoughts panning over two millennia	<b>BT 1</b>
<b>CO 2</b>	Shall provide a sense of the broad streams of the Indian thought while encouraging a specific knowledge of individual thinkers and texts and shall be able to understand Ancient and Modern	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Traditions of Indian Political Thought (Changes Need)</b> 1) Brahmanic and Shramanic. 2) Islamic and Syncretic. 3) The Concept of State in the Ancient Hindu Tradition.	<b>15</b>
<b>II</b>	<b>Unit- II: Traditional Thinkers (Changes Needed)</b> 1) Manu: Social Laws. 2) Kautilya: Theory of State.	<b>15</b>
<b>III</b>	<b>Unit- III: Medieval to British Era</b> 1) Tilak: Social Reform. 2) Raja Ram Mohan Roy: Social Organisation and Reformatory Thoughts. 3) Political Philosophy of Swami Vivekananda.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Modern Indian Political Thought</b> 1) Hindu Nationalism: M. S. Golwalkar and V. D. Savarkar. 2) Nationalism: J. L. Nehru. 3) M. K. Gandhi: Religion and Politics, Democratic Decentralisation, Concept of Ram Rajya, Non-violence. 4) Ambedkar: Casteism and Reformatory Policy, Constitutional Safeguards to Depressed Sections.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks**

- 1 Mehta V, Foundations of Indian Political Thought, 1996, Manohar Publications
- 2 Ray, N.B., (2016) Indian Political Thought, Mayur Paperbacks, New Delhi.
- 3 Roy H, Singh MP, (2011) Indian Political Thought, 2011, Pierson Publications

### **Reference Books**

1. Roy, Himangshu, and Singh P.M, (2017) Indian Political Thought, Pearson Education, New Delhi.
2. Ray, N.B., (2016) Indian Political Thought, , Mayur Paperbacks, New Delhi.
3. V. Varma, (1971) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: MotilalBanarsidass.
4. Myneni, R.S., (2016) Indian Political Thought', Allahabad Law Agency, Allahabad.
5. Sengupta, L., (2016) Indian Political Thought and its Contemporary Relevance, Atlantic, New Delhi.

Semester–V (Major)
<b>Course Name: Global Politics</b> <b>Code: POL182M502</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level-300</b>

**Course Objectives:**

1. To introduce students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.
2. To impart an understanding of the working of the world economy, its anchors and resistances offered by global social movements.

**After successful completion of the course, the students will**

<b>CO 1</b>	The students will have Insights into the 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.	<b>BT 1</b>
<b>CO 2</b>	Understanding of the elements of global politics and Emergence of New World Order.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Globalization and Liberalisation</b> 1) Global Political Economy and Institutional Processes. 2) Contemporary Debates on Sovereignty and Territoriality. 3) Global Resistances (Global Social Movements and NGOs)	<b>15</b>
<b>II</b>	<b>Unit- II: Global Economy</b> 1) Meaning, its Significance and Anchors of Global Political Economy. 2) IMF. 3) World Bank. 4) WTO. 5) EU.	<b>15</b>
<b>III</b>	<b>Unit- III: Contemporary Global Issues</b> 1) Ecology and Climate Change. 2) Proliferation of Nuclear Weapons. 3) Global Terrorism.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Global Shifts</b> 1) Emergence of Post Cold War World Order: Emergence of Multilateralism (BRICS and BIMSTEC) 2) Emergence of Alternative Power Centres: China and the Global South. 3) Introduction to Regions in World Politics: Indo-Pacific and Indian Ocean Regions.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit



**Textbooks:**

1. Heywood, A. (2014) Global Politics. Palgrave Publications.
2. Baylis, S. Smith and P. Owens (eds) (2011) Globalization of World Politics: An Introduction to International Relations, A. McGrew, New York:, Oxford University Press.
3. Stiglitz, J. 2002. Globalisation and Its Discontents, WW Norton and Company.

**Reference Books**

1. J. Baylis, S. Smith and P. Owens (eds) (2011) Globalization of World Politics: An Introduction to International Relations, A. McGrew, New York, Oxford University Press.
2. A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan.
3. Global Politics, James Ray, J & Kaarbo, J, (2010), Wadsworth Cengage Learning; International.
4. W. Ellwood, (2005) The No-nonsense Guide to Globalization, Jaipur: NI-Rawat Publications.
5. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell.
6. Jindal, N & Kumar, K, (2018) Global Politics: Issues and Perspectives, SAGE.

Semester–V (Major)
<b>Course Name: Governance and Administration in Post-Independent India</b> <b>Code: POL182M503</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units:4</b> <b>Course Level: 300</b> <b>Scheme of Evaluation: Theory</b>

**Course Objectives:**

1. To provide an introduction to the interface between public policy and administration in India and the essence of public policy responsible for its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living
2. To enable the students to understand the issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

**After successful completion of the course, the students will**

<b>CO 1</b>	be able to understand the public policy and welfare administration in India along with the citizen –Administration interface.	<b>BT 1</b>
<b>CO 2</b>	have an idea of the schemes and policies of the social welfare administration.	<b>BT 2</b>

### Detailed Syllabus:

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit- I: Public Policy</b> 1) Institutional Framework and Other Actors such as Media. 2) Public Policy Processes in India: Role of NITI Aayog and National Development Council.	<b>15</b>
<b>II</b>	<b>Unit- II: Ministry of Finance</b> 1) Meaning, Significance, Approaches and Types. 2) Local Self Governance: Rural and Urban.	<b>15</b>
<b>III</b>	<b>Unit- III: Institutions and Governance in India</b> 1) Concept and Significance of Budget in India. 2) Public Services Delivery in India and E-governance. 3) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Social Welfare Administration</b> 1) Concept and Approaches of Social Welfare. 2) Social Welfare Policies. 3) Education: Right to Education. 4) Food: Right to Food Security. 5) Employment: MNREGA.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentar y, Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks**

1. Chakraborty and Prakash, (2019) Public Policy: Concept Theory and Practice, Sage Publications
2. Sanyal and Chakraborty Rajesh, (2017) Public Policy in India, OUP
3. Rathore, Richa, (2016) Public Policy and Administration in India, Indian Books and Periodicals

### **Reference books**

- 1.Sahu, S.K., (2017) Public Policy and Administration In India, Kalyani Publications
2. M. Howlett, M. Ramesh, and A. Perl, (2009) Studying Public Policy: Policy Cycles and Policy; Subsystems, 3rd edition, Oxford: Oxford University Press.
3. Noorjahan Bava, (2001) Development Policies and Administration in India, Delhi: Uppal
4. Rathore, Richa, (2016) Public Policy and Administration in India. Indian Books and Periodicals.

**Semester–V (Minor)**

**Course Name: Introduction to South Asian Society and Politics**

**Course Code: POL182N501**

**L-T-P-C: 3-1-0-4**

**Credit Units:4**

**Scheme of Evaluation: Theory**

**Course Level: 200**

**Course Objectives:**

1. The course will introduce the historical legacies and geopolitics of South Asia as a region and shall impart an understanding of the political regime types as well as the socio economic issues of the region in a comparative framework.
2. The course also appraises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

**After successful completion of the course, the students will**

<b>CO 1</b>	The students shall have insights into the 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.	<b>BT 1</b>
<b>CO 2</b>	Be able to understand and know the elements of global politics	<b>BT 2</b>

### Detailed Syllabus:

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit- I: South Asia Understanding South Asia as a Region</b> 1) Introduction to the Region of South Asia. 2) Demography. 3) Culture and Religion in South Asia 4) Colonial Legacy and State Formation	<b>15</b>
<b>II</b>	<b>Unit- II: Politics and Governance</b> 1) Military and Politics in Pakistan. 2) Monarchy and Democracy in Bhutan and Nepal. 3) Political Transition in Bangladesh and Sri Lanka.	<b>15</b>
<b>III</b>	<b>Unit- III: Key Issues in South Asia</b> 1) Identity Politics and Economic Deprivation: Challenges and Impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka) 2) Religious Fundamentalism. 3) Human Security. 4) Terrorism and Insurgency in South Asia. 5) Non-traditional Security Challenges in South Asia.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Geo-politics and Security in South Asia</b> 1) Great Powers and Their Involvement in South Asia: U.S. and China. 2) Boundary Disputes in South Asia: Line of Actual Control and Line of Control. 3) Regional Connectivity in South Asia and Beyond: Act East Policy.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

1. Muni, S.D. (2006) 'Responding to Terrorism: An Overview', Manohar, New Delhi.
2. W. Ellwood, (2005) The No-nonsense Guide to Globalization, Jaipur: NI-Rawat Publications
3. Burchill, S., (2015) Theories of International Relations, Palgrave Macmillan.

**Reference Books**

1. Brass, P. (ed.) (2010) Routledge Handbook of South Asian Politics. London: Routledge
2. A. Heywood, (2011) Global Politics, New York: Palgrave-McMillan
3. Electoral Processes and Governance in South Asia. Mendis, D. (ed ) 2008, New Delhi: Sage, pp.15-52.
4. D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics and Culture, Cambridge: Polity Press.
5. Kukreja, V. (2003) Contemporary Pakistan., New Delhi: Sage.

Semester–V (Major)
<b>Course Name: Internship</b> <b>Course Code: POL182M521</b> <b>L-T-P-C: 0-0-4-4</b> <b>Credit Units:4</b> <b>Scheme of Evaluation: Practical</b> <b>Course Level: 300</b>

### **Course Objectives:**

1. The course will help the students in applying theoretical knowledge to real-world political and administrative settings, enhancing understanding of governance, public policy, and institutional processes at local, national, or international levels.
2. It will also help the students to develop practical skills in political research, data analysis, and policy evaluation through guided experiential learning in government offices, NGOs, think tanks, or political organizations.

### **After successful completion of the course, the students will**

<b>CO 1</b>	Demonstrate the ability to connect core political theories and concepts with on-ground practices in policymaking, governance, or administrative procedures at local, national, or international levels.	<b>BT 1</b>
<b>CO 2</b>	Conduct structured political research, analyse relevant data sets, and produce evaluative summaries or recommendations on policy initiatives or political phenomena.	<b>BT 2</b>



**Guidelines:**

- 1) The internship will be of sixty hours.
- 2) Students are to identify the organizations in alignment with the following broad areas relevant to the discipline of Political Science, such as-
  - NGOs
  - News agencies
  - Political Parties
  - Governmental institutions (local, state and national)
  - Academic institutions
- 3) Students are required to contact the respective organisations and intimate the concerned supervisor, who shall then issue a Bonafide Certificate highlighting the objective of the internship and the number of hours to be fulfilled during the internship.
- 4) Students are to maintain a daily internship diary and provide geotagged pictures in the respective WhatsApp groups.
- 5) Upon completion of the internship, students must provide a detailed report and a presentation accompanied by a viva-voce.

Semester–VI (Major)
<b>Course Name: Western Political Philosophy</b> <b>CODE: POL182M601</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units:4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 300</b>

**Course Objectives:**

1. The objective is to make the students aware about the general themes of the thinkers from varied social and temporal contexts.
2. To enable the students to understand the major ideas and concepts of modern political philosophers in Modern Political Philosophy.

**After successful completion of the course, the students will**

<b>CO 1</b>	After completion of their course, the students will have an insight into the philosophy of politics that emerged at different times under the writings of different political philosophers and their contribution towards the development of the discourse and later political system.	<b>BT 1</b>
<b>CO 2</b>	Understand the major ideas and contributions of political thinkers in political philosophy	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Understanding Classical and Modern Political Philosophy</b> 1) Plato: Theory of Education, Justice, Philosopher King/Queen 2) Aristotle: Family, Private Property, Slavery, Concept of Citizenship and Justice 3) St. Augustine, Machiavelli and the Prince	<b>15</b>
<b>II</b>	<b>Unit- II: Contractualist Traditions</b> 1) Hobbes: Political Absolutism, Human Nature and Contract. 2) Locke: Limited Government, Private Property and Civil Society. 3) Rousseau: Institution of Private Property, Social Contract, General Will and Individual Freedom.	<b>15</b>
<b>III</b>	<b>Unit- III: Utilitarians: Bentham, J. S. Mill and John Rawls</b> 1) Bentham: Meaning of Utilitarianism; Principles of Pleasure and Pain; The Modern State. 2) J. S. Mill: Critique of Utilitarianism, Defence of Individual Freedom and Liberty, Representative Government, Equality between Sexes. 3) John Rawls: Critique of Utilitarianism, Revival of the Social Contract Theory, Theory of Justice: Justice as Fairness.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Karl Marx and Lenin</b> 1) Historical Materialism; Base-Superstructure Relations. 2) Theory of Classes; Class Struggle; and Critique of Capitalism. 3) Lenin: Theory of State and Revolution, Theory of Imperialism.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review,

		Assembly Visit
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### **Textbooks**

1. Jha, S, Western Political Thought, 2018, Pearson Publications.
2. Sabine G, A History of Political Theory, 2019, OUP.
3. Nebson BR, Western Political Thought to the Age of Ideology, 2015, Illiois University Press.
4. Verma, S. P. (1975) Modern Political Theory, 1975, Vikash Publications

### **Reference books**

1. Subrata M., and Sushila R, (2006) A History of Political Thought: Plato to Marx, Prentice Hall of India Pvt., New Delhi.
2. Boucher. D& Kelly, P. (2018) Political Thinkers: From Socrates to the present, Oxford University Press, New Delhi.
3. Carlyle, J.A. & Carlyle, W. R. (2017). History of Medieval Political Theory in the West, Andesite Press, UK.
4. Mukharjee, S. & Ramaswami, S. (2011). A History of Political Thought: from Plato to Marx 2011Prentice Hall India Pvt. Ltd, New Delhi.
5. I. Hampsher- Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers.
6. Strauss, Leo and Cropsey J, (1987) A History of Political Philosophy, 1987, University of Chicago Press, Chicago.
7. Gauba, O.P., (2011) Western Political Thought,2011, Laxmi Publications, New Delhi.

Semester–VI (Major)
<b>Paper I/Subject Name: Research Methodology I</b> <b>CODE: POL182M602</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 300</b>

### Course Objectives:

- 1) This course aims to equip students with foundational knowledge and practical skills in social science research, particularly in political science.
- 2) This course covers the meaning, nature, and significance of research, including problem identification and literature review.
- 3) Students will learn to formulate research questions, explore various research designs, and apply comparative methods.
- 4) The course also introduces data collection techniques, sampling methods, and essential tools such as questionnaires and interviews.

### After successful completion of the course, the students will

<b>CO 1:</b>	Define and describe the scope of social science research, its significance in political science, and the process of identifying research gaps.	<b>BT 1</b>
<b>CO 2:</b>	Differentiate between various research designs, formulate research questions and hypotheses, and apply the comparative method in social science research.	<b>BT 2</b>
<b>CO 3:</b>	Identify appropriate sources of data, implement probability and non-probability sampling methods, and use tools such as questionnaires, interviews, and observations.	<b>BT 3</b>
<b>CO 4:</b>	Process and analyze research data using descriptive and inferential statistics and write well-structured research proposals and reports while ensuring ethical integrity.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: Introduction to Social Science Research</b> 1) Meaning, Nature and Scope of Social Science Research. 2) Literature Review, Statement of the Problem and Research Gap. 3) Differences between Qualitative and Quantitative Research, Positivism vs. Interpretivism	<b>15</b>
<b>II</b>	<b>Unit-II: Research Design and Methods</b> 1) Formulating Research Questions and Hypotheses. 2) Types of Research Designs. 3) Comparative Method in Social Science Research.	<b>15</b>
<b>III</b>	<b>Unit-III: Sampling and Data Collection</b> 1) Sources of Data: Primary and Secondary Data. 2) Sampling Methods: Probability and Non-Probability Sampling. 3) Tools of Data Collection: Questionnaire, Interview, and Observation.	<b>15</b>
<b>IV</b>	<b>Unit-IV: Data Interpretation and Report Writing</b> 1) Data Processing: Coding, Classification, and Tabulation. 2) Basics of Interpretation and Analysis (Descriptive and Inferential Statistics). 3) Writing a Research Proposal and Report: Structure and Ethical Considerations.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd ed.). University of South Florida. Retrieved from [https://digitalcommons.usf.edu/oa\\_textbooks/3](https://digitalcommons.usf.edu/oa_textbooks/3)
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
4. Burnham, P., Lutz, K. G., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed.). Palgrave Macmillan.

**Reference Books:**

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2020). *Research methods in the social sciences* (9th ed.). Worth Publishers.
3. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
4. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

**Semester–VI (Major)**

**Course Name: India's Foreign Policy**

**CODE: POL182M603**

**L-T-P-C: 3-1-0-4**

**Credit Units:4**

**Scheme of Evaluation: Theory**

**Course Level: 300**

**Course Objectives**

1. To teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy.
2. 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.

**After successful completion of the course, the students will**

<b>CO 1</b>	The students will: Have an in-depth knowledge of the foreign affairs and developments of foreign policy of India.	<b>BT 1</b>
<b>CO 2</b>	Have an idea about India's Relations with the USA and USSR/Russia and it's engagement with China & Japan	<b>BT 2</b>



**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Introduction to Indian Foreign Policy</b> 1) India as a Rising Power: An Overview. 2) Foundation & Determinants, Panchsheel & Non-alignment, Strategic Autonomy.	<b>15</b>
<b>II</b>	<b>Unit- II: India's Relations with the Global Powers</b> 1) India- U.S. Relations. 2) India- China Relations. 3) India- Russia Relations.	<b>15</b>
<b>III</b>	<b>Unit- III: India and its Neighbourhood</b> 1) Neighbourhood First Policy. 2) India in the Indian Ocean Region. 3) India's Approach to its Extended Neighbourhood: India's Vishwamitra.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Goals and Trends in India's Foreign Policy</b> 1) India and Reformed Multilateralism. 2) India and the Global South. 3) The Practice of Multi-alignment and India's Foreign Policy. 4) India's Economic Diplomacy.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

## **Textbooks**

1. Ganguly, S, India's Foreign Policy: Retrospect and Prospect, 2011, OUP.
2. Dixit JN, India's Foreign Policy and Its Neighbours, 2010, Gyan Publishing House.
3. Menon, S. (2018). Choices: Inside the making of India's Foreign Policy, Penguin Books Limited, New Delhi.

## **Reference Books**

1. Scott David, (2011), Handbook of India's International Relations, London: Routledge.
2. Khanna, V. N. & Kumar. L. (2018). Foreign Policy of India, Vikash publishing House, New Delhi.
3. Li Li in A. Tellis and S. Mirski (eds.), (2013) 'Stability in Southern Asia: China's Perspective', Crux of Asia: China, India, and the Emerging Global Order, (2013) Carnegie Endowment for International Peace: Washington.
- 4 Menon, S. (2018) Choices: Inside the making of India's Foreign Policy, Penguin Books Limited, New Delhi.
- 5 Chaulia, S., (2016) Modi Doctrine: The Foreign policy of India's Prime Minister, Bloomsbury India.

<b>Semester–VI (Major)</b>
<b>Course Name: Gender Studies in India</b> <b>CODE: POL182M604</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 300</b>

**Course Objectives:**

1. The aim of the course is to explain the debates on feminism and the history of feminist struggles.
2. To introduce the construction of gender and an understanding of complexity of patriarchy and to analyze theoretical debates within feminism and its impact in Indian Politics.

**After successful completion of the course, the students will**

<b>CO 1</b>	To have an understanding of the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as social agents.	<b>BT 1</b>
<b>CO 2</b>	Help students to evaluate the complicity of social structures and relations in gender inequality	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics (If Applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit- I: Gender and Economy</b> 1) Concept of Patriarchy. 2) What is Feminism. 3) Sex vs Gender.	<b>15</b>
<b>II</b>	<b>Unit- II: Gender and Development</b> 1) Gender Inclusiveness and Sustainable Development Goals. 2) Gender and Poverty. 3) Gender and Migration.	<b>15</b>
<b>III</b>	<b>Unit- III: Gender and Environment</b> 1) Concept of Eco-feminism. 2) Gender Equality and Environment. 3) Gender and Climate Change.	<b>15</b>
<b>IV</b>	<b>Unit- IV: Gender and Human Rights</b> 1) Reproductive Rights and Abortion Debates. 2) War Times and Women. 3) Optional Protocol and Geneva Convention, CEDAW	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks**

1. Ghadially R., (2007) Urban Women in Contemporary India, Sage Publications, New Delhi.
2. Walters, M, Feminism: (2005) A Very Short Introduction, OUP, Oxford.
3. Wollstonecraft M, A Vindication of the Rights of Women, 1792.

### **Reference Books**

1. Menon, Nivedita (2012) Seeing Like a Feminist. Penguin Books Ltd., New Delhi.
2. Hirschmann Nancy, (2009), Gender, Class and Freedom in Modern Political Theory, Princeton University Press.
3. Ghadially R., (2007) Urban Women in Contemporary India, Sage Publications, New Delhi.
4. Bhargava Rajiv and Acharya A. (ed) (2016) Political Theory: An Introduction, Pearson, New Delhi.

Semester VI (Minor)
<b>Course Name: The United Nations</b> <b>Subject Code: POL182N601</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units:4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 200</b>

### Course Objectives:

The aim of the course is to explain the historical importance of the UN and its role in keeping peace and harmony among Nations. It will also help the students to understand India's position in the UN and International community as a strong contender of membership in the UN.

**After successful completion of the course, the students will**

<b>CO 1</b>	To have an understanding of the necessities of the UN in maintaining peace amidst international conflict and possible war	<b>BT 1</b>
<b>CO 2</b>	Help students to evaluate India's contribution and position in the UN.	<b>BT 2</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: UN: Origins, Structure and Functions</b> 1) The Birth of the United Nations. 2) Structure of the United Nations. 3) Functions and Responsibilities. 4) UN Charter and key principles.	<b>15</b>
<b>II</b>	<b>Unit-II: UN Peacekeeping and Conflict Resolution</b> 1) Evolution of UN Peacekeeping. 2) Key Peacekeeping Missions and Case Studies. 3) Challenges of UN Peacekeeping. 4) UN's role in conflict prevention and mediation.	<b>15</b>
<b>III</b>	<b>Unit-III: Addressing Global Challenges and the Role of UN</b> 1) Arms Control. 2) Climate Change. 3) Refugee Crisis and the UNHCR	<b>15</b>
<b>IV</b>	<b>Unit-IV: UN Reforms and Challenges</b> 1) The need for Reforms. 2) UNSC reforms: Perspective of West and Global South. 3) Future of UN in a Changing Order.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

### **Text Books**

1. Johari, Gupta. (2021). International Relations and World History, Vishal Publishing company, Delhi.
2. Roy. A.C (1996). International Relations Since 1919, World press, Culcutta.
3. Baylis. J, Smith. S & Owens. P. (2021), The Globalization of World Politics: An Introduction to International Relations (3<sup>rd</sup> Eds.), Oxford, UK.

### **Reference Books**

1. Heywood.A & Whitham. B (2023), Global Politics (3<sup>rd</sup> Eds.), Bloomsbury, UK.
2. Kothari, Raj Kumar (2021) India Becoming a Global Power in the Twenty-first Century (Rising Challenges and Newer Opportunities), Atlantic Publishers, New Delhi.



**Semester VII (Major)**  
**Course Name: Contemporary Debates in Political Theory**  
**Course Code: POL182M701**  
**Credit Units:4**  
**L-T-P-C: 3-1-0-4**  
**Scheme of Evaluation: Theory**  
**Course Level: 400**

**Course Objectives:**

- 1) Analyze foundational theories of political thought.
- 2) Evaluate political ideologies and movements.
- 3) Engage with contemporary political debates.
- 4) Synthesize and apply theoretical frameworks to emerging trends.

**After successful completion of the course, the students will**

<b>CO 1:</b>	Assess Contractualist ideas and its contemporary relevance.	<b>BT 1</b>
<b>CO 2:</b>	Assess socialist and anarchist thought and their impact.	<b>BT 2</b>
<b>CO 3:</b>	Analyze the interplay of multiculturalism, identity politics and global justice.	<b>BT 3</b>
<b>CO 4:</b>	Apply theory to analyze neoliberalism's and digital technologies' impact on democracy.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: Foundations of Political Theory</b> 1) What is Politics: Theorizing the ‘Political’. 2) Contractualism: Hobbes, Locke and Rousseau. 3) Liberalism and its Critics: Mill, Rawls and critics.	<b>15</b>
<b>II</b>	<b>Unit-II: Political Ideologies and Movements</b> 1) Conservatism and American neo-conservative: Burke, Oakeshott, Margaret Thatcher. 2) Socialism and Anarchism: Marx, Engels and Bakunin. 3) Constructivism and Moral Justification: Samuel Freeman.	<b>15</b>
<b>III</b>	<b>Unit-III: Contemporary Political Theory</b> 1) Multiculturalism and Identity Politics: Will Kymlicka, Charles Taylor and Bikhu Parekh. 2) Global Justice and Cosmopolitanism: Thomas Pogge, Nussbaum and Held. 3) Democracy and Deliberation: Russell Hardin, Joshua Cohen, Habermas and Gutmann.	<b>15</b>
<b>IV</b>	<b>Unit-IV: Emerging Trends and Challenges</b> 1) Neoliberalism and its Critics: Friedman and Hayek. 2) Digital Democracy and Civic Engagement. 3) Sustainability and Environmental Politics: Green political thought, political ecology and the challenges.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

- 1) Bhargava, Rajeev and Ashok Acharya (eds), Political Theory: An Introduction, Pearson
- 2) Kukathas, Chandran and Gerald F. Gaus, Handbook of Political Theory, London: Sage Publications, 2004.
- 3) Mckinnon, Catriona (ed), Issues in Political Theory, New York: Oxford University Press, 2008
- 4) Hoffman, John (2010) Introduction to Political Theory, 2nd Edition, Pearson Education Ltd., New Delhi.
- 5) Andrew, Heywood, (2015) Political Theory, 4th Edition, Palgrave, London
- 6) John Rawls (1971) A Theory of Justice, 3rd Edition, Bellknap, Harvard.
- 7) Will Kymlicka (2005) Contemporary Political Philosophy, Oxford University Press, New Delhi.

**Reference materials:**

1. <https://plato.stanford.edu/entries/democracy/>
2. [https://portal.kardan.edu.af/Library/DigitalLibraryUploads/BookFile/Andrew\\_Heywood-Political\\_Ideologies\\_An\\_Introduction-Palgrave\\_Macmillan\\_\(2003\)2024\\_08\\_11\\_09\\_01\\_01.pdf](https://portal.kardan.edu.af/Library/DigitalLibraryUploads/BookFile/Andrew_Heywood-Political_Ideologies_An_Introduction-Palgrave_Macmillan_(2003)2024_08_11_09_01_01.pdf)
3. <https://plato.stanford.edu/entries/justice-global/>
4. <https://liu.diva-portal.org/smash/get/diva2:18355/FULLTEXT01.pdf>
5. [http://www.sze.hu/~smuk/Nyilvanossag\\_torvenyek\\_CEE/Szakirodalom/Deliberat%C3%A1cia/deliberative%20democracy%20book.pdf](http://www.sze.hu/~smuk/Nyilvanossag_torvenyek_CEE/Szakirodalom/Deliberat%C3%A1cia/deliberative%20democracy%20book.pdf)

Semester VII (Major)
<b>Course Name: Research Methodology II</b> <b>Subject Code: POL182M702</b> <b>L-T-P-C: 3-1-0-4</b> <b>CreditUnits:4</b> <b>Scheme of Evaluation: Theory</b> <b>Course Level: 400</b>

**Course Objectives:**

- 1) This course provides a comprehensive understanding of qualitative, quantitative and mixed research methods including its definition, scope, and philosophical foundations.
- 2) It explores key research designs such as ethnography and case studies, along with data collection methods like interviews and observations.
- 3) Students will learn data analysis techniques, including coding and thematic analysis, while ensuring research trustworthiness.

**After successful completion of the course, the students will**

<b>CO 1:</b>	Demonstrate an understanding of the fundamental concepts of qualitative quantitative and mixed methods research.	<b>BT 1</b>
<b>CO 2:</b>	Apply appropriate qualitative and quantitative research designs and data collection methods.	<b>BT 2</b>
<b>CO 3:</b>	Analyze qualitative and quantitative data using different analytical techniques.	<b>BT 3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics</b>	<b>Periods</b>
<b>I</b>	<b>Unit I: Introduction to Qualitative Research</b> <ol style="list-style-type: none"> <li>1. Meaning, Nature, and Scope of Qualitative Research</li> <li>2. Epistemological and Ontological Considerations</li> <li>3. Reliability and Validity in Qualitative Research</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit II: Qualitative Research Designs, Data Collection and Data Analysis Methods</b> <ol style="list-style-type: none"> <li>1. Ethnography, Case Study, Grounded Theory, Phenomenology, Narrative, Feminist Research</li> <li>2. Participant Observation, In-Depth Interviews, Focus Groups</li> <li>3. Coding, Thematic Analysis, Narrative Analysis, Content Analysis &amp; Discourse Analysis</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit III: Introduction to Quantitative Research</b> <ol style="list-style-type: none"> <li>1. Meaning and Nature of Quantitative Research</li> <li>2. Data Collection Tools: Structured Interviewing, Self-Completion Questionnaires, Structured Observation</li> <li>3. Statistical Tools in Data Analysis: Descriptive and Inferential Statistics</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit IV: Mixed Methods Research</b> <ol style="list-style-type: none"> <li>1. Meaning of Mixed Methods Research</li> <li>2. Combining Qualitative and Quantitative Research: Triangulation</li> <li>3. Importance of Mixed Methods Research</li> </ol>	<b>15</b>
	<b>Total</b>	<b>60</b>
	<b>Credit Distribution</b>	
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>

<b>60 hours</b>		<b>60 hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks:**

1. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
2. Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
3. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
4. Flick, U. (2023). *An introduction to qualitative research* (7th ed.). SAGE Publications.
5. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
6. Liamputtong, P. (2020). *Qualitative research methods* (5th ed.). Oxford University Press.

### **Reference Books:**

- 1) Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- 2) Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- 3) Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications.
- 4) Silverman, D. (2020). *Interpreting qualitative data* (6th ed.). SAGE Publications.
- 5) Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Wiley-Blackwell.
- 6) Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Semester VII (Core)
<b>Course Name: Modern India: Politics and Debates</b> <b>Course Code: POL182M703</b> <b>Credit Units: 4</b> <b>L-T-P-C: 3-1-0-4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

- 1) Critically analyze the major ideological debates that have shaped modern India, including their historical context and contemporary relevance.
- 2) Evaluate the intersections of caste, class, religion and gender in Indian politics and society and their implications for justice and social transformation.
- 3) Assess the complexities of nationalism, identity and conflict in India, with a focus on subaltern perspectives and regional dynamics.
- 4) Examine different models of development in India, their critiques and alternative approaches, considering the socio-economic and environmental impacts.

### After successful completion of the course, the students will

<b>CO 1:</b>	Demonstrate a comprehensive understanding of the key concepts and theories related to the ideological, political and socio-economic debates in modern India.	<b>BT 1</b>
<b>CO 2:</b>	Analyze the historical roots and contemporary manifestations of social inequalities and conflicts in India.	<b>BT 2</b>
<b>CO 3:</b>	Critically evaluate the role of the state, civil society and social movements in shaping development policies and outcomes in India.	<b>BT 3</b>
<b>CO 4:</b>	Conduct independent research and present well-reasoned arguments on relevant topics related to debates in modern India.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: Ideological Debates in Modern India</b> 1) Key Ideological Debates in Colonial and Postcolonial India: Liberalism, Socialism, Marxism, Hindutva, Gandhism. 2) Gandhi-Ambedkar Debates on caste, untouchability and social reform. 3) The Tradition-Modernity Discourse: Continuity and Change.	<b>15</b>
<b>II</b>	<b>Unit-II: Justice, Social Transformation and Political Dynamics</b> 1) Caste and Class in Indian Politics 2) Religion in Indian Politics 3) Gender and Politics	<b>15</b>
<b>III</b>	<b>Unit-III: Nationalism, Identity and Conflict</b> 1) Theories of Nationalism 2) Subaltern Perspectives on Indian Nationalism: Dalit, Adivasi and Women 3) Linguistic and Regional Identities and Conflict	<b>15</b>
<b>IV</b>	<b>Unit-IV: Development: Critiques, Challenges and Alternatives</b> 1) Models of Development in India: Nehruvian socialism, liberalization and inclusive growth. 2) Environmental and Social Movements: Narmada Bachao Andolan and Chipko Movement. 3) Displacement and Development: Anti-Dam Movements.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>



		Documentary, Newspaper Analysis, Book Review, Assembly Visit
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### **Textbooks:**

- 1) Chandra, Bipan, et al. India After Independence. Penguin Books India, 2008.
- 2) Varshney, Ashutosh. India Today: An Encyclopedia of Life in the Republic. ABC-CLIO, 2011.
- 3) Chatterjee, Partha. The Nation and Its Fragments: Colonial and Postcolonial Histories. Princeton University Press, 1993.
- 4) Guha, Ramachandra. India After Gandhi: The History of the World's Largest Democracy. HarperCollins India, 2007.

### **Reference books:**

- 1) Kohli, Atul. Democracy and Discontent: India's Growing Crisis of Governability. Cambridge University Press, 1991.
- 2) Sen, Amartya. Development as Freedom. Oxford University Press, 1999. Ambedkar, B.R. Annihilation of Caste.
- 3) Chakravarti, Uma. Gendering Caste Through a Feminist Lens.
- 4) Weiner, Myron. *Sons of the Soil: Migration and Ethnic Conflict in India*.
- 5) Shiva, Vandana. *Staying Alive: Women, Ecology and Development*.

Semester VII (Major)
<b>Course Name: Public Policy and Governance</b> <b>Course Code: POL182M704</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credits: 4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

- 1) Conceptualize Public Policy and Governance through an Indian Lens by integrating indigenous knowledge systems and traditional governance models.
- 2) Examine the Evolution and Impact of Indian Governance, assessing the colonial legacy and its influence on contemporary administrative structures.
- 3) Evaluate the Role of Indigenous Knowledge Systems (IKS) in Policymaking, exploring their relevance in sustainable and equitable development.
- 4) Critically Assess Contemporary Indian Policies and Governance Models, analyzing their effectiveness through an Indianized perspective.

### After successful completion of the course, the students will

<b>CO 1:</b>	Define and compare public policy and governance in Western and Indian traditions, including Arthashastra and Dharmasastra.	<b>BT 1</b>
<b>CO 2:</b>	Analyze the impact of British colonial rule on Indian governance, identifying structural continuities and disruptions.	<b>BT 2</b>
<b>CO 3:</b>	Assess the integration of Indigenous Knowledge Systems (IKS) in Indian policy frameworks and their contributions to development.	<b>BT 3</b>
<b>CO 4:</b>	Critically evaluate contemporary government initiatives (e.g., Ayushman Bharat, PM Jan Dhan Yojana) from an Indian political and philosophical standpoint.	<b>BT 4</b>

## Detailed Syllabus

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit-I: Foundation of Public Policy and Governance</b> <ol style="list-style-type: none"> <li>1) Public Policy and Governance: Meaning, Scope and Importance.</li> <li>2) Policy Cycle: Formulation, Implementation and Evaluation.</li> <li>3) Governance in Ancient India: Arthashastra and Dharmasastra.</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit-II: Colonial Legacy and Its Impact on Indian Governance</b> <ol style="list-style-type: none"> <li>1) British Administrative Structures and Their Influence</li> <li>2) Continuities and Challenges in Post-Independence Governance</li> <li>3) Decolonizing Public Policy: Challenges and Opportunities</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit-III: Indianisation of Public Policy – Key Approaches and Trends</b> <ol style="list-style-type: none"> <li>1) Rejection of Western-Centric Theories: Need for Indigenous Models (Atma Nirbhar Bharat, Vishwa Guru, NEP 2020)</li> <li>2) Dharma and Raja dharma in Governance</li> <li>3) Gandhian and Ambedkarite Approaches to Governance</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit-IV: Contemporary Public Policies and Schemes in India</b> <ol style="list-style-type: none"> <li>1) Digital Governance and E-Governance Initiatives</li> <li>2) Social Welfare Policies and Indigenous Welfare Models</li> <li>3) Case Studies: Ayushman Bharat, PM Jan Dhan Yojana, Orunodoi Scheme, Startup India</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book

		Review, Assembly Visit
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### **Textbooks:**

1. Sharma, P. D., & Sharma, B. M. *Indian Administration: Retrospect and Prospect*.
2. Maheshwari. *Indian Administration*. Orient Blackswan.
3. Chakrabarty, B., & Chand, P. (2019b). *Public policy: Concept, Theory and Practice*. SAGE Publications Pvt. Limited.
4. Roy, Himanshu & Singh, M.P. *Indian Political Thought: Themes and Thinkers*. Pearson Education in India.

### **Reference Books:**

1. Gandhi, M. *Gandhi: "Hind Swaraj" and other writings*. Cambridge University Press.
2. Dreze, J., & Sen, A. *An Uncertain Glory: India and Its Contradictions*.
3. Sapru, R.K. *Public Policy: Formulation, Implementation and Evaluation*. Sterling Publisher(P) Ltd.

Semester VII (Minor)
<b>Course Name: Theories of International Relations</b> <b>Course Code: POL182N701</b>  <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b>  <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

- 1) To provide a general understanding of the theories of International Relations through the reading of secondary texts and articles written by contemporary scholars of International Relations.
- 2) To provide students with an in-depth understanding of the works of scholars who propounded the theories of International Relations such as Karl Marx, Hannah Arendt, etc.
- 3) To examine the basic assumptions, conceptual and theoretical insights offered by theories of International Relations, relating these both to contemporary events and historical processes, and assess their contributions as well as their shortcomings.
- 4) To enable students to develop a critical understanding of the ways in which the subject/object of the discipline of International Relations-the international-is constructed as a field of study.

### After successful completion of the course, the students will

<b>CO 1:</b>	Learn how to think and write critically about key debates in contemporary IR theory.	<b>BT 1</b>
<b>CO 2:</b>	Explain different frameworks for thinking about international politics.	<b>BT 2</b>
<b>CO 3:</b>	Discuss a range of ideas, concepts and texts in international political theory and the historical contexts in which they arose.	<b>BT 3</b>

<b>CO 4:</b>	Evaluate the strengths and weaknesses of alternative ways of explaining, understanding and judging contemporary international politics.	<b>BT 4</b>
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**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: The Mainstream Theories</b> 1) International history of the twentieth century 2) Liberalism 3) Realism	<b>15</b>
<b>II</b>	<b>Unit-II: The Critical Perspectives</b> 1) Marxism 2) Feminism 3) Social Constructivism	<b>15</b>
<b>III</b>	<b>Unit-III: International relations in a global era</b> 1) Globalization and global politics 2) Postcolonial and decolonial approaches 3) Poststructuralism	<b>15</b>
<b>IV</b>	<b>Unit-IV: International issues</b> 1) War and world politics 2) Environmental issues 3) Human rights	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

- 1) Bull, Hedley. 1977. *The Anarchical Society*. New York, NY: Columbia University Press.
- 2) Heywood, Andrew. 2011. *Global Politics*. New York, NY: Palgrave MacMillan.
- 3) Baylis, John, Smith, Steve and Owens, Patricia. *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
- 4) Karl Marx. 2016. *Das Kapital*. Volumes 1, 2, 3. Fingerprint Publishing.

**Reference Books:**

- 1) Hannah Arendt. 2020. *The Freedom to be Free*. Penguin Classics.
- 2) Alexander Wendt. 1999. *Social Theory of International Politics*. Cambridge University Press.
- 3) Clausewitz, Von Carl. 1989. *On War*. Princeton University Press.

Semester VIII (Major)
<b>Course Name: Issues in Political Theory</b> <b>Course Code: POL182M801</b> <b>L-T-P-C: 3-1-0-4</b> <b>Credit Units: 4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective:

- 1) Critically evaluate different theoretical perspectives on rights, justice, and equality.
- 2) Analyze the relevance of these concepts in addressing contemporary political challenges, particularly within developing countries.
- 3) Understand and engage with debates surrounding toleration, global poverty, and environmental issues.
- 4) Develop critical thinking and analytical skills through textual interpretation and class discussions.

### Course Outcomes

<b>CO 1:</b>	Analyze and compare diverse theoretical perspectives on rights, justice, and equality, understanding their historical and contemporary significance.	<b>BT 1</b>
<b>CO 2:</b>	Use relevant theories to examine political challenges, particularly in developing countries, related to rights, justice, equality, toleration, global poverty, and environmental issues.	<b>BT 2</b>
<b>CO 3:</b>	Develop and articulate well-supported arguments on complex theoretical debates, demonstrating strong critical thinking and communication skills.	<b>BT 3</b>
<b>CO 4:</b>	Independently research theoretical issues using scholarly sources, synthesizing information to construct original and well-reasoned arguments.	<b>BT 4</b>



### Detailed Syllabus

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit-I: The Idea of Rights</b> 1) Theories of Rights: Natural Rights, Legal Rights, Human Rights. 2) Recent Debates on Rights in Developing Countries: Cultural Relativism, Group Rights, Economic and Social Rights.	<b>15</b>
<b>II</b>	<b>Unit-II: Justice and Equality</b> 1) Conceptual Debates on Justice and Equality: Distributive Justice, Procedural Justice, Egalitarianism, Equality of Opportunity. 2) Achieving Justice and Equality: Rawls' Theory of Justice, Nozick's Libertarianism, Feminist Critiques of Traditional Theories of Justice.	<b>15</b>
<b>III</b>	<b>Unit-III: Modern Issues Affecting Society</b> 1) Toleration and Its Need in Modern Society: Limits of Toleration, Relationship between Toleration and Democracy, Multiculturalism. 2) Global Poverty and the Role of International Bodies: Effectiveness of International aid, Global Justice, Responsibility for Poverty.	<b>15</b>
<b>IV</b>	<b>Unit-IV: Emerging Issues in Theory</b> 1) The Ecological Dimension in Politics: The Green Movement (Ecocentrism, Environmental Justice, Sustainable Development). 2) The Environmental Debate Between North and South: Climate Change and Global Environmental Governance.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>

		Documentary, Newspaper Analysis, Book Review, Assembly Visit
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### **Textbooks:**

- 1) Rawls, J. A Theory of Justice (Harvard University Press, 1971).
- 2) Dworkin, R. Taking Rights Seriously (Harvard University Press, 1977).
- 3) Sen, A. The Idea of Justice (Harvard University Press, 2009).
- 4) Walzer, M. On Toleration (Yale University Press, 1997).
- 5) Singer, P. The Life You Can Save: Acting Now to End World Poverty (Random House, 2009).

### **Reference Books:**

- 1) Dobson, A. Green Political Thought (Routledge, 2016).
- 2) Guha, R., & Martinez-Alier, J. Varieties of Environmentalism: Essays North and South (Earthscan, 1997).
- 3) Kymlicka, W. Contemporary Political Philosophy: An Introduction (Oxford University Press, 2002).

**Semester–VIII (Minor)**

**Paper I/Subject Name: Research Methodology**

**CODE: POL182N801**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Theory**

**Course Level: 400**

**Course Objectives:**

- 1) This course aims to equip students with foundational knowledge and practical skills in social science research, particularly in political science.
- 2) This course covers the meaning, nature, and significance of research, including problem identification and literature review.
- 3) Students will learn to formulate research questions, explore various research designs, and apply comparative methods.
- 4) The course also introduces data collection techniques, sampling methods, and essential tools such as questionnaires and interviews.

**After successful completion of the course, the students will**

<b>CO 1:</b>	Define and describe the scope of social science research, its significance in political science, and the process of identifying research gaps.	<b>BT 1</b>
<b>CO 2:</b>	Differentiate between various research designs, formulate research questions and hypotheses, and apply the comparative method in social science research.	<b>BT 2</b>
<b>CO 3:</b>	Identify appropriate sources of data, implement probability and non-probability sampling methods, and use tools such as questionnaires, interviews, and observations.	<b>BT 3</b>
<b>CO 4:</b>	Process and analyze research data using descriptive and inferential statistics and write well-structured research proposals and reports while ensuring ethical integrity.	<b>BT 4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics &amp; Course Contents</b>	<b>Periods</b>
<b>I</b>	<b>Unit-I: Introduction to Social Science Research</b> 4) Meaning, Nature and Scope of Social Science Research. 5) Literature Review, Statement of the Problem and Research Gap. 6) Differences between Qualitative and Quantitative Research, Positivism vs. Interpretivism	<b>15</b>
<b>II</b>	<b>Unit-II: Research Design and Methods</b> 4) Formulating Research Questions and Hypotheses. 5) Types of Research Designs. 6) Comparative Method in Social Science Research.	<b>15</b>
<b>III</b>	<b>Unit-III: Sampling and Data Collection</b> 4) Sources of Data: Primary and Secondary Data. 5) Sampling Methods: Probability and Non-Probability Sampling. 6) Tools of Data Collection: Questionnaire, Interview, and Observation.	<b>15</b>
<b>IV</b>	<b>Unit-IV: Data Interpretation and Report Writing</b> 4) Data Processing: Coding, Classification, and Tabulation. 5) Basics of Interpretation and Analysis (Descriptive and Inferential Statistics). 6) Writing a Research Proposal and Report: Structure and Ethical Considerations.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

1. Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning.
2. Bhattacharjee, A. (2012). *Social science research: Principles, methods, and practices* (2nd ed.). University of South Florida. Retrieved from [https://digitalcommons.usf.edu/oa\\_textbooks/3](https://digitalcommons.usf.edu/oa_textbooks/3)
3. Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
4. Burnham, P., Lutz, K. G., Grant, W., & Layton-Henry, Z. (2008). *Research methods in politics* (2nd ed.). Palgrave Macmillan.

**Reference Books:**

1. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
2. Frankfort-Nachmias, C., Nachmias, D., & DeWaard, J. (2020). *Research methods in the social sciences* (9th ed.). Worth Publishers.
3. Kothari, C. R. (2019). *Research Methodology: Methods and Techniques*. New Age International.
4. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

Semester VIII (Major)
<b>Paper/ Subject Name: Ethnicity and Politics in Northeast India</b> <b>Subject Code: POL182M802</b> <b>L-T-P-C: 3-1-0-4</b> <b>CreditUnits:4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objective

- 1) To provide a general understanding of the North-East India and its issues from a very holistic perspective.
- 2) To provide an understanding of some of the major issues that afflict the region.
- 3) To examine the basic concept of insurgency in various states of the region.
- 4) To enable students to develop a critical understanding of the ways in which the North-Eastern region is analysed.

### Learning Outcomes (LOs)

<b>CO 1:</b>	Learn how to think and write critically about key debates in North-East politics.	<b>BT 1</b>
<b>CO 2:</b>	Explain different ways of looking into the society and politics of North-East India.	<b>BT 2</b>
<b>CO 3:</b>	Discuss a range of ideas, concepts and texts in the arena of North-East Politics.	<b>BT 3</b>
<b>CO 4:</b>	Evaluate the strengths and weaknesses of the theoretical studies in reference to North-East Politics.	<b>BT 4</b>

## Detailed Syllabus

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit-I: Identity and Ethnicity</b> 1) Conceptual Understanding of Ethnicity and Identity. 2) Ethnicity and North-East India. 3) Ethnicity and its relationship with Tribal Land Rights.	<b>15</b>
<b>II</b>	<b>Unit-II: Assam</b> 1) Identity issues of Ethnic Groups in reference to Illegal Migration. 2) The Assam Agitation and the issues of Identity through the prism of Assam Accord and its implementation. 3) The Bodo Movement: From Past to Present.	<b>15</b>
<b>III</b>	<b>Unit-III: Nagaland</b> 1) Autonomy and Ethnicity in Nagaland from the historical formation of the Naga Club. 2) The rise of Insurgency in Nagaland. 3) Nagaland and Art. 371 A	<b>15</b>
<b>IV</b>	<b>Unit-IV: Mizoram and Meghalaya</b> 1) Role of MNF in the Mizo Movement up to the present. 2) Ethnic and Identity Issues in Meghalaya: To have or not to have the Inner Line Permit. 3) The role of Regional Political Parties in Meghalaya and Mizoram.	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

**Textbooks:**

- 1) *A Consultation Paper on Empowering and Strengthening of Panchayati Raj Institutions / Autonomous District Councils / Traditional Tribal Governing Institutions in North-East India*, National Commission to Review the Working of the Constitution, 2001.
- 2) Abbi, B L, *North-East Region: Problems and Prospects of Development*, CRRID, Chandigarh, 1984.

**Reference Books:**

- 1) Baruah, Sanjib, "Immigration, Ethnic Conflict and Political Turmoil – Assam 1979-85", *Asian Survey*, Vol. 26, No. 11, 1986, pp. 1184-1206.
- 2) Baruah, Sanjib, *Durable Disorder: Understanding the Politics of North-Est India: An Analysis*, OUP, 2005.



Semester VIII (Major)
<b>Paper/ Subject Name: Border Studies and Northeast India</b> <b>Subject Code: POL182M803</b> <b>L-T-P-C: 3-1-0-4</b> <b>CreditUnits:4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

**Course Objective:**

- 1) Borders define the limits of political and territorial authority, yet they are dynamic spaces of exchange, conflict, and negotiation.
- 2) This course explores the processes of bordering, the interaction of intra- and inter-state borders, cross-border trade, and the movement of people in the South-East Asian context with particular emphasis on North-East India.
- 3) Special emphasis will be placed on India's border dynamics with its neighbours and the socio-political impact of these interactions.

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

<b>CO 1:</b>	Comprehend the theoretical and conceptual frameworks of border studies.	<b>BT 1</b>
<b>CO 2:</b>	Analyse key case studies from Southeast Asia and its relations with North-East India, focusing on border dynamics and conflicts.	<b>BT 2</b>
<b>CO 3:</b>	Evaluate the impact of cross-border trade and economic policies on regional relations.	<b>BT 3</b>
<b>CO 4:</b>	Understand the socio-political aspects of migration and human mobility beyond political boundaries.	<b>BT 4</b>

## Detailed Syllabus

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit-I: Theorizing Borders and Bordering Processes</b> <ol style="list-style-type: none"> <li>1) Concepts and Approaches in Border Studies: State, Nation, and Territory</li> <li>2) The Process of Bordering: Political, Social, and Economic Dimensions</li> <li>3) Borders as Sites of Conflict and Cooperation</li> </ol>	<b>15</b>
<b>II</b>	<b>Unit-II: Dynamics of Intra-National and Inter-National Borders and North-East India</b> <ol style="list-style-type: none"> <li>1) Intra-National Border Conflict: Assam, Mizoram, Nagaland and Meghalaya</li> <li>2) India-Bangladesh Border</li> <li>3) India-Myanmar Border</li> </ol>	<b>15</b>
<b>III</b>	<b>Unit-III: Markets and Trade</b> <ol style="list-style-type: none"> <li>1) Informal and Formal Cross-Border Trade</li> <li>2) India's Border Trade Policies with South-East Asian Neighbours</li> <li>3) Border resource dynamics: Intra and international borders</li> </ol>	<b>15</b>
<b>IV</b>	<b>Unit-IV: Human Mobility and Border-Crossing Dynamics</b> <ol style="list-style-type: none"> <li>1) Migration, Displacement, and Statelessness in Border Regions</li> <li>2) Ethnic and Cultural Continuities Beyond Borders</li> <li>3) Border Management, Security Concerns, and Human Rights Issues</li> </ol>	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/ Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary, Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks:**

1. Debating and Defining Borders Philosophical and Theoretical Perspectives Edited by Anthony Cooper and Søren Tinning
2. Re-Imagining Border Studies in South Asia by Dhananjay Tripathi
3. Border Politics in a Global Era Comparative Perspectives by Kathleen Staudt
4. Anderson, B. (1983). *Imagined Communities: Reflections on the origins and the spread of nationalism*. Verso .

### **Reference Books:**

1. Arena, M. d. (2022). The Impact of Ethnic Groups on International Relations. *Mapping Non-State Actors in International Relations* .
2. Ariele, G. (2020). *The State of Nationalism* . Retrieved from Nationalism and globalization: <https://stateofnationalism.eu/article/nationalism-and-globalization/>
3. Cassar, C. (2022). What are the ways in which “(b)ordering” enacts “othering” (Van Houtum and Van Naerssen 2002)? Retrieved from Anthropology Review : <https://anthropologyreview.org/anthropology-explainers/what-are-the-ways-in-which-bordering-enacts-othering-van-houtum-and-van-naerssen-2002/>

Semester VIII (Major)
<b>Paper/ Subject Name: Contemporary Issues in Gender Studies</b> <b>Subject Code: POL184M804</b> <b>L-T-P-C: 3-1-0-4</b> <b>CreditUnits:4</b> <b>Course Level: 400</b> <b>Scheme of Evaluation: Theory</b>

### Course Objectives

1. To develop a comprehensive understanding on gender studies.
2. To outline an understanding of the intersectionality of gender, class, caste, religion, race and ethnicity.
3. To explain the concepts and types of gender-based violence, with a focus on international instruments and constitutional provisions.
4. To discuss the related issues concerning gender studies and analyse the contemporary debates on the same.

**By the end of this course, students will be able to**

<b>CO 1:</b>	Understand the importance of the various conceptual and theoretical foundations of gender studies.	<b>BT 1</b>
<b>CO 2:</b>	Develop an understanding of some of the major issues and recent debates concerning gender studies.	<b>BT 2</b>
<b>CO 3:</b>	Analyse the issue of gender-based violence and the relevant legal frameworks addressing the same.	<b>BT 3</b>
<b>CO 4:</b>	Utilize the understandings of contemporary debates in gender studies to further advance their academic interests.	<b>BT 4</b>

## Detailed Syllabus

Modules	Topics & Course Contents	Periods
<b>I</b>	<b>Unit-I: Theoretical and Conceptual Foundations of Gender Studies</b> 1) Key terms in Gender Studies: Gender and Sex, Gender Norms, Gender Roles, Gender Stereotypes, Gender Relations 2) Feminist Theories: Liberal, Marxist, Post-Colonial, Post-Structural/ Post-Modern 3) Gender Intersectionality: Race, Class, Caste, Ethnicity, and Religion	<b>15</b>
<b>II</b>	<b>Unit-II: Gender Justice and the Issue of Violence</b> 1) Theories and Definitions of Gender-Based Violence 2) Types of Gender-Based Violence: Domestic Violence, Intimate Partner Violence, Rape and Sexual Harassment, Female Genital Mutilation and Circumcision, Honour Killings, Dowry, Trafficking of Women and Cyber-Crime 3) Legal Frameworks and Constitutional Provisions: Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, PCPNDT, 1994 (Including Amendments of 2003), POCSO 2012	<b>15</b>
<b>III</b>	<b>Unit-III: Related Issues in Gender Studies</b> 1) Gender and Work: Wage Gap, Invisibility of Women's Work (Care Work) and Workplace Discrimination, Feminisation of Labour, Glass Ceiling 2) Gender, Power and Politics: Participation and Representation of Women in Formal Politics, Policies of Reservation 3) Gender and Technology: Digital Gender Divide, Online Activism (#MeToo), Cyberfeminism	<b>15</b>
<b>IV</b>	<b>Unit-IV: Contemporary Debates in Gender Studies</b> 1) LGBTQ+ Rights and Challenges in Different Cultural Contexts 2) Reproductive Justice and Bodily Autonomy 3) Environmental Feminism, Climate Change and Gendered Impacts	<b>15</b>
<b>Total</b>		<b>60</b>
<b>Credit Distribution</b>		
<b>Lectures/</b>	<b>Practicum</b>	<b>EL</b>

<b>Tutorials</b>		
<b>60 Hours</b>		<b>60 Hours</b>
		Documentary , Newspaper Analysis, Book Review, Assembly Visit

### **Textbooks:**

- 1 Agnes, Flavia, “Protecting Women Against Violence? Review of a Decade of Legislation, 1980-89”, *Economic and Political Weekly*, 27 (17), 1992, pp. 19-21, 24-33.
- 2 Bhasin, K (2000) *Understanding Gender*. New Delhi: Kali for Women.
- 3 Chakravarti, U. (2003) *Gendering Caste through Feminist Lens*. Delhi: Stree.
- 4 Hooks, b (2000). *Feminist theory – From Margin to Center*, Pluto Press, UK.
- 5 Krishna Soman, 2011, ‘Women’s Health and Rights to Health in Independent India: An Overview’ in Nirmala Banerjee, Samita Sen and Nandita Dhawan (eds.) *Mapping the Field: Gender Relations in Contemporary India*, Kolkata: Stree.

### **Reference Books:**

- 1 Menon Nivedita, (Ed.), 2006, *Themes in Politics: Gender and Politics in India*, New Delhi: Oxford University Press.
- 2 Qadeer, Imrana, “Reproductive Health: A Public Health Perspective”, *Economic and Political Weekly*, Vol. XXXIII No. 41, 1998.
- 3 Saheli Women’s Resource Centre, *Reproductive Rights in the Indian Context: An Introduction*
- 4 *Violence against Women*. New Delhi: Kali for Women.
- Whelehan, I (1995). *Modern Feminist Thought: From The Second Wave To ‘Post Feminism’*, Edinburg: Edinburg University Press.