



ROYAL GLOBAL UNIVERSITY  
— GUWAHATI —

**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

## Table of Contents –

<b>Sl. No.</b>	<b>Contents</b>	<b>Page no.</b>
1	Preamble	2
2	Introduction	4
3	Approach to Curriculum Planning	4-5
4	Nature and Extent of Bachelor's Degree Programme in Political Science (Honours)	5
5	Aims of Bachelor's Degree Programme in BA-Honours in Political science	6
6	Graduate Attributes	6
7	Qualification Descriptors for a Bachelor's Degree	7
8	Learning Outcome matrix	7-8
9	Teaching Learning Methodologies	9
10	Assessment and Outcome Measurement Methods	10
11	Course Structure	11-13
12	Detailed Syllabus	14- 40

## 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 way 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 to 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	
I	6	3	3	2	3	3	0	0	20
II	6	3	3	2	3	3	0	0	20
III	8	4	3	2	3	0	0	0	20
IV	12	6	0	2	0	0	0	0	20
V	12	4	0	0	0	0	4	0	20
VI	16	4	0	0	0	0	0	0	20
VII	16	4	0	0	0	0	0	0	20
VII	4	4	0	0	0	0	0	12	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>160</b>

A student pursuing 4 years 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 laws of 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 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 socio-political 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 communication in leadership quality, co-operation and co-ordination to accomplish the task.</p>
PLO-6	<p><b>Focus on Research competence</b></p> <p>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.</p>
PLO-7	<p><b>Developing interest for Higher Academic collaboration</b></p> <p>Ability to listen to and read carefully various viewpoints and engage with high level academic deliberations and collaborations.</p>
PLO-8	<p><b>Developing Leadership Qualities</b></p> <p>Ensuring that the students are given leadership qualities by making them engage with the society at large.</p>

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 Process**

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

	<b>Component of Evaluation</b>	<b>Marks</b>	<b>Frequency</b>	<b>Code</b>	<b>Weightage (%)</b>
<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	
vi i	Attendance	Attendance shall be of 5 marks	100%	A	5%
<b>B</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.

<b>B.A. (Hons.) Political Science</b>
<b>Programme Structure</b>

1st semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C101	Understanding Political Theory	Level 100	3
2	POL182C102	Constitutional Democracy and Govt. in India	Level 100	3
<b>Minor Subjects</b>				
3	POL182M101	Indian Political System	Level 100	3
<b>Inter Disciplinary- I</b>				
4	IDC-1	IKS-1	Level 100	3
<b>Ability Enhancement Course- I</b>				
5	AEC-1	Communicative English-1	Level 100	2
<b>Skill Enhancement Course- I</b>				
6	SEC-1	Exit Poll	Level 100	3
<b>Value Added Course I</b>				
7	VAC-1	To be chosen from a pool of courses	Level 100	3
			<b>Total credits</b>	<b>20</b>

2nd Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C201	Select Political System	Level 100	3
2	POL182C202	Political Theory: Concepts and Debates	Level 100	3
<b>Minor Subjects</b>				
3	POL182M102	Electoral System in India	Level 100	3
<b>IDC II</b>				
4	IDC-2	Area Studies	Level 100	3
<b>AEC II</b>				
5	AEC-2	Communicative English- II	Level 100	2
<b>SEC II</b>				
6	SEC- 2	Constitutional Studies	Level 100	3
<b>VAC II</b>				
7	VAC-2	To be chosen from a pool of courses	Level 100	3
			<b>Total credits</b>	<b>20</b>

3 <sup>rd</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C301	Introduction to Comparative government and Politics	Level 200	4
2	POL182C302	Theories of Administration	Level 200	4
<b>Minor Subjects</b>				
3	POL182M301	Feminism Theory and Practices	Level 200	4
<b>IDC III</b>				
4	IDC	Will select from a basket of courses	200	3
<b>AEC III</b>				
5		English MIL/Regional Language	200	2
<b>SEC III</b>				
6	SEC	Will select from a basket of courses	200	3
			<b>Total credits</b>	<b>20</b>

4 <sup>th</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C401	Theories of International Relations and world History	Level 200	4
2	POL182C402	Political Institutions and Processes in Comparative Perspective.	Level 200	4
3	POL182C403	Introduction to International Political Economy	Level 200	4
<b>Minor Subjects</b>				
4	POL182M401	International Relations	Level 200	3
5	POL182M402	Peace and Conflict Management	Level 200	3
<b>AEC IV</b>				
6		English MIL/Regional Language	200	2
			<b>Total credits</b>	<b>20</b>

5 <sup>th</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182501	Indian Political Thought-I	Level 300	4
2	POL182502	Global Politics	Level 300	4
3	POL182503	Public Policy and Administration in India	Level 300	4
<b>Minor Subjects</b>				
4	POL182M501	Understanding South-Asia	Level 200	4

Internship				
5			N/A	4
			<b>Total credits</b>	<b>20</b>

6 <sup>th</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C601	Western Political Theory	Level 300	4
2	POL182C602	Modern Political Philosophy	Level 300	4
3	POL182C603	India's Foreign Policy	Level 300	4
4	POL182C604	Feminism in India	Level 300	4
<b>Minor Subjects</b>				
5	POL182M601	The United Nations and Global Conflicts	Level 200	4
			<b>Total credits</b>	<b>20</b>

7 <sup>th</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C701	Research Methodology 1	Level 400	4
2	POL182C702	Ethnicity and Politics in Northeast India	Level 400	4
3	POL182C703	Development Studies in Developing Countries	Level 400	4
4	POL182C704	African Political System	Level 400	4
<b>Minor Subjects</b>				
5	POL182M701	Biodiversity, Environment, Security and Disaster Management in Assam	Level 300	4
			<b>Total credits</b>	<b>20</b>

8 <sup>th</sup> Semester				
Sl. No.	Subject Code	Names of subjects	Level of Course	Credit
<b>Major (Core) Subjects</b>				
1	POL182C801	Research Methodology 2	Level 400	4
2	POL182C802	Multiculturalism and Nationalism	Level 400	4
<b>Dissertation/Research Project</b>				
1		<b>Dissertation/Research Project</b>	-	12
		<b>In lieu of Dissertation/Research Project</b>		
1	POL182M801	Tribal Studies in Northeast	Level 400	4
2	POL182M802	Geo-Politics and Development	Level 400	4
3	POL182M803	Human Rights: Theory and Practice	Level 400	4
			<b>Total credits</b>	<b>20</b>



**Semester – I (Major-1)**

**Paper I/Subject Name: Understanding Political Theory**  
**Subject Code: POL182C101**  
**L-T-P-C – 3-0-0-3**  
**Credit Units: 3**  
**Scheme of Evaluation: Theory**  
**Level : 100**

**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.

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

<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 the contemporary political and social issues.	<b>BT 3</b>
<b>CO 4</b>	Criticise and debate about the issues affecting political theory.	<b>BT 5</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>
		<b>(Documentary, News paper analysis, Book Review, Assembly visit)</b>

**Texts books:**

1. Bhargava R, Acharya A. (2008) *Political Theory: An Introduction*, Pearson Education India, New Delhi.
2. Heywood, Andrew (2015) *Political Theory: An Introduction*; Palgrave Macmillan
3. Srinivasan, J. (2008) *Political Theory: An Introduction* (ed.), Pearson Longman, New Delhi.  
New York.

**Reference books:**

1. Rawls, J. A. (1999) *A Theory of Justice* (eds.), Belknap Press, Herbert.
2. Barry, Norman (1986) *On Classical Liberalism and Libertarianism*, Macmillan, London.
3. Berlin, Isaiah (1969) *Four Essays on Liberty*, Oxford University Press, London.
4. McKinnon, C. (2012) *Democracy -Issues in Political Theory*, illustrated, Oxford University Press,
5. Nozick, Robert (1974) *Anarchy, State and Utopia*, Basic Books, New York.

**Journals:**

1. Anderson, Elizabeth (1999) *What is the Point of Equality?* *Ethics*, 99/2:287-337.
2. Buchanan, Allen (1975) *Asserting the Communitarian Critique of Liberalism*, *Ethics*, 99/4:852-82.

3. <https://www.cambridge.org/core/books/abs/approaches-and-methodologies-in-the-social-sciences/normative-political-theory-and-empirical-research/0B1EB89477E0194B0676B08E6DA1E6D8>
4. [http://www.jstor.org/stable/793234#metadata\\_info\\_tab\\_contents](http://www.jstor.org/stable/793234#metadata_info_tab_contents)

<b>Semester – I (Major-2)</b>
<b>Paper I/Subject Name: Constitutional Democracy &amp; Government of India</b>
<b>Subject Code: POL182C102</b>
<b>L-T-P-C – 3-0-0-3</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.*

**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:

Modules	Topics (if applicable) & Course Contents	Periods
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<b>I.</b>	<b>Unit I: The Constituent Assembly and the Constitution</b> 1. The formation of the Constituent Assembly; the philosophy of the Constitution and its main features. 2. Fundamental Rights 3. Directive Principles	<b>15</b>
<b>II.</b>	<b>Unit II: Organs of Government</b> 1. The Legislature: Parliament 2. The Executive: President, Prime Minister and Governor 3. The Judiciary: The Supreme Court	<b>15</b>

<b>III.</b>	<b>Unit III: The Federal Structure</b> 1. Concept of Federalism 2. Centre-state relations (Legislative, Executive, Financial) 3. Position of the Governor	<b>15</b>
<b>IV</b>	<b>Unit IV: The process of de-centralization</b> 1. Decentralization of power 2. Local Self Government in India: Panchayati Raj Institutions 3. Fifth and Sixth 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>
		<b>(Documentary, News paper analysis, Book Review, Assembly visit)</b>

**Textbooks:**

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 Press.

## 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, Processes*, Arun Prakashan, Guwahati.

**Semester – I (Minor 1)****Paper I/Subject Name: Indian Political System****Subject Code: POL182M101****L-T-P-C – 3-0-0-3****Credit Units: 3****Scheme of Evaluation: Theory****Level 100****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 the concepts of the organs of the government. It will introduce the students with the role of electoral process in Indian political system and the changing nature of the political parties in the Indian Politics.*

**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>
		<b>(Documentary, News paper analysis, Book Review, Assembly visit)</b>

#### **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

<b>AECC-2/Subject Name: INTERDISCIPLINARY- I</b>
<b>Subject Code: IDC1</b>
<b>L-T-P-C – 3-0-0-3</b>
<b>Credit Units: 3</b>
<b>Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech</b>

**Semester – I (IDC-1)**

**Mark distribution will be given by the concerned department**

<b>Semester – I (AEC-1)</b>	
<b>AECC-1/Subject Name: Communicative English- I: Developing Oral Communication and Listening Skills</b>	
<b>Subject Code: AEC101</b>	
<b>L-T-P-C – 2-0-0-2</b>	
<b>Credit Units: 2</b>	
<b>Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech</b>	
<b>Continuous Evaluation: 30 Marks</b>	
<b>Semester End Examination:</b>	
<b>Component A – Written Examination = 30 Marks</b>	
<b>Component B +C – Viva-Voce + Extempore speech = 40 Marks</b>	

### Course Objective

*The objective of the course is to introduce students to oral communication skills in English by engaging them to meaningful discussion and interactive activities.*

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

<b>CO 1</b>	Able to learn communication process, verbal, and non-verbal communication	<b>BT 1</b>
<b>CO 2</b>	Able to understand the skill of listening processes	<b>BT 2</b>
<b>CO 3</b>	Able to examine a life-skill on oral group communication, group discussion leadership skills and team management.	<b>BT 3</b>
<b>CO 4</b>	Able to explain a basic idea of language styles– oral and written communication.	<b>BT 4</b>

### Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
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<b>I.</b>	<b>Basics of Communication- Introduction</b> Communication - definition – meaning – elements - basics of communication - communication process - importance of communication Components of Communication Types/forms of Communication (Oral-written, Formal- Informal (Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal-Non Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal) Non-verbal Communication - Introduction; 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>II.</b>	<b>The Listening Process</b> Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic, Listening with a Purpose , Barriers to Communication, Barriers to Listening	<b>4</b>
<b>III.</b>	<b>Focus on Oral Group Communication</b> Nature of group communication, Characteristics of successful Group Communication Selection of group discussion-subject knowledge, leadership skills, team management Group Discussion Strategies	<b>4</b>
<b>IV</b>	<b>Language Styles- Oral and Written Communication</b> Technical Style, ABC of technical communication- accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing - Impersonal language, Objectivity in professional speaking.	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Textbooks:**

Rizvi, M. Ashraf. (2008). *Effective Technical Communication* (11 reprint). New Delhi: Tata McGraw Hill.

**Reference Books:**

Koneru, Aruna. (2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021

Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking*. (5<sup>th</sup> edition). St. Martin's. ISBN-13:978-1457670404

**Semester – I (SEC 1)**

**Paper I/Subject Name: Exit Poll**  
**Subject Code: SEC1**  
**L-T-P-C – 3-0-0-3**  
**Credit Units: 3**  
**Scheme of Evaluation: Practical-Project + Viva**

**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>Module</b>	<b>Content</b>	<b>Periods</b>
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I	<b>Unit-1 Electoral Process in India</b> 1 A brief study of the Election Commission of India. 2 Major Political Parties in India	<b>6</b>
II	<b>Unit-II Meaning of Exit Polls</b> <b>1.</b> What are Exit Polls <b>2.</b> Pre and Post Poll Analysis	<b>6</b>
III	<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>6</b>
IV	<b>UNIT-IV Role of Media Houses</b> 1. Why Exit Polls are important. 2. Role of the Media Houses in Exit Polls.	<b>6</b>
	Total	<b>24</b>

**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 Publications.

**Reference Books**

1. Dalton, Dennis (2012) *Mahatma Gandhi: Nonviolent 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.

**Semester – II (Major-1)**

**Paper I/Subject Name: Select Political System**

**Subject Code: POL182C201**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Level of the Course: 100**

### Course Objective

*It will help the students to have a prior understanding of the Constitutions of UK, USA and China. The students will have an understanding of the political systems of the capitalist and socialist countries as well as the organs and structures of the governments of USA, UK, 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 United Kingdom which was one of the main sources of Indian Constitution.	<b>BT 1</b>
<b>CO 2</b>	Enable to understanding of the making of the constitution of 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 & Congress 3. Supreme Court 4. Political Parties and Interest Groups	<b>15</b>
<b>IV</b>	<b>Unit IV: Peoples Republic of China</b> <b>Periods: 20</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>
		<b>(Documentary, News paper analysis, Book Review, Assembly visit)</b>

### **Textbooks**

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, DD (2009) *Select Constitutions Of The World*, Lexis Nexis Publisher:: Fourth edition

### **References Books:**

1. Kapur, A.C. & Mishra, K.K (2010) *Select Constitutions*, S Chand & Co Ltd.
2. Basu, DD (2009) *Select Constitutions of The World*, Lexis Nexis Publisher: Fourth 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 Constitutions: A Comparative Study*, Sterling Publishers Pvt. Ltd- New Delhi; 10 edition
6. Willoughby, Westel Woobdury, (2009) *The American Constitutional System; An Introduction to the Study of the American State*, General Books LLC

**Semester – II (Major-2)**

**Paper I/Subject Name: Political Theory: Concepts and Debates**

**Subject Code: POL182C202**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Level of the Course: 100**

**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 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>
		<b>(Documentary, News paper analysis, Book Review, Assembly visit)</b>

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)**

**Paper I/Subject Name: Electoral System in India**

**Subject Code: POL182M201**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Theory**

**Level of the Course: 100**

**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:

Modules	Topics (if applicable) & Course Contents	Periods
I	<b>Unit I: The Election Commission of India</b> 1. Structure, composition and functions 2. Steps taken to conduct free and fair elections 3. Enrolment of new voters	15
II	<b>Unit II: Technology and Elections in India</b> 1. History of Indian Elections 2. The coming of technology in Elections 3. Electronic Voting Machines, EPIC, VVAPT, SWEEP	15
III	<b>Unit III: Role of Political Parties in the Electoral Process</b> 1. Major Political Parties in India 2. Recognition of National and Regional Political Parties in India by ECI, determinants of recognition.	15
IV	<b>Unit IV: Systems of Representations in India</b> 1. Representation on People's Act, 1951 2. Territorial Representation 3. Proportional Representation	15
	<b>Total</b>	60

CREDIT DISTRIBUTION		
Lectures/Tutorials	Practicum	EL
60 hours	-	30 hours
		(Documentary, News paper 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

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

<b>AECC-2/Subject Name: INTERDISCIPLINARY- 2</b>
<b>Subject Code: IDC2</b>
<b>L-T-P-C – 3-0-0-3</b>
<b>Credit Units: 3</b>
<b>Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech</b>

**Semester – II (IDC-2)**

**Mark distribution will be given by the concerned department**

<b>Semester – II (AEC-2)</b>	
<b>AECC-3/Subject Name:</b>	<b>Communicative English- II: Conversation and Public Speaking</b>
<b>Subject Code:</b>	<b>AEC2</b>
<b>L-T-P-C – 2-0-0-2</b>	
<b>Credit Units:</b>	<b>2</b>
<b>Scheme of Evaluation:</b>	<b>Theory + Viva-Voce + Extempore Speech</b>
<b>Continuous Evaluation:</b>	<b>30 Marks</b>
<b>Semester End Examination:</b>	
	<b>Component A = Written Examination = 30 Marks</b>
	<b>Component B + C = Viva-Voce + Extempore speech = 40 Marks</b>

### **Course Objective**

*The objective of the course is to give students a platform to enhance their speaking and conversational skills in English by engaging them in meaningful discussions and interactive activities.*

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

<b>CO 1</b>	Able to learn and improve speaking-skill.	<b>BT 1</b>
<b>CO 2</b>	Enable to understand a life-skill on conversation.	<b>BT 2</b>
<b>CO 3</b>	Able to examine the required skill of public speaking	<b>BT 3</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics (if applicable) &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<p><b>Speaking Skills</b>  Speaking – The Art of Speaking, Goals, Speaking Styles, The Speaking Process  Importance of Oral Communication, Choosing the form of Communication, Principles &amp; Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication  Three aspects of Oral Communication – Conversing, Listening and Body Language  Intercultural Oral Communication</p>	<b>4</b>
<b>II.</b>	<p><b>Conversational Skills : Listening and Persuasive Speaking</b>  Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette  Dialogue Writing, Conversation Control</p>	<b>4</b>
<b>III.</b>	<p><b>Transactional Analysis</b>  The Role of Intonation , Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality Analysing Transactions – Complementary Transactions, Crossed Transactions, Duplex or Ulterior Transactions, How to Identify the Ego States of Interacting Individuals, How to Manage Conversations, Structural Analysis, Certain Habits of Ineffective Conversationalists</p>	<b>4</b>

<b>IV</b>	<b>Public Speaking</b> Business Presentation and Speeches – Difference Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material Organising and Outlining a Speech Outline, Types of Delivery Guidelines for Delivery – Verbal Elements, Non-Verbal Elements, Vocal Elements, Visual Elements, Controlling Nervousness and Stage Fright	<b>4</b>
<b>TOTAL</b>		<b>16</b>

**Textbooks:**

- Mehra, Payal. (2012). *Business Communication for Managers*: Dorling Kindersley(India) Pvt. Ltd. Page 75 – 83. ISBN 978-81-317-5865-6
- Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2<sup>nd</sup> Edition):Oxford University Press. Page 123 – 165.ISBN-13:978-0-19-807705-03

**Reference Books:**

- Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2<sup>nd</sup> Edition): Oxford University Press. Page 137 – 148 ISBN-13:978-0-19-806529-6
- Sengupta, Sailesh.(2011) *Business and Managerial Communication*. New Delhi : *PHILearning Pvt. Ltd.* Page 136-153.ISBN-978-81-203-4435-8

<b>Semester – II (SEC2)</b>	
<b>Paper I/Subject Name: Constitutional Studies</b>	
<b>Subject Code: SEC 2</b>	
<b>L-T-P-C – 3-0-0-3</b>	
<b>Credit Units: 3</b>	
<b>Scheme of Evaluation: Practical – Project + Viva</b>	

### 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

Module	Content	Periods
I	<b>Unit-1</b> 1. The role of the Constituent Assembly. 2. The Soul of the Constitution: Preamble	6
II	<b>UNIT-II</b> 1. The Directive Principles of the Indian Constitution 2. The debate between Directive Principles and Fundamental Rights	6
III	<b>UNIT-III</b> 1. The Directive Principles of the Indian Constitution 2. The debate between Directive Principles and Fundamental Rights	6
IV	<b>UNIT-IV</b> 1. The Tenth Schedule, Fundamental Duties	6

	2. Election to the President of India, Eight Schedule.	
		24

**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 – III (Major)**

**Paper I/Subject Name: Introduction to Comparative Government & Politics**

**Subject Code: POL182M301**

**L-T-P-C – 4-0-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Practical – Project + Viva**

**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>Module</b>	<b>Content</b>	<b>Periods</b>
I	<b>UNIT-I</b> <b>Understanding Comparative Politics and political system</b>  1. Meaning of Comparative Politics. 2. Scope of Comparative Politics and objectives. 3. Introduction to Constitutionalism	20
II	<b>UNIT-II</b> <b>Historical context of modern government</b>  1. Capitalism: meaning and development 2. Social Democracy: meaning, growth and development	20

	3. Communism: Its meaning and relevance.	
III	<b>UNIT-III Introduction to Contemporary Political Systems</b>  1. Pakistan: role of military and religion 2. Bangladesh: Role of language and religion 3. Sri Lanka: Ethnic politics	20
IV	<b>UNIT-IV</b> <b>Understanding contemporary political systems of</b>  1. Brazil 2. South Africa 3. China	20
		80

<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>80 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **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.

<b>Semester – III (Major)</b>
<b>Paper I/Subject Name: Public Administration</b>
<b>Subject Code: POL182M302</b>
<b>L-T-P-C – 4-0-0-4</b>
<b>Credit Units: 4</b>
<b>Scheme of Evaluation: Practical – Project + Viva</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	<b>BT</b>

Administration and structure of organisation in an administration.	2
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### Detailed Syllabus

Module	Content	Periods
I	<p><b>Unit 1: Introduction to the Discipline.</b></p> <ol style="list-style-type: none"> <li>1. Meaning, Nature, Scope and Significance of Public Administration, Public and Private Administration.</li> <li>2. Bureaucracy: Meaning Types and Weberian model of Bureaucracy,</li> <li>3. Evolution of the Discipline of Public Administration: Its Growth and Development as an Academic Discipline.</li> </ol>	20
II	<p><b>Unit 2: Theories and Approaches to the Study of Public Administration.</b></p> <p>Administrative Thought: Concept and Evolution.</p> <p><b>1. Early School of Management Thought:</b> The Scientific Management School, The Classical Theory of Management/ Administrative Management Theory.</p> <p><b>2. Early School of Administrative Thought:</b> Human Relations Theory: Elton Mayo, Rational Decision-Making Theory: Herbert Simon, Ecological Approach: Fred Riggs</p>	20
III	<p><b>Unit 3: Structure of Organisation</b></p> <p>Chief Executive –</p> <ol style="list-style-type: none"> <li>1. Role and Functions. Line and Staff Agencies.</li> <li>2. Forms and Bases of Organisation, Departments, Corporations, Companies, Boards and Commissions.</li> </ol>	20
IV	<p><b>Unit 4: Contemporary Developments- New Public Administration</b></p> <ol style="list-style-type: none"> <li>1. The Minnow Brook Perspective and Public Administration in a Time of Turbulence.</li> <li>2. Non-Weberian perspectives, Value Questions.</li> <li>3. Indian School of thought: Indian Contribution:</li> </ol>	20

	Kautilya and Gandhi	
		80

<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>80 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### ***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. Hoshiar 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.Hoshiar Singh & Pardeep Sachdeva, (2005) Administrative Theory, KitabMahal, New Delhi.

**Semester – III (Minor)**

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

**Code: POL182N301**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Practical – Project + Viva**

### 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>Module</b>	<b>Content</b>	<b>Periods</b>
I	<b>Unit –I: Approaches to Understanding Feminism</b> 1. Understanding Feminism: Liberal, Socialist, Marxist, Radical feminism. 3. Sex-Gender Debates, 4. Public and Private Dichotomy: Personal is Political.	15

II	<b>Unit-II: History of Feminism</b> 1. Origins of Feminism in India. 2. History of Women's struggle in India: Feminist issues and women's participation in anti-colonial and national liberation movements.	15
III	<b>Unit-III: Emergence of Third Gender Studies</b> 1. Women and Culture, Custom, Religion and the Position of Women in India. 2. The emergence of Third Gender Studies- LGBTQA+.	15
IV	<b>Unit IV: Women's Political Participation and Representation in India</b> 1. Women's Participation and Representation in Politics in India, 2. The Question of Reservation for Women in India: Women Reservation Act.	15
		60

<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>60 hours</b>	-	<b>30 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### 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

## 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/>

Semester – III (Minor)
<b>Paper I/Subject Name: SEC (FILM STUDIES)</b>
<b>Code: POL182S311</b>
<b>L-T-P-C – 4-0-0-4</b>
<b>Credit Units: 4</b>
<b>Scheme of Evaluation: Practical – Project + Viva</b>

### Course Objective

The aim of the course is

1. Students will demonstrate a comprehensive understanding of the historical evolution and critical dimensions of film studies.

2. Students will develop a nuanced understanding of Bollywood movies and their intersection with politics, identity politics, and social issues in India, enabling them to critically analyze the portrayal of race, gender, class, and sexuality in Indian cinema

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

<b>CO 1</b>	Students will engage in a comparative analysis of regional cinema and its contribution to political awareness, including conducting a movie review of an award-winning regional film	<b>BT 1</b>
<b>CO 2</b>	Students will critically evaluate contemporary issues in film studies, such as the impact of the digital revolution on Indian cinema	<b>BT 2</b>



Module	Content	Periods
I	<b>Unit –I:</b> Introduction to Film Studies <ul style="list-style-type: none"> <li>Define film studies; historical evolution and critical dimensions within political discourse.</li> <li>Understanding film as a medium of political expression, cultural influence and ideological representation.</li> </ul>	15
II	<b>Unit-II:</b> Film and Society <ul style="list-style-type: none"> <li>Bollywood movies and politics: Identity politics, issues of race, gender, class, and sexuality</li> <li>Indian movies and portrayal of social issues</li> </ul>	15
III	<b>Unit-III:</b> Contemporary Issues in Film Studies <ul style="list-style-type: none"> <li>Impact of the digital revolution on Indian cinema</li> <li>Exploration of diversity and inclusiveness in film studies</li> </ul>	15
IV	<b>Unit IV:</b> Regional Cinema and Political Awareness <ul style="list-style-type: none"> <li>A movie review on Award winning regional movie</li> <li>Contribution of regional cinema</li> </ul>	15
		60

Reference:

1. History of the French New Wave Cinema - Richard John Neupert
2. Bollywood: A Guidebook to Popular Hindi Cinema - Tejaswini Ganti
3. Chick Flicks: Theories and Memories of the Feminist Film Movement - B. Ruby Rich
4. Cinema Studies: The Key Concepts - Susan Hayward

Textbooks:

1. Film History: An Introduction - Kristin Thompson, David Bordwell
2. Film Studies: An Introduction - Ed Sikov

<b>Semester – III (Minor)</b>	
<b>Paper I/Subject Name: IDC (Strategic Studies)</b>	
<b>Code: POL182I301</b>	
<b>L-T-P-C – 3-0-0-3</b>	
<b>Credit Units: 3</b>	
<b>Scheme of Evaluation: Practical – Project + Viva</b>	

**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>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>

## References

- Books- Jolle Demmers, *Theories of Violent Conflict: An Introduction* (Routledge, 2016).
- Karin Fierke, *Critical Approaches to International Security*, second edition, (Polity, 2015).
- Tim Jacoby, *Understanding Conflict and Violence* (Routledge, London and New York, 2007).
- Booth, K. (2014), *International Relations: All that Matters*, (London: John Murray Press). Kindle edition: [https://www.amazon.co.uk/International-Relations-All-That-Matters-ebook/dp/B00G5KJ8TI/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.co.uk/International-Relations-All-That-Matters-ebook/dp/B00G5KJ8TI/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=)

Reus Smit, C. (2020), *International Relations: A Very Short Introduction (Very short introductions)*, (Oxford; New York: Oxford University Press). Kindle edition: [https://www.amazon.co.uk/International-Relations-Short-Introduction-Introductions-ebook/dp/B0851PLH8R/ref=sr\\_1\\_3?dchild=1&keywords=wilkinson+international+relations&qid=1591092582&s=digital-text&sr=1-3](https://www.amazon.co.uk/International-Relations-Short-Introduction-Introductions-ebook/dp/B0851PLH8R/ref=sr_1_3?dchild=1&keywords=wilkinson+international+relations&qid=1591092582&s=digital-text&sr=1-3)

### Semester – IV(Major)

**Paper I/Subject Name: Introduction to International Relations**

**Code: POL182M401**

**L-T-P-C – 4-0-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Practical – Project + Viva**

## Course Objective

The aim of the course is

1. To prepare students with the basic intellectual tools for understanding International Relations.
2. To 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

Module	Content	Periods
	<b>CREDIT DISTRIBUTION</b>	
	<b>Unit 1: Studying International Relations</b>	
<b>I</b>	1. International Relations: Levels of Analysis. <b>Practicum</b>	<b>EL</b>
<b>80 hours</b>	2. History and IR: Emergence of International State System. 3. Westphalia World.	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>
<b>II</b>	<b>Unit 2: Theoretical Perspectives.</b> 1. Classical Realism & Neo-Realism 2. Liberalism & Neoliberalism 3. Marxist Approaches 4. Non-western perspective to International Relations	<b>20</b>
<b>III</b>	<b>Unit 3: KEY CONCEPTS IN IR – I</b> 1. Balance Of Power 2. War 3. Conflict Resolution 4. Diplomacy 5. Foreign policy	<b>20</b>
<b>IV</b>	<b>Unit 3: KEY CONCEPTS IN IR – II</b> 6. Environmentalism 7. Human security 8. Gender in world politics	<b>20</b>
		<b>80</b>

### **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 pr, 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)**

**Paper I/Subject Name: Political Institutions and Processes in Comparative Perspective**

**Code: POL182M402**

**L-T-P-C – 4-0-0-4**

**Credit Units: 4**

**Scheme of Evaluation: Practical – Project + Viva**

**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>Module</b>	<b>Content</b>	<b>Periods</b>
I	<b>Unit 1: Introduction to Comparative Politics</b> 1. Behavioural and Post Behavioural Movement 2. System Theory 3. New Institutionalism	20
II	<b>Unit 2: Introduction to Electoral System</b> 1. Definition and types	20

	2. Different Types of election system A) First Past the Post, B) Proportional Representation, C) list system	
III	<b>Unit 3: Parties and Party System</b> 1. One party system (China) 2. Two party system (US) 3. Multi party system (UK, France, Germany)	20
IV	<b>Unit 4: Democratization.</b> 1. Process of democratization in postcolonial, Post-authoritarian and post-communist countries	20
		80

<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>80 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **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.



## 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

Semester – IV(Major)
<b>Paper I/Subject Name: Indian Political Thinkers</b>
<b>Code: POL182M403</b>
<b>L-T-P-C – 4-0-0-4</b>
<b>Credit Units: 4</b>
<b>Scheme of Evaluation: Practical – Project + Viva</b>

## Course Objectives

- 1 To familiarize the students with certain key Indian Political Thinkers and their contribution to politics and society.
- 2 To familiarize the students with the Indian Knowledge system through the contributions of the major Indian Political thinkers.

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

<b>CO 1</b>	Be able to understand the role and contribution of the Indian Political Thinkers	<b>BT 1</b>
<b>CO 2</b>	Get an insight on how the present day politics is shaped by the thoughts and ideas of the Indian Political Thinkers	<b>BT 2</b>

## Detailed syllabus

Modules	Topics & Course Contents	Periods
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<b>I.</b>	<b>Unit I: Ancient Indian Political Thought</b> 1 Features of Ancient Indian Political Thought 2 Kautilya	<b>20</b>
<b>II.</b>	<b>Unit II: Moderate and Extremists Thinkers</b> 1 Gopala Krishna Gokhale 2 Bal Gangadhar Tilak (1856-1920)	<b>20</b>
<b>III.</b>	<b>Unit III: Father of the Nation</b> 1 Mahatma Gandhi – Non – Violence, Satyagraha, Religion 2 Sarvodaya and Grama Swaraj and Cooperation	<b>20</b>
<b>IV</b>	<b>Unit IV: Socialists and Reformists</b> 1 M.N. Roy (1893-1954) 2 Nehru (1889-1964) 3 Jayaprakash Narayan	<b>20</b>
<b>TOTAL</b>		<b>80</b>

### Reference Books

- 1 Dr. Vishnubhagwan (1999) Indian Political Thinkers, Atma Ram & Sons Publications, New Delhi.
- 2 Ram Chandra Gupta, (2001) Great Political Thinkers East and West, Lakshmi Narain Agarwal, Education Publisher, Agra
- 3 Mohanty k. D. (2001), Indian Political Tradition, Anmol Publications Pvt.Ltd, New Delhi. 4.

### Textbooks

1. Altekar A.S. (1992) State and Government – In Ancient India, Motilal Banarsidass Publishers Private Limited, New Delhi.

<b>CREDIT DISTRIBUTION</b>		
<b>Lectures/Tutorials</b>	<b>Practicum</b>	<b>EL</b>
<b>80 hours</b>	-	<b>20 hours</b>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### **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.

### **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-Blackwel

**Semester – IV(Minor)**

**Paper I/Subject Name: International Relations**

**Code: POL182N401**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Practical – Project + Viva**

### **Course Objectives**

1. To provide students an understanding of the diverse traditions of theoretical endeavours in the International relations as they have evolved around the world
2. To provide students a thorough background in recent trends in 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>	have an understanding of 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 the 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 & Concepts 2. Liberalism – Principles & Concepts 3. Marxism - Principles & Concepts	<b>15</b>
<b>III.</b>	<b>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>Recent Trends in International Relations</b> 1. Environment: Climate Change 2. South-South Cooperation, 3. Refugees and Migration.	<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>
		<b>(Documentary, Newspaper analysis, Book Review, Assembly visit)</b>

### 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 Hille. New Delhi

**Semester – IV(Minor)**

**Paper I/Subject Name: Peace and Conflict Management**

**Code: POL182N402**

**L-T-P-C – 3-0-0-3**

**Credit Units: 3**

**Scheme of Evaluation: Practical – Project + Viva**

### 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 analyses 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 &amp; Course Contents</b>	<b>Periods</b>
<b>I.</b>	<b>Unit 1: Introduction to Peace and Conflict Studies.</b>  1. What is peace ? 2. What is conflict resolution?	<b>15</b>

<b>II.</b>	<b>Unit 2- Contributions of key thinkers</b> 1. Gandhi 2. Mandela 3. Martin Luther king Jr.	<b>15</b>
<b>III.</b>	<b>UNIT 3 - Changing Nature of conflict</b> 1. Conventional 2. Non conventional 3. Non state actor challenges	<b>15</b>
<b>IV</b>	<b>Unit 4 - 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>
		<b>(Documentary, Newspaper analysis, Book Review, Movie Review)</b>

**Reference book**

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













