

SRM University Delhi-NCR, Sonapat, Haryana
Faculty of Science & Humanities
Department of Political Science



SRM
UNIVERSITY
DELHI-NCR, SONEPAT

FOUR YEAR UNDERGRADUATE PROGRAMME
IN THE DEPARTMENT OF POLITICAL SCIENCE
IN ALIGNMENT WITH NEP-2020 (UGC Guidelines)

w.e.f. Academic Year 2025-26

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

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

MISSION

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

EMPLOYABILITY ATTRIBUTES:

Successful completion of a 4-year undergraduate Programme in Political Science will endow the learners/aspirants with the following attributes:

1. Sound knowledge and understanding of the domain.
2. Critical thinking, analytical mind and decision-making mindset.
3. Originality and creativity in formulating, evaluating and applying evidence-based arguments.
4. Ability to identify and draw synergy between/among events and/or aspects/theories to provide a wider, deeper and critical understanding and solution to problems.
5. Advanced communication skills – Reading, Writing, Speech & thoughts.
6. Thorough understanding of socio-political and historical context of significant events, theories and movements.

PROGRAMME OBJECTIVES (POs):

The main objective is to provide a comprehensive understanding of the discipline to the students joining the 4-year undergraduate Programme.

PO 1: The program aims at making the students understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science, its underdisciplined and other multidisciplinary courses.

PO 2: This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies.

PO 3: Aim of the course is to expose the students to the diverse political philosophies, international relations, comparative politics, public administration and public policy.

PO 4: The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which don't form the core of Political Science, yet very much conjoining its boundaries.

PO 5: The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

PROGRAMME LEARNING OUTCOMES (PLOs):

After having completed the undergraduate degree in Political Science, the students would be:

PLO1: The learners who complete four years of full-time undergraduate honors degree Programme in Political Science would earn a Bachelor's degree with honors/research.

PLO2: The course learning outcomes that a student should be able to demonstrate on completion of an honors degree level Programme may involve academic, behavioral and social competencies.

PLO3: The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on a day-to-day basis in real life situations.

PLO4: The learners would earn an interdisciplinary understanding, thus widening their perspectives.

PLO5: Project-oriented problem-solving research components, building case studies; team and leadership orientations are some of the important outcomes.

At the end of the first year: Ability to understand fundamental theories and issues in Political Science.

At the end of the second year: Ability to develop a broader understanding of theories and contemporary global issues in Political Science.

At the end of the third year: Ability to develop a complex understanding of theories and contemporary global issues in Political Science.

During the fourth year: Experience of workplace problem-solving in the form of Internship or Research Experience preparing for Higher Education or Entrepreneurship Experience.

MAPPING MATRIX BETWEEN POs & PLOs:

Programme Objectives (PEOs)	Programme Learning Outcomes (PLOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
PO 1					
PO 2					
PO 3					
PO 4					
PO 5					
PO 6					

Four Year UG Programme Structure in alignment with NEP-2020 in SRMUH w.e.f. Academic Year 2025-2026		
Faculty of Science & Humanities		
Sl.No.	Broad Category of Courses	Abbreviation
1	Major Courses	DSC/Interdisciplinary Courses (IDC)
2	Minor Stream Courses	Interdisciplinary Courses (IDC)/DSE
3	Multidisciplinary Courses	MDC
4	Ability Enhancement Courses	AEC
5	Skill Enhancement Courses	SEC
6	Value Added Courses	VAC
7	Summer Internship	SIP
8	Research Project/Dissertation	RP/Dissertation

Four Year Undergraduate Programme Credit Structure Semester wise in alignment with NEP-2020 w.e.f. Academic Year 2025-26								
Faculty of Science & Humanities								
Department of Political Science								
First Year First Semester								
S l. N o.	Course Code	Course Title	L	T	P	Credit s	Course Category	Remarks
1	21PSBA101	Understanding Political Theory	3	1	0	4	Major Course	
2	25PSBA102	Constitutional Government in India	3	1	0	4	Major Course	
3	25PSBA103	Political Concepts and Values	3	1	0	4	Minor Course	
4		MDC#	3	0	0	3	Multidisciplinary Course	
5	UAEC101	Functional English-I	2	0	0	2	Ability Enhancement Course	
6	23SS351	Effective Communication Skills	0	0	2	1	Skill Enhancement Course	
7		Digital Literacy & IT Skills	0	0	2	1	Skill Enhancement Course	
8	23VAC102 /23VAC202	Indian Constitution & Polity	2	0	0	2	Value Added Course	
TOTAL						21		
# Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it								

First Year Second Semester								
S l. N o.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	25PSBA201	Political Theory: Concepts and Debates	3	1	0	4	Major Course	
2	25 PSBA202	Political Process in India	3	1	0	4	Major Course	
3	23PSBA203	Ideas of Modern Indian Thinkers	3	1	0	4	Minor Course	
4		MDC#	3	0	0	3	Multidiscipli nary Course	
5	UAEC201	Functional English- II	2	0	0	2	Ability Enhancemen t Course	
6		Advanced Excel Skills	0	0	2	1	Skill Enhancemen t Course	
7	23SS452	Teamwork & Interpersonal Skills	0	0	2	1	Skill Enhancemen t Course	
8	23VAC101/ 23VAC201	Environment Protection & Sustainable Development	3	0	0	2	Value Added Course	
9	23FSH271	Live Projects/Vocational Courses/Summer Internship				4	Live Projects/Voc ational Courses/Su mmer Internship	
TOTAL						25		
# Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it								
* Students would do Live Project/Vocational Course/Summer Internship of 4 Credits during Summer term of 6 to 8 weeks								
On Exit, the students on completion of requisite requirement (of 45 credits) on completion								

of II-Semester, shall be awarded UG Certificate (in the field of study/ discipline).

Faculty of Science & Humanities

Second Year Third Semester

S l. N o.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	25PSBA301	Introduction to Comparative Politics	3	1	0	4	Major Course	
2	25PSBA302	Perspectives on Public Administration	3	1	0	4	Major Course	
3	24PSBA303	Perspectives on International Relations and World History	3	1	0	4	Major Course	
4	23PSBA304	Ideas of Western Political Thinkers	3	1	0	4	Minor Stream Course	
5		MDC#	3	0	0	3	Multi-disciplinary Course	
6		Hindi/German/French	2	0	0	2	Ability Enhancement Course	
7	23SS553	Presentation Skills	0	0	2	1	Skill Enhancement Course	
8		Statistical Analysis with SPSS	0	0	2	1	Skill Enhancement Course	
TOTAL						23		

Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it

S I. N o.	Course Code	Course Title	L	T	P	Credits	C o u r s e C a t e g o r y	Remarks
1	25PSBA401	Political Processes and Institutions in Comparative Perspective	3	1	0	4	M a j o r C o u r s e	
2	25PSBA402	Public Policy and Administration in India	3	1	0	4	M a j o r C o u r s e	
3	25PSBA403	India's Perspectives on Global Issues	3	1	0	4	M a j	

							o r C o u r s e	
4	23PSBA404	Understanding Political Processes in India	3	1	0	4	M i n o r S t r e a m C o u r s e	
5		Hindi/German/Fr ench	2	0	0	2	A b i l i t y E n h a n c e m	

							e n t C o u r s e
6	23SS654	Professional Skills	0	0	2	1	S k i l l E n h a n c e m e n t C o u r s e
7		Video Recording And Editing	0	0	2	1	S k i l l E n h a

							n c e m e n t C o u r s e
8	23VAC103	Sports, Yoga & Fitness	1	0	2	2	V a l u e A d d e d C o u r s e s
TOTAL						26	
<p>* Students would do Live Project/Vocational Course/Summer Internship of 4 Credits during Summer term of 6 to 8 weeks</p>							
<p>On Exit, the students on completion of requisite requirement (of 95 credits) on completion of IV-Semester, shall be awarded UG Diploma (in the field of study/discipline).</p>							

Faculty of Science & Humanities								
Third Year Fifth Semester								
S l. N o.	Course Code	Course Title	L	T	P	Credits	C o u r s e C a t e g o r y	Remarks
1	25PSBA501	Classical Political Thought	3	1	0	4	M a j o r C o u r s e	
2	25PSBA502	Classical Indian Political Thought	3	1	0	4	M a j o r C o u r s e	
3	25PSBA503	Foreign Policy	3	1	0	4	M	

		Analysis					a j o r C o u r s e
4	25PSBA504	Governance: Issues and Challenges	3	1	0	4	M a j o r C o u r s e
5	25PSBA505	Government Schemes in India	3	1	0	4	M i n o r S t r e a m C o u r s e
6	24PSBA506	Feminism: Theory and	3	1	0	4	M i

		Practice					n o r S t r e a m C o u r s e
7	23AR755	Aptitude & Reasoning	0	0	2	1	S k i l l E n h a n c e m e n t C o u r s e
8		Latex-Scientific Typesetting	0	0	2	1	S k i

								l l E n h a n c e m e n t C o u r s e	
TOTAL 26									

Third Year Sixth Semester								
S l. N o.	Course Code	Course Title	L	T	P	Cred its	Course Category	Remarks
1	25 PSBA601	Western Modern Political Thought	3	1	0	4	Major Course	
2	23PSBA602	Modern Indian Political Thought	3	1	0	4	Major Course	
3	25PSBA603	War and Preace	3	1	0	4	Major Course	
4	24PSBA604	Swayam Course to be introduced	3	1	0	4	Major Course	
5	25PSBA605	Women, Power, and Politics	3	1	0	4	Minor Stream Course	
6	23FSH671	Live Projects/Vocational				4	Live Projects/Vocational	

		Courses/Summer Internship					Courses/Summer Internship	
TOTAL						24		
*Students would do Summer Internship of 4 Credits of 6 to 8 weeks during summer term								
On Exit, the students on completion of requisite requirement (of 145 credits) on completion of VI-Semester, shall be awarded UG Degree (in the field of study/discipline).								

Fourth Year Seventh Semester								
S l. No.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	23PSBA701	Contemporary Political Theory	3	1	0	4	Major Course	
2	23PSBA702	Green Politics	3	1	0	4	Major Course	
3	24PSBA703	Swayam Course to be introduced	3	1	0	4	Major Course*	
4	23PSBA704	Human Rights in a Comparative Perspective	3	1	0	4	Minor Course*	Students Pursuing Honors
5	23PSBA705	Peace and Conflict Resolution	3	1	0	4	Minor Course*	Students Pursuing Honors
6	24PSBA706	Research Methodology**	2	0	0	2	Major/Minor Course**	Students Pursuing RP
7	23PSBA707	Research Project/Dissertation				4	Research Project/Dissertation**	Students Pursuing RP
TOTAL						20*/18**		
* Students pursuing Honors will do 2 Courses of 8 Credits in lieu of Research Methodology in 7th Semester								
**Students pursuing Honors with Research will do Research Methodology of 2 Credit & Minor Research Project of 4 Credits in the 7th Semester.								

Fourth Year Eighth Semester								
S l.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks

N o.								
1	23PSBA801	Contemporary Political Thinkers	3	1	0	4	Major Course	
2	23PSBA802	Introduction to Indian Knowledge System	3	1	0	4	Major Course	
3	24PSBA803	Political Economy	3	1	0	4	Major Course	
4	25PSBA804	Politics and Cinema in India	3	1	0	4	Minor Course*	Students Pursuing Honors
5	23PSBA805	Research Project/Dissertation				6	Research Project/Dissertation**	Students Pursuing RP
4	23PSBA806	RP/Dissertation				6	Research Project/Dissertation	Students Pursuing RP
TOTAL						16*/18**		

***Students pursuing Honors will do 1 Course of 4 Credits & Summer Internship of 6 to 8 weeks in lieu of Research Project in 8th Semester**

****Students pursuing Honors with Research would complete 6 Credits of Research/Dissertation in VIII-Semester**

On Exit, students shall be awarded Bachelor Degree (in the Political Science) (Honors with Research) or (Honors) or (Honors with Research in Discipline- 1 (Major) with Discipline-2 (Minor) after securing the requisite 181 Credits on completion of VIII-Semester.

Four Year Under Graduate Programme Credit Structure Semester wise in alignment with NEP-2020 in SRMUH w.e.f. Academic Year 2025-26

Faculty of Science & Humanities									
Semester	Broad Category of Courses								Total Credits
	Major	Minor	Multidisciplinary	AEC	SEC	VAC	RP/Dissertation	Live Projects/Vocational Courses/Summer Internship	
I	8	4	3	2	2	2	*		21
II	8	4	3	2	2	2	*	4	25
III	12	4	3	2	2	0	*		23
IV	12	4	*	2	2	2	*	4	26
V	16	8	*	*	2	*	*		26
VI	16	4	*	*	*	*	*	4	24
VI I	12/12	8/*	*	*	*	*	6		20/18
VI II	12/12	4/*	*	*	*	*	6		16/18
3 Years	72	28	9	9	10	8	0	12	145
%	48.65	18.92	6.08	60.8	67.6	54.1	0.00	8.11	100.00
4 Years	96	28	9	9	10	8	12	16	181

%	5 2. 1 7	1 5. 2 2	4.89	4 . 8 9	5 . 4 3	4 . 3 5	6.52	8.70	100 .00
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Examination, Assessment & Evaluation System, NEP-2020			
Course Type	Examination	Evaluation Details	
		Continuo us	End Semester
Major Courses	Theory	40	60
Minor Courses	Theory	40	60
Multidiscipline Courses	Theory	40	60
SEC	Practical	70	30
VAC	Sports, Yoga & Fitness	80	20
Live Projects/Vocational Courses /Summer Internship	Practical	60	40
Research Project/Dissertation	Practical	70	30

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) Sport, Yoga & Fitness Course:				
Sl. No.	Internal Assessment Parameter	Number	Internal Marks	End Term Marks
1	Discipline/Physical Fitness Test	Continuous	10	*
2	Interest in Sports	Activity Based	10	*
3	Sport Participation/Achievement	Activity Based	20	*
4	Sport Debate & Discussion	2	20	*
5	Assignments	2	20	*
6	Physical Fitness Test	1	*	10
7	Viva	1	*	5
8	Sports Practical Copy	Continuous		5
TOTAL			80	20

ABILITY ENHANCEMENT COURSES (AEC)

Total: 8 (4*2) Credits						
University Pool Common to all UG Programs						
Code	Category	Course	L	T	P	C

UAEC101	AEC	Functional English-I	2	0	0	2
UAEC201	AEC	Functional English- II	2	0	0	2
23AEC102	AEC	Hindi/ German/French (Phase-I)	2	0	0	2
23AEC202	AEC	Hindi/ German/French (Phase-II)	2	0	0	2

VALUE ADDED COURSES (VAC)

Total: 6 (2*3) Credits						
Code	Category	Course	L	T	P	C
23VAC101/23VAC201	(VAC)	Environment Protection & Sustainable Development	2	0	0	2
23VAC102/23VAC202	(VAC)	Indian Constitution and Polity	2	0	0	2
23VAC103	(VAC)	Sports, Yoga and Fitness	2	0	0	2
Note:						
1. All Courses are compulsory for the students.						
2. Students would be encouraged to opt for NCC/NSS.						

List of MDC Courses

S.No.	Group	Department	Category	Course Name	L	T	P	Credits
1	Humanities Students	Mathematics	MDC-1	Basic Mathematics, Statistics & Computer Applications	2	0	2	3
2		Chemistry	MDC-2	Chemistry & Society	2	0	2	3
3		Physics		The Physics of Life: The Evolution of Everything	3	0	0	3
4		Biotechnology		System Biology	2	0	2	3
5		Environmental Science		Environmental Geosciences & Disaster Management	3	0	0	3
6		Mgt & Commerce		MDC-3	Principles of Management & Organization Behavior	3	0	0
7		Mgt & Commerce	Fundamental of Accounting & Finance		3	0	0	3
8		Mgt & Commerce	Financial Institutions & Banking System in India		3	0	0	3
9		Law	MDC-4	IPR in Business	3	0	0	3
10		Library & Information Sc.	MDC-5	Library Information Science & Media Literacy	3	0	0	3
11	Hotel Management	MDC-6	Interior Decoration	3	0	0	3	
12	Science Students	Mathematics	MDC-1	Statistics & Computer Applications	2	0	2	3
13		Biotechnology	MDC-2	System Biology	2	0	2	3
14		Environmental Science		Environmental Geosciences & Disaster Management	3	0	0	3
15		Mgt & Commerce	MDC-3	Principles of Management & Organization Behavior	3	0	0	3
16		Mgt & Commerce		Fundamental of Accounting & Finance	3	0	0	3
17		Mgt & Commerce		Financial Institutions & Banking System in India	3	0	0	3
18		Law		MDC-4	IPR in Business	3	0	0

19		Library & Information Sc.	MDC-5	Library Information Science & Media Literacy	3	0	0	3
20		Economics	MDC-6	Indian Economy	3	0	0	3
21		Psychology		Psychology and Life	3	0	0	3
22		Political Science		Electoral Literacy in India	3	0	0	3
23		Sociology		Fundamentals of Sociology & Social Behaviour	3	0	0	3
24	Humanities & Science Students	EEE	MDC-7	Renewable Energy Sources	3	0	0	3
25		ME		Computer-Aided Design and Manufacturing	2	0	2	3
26		EEE		Hybrid Electric Vehicle	3	0	0	3
27		ECE		Electronic Devices and Circuits	3	0	0	3
28		ECE		Introduction to Robotics	3	0	0	3
29		CSE		Cyber Security	3	0	0	3

SKILL ENHANCEMENT COURSES (SEC)

Category	Course Code	Course Name	L	T	P	Credits
Technical Training						
SEC	23SECXX	Digital Literacy & IT Skills	0	0	2	1
SEC	23SECXX	Advanced Excel Skills	0	0	2	1
SEC	23SECXX	Statistical Analysis with SPSS	0	0	2	1
SEC	23SECXX	Video Recording and Editing	0	0	2	1
SEC	23SECXX	Latex- Scientific Typesetting	0	0	2	1

Soft Skill						
SEC	23SS351	Effective Communication Skills	0	0	2	1
SEC	23SS452	Teamwork & Interpersonal Skills	0	0	2	1
SEC	23SS553	Presentation Skills	0	0	2	1
SEC	23SS654	Professional Skills	0	0	2	1
SEC	23AR755	Aptitude & Reasoning	0	0	2	1

CORE COURSES

SEMESTER I

Understanding Political Theory	
Course Code: 21PSBA 101 Credits:4	Continuous Evaluation: 40 End Semester Examination: 60
LTP: 3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO 1: The course has been designed to list key concepts in politics to the students.

CO 2: This course explains political discourses to the students and to make them aware of the scientific inquiry into the political phenomenon and political questions.

CO 3: Through this course Students should be able to interpret different approaches to politics through this.

CO 4: The course has been designed to examine the different concepts like state, democracy etc.

CO 5: This course is designed to develop an understanding of the key concepts like equality, freedom, democracy, citizenship, and justice among students.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: To identify the concepts needed to understand the political phenomenon.

CLO 2: To examine the role and functions of Political theory.

CLO 3: To discover liberal and Marxist traditions to understand politics.

CLO 4: To outline the concept of power and how it operates in society and politics.

CLO 5: To interpret different theories and contemporary debates in democracy.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

UNIT I

Introducing Political Theory

What is Politics: Theorizing the Political

Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative.

UNIT II

Approaches to Political Theory

Traditional, Modern and Contemporary

Critical Perspectives in Political Theory: Feminist and Postmodernist.

UNIT III: State and Sovereignty

Introduction and different conceptions of State & Sovereignty

Modern Nation State; Liberal, Marxist and Neo-Marxist conceptions of State

State and Governmentality

UNIT IV

Political Theory and Practice: Democracy

Democracy: The history of the concept and Type

Various Models of Democracy

Challenges and Limits of Democracy; Free Press and Democracy

Text Books

1. Catriona McKinnon (ed.), *Issues in Political Theory*, Oxford University Press, 20122.
2. H. John and G. Paul, *Introduction to Political Theory*, Pearson Education, New Delhi, 20073.
3. G. Gerald, *Political Concepts and Political Theories*, Westview Press, Oxford, 20004.
4. Rajeev Bhargava and Ashok Acharya (eds.), *Political Theory and Introduction*, Pearson, 20085.
5. Bryan Barry, *Liberty and Justice: Essay in Political Theory*, Clarendon Press, 19916.
6. Will Killick, *Contemporary Political Philosophy: An Introduction*, Oxford University Press, 20027.
7. Robert A Dahl, *Democracy and Its Critique*, Yale University Press, 19898.

Constitutional Government in India	
Course Code: 25 PSBA102 Credits:4	Continuous Evaluation: 40 End Semester Examination: 60
LTP: 3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO 1: This course aims at students to define the Indian Constitution and its integral parts.

CO 2: This course aims to explain constitutional design of state structures and institutions, and their actual working overtime.

CO 3: This course aims to make students outline the concept of federalism and decentralization.

CO 4: Through this course students will compare and contrast the different forms of government.

CO 5: This course will assess the challenges and opportunities for the constitutional reforms in India.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: The student will be able to identify philosophy, salient features of the Indian constitution.

CLO2: The student will be able to illustrate the integral parts and concepts of Indian Constitution.

CLO3: The student will be able to interpret the working of the Indian Government and its organs.

CLO4: The student will be able to outline the working and success of the Indian Constitution and the organs of the Indian government.

CLO5: The student will be able to identify prospects of reforms in the Constitutional Government and its operational aspects.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				

Course Content:

Unit-I: Indian Constitution: Introduction

Making of Indian Constitution: Constituent Assembly Perspectives
 Indian Constitution: Philosophy, Preamble and Basic Structure

Unit-II: Integral Parts of the Indian Constitution

Fundamental Rights
 Directive Principles of State Policy

Unit: III: Organs of the Government

Executive: President of India, Prime Minister of India, Governor, Chief Minister of India
 Legislature: Parliament and State Legislative Assemblies, Lok Sabha and Rajya Sabha
 Judiciary: Supreme Court of India and High Court of India

Unit: IV: State and Local Government

Centre-State Relations
 Local Governance

Text Book

1. Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.
2. Basu, D.D. (2014) An Introduction to the Constitution of India, New Delhi. Prentice Hall.
3. Fidia, B.L. & Fidia, Kuldeep (2017) Indian Government and Politics, Agra. Sahitya Bhawan.
4. Chakravarty, B. & Pandey, K. P. (2009) Indian Government and Politics, New Delhi: Sage.
5. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.
6. Jayal, N. G. & Mehta, P. B. (eds.) (2010) Oxford Companion to Indian Politics. New Delhi: Oxford University Press.
7. Himanshu Roy and Mahendran Prasad Singh (2018), Indian Political System, New Delhi: Pearson.
8. L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in Explaining Indian Institutions: A Fifty-Year Perspective, 1956-2006: Volume 2: The

Realm of Institutions: State Formation and Institutional Change. New Delhi: Oxford University Press, pp.183-210.

9. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in Indian Politics: Constitutional Foundations and Institutional Functioning, Delhi: PHI Learning Private Ltd., pp.166-195.
10. P. Dsouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India's Living Constitution: Ideas, Practices and Controversies, New Delhi: Permanent Black, pp. 370-404.
11. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), pp.3986-3993.

Political Concepts and Values	
Course Code: 25 PSBA 103 Credits:4	Continuous Evaluation: 40 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO1: Understand key political concepts and their historical evolution.

CO2: Analyze the relationship between political values and policymaking.

CO3: Evaluate the impact of political concepts on contemporary global issues.

CO4: Compare and contrast diverse political ideologies.

CO5: Construct reasoned arguments for ethical and just governance models.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Students will be able to define and explain fundamental political concepts such as

democracy, totalitarianism, liberty, equality, justice, and power.

CLO2: Students will be able to interpret how political values influence the formulation and implementation of public policies, using case studies to demonstrate their understanding.

CLO3: Students will be able to apply political concepts and values to analyze and assess complex global challenges like human rights violations, environmental policies, and international conflicts.

CLO4: Students will be able to analyze and differentiate between various political ideologies by examining their core tenets, historical contexts, and implications.

CLO5: Students will be able to synthesize their understanding of political concepts and values to articulate well-reasoned arguments advocating for ethical and just governance models in a diverse and interconnected world.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit 1: Understanding Political Concepts

What is Political? State and Government

Power, Authority and Legitimacy

Unit 2: Political Values-I

Liberty- Negative and Positive, Freedom and Emancipation

Equality of Opportunity and Equality of Outcome

Unit 3: Political Values-II

Rights: Natural, Moral and Legal, Rights and Obligations

Justice: Procedural and Substantive

Unit 4: Political Values-III

Concept of Democracy

Direct Democracy & Indirect Democracy

Reading List:

Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

Ball, Terence, James Farr and Russell L. Hanson (eds), *Political Innovation and Conceptual Change* (Cambridge: Cambridge University Press, 1989).

Barry, Brian, *Political Argument* (Hemel Hempstead: Harvester Wheatsheaf, 1990).

Dryzek, John, B. Honnig and Anne Philips (eds), *A Handbook of Political Theory* (Oxford: Oxford University Press, 2006).

Goodin, Robert E. and Philip Pettit, *A Companion to Contemporary Political Philosophy* (Oxford: Blackwell, 1995).

Kleinberg, Stanley S., *Politics and Philosophy* (Oxford: Blackwell, 1991).

Lukes, Steven, 'Power and Authority', in Tom Bottomore and Robert Nisbet (eds), *A History of Sociological Analysis* (London: Heinemann, 1979).

Nagel, Thomas, *What Does it All Mean? A Very Short Introduction to Philosophy* (Oxford: Oxford University Press, 1987).

Wolff, Jonathan, *An Introduction to Political Philosophy* (Oxford: Oxford University Press, 1996).

SEMESTER II

Political Theory: Concepts and Debates	
Course Code: 25 PSBA 201 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able

CO 1: To describe the concepts in political theory to students to sharpen their understanding about basic tenets of these concepts.

CO 2: To restate different debates in Political theory.

CO 3: To discover key concepts in political theory and its contemporary relevance.

CO 4: To outline concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

CO5: To understand the current scenario of political and social practices that impact the political system.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After the completion of this course

CLO1: The student will be able to define political theory and concepts.

CLO2: The student will locate and explain the relevance of political theory, its basic normative concepts.

CLO3: The student will be able to discover the knowledge of each concept to a political argument.

CLO4: The course will help the students to compare and appraise social practices through the relevant conceptual tool kit.

CLO5: The student will be able to express and evaluate the ongoing political and social practices based on a sound knowledge.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Contents:

Unit I: Liberty

Concept of Freedom

Freedom as Swaraj: Free Speech and Hate Speech

Unit II: Equality

Introduction: Equality, Meaning and Significance

Debate on Equality: Affirmative Action

Unit III: Rights and Duties

Rights: Meaning and Significance

Debates on Rights and Duties

Unit IV: Power

Introduction to Power and Authority

Dimensions of Power

Textbook

1. Catriona McKinnon (ed.), Issues in Political Theory, Oxford University Press, 20122.
2. H. John and G. Paul, Introduction to Political Theory, Pearson Education, New Delhi, 20073.
3. G. Gerald, Political Concepts and Political Theories, Westview Press, Oxford, 20004.
4. Rajeev Bhargava and Ashok Acharya (eds.), Political Theory and Introduction, Pearson, 20085.
5. Bryan Barry, Liberty and Justice: Essay in Political Theory, Clarendon Press, 19916.
6. Will Kymlicka, Contemporary Political Philosophy: An Introduction, Oxford University

Press, 20027.

7. Robert A Dahl, *Democracy and Its Critique*, Yale University Press, 19898.
8. A. Dworkin, *Taking Rights Seriously*, Duckworth, 19779.
9. Steven Luke's, *Power: A Radical View*, Macmillan Press, 1974.
10. John Rawls, *A Theory of Justice*, Oxford University Press, 1971
11. Amartya Sen, *The Idea of Justice*, Allan Lane, 2009

Essential Readings:

Unit I – Liberty

1. Sriranjani, V. (2008) 'Liberty', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
2. Riley, Jonathan. (2008) 'Liberty' in McKinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.
3. Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 4-15.
4. Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

Unit II – Equality

5. Acharya, Ashok. (2008) 'Equality', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
6. Casal, Paula and William, Andrew (2008) 'Equality', in McKinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 149-165.
7. Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
8. Deshpande, A. (2008) 'Quest for Equality: Affirmative Action in India', *Indian Journal of Industrial Relations* 44(2): 154-163.
9. Miller, D. (1996) 'Arguments for Equality', *Midwest Studies in Philosophy* 7: 73-88.

Unit III – Justice

10. Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.
11. Rawls, J. (1972) *A Theory of Justice*, London: Oxford University Press.
12. Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp.172-187.
13. Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.) *The Oxford Handbook of Practical Ethics*. New Delhi: Oxford University Press, pp. 705-733.

Unit IV – Rights

14. Sengupta Tulkdar, P. (2008) 'Rights', in Bhargava, Rajeev and Acharya, Ashok (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.
15. McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.
16. Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture and Identity', in *Essex Human Rights Review* 4(2), pp. 1-23.
17. Working Group on the Girl Child. (2007) *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

Course Code:25 PSBA202 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

The syllabus has been prepared in accordance with National Education Policy (NEP). The following are the objectives of the course. The course is framed in way that the student should be able to:

CO1: Demonstrate understanding of the historical evolution and key concepts of the political process in India.

CO2: Analyze the structure and functioning of India's political institutions, including the executive, legislative, and judicial branches.

CO3: Apply theoretical frameworks to assess the impact of socio-economic diversity on political processes in India.

CO4: Critically evaluate the role of political parties, interest groups, and electoral systems in shaping the Indian political landscape.

CO5: Create strategies for effective citizen engagement and participation in the political process to promote democratic values in India.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Recall the major events and milestones in India's political history, and define key terms related to political institutions and processes.

CLO2: Explain how the separation of powers operates in India's political system and describe the checks and balances between different branches of government.

CLO3: Utilize theories of political representation to analyze the challenges and opportunities posed by India's diverse population and regional variations.

CLO4: Assess the impact of coalition politics on policy-making, and analyze the influence of interest groups on shaping public policies in India.

CLO5: Design a civic education program that fosters political awareness and active participation among different segments of the Indian population.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit I

Political Parties and the Party System

Trends in the Party System, From the Single Party (Congress System) to Multi-Party System

Unit II

Politics of Coalition

Emergence of Coalition Governments in India, Regional Aspirations: Politics of Secession and Accommodation

Unit III

Religion and Politics

Debates on Secularism and Communalism.

Unit IV

Determinants of Voting Behavior and Changing Nature of the Indian State

Debate on Caste, Class, Gender and emerging trends

Readings:

Textbooks

- Himanshu Roy and Mahendra Prasad Singh (2018), Indian Political System, New Delhi: Pearson.
- Niraja Gopal Jayal and Pratap Bhanu Mehta (2011.), The Oxford Companion to Politics in India, New Delhi
- Bidyut Chakrabarty and Rajendra Kumar Pandey (2021), Indian Government and Politics, New Delhi: Sage Publications
- Ousting. (2010) The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford

University Press.

- Bhargava (2008) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.
- R. Kothari, (1970) *Caste in Indian Politics*, Delhi: Orient Longman.
- P. Brass, (1999) *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Book.

References

- R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.
- E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
- Yogendra Yadav, & Ushas Pal shikar (2006). *Party system and electoral politics in the Indian States, 1952-2002: From hegemony to convergence*. *India's political parties*, 6, 73-116.
- Ushas Pal shikar, 'India's Second Dominant Party System', *Economic and Political Weekly*, Vol.52, no.12, 2017, pp 12-15.
- Jafferlot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604- 619
- Deshpande, (2004) 'How Gendered was Women's Participation in Elections2004?' *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.
- Pant ham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in Vora and S. Pal shikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp.235-256.
- L. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.
- S. Pal shikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
- R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', *Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune*.
- Kanchan Chandra, (2015). *The new Indian state: The relocation of patronage in the post-liberalization economy*. *Economic and Political Weekly*, 46-58.

- Jafferlot, (2005) ‘The Politics of the OBCs’, in Seminar, Issue 549, pp. 41-45.
- John, (2011) ‘The Politics of Quotas and the Women’s Reservation Bill in India’, in M.

Ideas of Modern Indian Thinkers	
Course Code: 23PSBA203 Credits:4	Continuous Evaluation: 40 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

Course Objective:

CO1: Recall key concepts and contributions of Modern Indian Thinkers.

CO2: Explain the historical, cultural, and societal contexts that influenced the thinking of Modern Indian philosophers.

CO3: Apply the principles and concepts of Modern Indian Thinkers to contemporary issues.

CO4: Analyze the interconnections and differences between the philosophies of various Modern Indian Thinkers.

CO5: Evaluate the impact of Modern Indian Thinkers on India's intellectual, social, and political landscape.

Course Learning Objectives:

CLO1: By the end of the course, students will be able to list and describe the significant ideas and philosophies of prominent Modern Indian Thinkers, such as Gandhi, and Ambedkar.

CLO2: Students will be able to analyze the socio-political and cultural factors that shaped the ideas of Modern Indian Thinkers, demonstrating an understanding of how these factors impacted their philosophical perspectives.

CLO3: Students will be able to assess current social, economic, or ethical challenges through the lens of Modern Indian Thinkers' philosophies, providing reasoned arguments for their relevance or applicability.

CLO4: Through comparative analysis, students will be able to identify common themes as well as contrasting viewpoints among different Modern Indian Thinkers, highlighting the diversity of philosophical perspectives within the context of Indian thought.

CLO5: Students will critically assess the influence and lasting legacy of Modern Indian Thinkers on India's intellectual history and contemporary society, substantiating their evaluations with evidence of their ideas' implications and outcomes.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit-1 Raja Ram Mohan Roy

Social Reform, Individual Rights and Freedom of Press, Brahmo Samaj,

Unit-2 M. K. Gandhi

Truth, Nonviolence, and Swaraj

Unit-3 Dr. B. R. Ambedkar

Origins of Caste, and Annihilation of Caste

Unit-4 Jawaharlal Nehru

Discovery of India and Secularism

Reading List:

"The Discovery of India" by Jawaharlal Nehru

"Hind Swaraj" by Mahatma Gandhi

"What Congress and Gandhi Have Done to the Untouchables" by B. R. Ambedkar

"States and Minorities: What Are Their Rights and How to Secure Them in the Constitution of Free India" by B. R. Ambedkar

"Political Ideas in Modern India: Thematic Explorations" by V. R. Mehta

"Gandhi: A Political and Spiritual Life" by Kathryn Tidrick

"Indian Political Thought: A Reader" edited by Christophe Jaffrelot

"A History of Political Thought: Plato to Marx" by Mukherjee and Ramaswamy

"Modern Indian Political Thought" by Bidyut Chakrabarty and Rajendra Kumar Pandey.

SEMESTER III

Introduction to Comparative Politics	
Course Code: 25 PSBA 301 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

The syllabus has been prepared in accordance with National Education Policy (NEP). This course is framed in a way that the through this course student should be able to

CO 1: Understand the basic concepts, theories, and methodologies in comparative politics.

CO 2: Analyze and interpret different political systems and institutions across countries.

CO 3: Apply comparative analysis to real-world political scenarios.

CO 4: Critically evaluate the impact of historical, cultural, and economic factors on political dynamics.

CO 5: Formulate informed hypotheses about the future political developments in different regions.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After

completion of course, students would be able to:

CLO1: Students will be able to define and explain key terms, concepts, and theories in comparative politics, and differentiate between various methodologies used in the field.

CLO2: Students will be able to compare and contrast political systems, structures, and institutions of various countries, and interpret their implications for governance and policymaking.

CLO3: Students will be able to apply comparative methods to analyze and explain political phenomena in different countries, demonstrating an understanding of the factors influencing political outcomes.

CLO4: Students will be able to analyze how historical, cultural, and economic factors shape political behavior, policies, and institutions in diverse countries, leading to nuanced interpretations.

CLO5: Students will be able to synthesize information from various sources to develop reasoned hypotheses about potential future political changes and trends in specific regions, demonstrating an advanced level of critical thinking.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO1					
CO2					
CO3					
CO4					
CO5					

Course Contents:

Unit I – Understanding Comparative Method and Comparative Politics

What is a Comparative Method? Why Compare?

Comparative Politics: Meaning, Nature, Significance, and Evolution.

Going Beyond Eurocentrism

Unit II – Approaches to Studying Comparative Politics

David Easton's General Systems Theory

Gabriel Almond's Structural-Functional Approach & Institutional-Neo-institutional Approach

Marxist Approaches: Political Economy, Dependency Theory, and World Systems

Unit III – Historical Context of Modern Government

Capitalism: Meaning and Development; Globalization

Socialism: Meaning, Growth, and Development,

Colonialism and Decolonization: Meaning, Context, Forms of Colonialism; Anti-colonialism struggles and process of decolonization

Unit IV – Themes for Comparative Analysis

A comparative Study of Constitutional Developments and Political Economy in the following countries:

(a) Britain

(b) United States of America

Essential Readings:

Unit I – Understanding Comparative Method and Comparative Politics

Landman, T. (2008) *Issues and Methods in Comparative Politics (An Introduction)*. New York: Routledge.

Kopstein, J. and Lichbach, M. (eds) (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', *Teaching Politics*, Nos. 1 and 2, pp. 22-38.

Unit II – Approaches to Studying Comparative Politics

Pennington, M. (2009) 'Theory, Institutional and Comparative Politics' in Bara, J. and Pennington,

M. (eds.) *Comparative Politics: Explaining Democratic System*. New Delhi: Sage Publications, pp. 13-40.

Bingham Powell, G., Storm, Jr. Kaare, Menion Melanie and Dalton, Russel J. "Political System: Environment and Interdependence", pp. 27-33.

Unit III – Historical Context of Modern Government

(a) Capitalism

Fulcher, J. (2004) *Capitalism: A Very Short Introduction*. New York: Oxford University Press.

Suresh, R. (2010) *Economy and Society: Evolution of Capitalism*. New Delhi: Sage Publications, pp. 151-188, 235-268.

Ritzer, G. (2002) 'Globalisation and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

(b) Socialism

Newman, M. (2005) *Socialism: A Very Short Introduction*. New York: Oxford University Press.

Brown, A. (2009) 'The Idea of Communism', in *Rise and Fall of Communism*. Harpercollins, pp. 1-25, 587-601.

McCormick, J. (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*. United Kingdom: Wadsworth, pp, 195-209.

(c) Colonialism and Decolonisation

Duara, P. (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Daura (ed.) *Decolonization: Perspective from Now and Then*. London: Routledge, pp. 1-18.

Chiryankandath, J. (2008) 'Colonialism and Post-Colonial Development', in Burnell, P. et al., *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

Unit IV – Themes for Comparative Analysis

Barrington et al. (2010) *Comparative Politics: Structures and Choices*. Boston: Wadsworth, pp. 71-76, 84-89, 212-213.

Grant, M. (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43.

McCormick, J. (2007) *Comparative Politics in Transition*. UK: Wadsworth, pp. 260-270. (China).

Kesselman, M., Krieger, J. and William (2010) *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. USA: Wadsworth, pp. 47-69 (Britain); 363-387 (Nigeria);

415-439 (Brazil); 625-648 (China).

Additional Readings:

Boix, C. and Stokes, S. C. (2007) *The Oxford Handbooks of Comparative Politics*. New York: Oxford University Press.

Godin, R. E. and Klingemann, H. (1996) 'Comparative Politics' in *A New Handbook of Political Science*. New York: Oxford University Press.

Blondel, J. (1999) 'Then and Now: Comparative Politics', *Political Studies*, Vol. 47, pp. 152-160.

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis' *Economic and Political Weekly* Vol. 31(4), pp. PE2-PE8.

Roy, A. (2001) 'Comparative Method and Strategies of Comparison', *Punjab Journal of Politics*, Vol. 25 (2), pp. 1-15.

Dobb, M. (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd., pp. 1-32.

Hoogvelt, A. (2002) 'History of Capitalism Expansion', in *Globalisation and Third World Politics*. London: Palgrave, pp. 14-28.

Meek, R. (1957) 'The Definition of Socialism: A Comment', *The Economic Journal* 67(265), pp. 135-139.

Perspectives on Public Administration	
Course Code: 25 PSBA 302 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE

The syllabus has been prepared in accordance with National Education Policy (NEP). This course is framed in a way that the,

CO 1: The course will describe the discipline of public administration to the students.

CO 2: This course will discuss public administration in its historical context with an emphasis on the various classical and contemporary administrative theories.

CO 3: This course will provide access to some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.

CO 4: This course will enable the students to focus on the contemporary administrative developments.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: To state the differences between the public administration and private administration.

CLO 2: To make sense of the idea of new public administration.

CLO 3: To assess the scientific management school by Taylor and Fayol.

CLO 4: To outline the concepts and theories on motivation, leadership and conflict management in the organization.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Contents:

Unit I

Public Administration as a Discipline

Meaning, Nature and Significance of the Discipline, Public and Private Administration

Evolution of Public Administration.

Unit II

Theoretical Perspectives I

Classical Theories, Scientific management (Discipline, Public), Administrative Management (Gulick, Urick and Fayol), Ideal-type bureaucracy (Max Weber).

Neo-Classical Theories

Human relations theory (Elton Mayo), Rational decision-making (Herbert Simon)

Unit III

Theoretical Perspectives II

Contemporary Theories: Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker).

Unit IV

Major Approaches in Public Administration

New Public Administration, New Public Management. New Public Service Approach, Good

Governance, Feminist Perspectives.

References

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: A Reader*, New Delhi: Oxford University Press.

Amy. S. Wharton, *The Sociology of Gender*, West Sussex: Blackwell-Wiley Publishers, 2012
Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Fadia, B. L., & Fadia, K. (2011). *Public administration: Administrative theories and concepts*. New Delhi: Satyabhama publications.

Bhattacharya (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers.

Shafritz, J. M., Russell, E. W., Borick, C. P., & Hyde, A. C. (Eds.). (2016). *Introducing public administration* (9th ed.). Routledge

Perspectives on International Relations and World History	
Course Code: 24 PSBA 303 Continuous Evaluation: 40	Credits: 4 End Semester Examination 60

L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO 1: To state the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations.

CO 2: To trace the comprehensive overview of the major political developments and events starting from the twentieth century.

CO 3: To discover key milestones in world history from an international perspective.

CO 4: To focus the implicit Euro -centrism of International Relations by highlighting certain specific perspectives from the Global South.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: To identify the key concepts of the discipline of IR and World History.

CLO 2: To locate nexus between Classical Realism and Classical Geopolitics

CLO 3: To assess what Global IR is and why non-western perspectives are needed.

CLO 4: To focus on the important role played by non-Western countries in building post-war norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Contents:

Unit I

Studying International Relations

Understanding International Relations: Levels of Analysis, History of IR: Emergence of the International State System, Treaty of Westphalia.

Unit II

Theoretical Perspectives

Classical Realism & Neo-Realism, Liberalism & Neoliberalism, Marxist Approaches
Feminist Perspectives, Eurocentrism and Perspectives from the Global South

Unit III

An Overview of Twentieth Century IR History I

World War I: Causes and Consequences, Significance of the Bolshevik Revolution
Rise of Fascism/Nazism, World War II: Causes and Consequences

Unit IV

An Overview of Twentieth Century IR History II

Cold War, End of Cold War, Emergence of Third World, Collapse of USSR.
Problem of US Hegemony and Dominance.
New Challenges in the Post Cold War Era.

Readings:

- 1) J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press
- 2) J Goldstein and J. Peterhouse, (2007) *International Relations*, New York: Pearson Longman
- 3) Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

Ideas of Western Political Thinkers
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Course Code: 23PSBA304 Continuous Evaluation: 40	Credits:4 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

Course Objective:

CO1: Recall the fundamental concepts and key ideas of prominent Western political thinkers.

CO2: Explain the theoretical foundations and historical context of Western political thought.

CO3: Analyze and compare the contributions of different Western political thinkers to contemporary political issues.

CO4: Evaluate the implications of Western political theories on the development of democratic systems and governance.

CO5: Critically assess the relevance and limitations of Western political ideas in addressing global political challenges.

Course Learning Objectives:

CLO1: Recall the major works and theories of significant Western political thinkers, including Plato, Aristotle, Machiavelli, Locke, and Rousseau.

CLO2: Describe the historical contexts that influenced the political ideas of Western thinkers, showcasing an understanding of the socio-cultural factors shaping their thought.

CLO3: Utilize the concepts from Western political thought to analyze contemporary political events, demonstrating an ability to apply theoretical frameworks to real-world situations.

CLO4: Compare and contrast the political theories of different Western thinkers, highlighting their distinct contributions to concepts like democracy, individual rights, and social contract.

CLO5: Critique the strengths and weaknesses of Western political ideas, considering their applicability in addressing present-day challenges such as globalization, climate change, and human rights violations.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit-1 Plato & Aristotle

Unit-2 Machiavelli & Hobbes

Unit-3 Bentham and Mill

Unit-4 Marx & Gramsci

Reading List:

"Political Ideologies: An Introduction" by Andrew Heywood

"The Social Contract" by Jean-Jacques Rousseau

"Two Treatises of Government" by John Locke

"The Open Society and Its Enemies" by Karl Popper

"A History of Political Thought: Plato to Marx" by Mukherjee and Ramaswamy

SEMESTER IV

Political Processes and Institutions in Comparative Perspective	
Course Code: 25PSBA401 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO 1: To Identify and recall the key political processes and institutions in different countries and regions.

CO 2: To explain the function and roles of political institutions within different political systems.

CO 3 : To evaluate the influence of political institutions on shaping public policies and political outcomes.

CO 4: To Apply comparative approaches to understanding the dynamics of political processes and their outcomes.

CO 5: To formulate informed opinions on the challenges and opportunities facing

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: Students will be able to identify key political processes and their significance in shaping the governance system.

CLO 2: Students will be able to explain the similarities and differences in political institutions across various countries.

CLO 3: Students will be able to analyse real world case studies to assess the impact of political processes on policy making and governance in different countries.

CLO 4: Students will be able to examine how historical, cultural and economic factors influence the development of political institutions and processes in various regions.

CLO 5: Students will be able to assess the role of international organisation and foreign actors in influencing the political process in comparative perspective.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				

Course Contents:

Unit I

Approaches to Study Comparative Politics

Political Culture, New Institutionalism

Unit II

Electoral and Party System

Definition and procedures: Types of election system (First Past the Post System, Proportional Representation, Mixed Representation); Emergence of the party system and types of parties.

Unit III

Nation-state and Democratization

What is a nation–state? Historical evolution of ‘Nation’ and ‘State’ in Western Europe and postcolonial contexts, Nation-State debates; Process of democratization in post-colonial, post-authoritarian and post-communist countries

Unit IV

Federalism

Historical context of Federation and Confederation: debates around territorial division of power. Concepts of Symmetrical and Asymmetrical Federalism

Text Books

- J. Bara and Pennington. (eds.) Comparative Politics: Explaining Democratic System. Sage Publications, New Delhi.
- Heywood, (2002) ‘Parties and Party System’, in Politics. New York: Palgrave

References

- M. Howard, (2009) ‘Culture in Comparative Political Analysis’, in M. Pinchback and A. Zuckerman, pp. 134- S. (eds.) Comparative Political: Rationality, Culture, and Structure. Cambridge: Cambridge University Press.
- Rosamond, (2005) ‘Political Culture’, in B. Afford, et al. Politics, London: Routledge, pp.

57-81.

- Heywood, (2002) 'Representation, Electoral and Voting', in Politics. New York: Palgrave, pp. 223-245.
- Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) Comparative politics. New Delhi: Sage Publications, pp. 93-119.
- Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and. Breuning, (eds) 21st Century Political Science: A Reference Book. Los Angeles: Sage Publications, pp. 150-158.
- W. O'Conner, (1994) 'A Nation is a Nation, is a State, is an Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) Nationalism. Oxford: Oxford University Press, pp. 36-46.
- K. Newton, and J. Depth, (2010) 'The Development of the Modern State ', in Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33.
- Heywood, (2002), 'The State', in Politics. New York: Palgrave, pp. 85-102
- T. Landman, (2003) 'Transition to Democracy', in Issues and Methods of Comparative Methods: An Introduction. London: Routledge, pp. 185-215.
- J. Haynes, (1999) 'State and Society', in The Democratization. Oxford: Blackwell, pp. 20-38; 39-63
- Smith, (2003) 'Democratization in the Third World', in Understanding Third World Politics: Theories of Political Change and Development. London: Palgrave Macmillan, pp.250-274.
- Burgess, (2006) Comparative Federalism: Theory and Practice. London: Routledge, pp. 135-161.
- R. Watts, (2008) 'Introduction', in Comparing Federal Systems. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

Course Code: 25 PSBA402 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3-1- 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: To familiarize students with the fundamental principles and concepts of public policy and administration in the context of India.

CO2: To analyze the historical development and evolution of public policy-making and administrative systems in India.

CO3: To understand the complexities and challenges involved in the implementation of public policies in the Indian context.

CO4: To examine the role of various stakeholders, including government agencies, civil society, and private sector, in the policy-making and implementation processes.

CO5: To critically evaluate the effectiveness and efficiency of public policies and administrative practices in addressing societal issues and promoting sustainable development in India.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Identify and describe the key components of public policy and administration in India, including policy formulation, implementation, and evaluation processes.

CLO2: Understand the challenges and constraints faced by policymakers and administrators in designing and executing effective policies in a diverse and complex country like India.

CLO3: Apply analytical tools and frameworks to assess the impact of public policies on various social, economic, and environmental issues in India.

CLO4: Analyze the interplay between politics, bureaucracy, and public policy in India.

CLO5: Design and propose institutional reforms to enhance the effectiveness and responsiveness of public administration in India.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				

Course Content:

Unit I

Public Policy and Decentralization

Meaning, Definition, characteristics and models of Public Policy Process in India

Decentralization: Meaning, significance, approaches and types, Local Self Governance: Rural and Urban

Unit II

Budget

Concept and Significance of Budget, Various Approaches and Types of Budgeting, Citizen and Administration Interface, Budget Cycle in India.

Unit III

Public Service Delivery

Redressal of Public Grievances: RTI, PIL, Lokpal and E-Governance

Unit IV

Social Welfare Administration

Education: Right to Education, NEP 2020

Health: National Health Mission, Ayushman Bharat

Food: Right to Food Security, PMGKAY

Employment: MNREGA, PMKVY

Text Books

- M. Howlett, M. Ramesh, and A. Perl, (2009), Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press
- Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman, 2007
- Dreze and Amartya Sen, Indian Development: Selected Regional Perspectives, Oxford: Clarendon Press, 1997

References

- Henry, N. (1999) Public Administration and Public Affairs. New Jersey: Prentice Hall
- Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Sharita, J.M. & Hyde, A.C. (eds.) Classics of Public Administration. Belmont: Wadsworth
- Sharma, P.K. & Devas her, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) Decentralization: Institutions and Politics in Rural India. New Delhi: Oxford University Press
- Vasu Deva, E-Governance in India: A Reality, Commonwealth Publishers, 2005
- World Development Report, World Bank, Oxford University Press, 1992.
- Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004
- United Nation Development Programme, Reconceptualizing Governance, New York, 1997
- Mukhopadhyay, A. (2005) 'Social Audit', in Seminar. No.551.
- Jean Druze and Amartya Sen, India, Economic Development and Social Opportunity, Oxford: Oxford University Press, 1995
- Reetika Khera- Rural Poverty and Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013
- Pradeep Chaturvedi [ed.], Women and Food Security: Role of Panchayats, Concept Publishers, 1997
- National Food Security Mission: nfsm.gov.in/Guidelines/Ixilan/NFSMXII.pdf
- J. Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005
- Lee and Mills, The Economic of Health in Developing Countries, Oxford: Oxford University Press,1983
- K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.
- Mama Mukhopadhyay and Madhu Parihar(ed.) Education in India: Dynamics of Development, Delhi: Shipra Publications, 2007
- Nalini Juneau, Primary Education for All in the City of Mumbai: The Challenge Set by Local Actors', International Institute for Educational Planning, UNESCO: Paris, 2001

- Surendra Munshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004
- www.un.org/millenniumgoals<http://www.cefsindia.org>www.righttofoodindia.org

India's Perspectives on Global Issues	
Course Code: 25 PSBA403 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

- CO 1: To understand the foundational principles of India's perspectives on global issues.
 CO 2: To examine India's responses to emerging global challenges such as maritime security, climate change, space diplomacy, and technological innovation.
 CO 3: To analyze the drivers behind India's engagement with the diaspora, refugee policies, and social mobility issues.
 CO 4: To develop critical thinking skills to evaluate global perspectives in historical and contemporary contexts.
 CO 5: To explore India's approach to multilateralism, global governance, and regional leadership.

COURSE LEARNING OUTCOME:

- The syllabus has been prepared in accordance with the National Education Policy (NEP). After completion of the course, students would be able to:
- CLO 1: Identify and explain the key constituents and traditions that shape India's perspectives on global issues.
 CLO 2: Analyze India's strategic approach to maritime, space and technological security.
 CLO 3: Evaluate India's role in global climate negotiations, energy security, and critical minerals.
 CLO 4: Critically assess India's diaspora policy and its approach to international migration and refugee governance.
 CLO 5: Formulate independent perspectives on India's global policies based on interdisciplinary and comparative frameworks.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

	Course Learning Outcomes (CLOs)
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Course Objectives (COs)	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

UNIT I: Foundations of India's Global Perspective

Constituents of India's Global Perspectives

UNIT II: India's Perspective on Emerging Security Issues

India's Maritime Policy
India's Naval Diplomacy, Indo-Pacific Strategy, SAGAR Initiative

India's Space and Technology Policy

Space and Satellite Diplomacy; Cybersecurity and Digital Sovereignty

UNIT III: Climate, Energy and Health Diplomacy

India and the Global Climate Debate
UNFCCC, Kyoto Protocol, Conference of Parties, Climate Justice and Equity

India's Policy on Critical Minerals

Energy Transition and Rare Earths, Strategic Reserves and Global Partnerships

UNIT IV: India and Migration/Social Mobility

India's Diasporic Engagement
Role of Diaspora in Foreign Policy; Cultural Diplomacy

Migration and Refugee Policy: Indian Perspective
Normative and Strategic Dimensions of Refugee Policy; Social Mobility and Changing International Migration Patterns

Text Books/Suggested Readings:

1. Malone, David M., C. Raja Mohan, and Srinath Raghavan, eds. 2015. *The Oxford Handbook of Indian Foreign Policy*. Oxford: Oxford University Press.
2. Jaishankar, Subrahmanyam. 2020. *The India Way: Strategies for an Uncertain World*. New Delhi: HarperCollins India.
3. Raja Mohan, C. 2015. *Modi's World: Expanding India's Sphere of Influence*. Noida: HarperCollins India.
4. Hall, Ian. 2019. *Modi and the Reinvention of Indian Foreign Policy*. Bristol: Bristol University Press.
5. Mukherjee, Anit, and C. Raja Mohan, eds. 2015. *India's Naval Strategy and Asian Security*. New York: Routledge/Taylor & Francis Group.
6. Narayanan, S., S. S. Parmar (Retd), Abhijit Singh, Anushree Das, Vijay Sakhuja, and Kamal Verma. 2025. "Maritime Domain Awareness in the Indo-Pacific Region." *Special Publication*, Indian Council of World Affairs, January 17. <https://icwa.in/pdfs/MaritimeDomainAwarenessweb.pdf>
7. Indian Council of World Affairs. 2025. *Space Diplomacy*. New Delhi: Indian Council of World Affairs. <https://icwa.in/pdfs/SpaceDiplomacyWeb2025.pdf>
8. Dubash, Navroz K., ed. 2012. *Handbook of Climate Change and India: Development, Politics and Governance*. London: Routledge.
9. Jayaram, Dhanasree. 2021. *Climate Diplomacy and Emerging Economies: India as a Case Study*. London/New York: Routledge.
10. Feng, Renjie. 2020. "Common but Differentiated Strategies: Revisiting the Climate Diplomacy of India and China." *China Quarterly of International Strategic Studies* 6 (1):143-164. <https://doi.org/10.1142/S237740020500086>
11. Jayaram, Dhanasree. 2018. "From 'Spoiler' to 'Bridging Nation': The Reshaping of India's Climate Diplomacy." *Revue internationale et stratégique* 109 (1): 181–190. <https://doi.org/10.3917/ris.109.0181>
12. Boafu, Joseph, Edem Tevoedjre, Lisa Jentel, Aarti Sablok, Aakriti Gupta, Neelanjan Ray, and Nalin Khandelwal. 2025. "The Rising Significance of Critical Minerals in Africa: Potential for Cooperation." *Publication*, Indian Council of World Affairs, July 2. <https://icwa.in/pdfs/TheRisingSignificanceAfricaWeb.pdf>
13. Sinh, Anindita. 2024. "Beyond Self-reliance: India's International Partnerships on Critical Minerals." *CSEP Blog*, September 30. Centre for Social and Economic Progress. <https://csep.org/blog/beyond-self-reliance-indias-international-partnerships-on-critical-minerals/>
14. Jain, Ravindra K. 2010. *Nation, Diaspora, Trans-nation: Reflections from India*. Delhi & London/New York: Taylor & Francis (Routledge).
15. Sahai, Paramjit. 2019. *Indian Cultural Diplomacy: Celebrating Pluralism in a Globalised World*. New Delhi: VIJ Books India Pvt Ltd.
16. Rajan, S. Irudaya, ed. 2022. *The Routledge Handbook of Refugees in India*. New Delhi: Routledge/CRC Press.
17. Ambi, Sukanya. 2025. "Towards a Changing International Migration and Mobility Agenda: The Indian Perspective." *Special Publication*, Indian Council of World Affairs, July 9. <https://icwa.in/pdfs/ChangingInternationalMigrationWeb.pdf>

Classical Political Thought	
Course Code: 25PSBA501 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 -1-0	
Prerequisite: NIL	

Course Objective:

CO1: To provide an overview of the development and evolution of political ideas in Western civilization, from ancient Greece to modern times.

CO2: To foster critical thinking and analytical skills in students to engage with complex political theories and texts.

CO3: To explore the connections between historical political thought and contemporary political issues, enabling students to apply theoretical insights to real-world challenges.

CO4: To encourage students to develop a nuanced understanding of different philosophical perspectives on governance, justice, authority, and the role of the state.

CO5: To promote an appreciation for the diversity of Western political thought, acknowledging the contributions of various thinkers and schools of thought across different historical periods.

Course Learning Outcome:

CLO1: Analyze and discuss key concepts, themes, and ideologies presented in the works of influential Western political thinkers

CLO2: Compare and contrast different political theories, understanding their historical contexts and evaluating their strengths and weaknesses in addressing political challenges.

CLO3: Apply political theories to contemporary issues, demonstrating an ability to connect historical ideas to present-day debates on democracy, justice, individual rights, and global politics.

CLO4: Develop critical reading and interpretive skills, enabling students to extract the central arguments and underlying assumptions from complex philosophical texts.

CLO5: Engage in thoughtful and well-reasoned discussions about Western political thought, articulating their perspectives coherently and supporting their arguments with evidence from primary and secondary sources.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

Unit I: History and Interpretation

History and Interpretation of Method: Textual & Contextual

Schools Of Interpretation: Marxist, Cambridge ‘New History’, Psychoanalytic, Feminist and Post-Modernist

Unit-II: Plato & Aristotle

Plato: Philosophy and Politics, Works (Republic, Statesman and the Laws), Philosopher King, Theory of Forms Theory of Justice, Education and Theory of communism of property, Women and Guardianship , Plato on Democracy Critical assessment.

Aristotle: Works (Politics), Ideal State, Citizenship, State and Household, Classification of Government, Citizenship and Slavery, Nicomachean Ethics, Justice, Regimes and Theory of Revolution, Critical assessment.

Unit-III: Machiavelli

Works (Prince and The Art of War), Statecraft, Virtue, Vice and Fortune, State, Political ethics, morality Violence, Religion and Republic, Republicanism and Critical assessment.

Unit-IV: Hobbes, Locke and Rousseau

Hobbes

Works, Historical Background, Human nature, possessive individualism, State of Nature, Social Contract, Sovereignty, conception of state and role of consent

Locke

Natural rights, Social contract, laws of nature, Property and Liberalism (Locke), Critical

Assessment.

Rousseau

General Will, Moral Freedom, Popular Sovereignty, Critique of Private Property, Social Contract as Civic Unity, Direct Democracy, Critical Assessment.

Readings

Unit 1

T. Ball (2004) 'History and Interpretation' in C. Kukathas and G. Gaus (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London, Introduction: 1-20.

Q. Skinner (2002) '*Vision of Politics*' Volume I, Meaning and understanding in the history of Ideas, Cambridge: Cambridge University Press, pp57-89

Skinner, Quentin, 1969. "Meaning and Understanding in the History of Ideas ", *History and Theory*,

8/1, pp. 3-53

Mueller-Vollmer, Kurt , (ed.), 1988. *Hermeneutics Reader: Texts of the German Tradition from the Enlightenment to the Present*, USA: Bloomsbury Publications.

Political Thought. Cambridge: Cambridge University Press, 1988. ISBN: 978-0521357302.

World's Classics. Oxford: Oxford University Press, 2015. ISBN: 978-0199670802.

Cambridge Texts in the History of Political Thought. Cambridge: Cambridge University Press, 1997. ISBN:978-0521424462.

Unit 2

Plato

Plato, *Republic*, Chapters, trans. G.M.A Grube, revised by C.D.C. Reeve. Indianapolis: Hackett, 1992

Plato, <https://plato.stanford.edu/entries/plato/>, Sanford Encyclopaedia of Philosophy

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

Plato, *The Republic* 488a-489c, 514a-521c

Allen, R.E. *Plato's Euthyphro and earlier theory of Forms*. London: Routledge Kegan Paul, 1970.

Aristotle

Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998

Aristotle, <https://plato.stanford.edu/entries/aristotle-politics/>, Stanford Encyclopaedia of Philosophy

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns (2009) 'Aristotle', in D. Boucher, and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.

C. Taylor (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

A. Aristotle, *Nicomachean Ethics*, Books I, X (chs. 6 to 9)

B. Aristotle, *Politics*, Book I (chs. 1-2, pp. 11-14); II (chs. 1 to 5, pp. 30-39); III(1 to 6, pp. 61-70)

Aristotle. *Nicomachean Ethics*. Trans. and commented by Sarah Broadie and Christopher Rowe, Oxford: Oxford University Press, 2002.

Aristotle. *Nicomachean Ethics*. Trans. Roger Crisp, Cambridge: Cambridge University Press, 2000.

Unit 3

Machiavelli, *Republic*, Chapters XII, XVII, XXI, Mansfield, Harvey C. (1985) The University of Chicago Press: Chicago and London

Machiavelli, <https://plato.stanford.edu/entries/machiavelli/>, Stanford Encyclopaedia of Philosophy

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia (2009) 'Machiavelli', in D. Boucher, and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Unit 4

Hobbes

Hobbes, T. *Leviathan*, Chapters 1, 2, 3, Curley, Edwin (1994), Hackett Publishing Company, Inc: Indiana.

Hobbes, *Leviathan*, Author's Introduction; Chapters 1 (13-15); 4-6 (24-47); 11 (69-74), 13-14 (86-100)

Hobbes, *Leviathan*, chapters 17-18 (117-129); 21 (145-155)

Rawls, J. *Lectures on the History of Political Philosophy*, Harvard University Press, London pp. 23-94

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson

Education pp. 131-157.

D. Baumgold (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Locke

Locke, J. *Two Treatise of Government* (Cambridge: CUP, 1988), Book II, Chapter1-5

Locke, John: *An Essay Concerning Human Understanding*, London, Penguin Classics, 1997 (

Book-1)

Locke, J. (1960). Of the State of Nature. In Laslett, P. *Two Treatises of Government*.

(sections. 4-15) Cambridge University Press.

Locke, J. (1960). Of the Beginning of Political Societies. In Laslett, P. *Two Treatises of*

Government. (sections 95-104) Cambridge University Press.

A. Skoble and T. Machan (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron (2009) 'John Locke', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

Rousseau

Rousseau, *The Social Contract*, Book I

Rousseau, *The Social Contract*, Book II, Chs. 1-7

Rousseau, Jean-Jacques. *The Social Contract and Other Later Political Writings*. Edited by Victor Gourevitch.

Rousseau: *Freedom From Our Chains*

Rousseau, *The Social Contract*, Book I: pp. 41 – 56

Rousseau: *The General Will* ; Rousseau, *The Social Contract*, Book II, chs. 1 – 6 and 11: pp. 57 – 68 and 78– 80.

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman

Classical Indian Political Thought

Course Code: 25 PSBA502 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: Understand the historical and philosophical foundations: Students will explore the historical context and philosophical underpinnings of ancient Indian political thought,

CO2: Analyze key political concepts: Through the course, students will critically analyze and interpret key political concepts prevalent in ancient Indian thought, such as Dharma, Rajdharma, Artha, and the concept of kingship, and understand their implications for governance and social order.

CO3: Compare and contrast with Western political thought: By comparing ancient Indian political thought with Western political ideas,

CO4: Explore diversity of thought: The course aims to expose students to the diverse range of political ideas present in ancient India.

CO5: Evaluate contemporary relevance: Students will assess the contemporary relevance and applicability of ancient Indian political thought, examining how certain concepts and principles might still influence modern political ideologies.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Students will demonstrate a comprehensive understanding of the major texts, thinkers, and political concepts that shaped political thought in ancient India.

CLO2: Students will be able to critically analyze and interpret key political concepts from ancient Indian thought, identifying their historical significance and philosophical implications.

CLO3: Students will be able to compare and contrast ancient Indian political thought with Western political ideas, highlighting similarities, differences, and potential cross-cultural influences.

CLO4: Students will gain an appreciation for the diversity of political thought in ancient India, recognizing the contributions of different schools of thought

CLO5: Students will be able to evaluate and discuss the contemporary relevance of ancient Indian political thought, discerning how certain principles might be applied or adapted to address modern-day governance

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Course Contents:

Unit I

Foundations & Unique features of Indian Political Thought

The Centrality of Dharma

Brahminic, Shanti parva & Raj dharma

Theory of Kingship: Kamandaka, Nitisara

Unit II

Kautilya:

Chronological placement and Contribution

Foreign policy formulations

Saptanga theory

Rajamandala Theory of State

Religion and Morality

Local Administration

Thiruvalluvar

Ethical Life and Politics

Strategy and warcraft
Governance and justice

Unit III

Kabir

Views on Inequalities

Syncretism

Barani

Conception of Ideal Polity

Abul Fazal

Concept of Monarchy

Unit IV

Aggannasutta (DighaNikaya)

Theory of kingship

Origin and development of the state

Social contract theory

Adi Shankracharya

Philosophy and politics

Non dualism :Atman and Brahman

Advaita Vedanta

Essential Readings:

Unit I –

Parekh, B. (1986) ‘Some Reflections on the Hindu Tradition of Political Thought’, in Pantham, T. and Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage Publications.

V. R. Mehta (1992) Introduction, in *Foundation of Indian Political Thought*, Delhi, Manohar, pp. 1-11.

Altekar, A. (1958) ‘The Kingship’, in *State and Government in Ancient India*. Delhi: Motilal Banarasdass, pp. 75-108.

Brown, D. M. (1953). The Premises of Indian Political Thought. *The Western Political Quarterly*, 6(2), 243–249.

Pandey, G. (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*. Ahmedabad: L. D. Institute of Indology, pp. 52-73.

Suda, J. P. (1970). Dharma: Its Nature and Role in Ancient India. *The Indian Journal of Political Science*, 31(4), 356–366.

S. Saberwal (2008) ‘Medieval Legacy’, in *Spirals of Contention*. New Delhi: Routledge, pp. 1-31.

Flood, Gavin (2003). *The Blackwell Companion to Hinduism*. Blackwell Publishing Ltd, UK.

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.

Varma, V. (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*. Delhi: Motilal Banarsidass, pp. 211-230.

Chaturvedi, B. (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in *The Mahabharata: An Enquiry in the Human Condition*. Delhi: Orient Longman, pp. 418-464.

Unit II –

Kautilya

Mehta, V. (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*. Delhi: Manohar, pp. 88-109.

Kautilya, (1997) 'The Elements of Sovereignty', in Kangle, R. (ed. & trans.) *Arthashastra of Kautilya*. New Delhi: Motilal Publishers, pp. 511-514.

Thiruvalluvar

Maharajan, S. (2017), Makers of Indian Literature: Tiruvalluvar, Sahitya Akademi Publication, New Delhi.

K. V. Nagarajan Thiruvalluvar's Vision: Polity and Economy in Thirukkural, History of Political Economy 37:1, 2005 by Duke University Press.

C.S. Srinivasachari, The Political Ideology of the Kural, Indian Journal of Political Science, Oct-Dec 1949, pp 15-23

Norman Cutler, Interpreting Thirukural: The Role of the Commentary in the Creation of a Text, Journal of the American Oriental Society, October- December 1992, Vol 112, No 4, pp 549-556

Unit III

Kabir

Kabir (2002) *The Bijak of Kabir* (translated by L. Hess and S. Singh). Delhi: Oxford University Press, 30(97), pp. 50-51 and 69-70.

Mehta, V. (1992) *Foundations of Indian Political Thought*. Delhi: Manohar, pp. 157-183.

Omvedt, G. (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*. Delhi: Navayana, pp. 91-107.

Barani

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

Habib, I. (1998) 'Two Indian Theorist of the State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15-39.

Abul Fazal

Fazl, A. (1873) *The Ain-i-Akbari* (translated by H. Blochmann). Calcutta: G. S. Rouse, pp. 47-57.
Mehta, V. (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*. Delhi: Manohar, pp. 134-156.

Unit IV

Aggannasutta

Collins, S. (ed.) (2001) *Agana Sutta: An Annotated Translation*. New Delhi: Sahitya Academy, pp. 44-49.

Collins, S. (2001) 'General Introduction', in *Agana Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*. Delhi: Sahitya Akademi, pp. 1-26.

Gokhale, B. (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI (1), pp. 15-22.

Adi Shankracharya

Koller, John, M. (2012) 'Shankara', in Chad Meister & Paul Copan (eds.), *The Routledge Companion to Philosophy of Religion*, pp. 99 - 108.

ManilalDvivedi, *The Advaita Philosophy of Shankara*, pp. 95-113. (Published by Department of Oriental Studies, University of Vienna).

Chatterjee and Dutta (2007), *An Introduction to Indian Philosophy*, New Delhi: Rupa Publications, pp 317 - 382.

Swami Mukhyananda (2006), *Shri Shankaracharya: Life and Philosophy*, Kolkata: Advaita Ashram, pp. 1 - 64.

Foreign Policy Analysis	
Course Code: 25 PSBA 503 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60

L T P: 3 1 0	
Prerequisite: NIL	

Course Objectives (COs)

- CO1: To introduce students to the core concepts and analytical tools of Foreign Policy Analysis (FPA).
- CO2: To differentiate FPA from traditional systemic IR theories by emphasizing actor-specific and domestic-level explanations.
- CO3: To explore how individual psychology, identity, and emotions affect foreign policy decisions.

Course Learning Outcomes (CLOs)

- CLO1: Demonstrate a basic understanding of the field of Foreign Policy Analysis and its conceptual distinctiveness from systemic IR theory.
- CLO2: Identify and apply theoretical models such as operational codes, rational choice theory, and strategic culture to real-world foreign policy issues.
- CLO3: Critically analyze how identity, emotions, and perceptions influence policy choices.

Course Objectives (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Unit I: Introduction to Foreign Policy analysis:

Constituents of Foreign Policy Analysis : Actors and Structures

Unit II: Foreign Policy and Decision making

- (a) Operational Codes
- (b) The Rational Actor Model and alternative approaches
- (c) Misperception, lies, and (ir)rationality

Unit III : Identity, Emotions and Foreign Policy

- (a) Identity and Foreign Policy
- (b) Emotions and Foreign Policy

Unit IV : Diplomacy and Foreign Policy

- (a) Domestic Politics and Foreign Policy Analysis
- (b) Public Diplomacy and Foreign Policy

Unit V: Analysing Foreign Policy

Case studies:

- (a) U.S.A
- (b) India
- (c) China
- (d) Australia
- (e) Taiwan

Reading List :

Unit 1

Kenneth Waltz (1959), *Man, the State, and War* (New York: Columbia University Press), Chapter 1.

Walter Carlsnaes (2016). 'Actors, structures, and foreign policy analysis,' in Smith, Steve, Amelia Hadfield, and Timothy Dunne, eds., *Foreign Policy: Theories, Actors, Cases* (Oxford University Press), pp. 113-129.

Holsti, K.J. (1970), 'National Role Conceptions in the Study of Foreign Policy', *International Studies Quarterly*, 14: 233-309, rest of article.

Ole R. Holsti (1992), 'Public Opinion and Foreign Policy: Challenges to the Almond-Lippmann Consensus,' *International Studies Quarterly*, 36(4), pp. 439-466.

Unit 2

(a) Alexander L. George (1969), 'The "operational code": A neglected approach to the study of political leaders and decision-making,' *International Studies Quarterly*, 13(2), pp. 190-222.

Stephen G. Walker (1990), 'The evolution of operational code analysis,' *Political Psychology*, 11(2), pp. 403-418.

Alastair Iain Johnston (1995), 'Thinking about Strategic Culture,' *International Security*, 19(4), pp. 32-64.

(b) Graham T. Allison (1960), 'Conceptual Models and the Cuban Missile Crisis,' *American Political Science Review*, 63(3), pp. 689-718.

Janice Gross Stein (2016), 'Foreign policy decisionmaking: Rational, psychological, and neurological models,' in Smith, Steve, Amelia Hadfield, and Timothy Dunne, eds., *Foreign Policy: Theories, Actors, Cases* (Oxford University Press), pp. 130-146.

(c) Robert Jervis (2017), *How Statesmen Think: The Psychology of International Politics* (Princeton University Press), Chapter 5 'Signaling and Perception: Projecting Images and Drawing Inferences,' pp. 107-124.

John J. Mearsheimer (2011), *Why Leaders Lie: The Truth about Lying in International Politics* (Oxford University Press), Chapter 1, 'Introduction'.

James D Boys (2021), 'The unpredictability factor: Nixon, Trump and the application of the Madman Theory in US grand strategy,' *Cambridge Review of International Affairs*, 34(3), pp. 430-451.

Jack S. Levy (1992), 'An Introduction to Prospect Theory', *Political Psychology*, 13(2), pp. 171-186.

Rose McDermott (1992), 'Prospect Theory in International Relations: The Iranian Hostage Rescue Mission,' *Political Psychology*, 13(2), pp. 237-263.

Unit 3

(a) Jelena Subotic (2011), 'Europe is a State of Mind: Identity and Europeanization in the Balkans,' *International Studies Quarterly*, 55(2), pp. 309-330.

Ted Hopf (2016), "Crimea is Ours": A Discursive History,' *International Relations*, 30(2), pp. 227-255.

(b) Karen E. Smith (2021), 'Emotions and EU foreign policy,' *International Affairs*, 97(2), pp. 287-304.

Manjari Chatterjee Miller (2013), *Wronged by Empire: Post-Imperial Ideology and Foreign Policy in India and China* (Stanford University Press), Chapter 1, 'Trauma, Colonialism and Post-Imperial Ideology,' pp. 7-34.

Unit 4

(a) Robert D. Putnam (1988), 'Diplomacy and Domestic Politics: The Logic of Two-Level Games,' *International Organization*, 42(3), pp. 427-460.

Graeme A.M. Davies (2011), 'Coercive Diplomacy Meets Diversionary Incentives: The Impact of US and Iranian Domestic Politics during the Bush and Obama Presidencies,' *Foreign Policy Analysis*, 8(3), pp. 313-331.

(b) Joseph S. Nye (2008), 'Public Diplomacy and Soft Power,' *The Annals of the American Academy of Political and Social Science*, 616(1), pp. 94-109.

Christopher Darnton (2020), 'Public Diplomacy and International Conflict Resolution: A Cautionary Case from Cold War South America,' *Foreign Policy Analysis*, 16(1), pp. 1-20.

Matthew A. Baum and Philip B.K. Potter (2019), 'Media, Public Opinion, and Foreign Policy in the Age of Social Media,' *The Journal of Politics*, 81(2).

Unit 5

(a) Price-Smith, A. T. (2024). US foreign policy in a new era.

Cox, M., & Stokes, D. (Eds.). (2018). *US foreign policy*. Oxford University Press.

(b) S. Jaishankar (2020) *The India Way: Strategies for an Uncertain World*, Harper Collins India.

Malone, D. M., Mohan, C. R., & Raghavan, S. (Eds.). (2015). *The Oxford handbook of Indian foreign policy*. OUP Oxford.

(c) Robinson, T. W., & Shambaugh, D. L. (Eds.). (1995). *Chinese foreign policy: theory and practice*. Oxford University Press.

Deng, Y. (2022). *China's Strategic Opportunity*. Cambridge University Press.

(d) Baldino, D., Carr, A., & Langlois, A. J. (2014). *Australian foreign policy: controversies and debates*.

O'Keefe, M. (2023). *Australian Foreign Policy: Relationships, Issues, and Strategic Culture*. Bloomsbury Publishing.

Governance: Issues and Challenges	
Course Code: 25 PSBA504 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60

L T P: 3-1-0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: To make the students understand concepts and different dimensions of governance highlighting the major debates in contemporary times.

CO2: To familiarize the students with the linkage of development and governance.

CO3: To illustrate the importance of governance in the context of a globalizing world.

CO4: To impart knowledge of environmental and green governance.

CO5: To highlight the best practices and good governance initiatives taken by Government of India.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: The outcome of the course would enrich the students on Governance and its various dimensions.

CLO 2: It will accumulate a better understanding of Development and governance.

CLO 3: To make the students well versed with governance in context with the globalizing world.

CLO 4: It will bring fluency towards environmental and green governance.

CLO 5: The essence of governance will expose the students through the various good governance initiatives introduced in India.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

COURSE OBJECTIVES (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

Course Contents:

Unit I- Government and Governance: Concepts

Historical evolution: State, Market and Civil Society in the Globalized Era

Good Governance: Transparency, Accountability & Civic virtue

Unit II- Governance and Development

Changing Dimensions of Development: From Growth to Human-centered models

Strengthening Democracy through Good Governance

Public Service Delivery- RTI & Corporate Social Responsibility.

Unit III- Digital Economy, Welfare Governance & Digital Public Goods

Datafied Welfare Schemes & Digital Public Goods- MGNREGA, PM KISAN, Ayushman Bharat

Digitalization and the Economy: Gig workers & Labor precarity

Evaluating Impact: Coverage, Implementation, Governance Capacity

Unit IV- Environmental Governance

Human- Environment interactions and the idea of Green Governance

Sustainable Human Development

Reference

Unit I- Government and Governance: Concepts

- 1) Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998
- 2) Surendra Munshi and Biju Paul Abraham [eds.], *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004.
- 3) United Nation Development Programme, *Reconceptualizing Governance*, New York, 1997
- 4) B. Nayyar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007 pp. 218-240.
- 5) Smite Mishra Panda, *Engendering Governance Institutions: State, Market and Civil Society*, Sage Publications, 2008
- 6) Neera Chandhoke, *State and Civil Society Explorations in Political Theory*, Sage Publishers, 1995
- 7) Niraja Gopal Jayal, *Democracy and the State*
- 8) Jean Drèze and Amartya Sen, *India: Development and Participation*
- 9) M. Laxmikanth, *Governance in India*
- 10) OECD, *Public Service Delivery in Developing Countries*
- 11) Amartya Sen, *Development as Freedom*
- 12) Shoshana Zuboff, *The Age of Surveillance Capitalism*

- 13) Usha Ramanathan, "Aadhaar: Surveillance and the Welfare State"
- 14) Roli Asthana, *Innovations in Public Service Delivery: Governance Reforms in India*

Unit II: Governance and Development

- 1) B. C. Smith, *Good Governance and Development*, Palgrave, 2007 World Bank Report, *Governance and Development*, 1992
- 2) P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005
- 3) J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995
- 4) Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

Unit III- Digital Economy and Welfare Governance

- 1) Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999
- 2) Bina Agarwal, *Gender and Green Governance*, Oxford University Press, Oxford, 2013
- 3) J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348-362.
- 4) Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

Unit IV- Environmental Governance

- 1) Pranab Bardhan and Dilip Mookherjee, *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press, 2006
- 2) T.R. Raghu Nandan, *Decentralization and Local Governments: The Indian Experience, Readings on The Economy, Polity and Society*, Orient Black swan, 2013
- 3) Pardeep Sachdeva, *Local Government in India*, Pearson Publishers, 2011
- 4) E. Sridharan P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002
- 5) Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007
- 6) Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011
- 7) Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005
- 8) Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007
- 9) K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012
- 10) Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998
- 11) Reetika Khera- *Rural Poverty and Public Distribution System*, EPW, Vol-XLVIII, No.45-

46, Nov 2013

12) Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", Mainstream, Vol. LII, No. 42, October 11, 2014

13) D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008 Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 200

Government Schemes in India	
Course Code: 25 PSBA505 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3-1-0	
Prerequisite: NIL	

Course Objectives (CO):

- CO1 Understand the historical evolution and rationale behind key welfare schemes in India.
- CO2 Analyse the socio-economic and political objectives and challenges of major government schemes.
- CO3 Evaluate the effectiveness, reach, and governance models of these schemes using interdisciplinary tools.
- CO4 Develop policy sensitivity and suggest improvements to enhance the efficacy of public service delivery.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students will be able to:

- CLO1 Identify and describe major central government schemes and their key components.
- CLO2 Explain the interconnections between schemes, development goals, and constitutional mandates.
- CLO3 Critically assess the implementation gaps and successes using case studies and data.
- CLO4 Propose innovative ideas for improving the policy design and delivery mechanisms.

Mapping Matrix: Course Objectives and Learning Outcome

COURSE OBJECTIVES (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Unit 1: Role of Governments in Scheme Implementation

- Role of Central and State Governments in Scheme Implementation
- Types of Schemes: Centrally Sponsored & State Schemes

Unit 2: Flagship Schemes in Health

- Health: Ayushman Bharat
- National Health Mission

Unit 3: Flagship Schemes in Education

- Education: Samagra Shiksha Abhiyan

Mid-Day Meal Scheme (PM POSHAN)

Unit 4: Flagship Schemes in Employment

- MGNREGA
- PMKVY

Suggested Textbooks & Readings:

1. **Sapru, R.K.** (2020). *Public Policy: Formulation, Implementation and Evaluation*. Sterling Publishers.
2. **Jain, L.C. et al.** (2005). *Decentralisation and Local Governance: Essays for George Mathew*. Orient BlackSwan.
3. Government of India. (Various Years). *Economic Survey* (Chapters on Social Sector).
4. NITI Aayog Reports on SDGs and Outcome Budgets.
5. Ministry of Statistics and Programme Implementation: Scheme Guidelines and Data Reports.
6. PRS Legislative Research: Scheme Notes and Policy Briefs

Feminism: Theory and Practice	
Course Code: 25 PSBA506 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3-1-0	
Prerequisite: NIL	

COURSE OBJECTIVES:

CO 1: To comprehend the issues and challenges faced by women, LGBTQs in a holistic manner through deliberations, research work, theory building and information dissemination.

CO 2: To introduce epistemological and ontological aspects of gender studies to students coming from different streams of knowledge in a structured manner.

CO 3: To discuss the issues of gender discrimination with the participants in order to develop a knowledge system and free from all sorts of gender stereotypes.

COURSE LEARNING OUTCOME:

CLO 1: To make participants understand the nuances of gender justice and its significance so that they can spread awareness in society and civil society against systemic gender discrimination embedded in our culture.

CLO 2: To develop gender sensitive and knowledge system.

CLO 3: To enunciate new insights for further research, theory building etc. in this area of knowledge.

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	COURSE LEARNING OUTCOMES		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Course Contents:

Unit-I:

Constructing Gender

Core Concepts of Gender/Evolution in Gender Studies

Patriarchy: Power, Structure and Practices

Masculinity/Femininity: An Overview

Unit II

Feminist Theories and Approaches

Theories- Liberal, Marxist, Radical Feminism

Psychoanalytic and Ecofeminist Perspectives

Postmodern, Queer and Dalit Feminist Interventions

Unit III

Waves of Feminism

First Wave (19th to early 20th century)- women's suffrage (Right to Vote)

Second Wave (1960s to 1980s)- The personal is political

Third Wave (1990s to 2000s)- diversity and intersectionality

Fourth Wave (2010s to present)- inclusive of trans and non-binary identities, Anti-rape, #metoo, LGBTQ+ Rights.

Reading List:

Mary E. John (2008) *The Women's Movement in India: A Reader*

Lucy Delap (2020) *Feminisms: A Global History*

Beauvoir, Simone De (1989) *The Second Sex* (first pub. 1953), (Translated and Edited by H. M. Parsley), London: Jonathan Cape.

Butler, Judith (2006) *Gender Trouble- Feminism and the Subversion of Identity*, New York: Routledge.

Elam, D. (1994) *Feminism and Deconstruction: Ms. End Abye*, London: Routledge.

Firestone, S. (1979) *The Dialectic of Sex: The Case for Feminist Revolution* (first pub. 1970), London: The Women's Press.

Friedan, B. (1977) *The Feminine Mystique* (first pub. 1963), New York: Dell Publishing Co.

Gilligan, C. (1993) *In a Different Voice: Psychological Theory and Women's Development*, London: Harvard University Press.

Kimmel, Michael and Amy Aronson (2003), *Men and Masculinities a Social, Cultural, and Historical Encyclopedia Volume I: A-J*, California: ABC-CLIO, Inc.

Litosseliti, Lia and Jane Sunderland (2002) *Gender Identity and Discourse Analysis*, Amsterdam / Philadelphia: John Benjamins Publishing Company.

Millett, Kate (2000) *Sexual Politics*, Urbana and Chicago: University of Illinois Press.

Nicholson, Linda J.(ed.) (1990) *Feminism and Postmodernism*, London: Routledge.

Oakley, A. (1972) *Sex, Gender and Society*, London: Temple Smith.

Pilcher, Dr Jane and Dr Imelda Wheelan (2004) *Fifty Key Concepts in Gender Studies*, London: Sage Publication.

Procyonid, R. (1999) *Rational Woman: A Feminist Critique of Dichotomy*, London: Routledge.

Rich, Adrienne (1980) Compulsory Heterosexuality and Lesbian Existence, *Signs*, Vol. 5, No. 4, *Women: Sex and Sexuality* (Summer, 1980), pp. 631-660 Published by: The University of Chicago Press. URL: <http://www.jstor.org/stable/3173834>

Welby, S. (1991) *Theorizing Patriarchy*, Oxford: Blackwell.

Walters, Margaret (2005) *Feminism: A Very Short Introduction*, New York: Oxford University Press.

The Indian *Journal of Gender, Studies*, ANTYAJAA: Indian Journal of Women and Social Change, Asian Journal of Women's Studies, International Journal of Gender & Women's Studies (IJGWS), EPW etc,

Chatterjee, Mohini, *Feminism and Gender Equality*, Aavishkar, Jaipur, 2005.

Ghosh Swati, *The Gendered Proletarian*, OUP 2017

Government of India, *Blue Print of Action Points and National Plan of Action for Women*, 1976, Development of Social Welfare, New Delhi.

Gupta, Parachi, *Religion and Feminism*, ABD Publications, Jaipur, 2007. *Indian Constitution*

Kantola Johanna and Emauela Lombardo, *Gender and political Analysis*, Palgrave, 2017.

Krishnaraj, Maitreyan (ed.), *Feminist Concepts: Part 1, 2, and 3*, Contribution to Women's Studies Series-7, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1990.

SEMESTER VI

Western Modern Political Thought	
Course Code: 25 PSBA601 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 -1-0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: Course aims to teach each political thinker with special emphasis on their contributions to the development of political thought, theory and ideas.

CO2: This course aims to present the ideas of philosophers on nature and rights of the individual,

and whether these are compatible with political rule

CO3: This course aims to evaluate the strengths and weaknesses of the arguments employed in the philosophies.

CO4: To provide in-depth analysis and discussion of various political texts, students will hone their ability to evaluate complex ideas, arguments, and theories in the context of historical and contemporary political issues.

CO5: By connecting past political thought to present-day challenges, students will be encouraged to actively participate in discussions on relevant topic.

COURSE LEARNING OUTCOME:

This course will help the students:

CLO1: The student will be able to identify and describe about modernity and its discourses and the political philosophy as a part of it.

CLO2: The student will be able to explain the modern state and different forms of government, featuring in the work of Rousseau, J.S. Mill, etc.

CLO3: The student will be able to demonstrate an ability to apply main ideas of the thinkers regarding social conflict.

CLO4: The student will be able to analyze the political concepts discussed by them related to justice, freedom, democracy, etc.

CLO5: The student will be able to appraise the contribution of philosophers to broad areas of modern state like education, status of women, minorities

CLO6: The student will be able to formulate their own interpretations of the thinkers.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						
CO4						
CO5						

Course Contents:

Unit-I: Immanuel Kant

Enlightenment, Consequentialist Imperative, Morality,-Autonomy and Freedom, Kantian ethics, Critical Assessment of his Thought

Unit-II: T.H. Green

Concept of Liberty, Rights.,Conception of Common good,,State as a Moral institution, Idealist Ethics, Positive freedom,General will, Political Obligation.Critical Assessment

Unit-III: Hegel and Marx

Hegel

German idealism, Dialectic Idealism,phenomenology of the mind,self-consciousness,Absolute knowledge and freedom State, Civil Society, Freedom, Rights and Critical Assessment.

Marx

Dialectic Materialism,Alienation, Capitalism and Surplus Value, Materialistic Interpretation of History, Theory of Class Struggle, State as an instrument of the Dominant Class Communism and Critical Assessment.

Unit-IV: Bentham and J. S. Mill

Bentham

Act Utilitarianism, Hedonism and its forms; Maximization of the greatest happiness, State, Law and Punishment, Bentham as a reformer and Critical Assessment, consequentialist ethics-

J.S. Mill: Rule Utilitarianism and State policy, Liberty and Harm Principle, Individualism, Representative Government, Subjection of Women and Critical Assessment.

Readings

Unit I

Scruton, R. (2001). *Kant: A very short introduction*. OUP Oxford.

Kant, I. (2006). An Answer to the Question: What is Enlightenment? In Kleingeld, P., & Colclasure, D. L. *Toward Perpetual Peace and Other Writings on Politics, Peace, and History (Rethinking the Western Tradition)*. (pp. 17–23). Yale University Press.

Velleman, J. D. (2006). *A brief introduction to Kantian ethics*.

Kant, Immanuel. *Groundwork of the Metaphysics of Morals*. Edit. Mary Gregor.

Cambridge:Cambridge University Press, 1998.

Kant, Immanuel. Critique of Practical Reason. Edit. Mary Gregor. Cambridge: Cambridge University Press, 1997.

Kant, Immanuel. Practical Philosophy. Edit. Mary Gregor. Cambridge: Cambridge Universitypress, 1996

Kant, Immanuel. Groundwork for the Metaphysics of Morals. Trans. Mary Gregor. Cambridge: Cambridge University Press, 1997 (1785).

Unit II

Green, T. H. (2003). Prolegomena to Ethics, ed. David O. Brink.

Green, T. H. (1986). *Lectures on the principles of political obligation and other writings*. Cambridge University Press.

Unit III

Hegel

Beiser, F. C. (Ed.). (1993). *The Cambridge Companion to Hegel*. Cambridge University Press

Stern, R. (2002). *Routledge philosophy guidebook to Hegel and the phenomenology of spirit*. Psychology Press.

Hayward, K., Maruna, S., & Mooney, J. (2009). *Fifty key thinkers in criminology*. Routledge.

Marx

Ollman, B. (1971), *Alienation: Marx's Conception of Man in Capitalist Society*, Cambridge:Cambridge University Press.

Avineri , S. (1968) *The Social and Political Thought of Karl Marx*, Cambridge: Cambridge University Press

Therborn, Goran (2012), "Class in the 21st Century", *NLR* 78, Nov-Dec

Poulantzas, N. & Miliband, R. (1972). *The Problem of the Capitalist State*. In R. Blackburn (ed.) *Ideology in Social Science: Readings in Critical Social Theory*. NY: Pantheon Books. Pp. 238-262.

Althusser, Louis and Etienne Balibar (1970) *Reading Capital*, trans Ben Brewster, London: NLB.

Althusser, Louis (1969) *For Marx*, Allen Lane, Penguin Books.

Anderson, Perry (1979) *Considerations on Western Marxism*, London: Verso Books.

Tom Bottomore (1984)*The Frankfurt School and its Critics*, 2nd Edition 2002 by London, USA, Canada: Routledge.

Thompson, E.P. (1964) *The Making of the English Working Class*, New York: Pantheon Books

Habermas, Jurgen (1975) "Towards a Reconstruction of Historical Materialism", *Theory and Society*, Volume 2, No. 3, pp287-300

Hardy, Simon (2013) *Destruction of Meaning*, e-book, Chapter 27: New Left.

Marcuse, Herbert (1969) "Epilogue to the new German edition of Marx's 18th Brumaire of

Louis Napoleon”, Radical America Volume 3-4, July-August, pp 57-59

Marx, “The German Ideology,” The Marx-Engels Reader: pp. 155 – 163.

Marx and Engels, “Wage Labor and Capital,” The Marx-Engels Reader: pp. 203 – 217.

Engels, “Letters on Historical Materialism,” The Marx-Engels Reader: pp. 760 – 767.

Unit IV

Bentham, J. (1994). Of the principle of utility. *Ethics*, 20(4), 306-312.

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Williams, B. (1990). Utilitarianism and integrity. *Utilitarianism: For and Against*.

Smart, J. J. C. (1956). Extreme and restricted utilitarianism. *The Philosophical Quarterly* (1950-), 6(25), 344-354.

Carritt, E. F. (1999). Criticisms of Utilitarianism. *Contained in: Introduction to Philosophy: Classical and Contemporary Readings.*(Eds.).

J.S. Mill

Mill, J. S. (1966). Utilitarianism. In *A Selection of his Works* (pp. 149-228). London: Macmillan Education UK

Mill, J. S. (2015). *On liberty, utilitarianism, and other essays* (M. Philp & F. Rosen, Eds.). Oxford University Press.

Mill, John Stuart. Utilitarianism. In *Collected Works of John Stuart Mill*. Edit. J. M. Robson. Toronto: University of Toronto Press, 1861.

Urbinati, N. (Ed.) 2007, *J.S.Mill's Political Thought: A Bicentennial Reassessment*, Cambridge:Cambridge University Press

Handcock, W. D. (1947) “What Is Represented in Representative Government?” *Philosophy*, Vol. 22, No. 82 July, pp. 99-111.

Krouse, Richard W. (1982) “Two Concepts of Democratic Representation: James and John Stuart Mill”, *The Journal of Politics*, Vol. 44, No. 2 May, pp. 509-537.

Riley, Jonathan (1998) *The Routledge Philosophy Guide Book to Mill on Liberty*, London and New York: Routledge.

Modern Indian Political Thought	
Course Code: 23PSBA602 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3-1-0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: To provide students with a comprehensive understanding of the evolution of political ideas and theories in modern India.

CO2: To enable students to critically analyze the key philosophical, ideological, and political concepts put forth by modern Indian thinkers.

CO3: To encourage students to compare and contrast modern Indian political thought with Western political theories.

CO4: To situate the works of prominent Indian political thinkers within their historical, social, and cultural contexts.

CO5: To explore the contemporary relevance and implications of modern Indian political thought on various political issues, such as identity politics, secularism, federalism, and social justice, fostering critical engagement with current political challenges in India.

COURSE LEARNING OUTCOME:

CLO1: The student will be able to identify and describe about the most important Indian political thinkers of the modern period who have written extensively on politics, state, and government.

CLO2: The student will be able to understand and explain about the various social evils that existed and the approach of the reformers/thinkers in dealing with those evils.

CLO3: The student will be able to apply the ideas given by thinkers in the debates about the role of state, government and its influence on economy and society.

CLO4: The student will be able to reflectively analyze and appraise the thoughts of different ancient thinkers.

CLO5: The student will be able to criticize and evaluate the contribution of the modern thinkers to the development of different political institutions, from the polis to government and democracy.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

CO4					
CO5					

Course Contents:

Unit I

Modern Indian Political Thought: Introduction and Methods

Raja Rammohan Roy: religious reforms, modern education & freedom of press

Dayananda: Political ideas, Views on Democracy, Education and Women

Unit II

Swami Vivekananda: Philosophy and Concept of Freedom, Concept of Nationalism and Politics

Aurobindo Ghosh: self, community and religion

Unit III

M. K. Gandhi: Hind swaraj and the critique of modern civilisation, India of his dreams

Jawahar Lal Nehru: Discovery of India, secularism and Internationalism

B. R. Ambedkar: Caste, Liberal democracy and Constitutional morality

Unit IV

Pt. Ramabai: Gender and Caste

V. D. Savarkar: Hinduism and Hindutva

Ram Manohar Lohiya: Caste & Class, and Views on Indian languages

Textbook

1. Guha, Ramchandra, Makers of Modern India, Penguin: Delhi, 2010.
2. Pantham, Thomas and K. L. Deutsch eds., Political Thought in Modern India, Sage: Delhi, 1986.
3. Singh, M. P. and Himanshu Roy eds., Indian Political Thought: Themes and Thinkers, Pearson: Delhi, 2011.
4. Verma, V. P., Modern Indian Political Thought, Lakshmi Narayan Agarwal: Agra, 2005.
5. Datta, P. K. and Sanjay Palshikar eds., Indian Political Thought, ICSSR & Oxford University Press: New Delhi, 2013.
6. McDermott, Rachel Fell et. al., Sources of Indian Traditions, Penguin: Gurgaon, 2014.
7. Mehta, V. R., Foundations of Indian Political Thought, Manohar: Delhi, 2013.

8.Singh, Aakash and Silika Mohapatra eds., Indian Political Thought: A Reader, Routledge: London & New York, 2012.

9.Vajpeyi, Ananya, Righteous Republic: The Political Foundations of Modern India, Harvard University Press: Cambridge, 2012.

War and Peace	
Course Code: 25 PSBA603 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3-1-0 Prerequisite: NIL	

COURSE OBJECTIVE:

CO1: To examine historical and contemporary causes of war across different international contexts.

CO2: To understand strategic thought through classical and modern texts, and assess their relevance today.

CO3: To critically analyze the role of military policy, doctrines, and operational planning in war and peace

CO4: To assess the influence of global technological developments—AI, cyber, and hybrid warfare—on future conflict dynamics.

CO5: To reflect on the role of nationalism, ideology, power structures, and institutional arrangements in shaping strategic outcomes.

COURSE LEARNING OUTCOME:

CLO1: Identify key thinkers and theoretical traditions that have shaped the discourse on war and strategy

CLO2: Analyze causes of conflict through concepts such as miscalculation, escalation, nationalism, and hegemony.

CLO3: Evaluate the efficacy of various military strategies, doctrines, and innovations in historical and contemporary conflicts.

CLO4: Compare different forms of conflict—conventional, cyber, hybrid, and AI-enabled warfare.

CLO5: Appraise the future of war through a critical lens, considering the role of institutions, technology, and international norms.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO1	CLO2	CLO 3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Unit 1: Introduction: Nature and Functions of War

- (a) Three Visions of Conflict: Does War Have a Future?
- (b) Concepts of National Security and Philosophy of War

Unit 2 : Causes of War

- (a) Causes of war and conditions for peace
- (b) Miscalculation and Escalation
- (c) Nationalism and ideology
- (d) Power and Hegemony

Unit 3 : Policy, Strategy and Operations

- (a) Three Levels of Analysis
- (b) Technology: Innovations and Interactions
- (c) Plans: Organization, Doctrine, Tactics, Obstacles
- (d) Military Effectiveness: What Produces Success in Combat?

- (e) Attack and Defense: Aggressive, Preventive, Preemptive, and Defensive War
- (f) How Ends Determine Means, How Means Determine Ends

Unit 4 : Securing Peace and Stability

(a) Peace, Mediation and conflict resolution

- (a) The mediation dilemma
- (b) From conflict resolution to peacebuilding
- (c) Appeasement or Use of force? When to negotiate, when to fight?
- (d) Great Power Diplomacy

(b) Stability, Balance of Power, Institutions

- (a) What is Stability? Equilibrium or Peace
- (b) Meanings of Balance of Power
- (c) Effects of Unipolarity, Bipolarity, Multipolarity
- (d) International Organization, “Regimes,” and Collective Security

Unit 5: Technology and the future of Warfare

- (a) AI and Autonomous weapon systems in war
- (c) Cyber warfare
- (d) Hybrid warfare and Grey Zone

Reading List :

Unit 1

- Thomas Schelling. 1966. “Arms and Influence”, New Haven: Yale University Press, ch 1.
- Richard K. Betts, ed., Conflict After the Cold War, 3d Ed. (Pearson-Longman, 2008)
- John J. Mearsheimer, “Why We Will Soon Miss the Cold War.”

Carl von Clausewitz, *On War*, Michael Howard and Peter Paret, eds. and trans. (Princeton University Press, 1976): Book I, chaps. 1, 2

Sun-Tzu, *The Art of Warfare*, Roger T. Ames, trans. (Ballantine, 1993), chaps. 3, 4, 6, 7, 10

Paul Fussell, *Wartime* (Oxford University Press, 1989), chap. 18

Unit 2

Jack Levy. 1998. "The Causes of War and the Conditions of Peace," *Annual Review of Political Science*

E. H. Carr, *The Twenty Years Crisis, An Introduction to the Study of International Relations*, London, 1939, Part I, Chps. 1&2

Robert Jervis, *War and Misperception*, *The Journal of Interdisciplinary History*, Vol 18, No. 4, Spring 1988

Betts, ed., *Conflict After the Cold War*

Thucydides, "The Melian Dialogue"

E. H. Carr, "Realism and Idealism"

Geoffrey Blainey, "Power, Culprits, and Arms"

Unit 3

Stephen Biddle, *Military Power* (Princeton University Press, 2004), 2 chaps. 2, 3

Robert Jervis, "Cooperation Under the Security Dilemma"

Jack S. Levy, "The Offensive/Defensive Balance of Military Technology."

Modern Strategy: From Machiavelli to the Nuclear Age (Princeton University Press, 1986)

Tristan A. Volpe 2017. "Atomic Leverage: Compellence with Nuclear Latency", *Security Studies*, 26(3):517-544

L. Maschmeyer. 2023. "Subversion, cyber operations, and reverse structural power in world politics", *European Journal of International Relations*, 29(1): 79–103.

Arzan Tarapore, *Defense Without Deterrence, India's Strategy in the 1965 War*, *Journal of Strategic Studies*, Vol 46, No. 1, 2023

Unit 4

(a) Beardsley Kyle. *The mediation dilemma*. Ithaca (N.Y.) London : Cornell university press. 2011.

Hauss, Charles, *From conflict resolution to peacebuilding*. Lanham: Rowman Littlefield, 2019.

Ramsbotham Oliver. *Contemporary conflict resolution: the prevention, management and transformation of deadly conflicts*. Fourth edition. Cambridge 2016.

Berridge Geoff, 2022, *Diplomacy: theory and practice*, 6th edition, Palgrave Macmillan, 302 p.

Constantinou Costas M. (ed.), 2016, *The SAGE handbook of diplomacy*, Los Angeles, SAGE, 684 p.

Cooper Andrew Fenton, Heine Jorge et Thakur Ramesh, 2013, *The Oxford handbook of modern diplomacy*, Oxford, U.K., Oxford University Press. •

Kissinger Henry, 2015, *World Order*, Penguin Press, 2015. •

Lequesne, Christian, *Ministries of Foreign Affairs in the World: Actors of State Diplomacy*. *Diplomatic Studies*, vol. 18, 2022. •

Pierre Buhler, “About European Sovereignty”, *Survival*, 65:2, 2023, pp. 55-74. •

The Palgrave Handbook of EU Crises. Palgrave Macmillan, 2020.

Zartman, I. *Peacemaking in international conflict: methods & techniques*. Washington D.C.: United States Institute of Peace Press, 1997.

Balzacq Thierry et Krebs Ronald R., 2021, *The Oxford handbook of grand strategy*, Oxford, Oxford university press.

(b) Inis L. Claude, *Power and International Relations* (Random House, 1962), chaps. 2-3

Betts, ed., *Conflict After the Cold War*

Robert Gilpin, “Hegemonic War and International Change”

Robert Keohane and Joseph Nye, “Power and Interdependence.”

N.R. Micinski. 2021. “Threats, deportability and Aid: The Politics of Refugee Rentier States and Regional Stability”, *Security Dialogue*, 0(0).

K. Fisk. 2019. “Camp Settlement and Communal Conflict in Sub-Saharan Africa”, *Journal of Peace Research*, 56(1): 58–72

Unit 5

S. Borg. 2021. “Assembling Israeli drone warfare: Loitering surveillance and operational

sustainability”, *Security Dialogue*, 52(5): 401–417.

James Johnson. 2022. “The AI Commander Problem: Ethical, Political, and Psychological Dilemmas of Human-Machine Interactions in AI-enabled Warfare”, *Journal of Military Ethics*, 21(3):246-271.

Vladimir Rauta. 2020. “Towards a Typology of non-state actors in ‘hybrid warfare’: proxy, auxiliary, surrogate and affiliated forces”, *Cambridge Review of International Affairs*, 33(6): 868-88.

Pal Ronen. 2023. “The Belligerent Bear: Russia, Status Orders, and War”, *International Security*, 47 (4): 7–49.

Scharre, P. (2018). *Army of none: Autonomous weapons and the future of war*. WW Norton & Company.

Horowitz, M. C. (2021). When speed kills: Lethal autonomous weapon systems, deterrence and stability. In *Emerging technologies and international stability* (pp. 144-168). Routledge.

Johnson, J. (2020). Deterrence in the age of artificial intelligence & autonomy: a paradigm shift in nuclear deterrence theory and practice?. *Defense & Security Analysis*, 36(4), 422-448.

Baele, S. J., Bukhari, I., Whyte, C., Cuomo, S., Jensen, B., Payne, K., & Garcia, E. V. (2024). AI IR: Charting international relations in the age of artificial intelligence. *International Studies Review*, 26(2), viae013.

Women, Power and Politics	
Course Code: 25 PSBA 605 Continuous Evaluation: 40 L T P: 3 1 0	Credits: 4 End Semester Examination: 60
Prerequisite: NIL	

COURSE OBJECTIVE:

CO 1: To Examine the Historical Role of Women in society and Politics.

CO 2: To Analyze Intersectionality in Political Empowerment.

CO 3: To Critically Evaluate Gendered Institutions.

CO 4: To Explore Global Perspectives on Women's Political Movements.

CO 5: To Assess Contemporary Challenges and Opportunities.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: Students will be able to critically examine historical contexts that have shaped the relationship between women and political power

CLO 2: Students will develop an understanding of intersectionality, assessing how factors such as race, class, ethnicity, and sexuality intersect with gender

CLO 3: Students will be able to analyze current political landscapes on both national and international levels

CLO 4: Students will delve into feminist political theories, enabling them to critically assess different approaches to understanding women's political agency

CLO 5: Students will develop strategies to promote inclusivity and diversity in political spaces, identifying actionable steps to enhance women's representation.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit I- Foundations of Gender and Power

Understanding Patriarchy

Conception of Sex vs. Gender

Public and Private: Power and Boundaries

Unit II- Feminist Theories and Institutions

Feminist Critiques of Family, Kinship and Community

Gender and The State: Citizenship, Representation and Law

Intersectionality: Class, Caste, Religion, Sexuality

Unit III- Movements, Struggles and Everyday Resistance

History of the Women's Movement in India

Violence Against Women: Legal and Social Responses

Reproductive Rights, Sexual Autonomy and Care Work

Readings

Unit 1

Kamla Bhasin (2000) *Understanding Gender*

Nivedita Menon (2012) *Seeing Like a Feminist- 'Body'*

T Shinde, (1993) 'Street Purusha Tuna', in K. Lalitha and Susie Thar (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp.221-234

T Chakravarty, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta(eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

Unit II

Uma Chakravarti (1993) *Conceptualizing Brahmanical Patriarchy in EPW*

Simone de Beauvoir (1949) *The Second Sex*

Mary Wollstonecraft (1792) *A Vindication of the Rights of Women*

M. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

Unit III

Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990*

Naila Kabeer, “Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal”

B. Hooks, (2010) ‘Feminism: A Movement to End Sexism’, in C. Mc Cann and S. Kim (eds),

The Feminist Reader: Local and Global Perspectives, New York: Routledge, pp. 51-57

R. Delmar, (2005) ‘What is Feminism?’, in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

Podcasts:

- *The Seen and the Unseen* (Episodes with feminist scholars like Nivedita Menon or Swarna Rajagopalan)
- *GenderIT.org* audio essays on digital feminist activism

Documentaries:

- *India's Daughter* (2015) – BBC documentary on the Nirbhaya case
- *Ladies First* (2017, Netflix) – Women in sport and social change

SEMESTER VII

Contemporary Political Theory	
Course Code: 23PSBA 701 Continuous Evaluation: 40	Credits:4 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO1: Develop a comprehensive understanding of key concepts and theoretical frameworks in contemporary political theory.

CO2: Analyze and interpret complex political ideas, ideologies, and debates within the context of contemporary socio-political dynamics.

CO3: Apply contemporary political theories to real-world political situations, demonstrating the ability to assess their relevance and implications.

CO4: Critically evaluate the strengths, weaknesses, and underlying assumptions of various contemporary political theories and their implications for modern governance.

CO5: Synthesize diverse perspectives from contemporary political theorists to formulate well-structured arguments and insights into pressing global political challenges.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Recall and define key concepts in contemporary political theory.

CLO2: Explain the differences between various contemporary political ideologies.

CLO3: Utilize contemporary political theories to analyze recent political events.

CLO4: Critically assess the ethical implications of different political theories on social justice.

CLO5: Construct persuasive arguments by integrating multiple contemporary political perspectives.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

Unit-1: Status of Political Theory

Crisis, Decline, and Resurgence

End of Ideology, End of History, Clash of Civilization

Unit-2: Identity

Recognition, Redistribution, and Intersectionality

Unit-3: Queering Identities

Sexuality and Gender Identity

Unit-4: Multiculturalism and Communitarianism

Multicultural Citizenship, Differentiated Citizenship, Individual and Community

Readings:

Unit-1: Status of Political Theory - Crisis, Decline, and Resurgence

"The Crisis of Political Modernism: Criticism and Ideology in Contemporary Political Theory" by David W. Minar

"The End of History and the Last Man" by Francis Fukuyama

"The Clash of Civilizations and the Remaking of World Order" by Samuel P. Huntington

Unit-2: Identity - Recognition, Redistribution, and Intersectionality

"The Politics of Recognition" by Charles Taylor

"The Redistribution Recession: How Labor Market Distortions Contracted the Economy" by Casey B. Mulligan

"Intersectionality: A Tool for Gender and Economic Justice" by Lourdes Ashley Hunter

Unit-3: Queering Identities - Sexuality and Gender Identity

"Gender Trouble: Feminism and the Subversion of Identity" by Judith Butler

"Queer Theory: An Introduction" by Annamarie Jagose

"The Straight Mind and Other Essays" by Monique Wittig

Unit-4: Multiculturalism and Communitarianism - Multicultural Citizenship, Differentiated Citizenship, Individual and Community

"Multicultural Citizenship: A Liberal Theory of Minority Rights" by Will Kymlicka

"Communitarianism: A New Public Ethics" by Markate Daly

"The Struggle for Pluralism: After Identity Politics" by Madhavi Sunder

Green Politics	
Course Code: 25 PSBA 702 Continuous Evaluation: 40	Credits:4 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO1: Recall key historical events and milestones in the development of the green political movement.

CO2: Explain the core principles and ideologies of green politics.

CO3: Evaluate existing environmental policies and assess their alignment with green political principles.

CO4: Critically assess the strengths and weaknesses of different green political approaches to environmental problem-solving.

CO5: Develop innovative policy proposals that integrate ecological sustainability, social justice, and participatory democracy.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Students will list and describe significant events that shaped the development of green politics.

CLO2: Students will articulate the key principles and values that underpin the green political movement.

CLO3: Students will design and justify practical approaches to incorporate sustainability in policies.

CLO4: Students will analyze and critique different green political strategies for addressing environmental challenges.

CLO5: Students will create original policy recommendations that integrate ecological sustainability and social justice.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

Unit-I Concepts: Ecological

Environmentalism

Ecologism

Ecocentrism

Unit-II Theories of Political Ecology

Reformist Approach on Ecology: Anthropocentrism, Shallow Ecology

Radical approach on Ecology: Deep Ecology, Eco-socialism, Eco Anarchism, Ecofeminism

Unit-III Global Environmental Issues

Silent Spring (1962),

The Tragedy of the Commons (1968),

The Population Bomb (1968),

The Limits to Growth (1972),

The Resourceful Earth (1984),

Our Common Future (1987)

Unit-IV UN and Environment

Sustainable Development

Climate Change

Environmental Movements

Treaties & Protocols on Green Politics

Reading List:

Unit-I Concepts: Ecological Environmentalism

"Silent Spring" by Rachel Carson

Unit-II Theories of Political Ecology

2. "Deep Ecology: A New Philosophy of Our Time" by Arne Naess

"The Ecology of Freedom: The Emergence and Dissolution of Hierarchy" by Murray Bookchin

"The Death of Nature: Women, Ecology, and the Scientific Revolution" by Carolyn Merchant

"The Shallow and the Deep, Long-Range Ecology Movement" by Arne Naess

Unit-III Global Environmental Issues

6. "The Tragedy of the Commons" by Garrett Hardin

"The Population Bomb" by Paul R. Ehrlich

"The Limits to Growth" by Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, and William W. Behrens III

"The Resourceful Earth: A Response to Global 2000" by Julian L. Simon and Herman Kahn

"Our Common Future" (also known as the Brundtland Report) by the World Commission on Environment and Development

Unit-IV UN and Environment

11. "Sustainable Development: Economics and Environment in the Third World" by Edward Barbier

"This Changes Everything: Capitalism vs. The Climate" by Naomi Klein

"The Sixth Extinction: An Unnatural History" by Elizabeth Kolbert

"The Uninhabitable Earth: Life After Warming" by David Wallace-Wells

"The Shock Doctrine: The Rise of Disaster Capitalism" by Naomi Klein

Theories of Comparative Politics	
Course Code: 23PSBA 703	Continuous Evaluation: 40
Credits:4	End Semester Examination: 60
LTP:3-1-0	

Prerequisite: Nil	
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COURSE OBJECTIVES:

CO1: Recall and identify key concepts and theories in comparative politics.

CO2: Explain the fundamental principles and assumptions of various comparative political theories.

CO3: Apply comparative political theories to analyze and predict the behavior of political actors in various countries.

CO4: Analyze the strengths and weaknesses of different comparative political theories.

CO5: Critique the relevance and applicability of specific comparative political theories in contemporary global contexts.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Identify and list major comparative political theories and their key principles.

CLO2: Summarize the core principles and assumptions of major comparative political theories.

CLO3: Utilize theoretical frameworks to predict and analyze actions of political actors.

CLO4: Analyze political systems by comparing institutional dynamics through theoretical frameworks.

CLO5: Construct well-reasoned arguments and propose solutions to political challenges using theoretical perspectives.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5

CO1					
CO2					
CO3					
CO4					

Course Content:

Unit-1: Approaches to Comparative Politics

Classical, Modern, System Analysis, Structural and Functional, Institutionalism and New institutionalism

Unit-2: Development and Underdevelopment

Political Modernization, Dependency and Neo-Dependency Theories, World System Analysis

Unit-3: Imperialism

Lenin (1870), Rosa Luxemburg (1871), Schumpeter (1883)

Unit-4: Class in Comparative Perspective

Pluralism

Elitism

Structuralism

Post-Structuralism

Reading List:

Unit-1: Approaches to Comparative Politics

"The Prince" by Niccolò Machiavelli

"The Social Contract" by Jean-Jacques Rousseau

"Politics Among Nations" by Hans J. Morgenthau

"The Functions of the Executive" by Chester I. Barnard

"Institutions, Institutional Change and Economic Performance" by Douglass C. North

"New Institutionalism: Theory and Analysis" edited by André Lecours and Louis A. Montpetit

Unit-2: Development and Underdevelopment

"Political Order in Changing Societies" by Samuel P. Huntington

"Dependency and Development in Latin America" by Fernando Henrique Cardoso and Enzo Faletto

"The Modern World-System" by Immanuel Wallerstein

Unit-3: Imperialism

"Imperialism, the Highest Stage of Capitalism" by Vladimir Lenin

"The Accumulation of Capital" by Rosa Luxemburg

"Capitalism, Socialism and Democracy" by Joseph Schumpeter

Unit-4: Class in Comparative Perspective

"The Power Elite" by C. Wright Mills

"The Logic of Collective Action: Public Goods and the Theory of Groups" by Mancur Olson

"Structural Marxism" by Anthony Giddens

"Post-Structuralism and the Question of History" by Derek Attridge and Geoff Bennington

Human Rights in a Comparative Perspective	
Course Code:25 PSBA704 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

CO 1: This course attempts to build an understanding of human rights among students through a

study of specific issues in a comparative perspective.

CO 2: It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world.

CO 3: It will help the students understand various human rights violations caused due to structural violence in different countries.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO 1: The students will be enriched on Human Rights issues in the Indian context, and pull-out other countries to form a broader comparative frame.

CLO 2: They will be exposed to various human rights challenges, state response to issues and structural violence questions.

CLO 3: The students will be equipped with the knowledge of human rights violations caused by structural violence.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

COURSE OBJECTIVES (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Course Content:

UNIT I

Unit I – Human Rights: Theory and Institutionalization

Understanding Human Rights: Three Generations of Rights

Institutionalization: Universal Declaration of Human Rights (UDHR)

Rights in National Constitutions: South Africa and India

Unit II – Issues

Torture: USA and India

Surveillance and Censorship: China and India

Terrorism and Insecurity of Minorities: USA and India

Unit III – Structural Violence

Caste and Race: South Africa and India

Gender and Violence: India and Pakistan

Adivasis/Aboriginals and the Land Question: Australia and India

Unit IV: Human Rights Violations and Issues

Gender-based Violence and Women's Rights

Rights of Indigenous Peoples and Minorities

Refugees and Migrants' Rights

Readings:

Unit I – Human Rights: Theory and Institutionalization

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

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

Unit II – Issues

(a) Torture: USA and India

Lippman, M. (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55.

Lokaneeta, J. (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Black swan.

O'Byrne, D. (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

(b) Surveillance and Censorship: China and India

Marx, G. T. (1999), Surveillance Studies in *International Encyclopedia of the Social and Behavioral Sciences*, 2nd Edition, Vol. 23, pp. 733-741.

O'Byrne, D. (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

Lyon, D. (2008) Surveillance Society, Talk for Festival del Dorito, Piacenza, Italia, September 28, pp.1-7.

Fu, H. (2014) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

Quang, X. (2019). 'President XI's Surveillance State.' *Journal of Democracy*, 30(1), pp.53-67.

SAHRDC (2014). 'Architecture of Surveillance.' *Economic and Political Weekly*, Vol.49, No.1, 10-12.

Singh, U. (2014) 'Surveillance Regimes in Contemporary India', in Fergal Davis, Nicola McGarrity and George Williams (eds.), *Surveillance, Counter-Terrorism and Comparative Constitutionalism*, New York: Routledge.

c. Terrorism and Insecurity of Minorities: USA and India

Scarry, E. (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

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

Singh, U. (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect

Communities’, in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

Unit III – Structural Violence

(a) Caste and Race: South Africa and India

Pinto, A. (2001) ‘UN Conference against Racism: Is Caste Race?’, in *Economic and Political Weekly*, Vol. 36 (30), pp. 2817-2820.

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

Wasserstrom, R. (2006), ‘Racism, Sexism, and Preferential Treatment: An approach to the Topics’, in R. Godin and P. Pettit, *Contemporary Political Philosophy: An Anthology*, Oxford: Blackwell, pp. 549-574.

Wolfram, R. (1998) ‘Discrimination, Xenophobia and Racism’ in J. Simonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

(b) Gender and Violence: India and Pakistan

Khan, A. and Hussain, R. (2008), ‘Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence’, *Asian Studies Review*, Vol. 32, pp. 239-253.

Cannabin, K. (2012) ‘Rethinking the Constitutional Category of Sex’, in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443.

Menon, N. (2012) ‘Desire’, *Seeing Like a Feminist*, New Delhi: Zed/Penguin, pp. 91-146.

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

Goodall, H. (2011) ‘International Indigenous Community Study: Adivasi Indigenous People in India’, in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp. 254-259.

Cannabin, K. (2012) ‘Adivasi Homelands and the Question of Liberty’, in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp. 242-271.

Watson, N. (2011) ‘Aboriginal and Torres Strait Islander Identities’ in A. Cadzow and J. Maynard

(eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

Fernandes, W. (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, New Delhi: Oxford University Press, pp. 181-207.

Additional Readings:

United Nations (1948). United Nations Declaration of Human Rights.

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

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

Nickel, J. (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

Tsutsui, K. and Wotipka, C. (2004) 'Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations', *Social Forces*, Vol. 83(2), pp. 587-620.

Mohanty, M. (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*. New Delhi: Danish Books, pp. 1-11.

Cranston, M. (1973) *What are Human Rights?* New York: Taplinger.

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

Research Methodology	
Course Code: 23PSBA706 Continuous Evaluation: 40	Credits:2 End Semester Examination: 60

LTP: 2-0-0	
Prerequisite: Nil	

Course Objective:

CO1: Understand the fundamental concepts, principles, and ethical considerations of research methodology in social science, including the nature of research, research paradigms, and the role of theory.

CO2: Acquire the skills to formulate research questions, hypotheses, and objectives, and to design appropriate research methodologies, sampling techniques, and data collection methods for social science research.

CO3: Enhance communication skills by learning to present research findings cogently through written reports and oral presentations, while adhering to academic writing standards and referencing conventions.

Course Learning Outcome:

CLO1: Recall the key components of research paradigms and ethical considerations in social science research.

CLO2: Explain the differences between qualitative and quantitative research methodologies, highlighting their strengths and limitations. Discuss the significance of research theories and their role in shaping research questions and hypotheses.

CLO3: Develop a comprehensive research proposal, including research questions, objectives, hypotheses, and a detailed methodology. Construct an engaging and well-structured oral presentation that effectively communicates research findings to both experts and non-experts.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Course Content:

Unit-1: Introduction to Social Science Research

What is Research? Meaning, Significance and Scope of Social Science Research

Unit-2: Explanation and Understanding

Empiricism in Social Sciences, Falsification, Paradigm Shift, Causal Explanation

Unit-3: Research Methods

Qualitative and Quantitative Research in Political Science

Methods of Data Collection (Observation, Interviews, and Questionnaire)

Techniques of Sampling (Random and Non-random)

Unit-4: Research Proposal Writing

Identification of Topic: Research Problem

Review of Literature, Research Questions, Hypothesis, Referencing, Research Ethics

Reading List:

Unit-1: Scope and Issues in Philosophy of Social Sciences

Samir Okasha, (2002). Philosophy of Science: A very Short Introduction. New Delhi: Oxford.

Karl Popper, (2002). Conjectures and Refutations. Routledge.

Thomas Kuhn (1962). Structures of Scientific Revolutions. University of Chicago.

1. "The Logic of Scientific Discovery" by Karl Popper
 2. Gurpreet Mahajan (1997). Explanation and Understanding in Human Sciences. New Delhi: Oxford.
 3. "The Empirical Basis of Empirical Sociology" by Peter Hedström
 4. "The Social Construction of Reality: A Treatise in the Sociology of Knowledge" by Peter L. Berger and Thomas Luckmann
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1. "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell
 2. "Social Research Methods: Qualitative and Quantitative Approaches" by W. Lawrence Neuman

3. Ranjit Kumar (2011). Research Methodology: A Step-by-Step guide for Beginners. New Delhi: Sage.
4. Nicholas Walliman, (2006). Social Research Method. London: Sage.
5. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell
6. "Sampling: Design and Analysis" by Sharon L. Lohr
1. "How to Write a Lot: A Practical Guide to Productive Academic Writing" by Paul J. Silvia
2. "Writing the Doctoral Dissertation: A Systematic Approach" by Gordon B. Davis and Clyde A. Parker
3. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
4. "Ethics in Research" by Deborah Posel
5. "Publication Manual of the American Psychological Association" by American Psychological Association

SEMESTER VIII

Contemporary Political Thinkers	
Course Code: 23PSBA 801 Continuous Evaluation:40	Credits:4 End Semester Examination: 60
LTP:3-1-0	
Prerequisite: Nil	

COURSE OBJECTIVE:

CO1: Understand the key concepts and theories proposed by contemporary political thinkers.

CO2: Analyze and interpret the central ideas and arguments presented by different contemporary political thinkers.

CO3: Apply the theories and concepts of contemporary political thinkers to analyze current political issues and events.

CO4: Critically assess the strengths and weaknesses of the political theories put forth by various contemporary thinkers.

CO5: Evaluate the relevance and impact of contemporary political thinkers' ideas on shaping modern political thought and practices.

COURSE LEARNING OUTCOME:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Define key concepts and theories proposed by contemporary political thinkers.

CLO2: Summarize the main ideas and arguments of different contemporary political thinkers.

CLO3: Apply the theories of contemporary political thinkers to analyze real-world political scenarios.

CLO4: Analyze and compare the similarities and differences between the political theories of different contemporary thinkers.

CLO5: Assess the validity and logical consistency of arguments presented by contemporary political thinkers.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

Unit-1: Totalitarianism

Hannah Arendt

Noam Chomsky

Unit-2 Orientalism and Social Capital

Edward Said

Robert D. Putnam

Unit-3: Sublime Object of Ideology and Regulation of Life

Salvo Zizek

Judith Butler

Unit-4: Second Sex and Eco-feminism

Simone De Beauvoir

Vandana Shiva

Reading List:

Unit-1: Totalitarianism

"The Origins of Totalitarianism" by Hannah Arendt

"Manufacturing Consent: The Political Economy of the Mass Media" by Noam Chomsky and Edward S. Herman

"On Totalitarianism" by Hannah Arendt

"Understanding Power: The Indispensable Chomsky" edited by Noam Chomsky and Peter R. Mitchell

Unit-2: Orientalism and Social Capital

"Orientalism" by Edward Said

"Bowling Alone: The Collapse and Revival of American Community" by Robert D. Putnam

"The Bridge Betrayed: Religion and Genocide in Bosnia" by Michael A. Sells (discusses Orientalism and its implications)

"Making Democracy Work: Civic Traditions in Modern Italy" by Robert D. Putnam

Unit-3: Sublime Object of Ideology and Regulation of Life

"The Sublime Object of Ideology" by Slavoj Žižek

"Gender Trouble: Feminism and the Subversion of Identity" by Judith Butler

"The Parallax View" by Slavoj Žižek

"Bodies That Matter: On the Discursive Limits of Sex" by Judith Butler

Unit-4: Second Sex and Eco-feminism

"The Second Sex" by Simone de Beauvoir

"Staying Alive: Women, Ecology, and Development" by Vandana Shiva

"Ecofeminism" by Maria Mies and Vandana Shiva

"The Ethics of Care: Personal, Political, and Global" edited by Virginia Held (includes ecofeminist perspectives)

Introduction to Indian Knowledge System	
Course Code: 25PSBA802 Continuous Evaluation: 40	Credits: 4 End Semester Examination: 60
L T P: 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVE:

- CO1 Understand the historical evolution and rationale behind key welfare schemes in India.
- CO2 Analyse the socio-economic and political objectives and challenges of major government schemes.
- CO3 Evaluate the effectiveness, reach, and governance models of these schemes using interdisciplinary tools.
- CO4 Develop policy sensitivity and suggest improvements to enhance the efficacy of public service delivery.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students will be able to:

CLO Code	Course Learning Outcome
CLO1	Identify and describe major central government schemes and their key components.
CLO2	Explain the interconnections between schemes, development goals, and constitutional mandates.
CLO3	Critically assess the implementation gaps and successes using case studies and data.
CLO4	Propose innovative ideas for improving the policy design and delivery mechanisms.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)		
	CLO 1	CLO2	CLO3
CO1			
CO2			
CO3			

Course Contents:

Unit I: Foundations of Indian Knowledge Systems

- Concept, scope, and relevance of IKS.
- The idea of *Dharma* as a principle of order and governance.
- *Purusharthas* (Dharma, Artha, Kama, Moksha) and their relevance in polity.

Unit II: Political Philosophy and Statecraft in IKS

- *Rajadharma* in the *Mahabharata* and *Ramayana*.
- Kautilya's *Arthashastra*: principles of kingship, administration, diplomacy, and economic policy.
- Buddhist and Jain traditions of governance: Dhamma and ethical statecraft.

Unit III: Governance, Justice, and Society

- Concepts of justice (*nyaya* and *dharma*) in IKS.
- *Panchayati Raj* traditions and local self-governance.
- Role of ethics, morality, and duty in political leadership.
- Environmental ethics and sustainable governance in Indian traditions.

Unit IV: Contemporary Relevance of IKS in Governance

- Relevance of IKS in Indian Constitution (Directive Principles, decentralization, welfare state).
- Indigenous models of conflict resolution, consensus-building, and pluralism.
- IKS and global governance: soft power, cultural diplomacy, and sustainable development.

Suggested Readings:

- Kautilya, *Arthashastra* (selected chapters).
- Mahabharata (Shanti Parva, Rajadharma sections).
- Patrick Olivelle (trans.), *Dharmasutras: The Law Codes of Ancient India*.
- Daya Krishna, *Indian Philosophy: A Counter Perspective*.
- Balbir Singh Sihag, *Kautilya: The True Founder of Economics*.
- Makarand Paranjape, *Decolonizing Indian Knowledge Systems*.
- Kapila Vatsyayan, *Traditional Knowledge Systems in India*.
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Political Economy	
Course Code: 23PSBA803 Continuous Evaluation:40	Credits:4 End Semester Examination:60
LTP:3-1-0	
Prerequisite: Nil	

Course Objective:

Given the growing recognition worldwide of the importance of the political economy approach to the study of global order, this course has the following objectives:

CO1: Define the key concepts of political economy and their relevance to the Indian context.

CO2: Compare and contrast different political and economic ideologies that have influenced India's development.

CO3: Evaluate the effectiveness of specific policies and strategies employed to address economic challenges.

CO4: Critically assess the role of corruption and informal economies in shaping India's political economy.

CO5: Propose innovative policy recommendations considering both political and economic factors for sustainable development.

Course Learning Outcome:

CLO1: Describe the historical evolution of India's political economy and its major phases.

CLO2: Compare and contrast the socialist and liberalization eras in India's political economy.

CLO3: Evaluate the success of poverty alleviation programs and their impact on different social groups.

CLO4: Analyze case studies of corruption scandals and their economic consequences on India's development trajectory.

CLO5: Develop a comprehensive policy proposal that addresses a specific economic challenge while considering its political implications.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

I. Political Economy

Meaning, nature, scope, political order and economic change

II. Approaches to Political Economy

Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach

III. Issues in Development

(i) Culture patterns

(ii) Trade

(iii) Military: Global Arms Industry and Arms Trade

IV. Globalization and Development Dilemmas

(i) Blue Economy

(ii) AI and Cyber Security

(III) Post-human politics

Essential Readings

I. Approaches to Political Economy: a. Classical Liberalism

Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. Reviving the Invisible Hand: The Case for Classical Liberalism in the Twenty first Century. Princeton: Princeton University Press, pp. 1- 8, 17- 30, and 48- 51.

b. Marxism

Mandel, E. (1979) An Introduction to Marxist Economic Theory. New York: Pathfinder Press, 3rd print, pp. 3-73.

c. Welfarism

Kersbergen, K.V. and Manow, P. (2009) Religion, Class Coalition and Welfare State. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295

Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D Comparative Politics. Oxford: Oxford University Press, ch 22, pp. 547- 563 .

d. Neo-liberalism

Harvey, D. (2005) A Brief History of Neo-liberalism. Oxford: Oxford University Press, pp. 1-206.

e. Gandhism

Ghosh, B.N. (2007) Gandhian Political Economy: Principles, Practice and Policy. Ashgate Publishing Limited, pp. 21- 88.

II. Capitalist Transformation

a. European Feudalism and transition to Capitalism Phukan, M. (1998) The Rise of the Modern West: Social and Economic History of Early Modern Europe. Delhi: Macmillan India, (ch.14: Transition from Feudalism to Capitalism), pp. 420- 440.

b. Globalization: Transnational Corporations

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

Kennedy, P. (1993) Preparing for the Twentieth Century. UK: Vintage, Ch. 3

Gelinas, J. B. (2003) Juggernaut Politics- Understanding Predatory Globalization. Halifax,

Fernwood, Ch.3. Available from: www.globalpolicy.org

World Trade Organization

Gilpin, R. (2003) Global Political Economy: Understanding the International Economic Order. Hyderabad: Orient Longman, Ch. 8, pp. 196- 233.

Non-governmental Organizations (Their role in development)

Prasad, K. (2000) NGOs and Social-economic Development Opportunities. New Delhi: Deep & Deep, ch. 1, 2, 3, 5.

Fisher, J. (2003) Non-governments – NGOs and the Political Development in the Third World. Jaipur: Rawat, ch. 1, 4, 6.81

III. Issues in Development:

(i) Culture:

Media and Television Mackay, H. (2004) 'The Globalization of Culture' in Held, D. (ed.) A Globalizing World? Culture, Economics and Politics. London: Routledge, pp. 47- 84

Tomlinson, J. (2004) 'Cultural Imperialism' in Lechner, F. J and Boli, J. (eds.) The Globalization Reader. Oxford: Blackwell, pp. 303- 311.

(ii) Big dams and Environmental Concerns

Lechner, F. J and Boli, J. (eds.) (2004) The Globalization Reader. Oxford: Blackwell, pp. 361- 376 and 398- 404.

Held, D. and Mcrew, A. (eds.) (2000) The Global Transformations Reader. Cambridge: Polity Press, pp. 374- 386.

Singh, S. (1997) Taming the Waters: The Political Economy of Large Dams in India. New Delhi: Oxford University Press, pp. 133- 163, 182- 203, 204- 240.

(iii) Military: Global Arms Industry and Arms Trade

Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 330- 339.

(iv) Knowledge Systems:

Marglin, S. (1990) 'Towards the Decolonisation of the Mind' in Marglin, S. and Marglin, F.

A. (eds.) *Dominating Knowledge: Development, Culture and Resistance*. Oxford: Oxford University Press, pp. 1- 28.

IV. Globalization and Development Dilemmas:

(i) IT revolution and Debates on Sovereignty

L. Lechner, F. J and Boli, J. (eds.) (2004) *The Globalization Reader*. Oxford: Blackwell, pp. 211-244.

Held, D. and Mcrew, A. (eds.) (2000) *The Global Transformations Reader*. Cambridge: Polity Press, pp. 105-155.

Omahe, K. (2004) 'The End of the Nation State', L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch. 29.

Glen, J. (2007) *Globalization: North-South Perspectives*. London: Routledge, ch.6.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp. 130-148.

(ii) Gender

Berkovitch, N. (2004) 'The Emergence and Transformation of the International Women's Movements' in L. Lechner, F. J and Boli, J. (eds.) *The Globalization Reader*. Oxford: Blackwell, ch.31, pp. 251- 257.

Steans, J. (2000) 'The Gender Dimension' in Held, D. and Mcrew, A. (eds.), *The Global Transformations Reader*. Cambridge: Polity Press, ch.35, pp. 366- 373.

Tickner, J. A. (2008) 'Gender in World Politics' in Baylis, J., Smith, S. & Owens, P. (eds.) *Globalization of World Politics*, 4th edn., New Delhi: Oxford University Press, ch.15.

(iii) Racial and Ethnic Problems

Kesselman, M. and Krieger, J. (2006) Readings in Comparative Politics: Political Challenges and Changing Agendas. Boston: Houghton Mifflin Company, pp. 243- 254 and 266- 276.

(iv) Migration

Arya, S. and Roy, A. (eds.) Poverty Gender and Migration. New Delhi: Sage, Ch. 1 Kesselman, M. (2007) The Politics of Globalization. Boston: Houghton Mifflin Company, pp. 450- 462.

Nayyar, D. (ed.) (2002) Governing Globalization. Delhi: OUP, pp. 144- 176.

Politics and Cinema in India	
Course Code: 25 PSBA804 Credits:4	Continuous Evaluation:40 End Semester Examination:60
LTP:3-1-0	
Prerequisite: Nil	

Course Objective:

This course will offer a broader overview on Indian cinema. Through this course students will be able to understand the meaning of popular culture and the significance of Indian cinema. This course will also explore the question of representation in Indian Cinema.

CO 1: The course will provide an introduction and critical understanding on Indian Cinema.

CO 2: This course will equip the students to understand the role of Cinema in the construction and deconstruction of Identities.

CO 3: This course will enable the students to comprehend how caste, gender, religion and other representational issue in film are interconnected.

Course Learning Outcome:

CLO 1: Through this course the student will be able to demonstrate critical understanding on the Indian cinema.

CLO 2: After the successful completion of this course the student will be able to understand the interrelationship of cinema and question of representation.

CLO 3: Through this course the students will also develop an understanding regarding the role of cinema in construction identity.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					

Course Content:

Unit-I

Introduction to Indian Cinema

History of Indian Cinema.

Past Present and Future.

Unit-II

Gender and Indian Cinema

Feminist film theory.

Indian Cinema and Patriarchy.

Unit-III

Caste and Indian Cinema

Stereotype, Cultural Representation.

Caste, Cinema and Hegemony

Unit-IV

Cinema and Religion

Orientalism.

Secularism and Cinema.

Contemporary debates on freedom of expression

References

Unit-I Suggested Readings

Dwyer, R (2006) *Filming the Gods Religion and Indian Cinema*, Routledge: London.

Chakraborty, S (2001) *National Identity in Indian Popular Cinema, 1947-1987*, University of Texas Press: Austin.

Sengupta, R (2020) *Reading the Muslim on Celluloid : Bollywood, Representation and Politics* Primus : New Delhi.

Suggested Movie List

- Garam Hawa, 1971.
- Bombay, 1995.
- Aamir, 2008.

Unit-2 Suggested Readings

Prasad, M(1998), *Ideology of the Hindi Film: A Historical construction*. Oxford University Press.

Saran, R (2012) *History of Indian Cinema English*, Diamond Books : New Delhi.

Rajadhyakhsha, A and Willemen, P (1999) *Encyclopaedia of Indian Cinema*, Routledge: London

Suggested Movie List

Neecha Nagar, 1946.

Awaara, 1951.

Suggested Movie List

- Mother India, 1957.
- Astitva, 2000.
- Arth, 1982.

Suggested Readings

Yengde, S (2018) Dalit Cinema, South Asia: Journal of South Asian. 1-18.

Kumar, A (2022) Representation of Dalits in Hindi Cinema After Liberalisation, Contemporary Voice of Dalits, 1-11.

Wankhede, H. (2013) Dalit representation in Bollywood, Mainstream Weekly, 50(20).

Suggested Movie List

- Lagaan, 2001.
- Article 15, 2019.
- Ghulami ,1985.

SOFT SKILLS TRAINING MODULES/COURSES STRUCTURE SEMESTER WISE IN FACULTY OF SCIENCE & HUMANITIES

SEMESTER – I

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	1 / 1	Course Category	SEC
Course Code	23SS151	Course Title	Effective Communication Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO): -

- TO1. To define and understand communication and its process.
- TO2. To make student practice on communication skills via LSRW approach via instructing, engaging, assessing and re engaging.

- TO3. To enhance the confidence and motivation of a student by honing his communication skills.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To communicate effectively and interact with people with confidence.
- TLO2. To demonstrate and differentiate between various forms of communication.
- TLO3. To apply effective communication skills confidently which a student need to get ahead in job and life.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
TRAINING LEARNING OUTCOMES (TLO) □	TLO1	TLO2	TLO3
TRAINING OBJECTIVES (TO) □□□□□			
TO1			
TO2			
TO3			

Unit	Course Contents	Student Engagement Activity
Unit-I	Verbal Communication Skills <ul style="list-style-type: none"> ● Communication Process & its importance ● 7 C's of Communication ● Formal & Informal Conversation ● Requirements of effective verbal communication 	Conversation Cards Activity
Unit-II	Nonverbal Communication Skills <ul style="list-style-type: none"> ● Importance of nonverbal skills in effective communication ● Types of nonverbal (body language) skills ● Barriers to nonverbal communication 	Power of Body Language Activity

Unit-III	Listening Skills <ul style="list-style-type: none"> ● Role of listening skills in effective communication ● Barriers to listening ● Overcoming listening barriers ● Empathetic listening & avoiding selective listening 	Chinese Whisper Activity
Unit-IV	Reading & Writing Skills <ul style="list-style-type: none"> ● Types of reading strategies to enhance improve reading skills ● Types of written communication 	The What IF Activity
Unit- V	Visual Communication <ul style="list-style-type: none"> ● Types of visual communication ● Importance of visual communication ● Picture narration/description technique 	Interpret The Picture Activity

Learning Resources	
Text Book	1. <i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	1. <i>Personality Development & Communication Skills-1</i> by C B Gupta: Scholar Tech Press,2019.

Pedagogy

- The training will be based on the concept of learning by practice.
- The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student’s engagement in training activities.
- The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Effective Communication Skills Course

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Verbal Communication Skills	Speech Activity	15	Written Test	10
II	Non Verbal Communication Skills	Role Play	15		
III	Listening Skills	Oral Assessment / Written Assessment	10		
IV	Reading & Writing Skills		20	Viva	20
V	Visual Communication		10		

SEMESTER –II

Department Of Training & Placement			
Training Cell			
Faculty of Science & Humanities			
Programme			
Year / Semester	1 / 2	Course Category	SEC
Course Code	23SS252	Course Title	Teamwork & Interpersonal Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO): -

- TO1. To make the students learn & demonstrate effective teamwork, leadership & interpersonal skills.
- TO2. To equip the students with capability of handling stress and utilization of work time effectively.
- TO3. To make the students understand the importance and application of Emotional Quotient, Critical Thinking & Problem-Solving Skills.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To be confident working in a team and leading it as well.

- TLO2. To categorize the work and achieve expected performance within the time frame & will be able to adapt himself to work under various kinds of stress and re-energies himself to bounce back from such situations.
- TLO3. To get benefitted from Emotional Quotient in building stronger professional relationships and achieving career and personal goals.
- TLO4. To face complex problems and effectively deal with it in the job due to Critical Thinking & Problem-Solving Skills.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)				
Training Learning Outcomes (TLO) □	TLO1	TLO2	TLO3	TLO4
Training Objectives (TO) □				
TO1				
TO2				
TO3				

Unit	Course Contents	Engagement	Activity
Unit - I	Team Management <ul style="list-style-type: none"> ● Team communication & team conflict resolution ● Role of a team leader ● Team goal setting & understanding team development ● Team dynamics & multicultural team activity ● Johari Window Model 		Collaborative Working Game Activity
Unit-II	Time Management <ul style="list-style-type: none"> ● Time management matrix ● Pareto Principle (80/20 rule) ● Development process of plan of action 		What You Did Yesterday Activity
Unit-III	Leadership <ul style="list-style-type: none"> ● Difference between leadership & management ● Types of leadership style ● Core leadership skills 		Lead The Blindfolded Activity
Unit-IV	Stress Management <ul style="list-style-type: none"> ● Sign of stress & its impact ● Types of stress ● Techniques of handling stress 		Keeping Cool Activity

Unit - V	Emotional Intelligence <ul style="list-style-type: none"> ● Emotional intelligence & emotional competence ● Components & behavioral skills of emotional intelligence 	Guess The Emotion Game Activity
Unit - VI	Critical Thinking <ul style="list-style-type: none"> ● Types of thinking & Characteristics ● Critical thinking standards ● Barriers to critical thinking 	Think Pair Share Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development & Communication Skills-1</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

Pedagogy

- The training will be based on the concept of learning by practice.
- The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.
- The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Teamwork & Interpersonal Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Team Management	Role Play / Group Activity	10	Written Test	10
II	Time Management		10		

III	Leadership		10		
IV	Stress Management	Assignment	10	Viva	20
V	Emotional Intelligence	Written Test	10		
VI	Critical Thinking		20		

SEMESTER – III

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	2 / 3	Course Category	SEC
Course Code	23SS353	Course Title	Presentation Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO):-

- TO1. To develop the public speaking skills in the student.
- TO2. To make the students learn and adapt to the necessary etiquettes required working and growing in corporate culture.
- TO3. To make the students learn to speak in a debate session by putting his arguments and making others accept his viewpoint convincingly.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To be confident in presenting himself in front of audience.

- TLO2. To become professional in his approach towards work culture.
- TLO3. To enhance the level communication skills while interacting with others.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
Training Learning Outcomes (TLO) □ Training Objectives(TO) □	TLO1	TLO2	TLO3
TO1			
TO2			
TO3			

Unit	Course Contents	Student Engagement Activity
Unit-I	Importance of Presentation Skills <ul style="list-style-type: none"> ● 4 P's of presentation skills – plan, prepare, practice & present ● Guidelines for effective presentation 	PPT Presentation Activity
Unit-II	Storytelling Skills <ul style="list-style-type: none"> ● 4 P's of storytelling skills – people, place, plot & purpose ● Types of storytelling techniques ● Importance of storytelling skills 	Start From Where I Stopped Activity
Unit-III	Corporate Culture Etiquettes <ul style="list-style-type: none"> ● Importance of professional behavior at work place ● Understand & implementation of etiquettes at work place ● Importance of values & ethics ● Types of professional / corporate etiquettes 	Etiquettes Role Play Activity
Unit-IV	Debate / Extempore <ul style="list-style-type: none"> ● Difference between debate, extempore & group discussion ● Learning argument /counter argument in debate 	Current Affair Topic Speech Activity

Unit-V	Art of Creating Impression <ul style="list-style-type: none"> ● Importance of creating first impression ● 6 ways to master the art of creating impression 	Speech Activity
Unit-VI	Problem Solving <ul style="list-style-type: none"> ● Types of problems & its solutions ● Problem solving process & tools 	Think Pair Share Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development & Communication Skills-1</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

Pedagogy

- The training will be based on the concept of learning by practice.
- The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student’s engagement in training activities.
- The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Presentation Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Importance of Presentation Skills	Presentation Activity	20	Written Test	10
II	Storytelling Skills	Speech Activity	15		

III	Corporate Culture Etiquettes	Assignment	10		
IV	Debate/Extempore	Speech Activity / Written Activity	15	Viva	20
V	Art of Creating Impression		10		
VI	Problem Solving				

SEMESTER – IV

Department Of Training & Placement			
Training Cell			
Programme	Faculty of Science & Humanities		
Year / Semester	2 / 4	Course Category	SEC
Course Code	23SS454	Course Title	Professional Skills
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO): -

- TO1. To encourage students to learn and apply effective writing skills.
- TO2. To make the students learn various types of business correspondence letters, cover letters & resume.
- TO3. To encourage students to learn as to how to talk and convince people in GD & interview.
- TO4. To make the students learn to build rapport for building positive relationships professionally at the workplace.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To understand the importance of professional writing required in workplace.
- TLO2. To explore different formats in resume, cover letters & other business related letters.

- TLO3. To develop knowledge, skills and understanding people in-group and individually.
- TLO4. To apply communication strategies either in-group or one on one basis and will be confident to lead the discussion among them.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)				
Training Learning Outcomes (TLO) □ Training Objectives (TO) □	TLO1	TLO2	TLO3	TLO4
TO1				
TO2				
TO3				
TO4.	-	-	-	

Unit	Course Contents	Student Engagement Activity
Unit-I	Email Writing <ul style="list-style-type: none"> ● Importance of email communication skills ● Basic rules of effective email writing ● Structure of email – address, subject, message text, attachments, signature 	Email Practice Activity
Unit-II	Resume Writing <ul style="list-style-type: none"> ● Difference between Resume, CV & Bio data ● Guidelines of resume writing ● Resume preparation of the student 	Resume Making Activity
Unit-III	Letter Writing <ul style="list-style-type: none"> ● Types of Letter Writing – Application, Leave, etc. ● Cover letter 	Letter Writing Activity

Unit--IV	Group Discussion (GD) <ul style="list-style-type: none"> ● Characteristics of GD & subject knowledge ● Do's & Don'ts in GD ● Strategies of GD ● Types of GD 	Group Discussion Practice Activity
Unit-V	Interview Skills <ul style="list-style-type: none"> ● Preparation of the interview & company details information ● Do's & Don'ts in interview ● Types of Interviews ● Strategies of interview 	Mock Interview Practice Activity
Unit-VI	Negotiation Skills <ul style="list-style-type: none"> ● Importance of negotiation skills ● Four phases of negotiation skills ● Barriers to negotiation & overcoming it ● Win-win negotiation 	Win-Win Activity

Learning Resources	
Text Book	<i>Communication Skills</i> by Sanjay Kumar & Pushp Lata: Oxford University Press, 2019.
Suggested Reference Book	<i>Personality Development & Communication Skills-1</i> by C B Gupta: Scholar Tech Press, 2019.(ISBN No. – 9382209131)

Pedagogy

- The training will be based on the concept of learning by practice.
- The training will involve 30% of the training time on briefing and demonstration & the remaining 70% will be focusing on student's engagement in training activities.
- The training will follow a circular approach where students are engaged, evaluated, given feedback and then re engaged.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Professional Skills

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)

I	Email Writing	Written Assignment	10	Written Test	10
II	Resume Writing		10		
III	Letter Writing		10		
IV	Group Discussion	Group Discussion Activity	15	Viva	20
V	Interview Skills	Mock Interview Activity	15		
VI	Negotiation Skills	Role Play	10		

SEMESTER – V

Department Of Training & Placement			
Training Cell			
Programme		Faculty of Science & Humanities	
Year / Semester	3 / 5	Course Category	SEC
Course Code	23AR555	Course Title	Aptitude & Reasoning
Continuous Evaluation: 70		End Term Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

Training Objectives (TO): -

- TO1. To understand the basic concepts of quantitative ability and logical reasoning.
- TO2. To make student practice on the concepts of quantitative ability and logical reasoning.
- TO3. To prepare the students for aptitude and reasoning round in placement selection process & other competitive exams.

Training Learning Outcomes (TLO): -

After the completion of the training, the student will have ability:

- TLO1. To understand the basic concepts of quantitative ability.
- TLO2. To solve campus placements aptitude papers covering Quantitative Ability.
- TLO3. To Compete in various competitive exams like CAT, CMAT, GATE, GRE, GATE, UPSC, GPSC etc.

Mapping Matrix of Training Objectives (TO) & Training Learning Outcomes (TLO)			
TRAINING LEARNING OUTCOMES (TLO) □	TLO1	TLO2	TLO3
TRAINING OBJECTIVES (TO) □□□□□			
TO1			
TO2			
TO3			

A-Quantitative Ability

UNIT - I

- Number System
- Percentage
- Profit, Loss and Discount
- Simple Interest and Compound Interest

UNIT – II

- Allegation and Mixture
- Average
- Ratio, Proportion and Variation, Problem on Ages and Numbers
- Time and Work

- Time, Speed and Distance

UNIT – III

- Permutation and Combination
- Probability
- Data Interpretation
- Geometry and Mensurations
- Sequence, Series & Progression and Logarithmic

B- Logical Reasoning

UNIT - IV

- Number Series and Alphabet Series
- Direction Sense Test
- Coding -Decoding
- Blood Relation

UNIT – V

- Syllogism
- Dice, Cube and Cuboids
- Seating Arrangement

UNIT – VI

- Clock and Calendar
- Critical Reasoning
- Order and Ranking, Ven diagram, Analogy

Learning Resources	
Text Books	<i>Quantitative Aptitude for Competitive Examinations</i> by R S Aggarwal: S Chand Publishing, 2022.
	<i>A Modern Approach to Logical Reasoning</i> by R S Aggarwal: S Chand Publishing, 2022.

Pedagogy-

- The training will be based on the concept of learning by doing and practice.
- The training will involve 50% of the training time on teaching the concepts and the remaining 50%

will be focusing on practice.

- The training will follow a circular approach where students are taught, evaluated and given the feedback.

Internal (Continuous Assessment & Evaluation) & End Term (Assessment & Evaluation) for Aptitude & Reasoning

Unit No.	Unit Name	Internal Assessment Parameter	Internal Marks (70)	End Term Assessment Parameters	End Term Marks (30)
I	Quantitative Ability	Written Assignment	10	Written Test	30
II			10		
III			10		
IV			15		
V	Logical Reasoning		15		
VI	10				

SKILL ENHANCEMENT COURSES (SEC) : Technical Training

Department of Computer Science and Engineering			
Programme:			
Year/Semester		Course Category	Skill Enhancement Course
Course Code		Course Title	Digital Literacy & IT Skills
Continuous Evaluation: 70		End Semester Examination:30	
Prerequisite: Nil		L T P : 0 0 2	Credits: 1

Course Objectives (CO) - The Course is designed with the following objectives:

1. To know a comprehensive understanding of digital literacy and essential IT skills
2. To discuss and develop critical thinking abilities
3. To understand practical skills required to navigate the digital world effectively
4. To grasp the significance of aspects of our personal and professional lives
5. To construct and utilize technology to enhance productivity and creativity

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

1. Explain and understand the concept of digital literacy and its importance in contemporary society.
2. To apply and develop proficiency in using computer hardware, operating systems, and software applications.
3. To analyse foster critical thinking and problem-solving skills when working with digital tools and information.
4. Promote responsible and ethical use of digital technologies
5. Enhance communication and collaboration skills using digital platforms and explore emerging trends and technologies in the digital landscape.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1	----				
CO 2		----			
CO 3			----		
CO 4				----	
CO 5					----

COURSE CONTENTS

UNIT-1

Introduction to Digital Literacy, Definition and importance of digital literacy, Understanding the digital divide, Ethical considerations and digital citizenship, Computer Basics, Computer hardware components and their functions, Operating systems and their features, File management and organization.

UNIT-2

Productivity Tools, Word processing applications, Spreadsheet applications, Presentation software Note-taking and organization tools, Internet and Web Literacy, Internet fundamentals and terminology Web browsing and search strategies, Evaluating online information, Online safety and privacy

UNIT-3

Communication and Collaboration, Email communication and etiquette, Instant messaging and video conferencing tools, Social media platforms and their uses, Online collaboration and project

management tools, Digital Media and Information Literacy, Understanding digital media formats, Digital media creation and editing tools, Copyright and intellectual property considerations, Information evaluation and critical thinking

UNIT-4

Data Management and Security, Basics of data management and storage, Backup and recovery strategies, Online security best practices, Introduction to cybersecurity awareness, Emerging Technologies, Cloud computing and storage, Internet of Things (IoT), Artificial intelligence and machine learning, Virtual reality and augmented reality

RECOMMENDED TEXT BOOKS:

1. Thomas H. Cormen, Charles E. Leiserson, Ronald L. Rivest, Clifford Stein, "Introduction to Algorithms", Edition: 3rd Edition, the MIT Press, and ISBN: 978-0262033848
2. Stuart Russell, Peter Norvig , "Artificial Intelligence: A Modern Approach", 3rd Edition, Pearson Publisher, ISBN: 978-0136042594

REFERENCE BOOKS:

1. Abraham Silberschatz, Henry F. Korth, S. Sudarshan, "Database System Concepts", 7th Edition, McGraw-Hill Education, ISBN: 978-0078022159
2. Abraham Silberschatz, Greg Gagne, Peter B. Galvin, "Operating System Concepts", 10th Edition, John Wiley & Sons Publication, ISBN: 978-1119320913.
3. Larry L. Peterson, Bruce S. Davie, "Computer Networks: A Systems Approach", 5th Edition, Morgan Kaufmann publication, ISBN: 978-0123850591

Year/Semester	1st Year/ 2nd	Course Category	Skill enhancement course
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	Semester		(SEC)
Course Code	23SS202	Course Title	Advance Excel Skills
Continuous Evaluation: 70		End Semester Examination: 30	
Prerequisite: Nil		L T P: 0 0 2	Credits: 1

COURSE OBJECTIVES (CO)

1. To develop understanding of excel
2. To apply different formulae
3. To understand the making of different charts in excel

COURSE LEARNING OUTCOMES (CLO)

On successful completion of the course, students will be able to do following:

1. To optimize the use of MS-Excel for powerful data analysis.
2. To apply correct data visualization technique to gain optimal presentation of data.
3. To apply enhanced features of MS-Excel

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

CO	CLO	CLO 1	CLO 2	CLO 3
CO 1		✓		
CO 2			✓	
CO 3				✓

COURSE CONTENTS

Unit I

Workbook and worksheets- Navigation with keyboard, Tabs and ribbons, file menu, quick access toolbar, create print and save workbook, worksheet basics, protecting excel workbook and worksheet, importing and exporting data, co-authoring; Data and Formatting-Adding Data, Cut Copy Paste, Data fill, Data Movement , Cell Formatting ,Conditional Formatting, Cell Operations , Reusable Lists , Data Validation , Sorting And Filtering , Tables.

Unit II

Understanding formulas; operators in formula; named ranges; calculations; functions in formulas; relative and absolute addressing; referencing cells outside the worksheet and workbook; functions - logical, summarizing, text, lookup, reference, data and time, math functions; error handling, formula auditing

Unit III

**Charts types and uses, Chart depiction – column, line, pie, bar, bubble, histogram Analysis
- Pivot Table, Pivot Charts, What If Analysis**

TEXT BOOKS/ REFERENCES BOOKS

1. Manisha Nigam, “Data Analysis with Excel”, BPP publications, 2019.
2. Paul McFedries, Excel Data Analysis for Dummies, 5th Edition, 2022.

Year/Semester	2nd Year/ 3rd	Course Category	Skill enhancement course
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	Semester		(SEC)
Course Code	23SS303	Course Title	Statistical Analysis with SPSS
Continuous Evaluation: 70		End Semester Examination: 30	
Prerequisite: Nil		L T P : 0 0 2	Credits: 1

COURSE OBJECTIVES (CO)

1. To train students in SPSS Software
2. To know about the data handling in SPSS
3. To understand about the diagrammatic representation of data

COURSE LEARNING OUTCOMES (CLO)

On successful completion of the course, students will be able to do following:

1. Basics of SPSS
2. Understanding of data handling in SPSS
3. Diagrammatic representation of data

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

CO	CLO	CLO 1	CLO 2	CLO 3
CO 1		✓		
CO 2			✓	
CO 3				✓

COURSE CONTENTS

Unit I

Data handling: open SPSS data file – save – import from other data source – data entry – labeling for dummy numbers - recode in to same variable – recode in to different variable – transpose of data – insert variables and cases – merge variables and cases.

Unit II

Data handling: Split – select cases – compute total scores – table looks – Changing column - font style and sizes

Unit III

Diagrammatic representation: Simple Bar diagram – Multiple bar diagram – Sub-divided Bar diagram - Percentage diagram - Pie Diagram – Frequency Table – Histogram – Scatter diagram – Box plot.

TEXT BOOKS/ REFERENCES BOOKS

1. Clifford E.Lunneborg (2000). Data analysis by resampling: concepts and applications. Dusbury Thomson learning. Australia.
2. Everitt, B.S and Dunn, G (2001). Applied multivariate data analysis. Arnold London.
3. Jeremy J. Foster (2001). Data analysis using SPSS for windows. New edition. Versions 8-10. Sage publications. London.
4. Michael S. Louis – Beck (1995). Data analysis an introduction, Series: quantitative applications in the social sciences. Sage. Publications. London.

LaTeX	
Course Code:	Continuous Evaluation: 70 Marks
Credits: 1	End Semester Examination: 30 Marks
L T P : 0 0 2	Course Type: SEC
Prerequisite: Nil	

COURSE OBJECTIVES (CO)

1. To know about the basics of Latex
2. To know about paper sizes and page orientation
3. To study about text formatting
4. To create different types of graphs, charts and tables
5. Reference checking of any article or study

COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Handle different types of documents.

2. Organize documents into different sections, subsections, etc.
3. Formatting pages (margins, header, footer, orientation), formatting text.
4. Write complex mathematical formulae, Include tables and images.
5. Cross-referencing, bibliography, and Indexing, read error messages as and when required, create presentations using Beamer.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

CO \ CLO	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1	✓				
CO 2		✓			
CO 3			✓		
CO 4				✓	
CO 5					✓

COURSE CONTENTS

Unit- I

Installation of the software LaTeX, Understanding Latex compilation Basic Syntax, Writing equations, Matrix, Tables.

Unit- II

Page Layout – Titles, Abstract Chapters, Sections, References, Equation references, citation, List making environments Table of contents, Generating new commands, Figure handling numbering, List of figures, List of tables, Generating index.

Unit- III

Packages: Geometry, Hyperref, amsmath, amssymb, algorithms, algorithmic graphic, color, tikz listing, Classes: article, book, report, beamer, slides.

TEXT/REFERENCE BOOKS

1. Leslie Lamport, LaTeX: A document preparation system, User's guide and reference manual, Addison Wesley, 1994
2. Frank Mittelbach, Michel Goossens, Johannes Braams, David Carlisle, Chris Rowley, The LaTeX Companion, 2nd edition (TTCT series) Addison-Wesley Professional-2004.

Multidisciplinary Course offered by Department of Political Science

Department of Political Science			
Programme			
Year/Semester	1 st Year/2 nd Semester	Course Category	MDC
Course Code		Course Title	Electoral Literacy in India
Continuous Evaluation : 40		End Semester Examination : 60	
Prerequisite: Nil		L T P : 3 0 0	Credits: 3

Course Objectives (CO) - The Course is designed with the following objectives:

6. To know the meaning and nature of the electoral democracy in India
7. To discuss electoral institutions in India
8. To understand the procedural aspect of elections in India
9. To grasp the significance of elections and electoral aspects of democracy, the electoral model code of conduct, issues, and challenges in India's democracy.

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

6. The student shall be able to understand the meaning, definition, and significance of elections in India.
7. The course will help the students to analyse and understand electoral institutions, and their role and functions in the conduct of free and fair elections.
8. The student shall be able to know the party system of India.
9. The course will help the student understand issues and challenges in conducting free and fair elections in India.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

Course Learning Objectives	Course Learning Outcome (CLOs)				
	CLO1	CLO2	CLO3	CLO4	CLO5

(Cos)					
CO1					
CO2					
CO3					
CO4					

COURSE CONTENTS:

UNIT-1: Elections in India

Suffrage, Types, and Methods of Elections

Parliamentary elections: Lok Sabha & Rajya Sabha

Presidential Elections

State Legislative Assembly Elections

Local Body Elections

UNIT-2: Electoral Institutions

Election Commission (EC)

State Election Commission

Part-XV of Indian Constitution

UNIT-3: Political Parties in India

One-party, Two Party, Multi-party system

Model Code of Conduct, Party Funding, and Campaign

UNIT-4: Elections: Issues and Challenges

RECOMMENDED TEXTBOOKS:

3. Subhash C. Kashyap, Our Political System, 2nd, National Book Trust, India, 2008, ISBN: 8123752520

4. D. D. Basu, Introduction to The Constitution Of India, 26th Edition, Lexis Nexis, ISBN: 978-9388548861
5. Bidyut Chakrabarty, Rajendra Kumar Pandey, Indian Government and Politics, Sage Text, ISBN: 8132100581

REFERENCE BOOKS:

1. Sanjay Kumar, Elections in India: An Overview, 1st, Routledge, ISBN: 9781032033136
2. <https://eci.gov.in/>
3. <https://www.lokniti.org/>
4. Websites of State Election Commission
5. NCERT, Chapter-3 Indian Constitution at Work

VALUE ADDED COURSES (VAC)

DEPARTMENT OF LAW			
Programme: Undergraduate program			
Year/Semester		Course Category	Value Added Course (VAC)
Course Code	23VAC	Course Title	Indian Constitution & Polity
Continuous Evaluation: 30		End Semester Examination: 70	
Prerequisite: Nil		L T P : 2 0 0	Credits: 2

Course Objectives (CO) - The Course is designed with the following objectives:

1. To acquaint the students with the fundamental concepts of democracy, diversity and the Constitution.
2. To make students understand the functioning of the three wings of the State
3. To make the students appreciate the purpose of decentralised administration under the Constitution and its functioning
4. To make students analyse and discuss various rights and duties under the Constitution of India

Course Learning Outcomes (CLO) – At the end of this course, the learners are expected to:

1. Explain the concept of democracy, diversity and the Constitutional Values
2. Describe the functioning of the three wings of the State
3. Sketch the functioning of decentralised administration under the Constitution of India and appreciate the political dimensions.
4. Examine the scope of various rights and duties under the Constitution of India.

MAPPING COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

COURSE OBJECTIVES (COs)	COURSE LEARNING OUTCOMES (CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1	√			
CO2		√		
CO3			√	
CO4				√

COURSE CONTENT

UNIT 1

DEMOCRACY, DIVERSITY AND THE CONSTITUTION

- Concept of democracy and importance of right to vote
- Electoral Politics
- Concepts of diversity and discrimination on the grounds of gender, religion and caste
- Concept of democratic government
- Constitution design and salient features
- Preamble to the Constitution of India

UNIT 2

THE THREE WINGS OF THE STATE

- The definition of State in Constitution of India
- Parliament, the State legislature and the making of laws
- Concept of cooperative federalism
- The Executive and Administration
- Role of Governor and the President of India
- The Judiciary

UNIT 3

LOCAL GOVERNMENT AND ADMINISTRATION

- Panchayati Raj System

- Rural and Urban administration
- Social and Economic Justice for the marginalised
- Directive Principles of State Policy

UNIT 4

RIGHTS AND DUTIES

- Fundamental Rights (Part III of the Constitution)
- Protection of Fundamental Rights – Writ petitions in High Court and Supreme Court of India
- Fundamental Duties
- The concept of Fraternity and secularism
- Public utilities and privatization

RECOMMENDED TEXT BOOKS:

1. J.N. Pandey, *Constitutional Law of India*, 59th Ed. (2022) Central Law Agency
2. *The Constitution of India*, Eastern Book Company (2022) – Bare Act with complete legislative history

REFERENCE BOOKS:

1. M.P. Jain, *Indian Constitutional Law* (8th Ed.) 2018 Lexis Nexis
2. M.P. Singh, *V.N. Shukla's Constitution of India*, 14th Ed (2022), reprint 2023
3. H.M. Seervai, *Constitutional Law of India* (4th Ed., 2008), latest reprint 2023 Law & Justice Publishing

Directorate of Physical Education & Sports			
Programme			
Year/Semester		Course Category	VAC
Course Code		Course Title	Sports , Yoga & Fitness
Continuous Evaluation : 80		End Semester Examination : 20	
Prerequisite: Nil		L T P :0 0 4	Credits: 2

Course Objectives (CO) - The Course is designed with the following objectives:

1. To know about the physical body
2. To discuss about improve range of motion, mobility and coordination in body
3. To understand the ways to improve strength, balance and flexibility.
4. To grasp the significance of yoga and sports in fitness

5. To construct environment for individual and community health.

Course Learning Outcomes (CLO)–The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to :(**BLOOM'S TAXONOMY**)

1. Explain the role of yoga and fitness in life.
2. Apply the rules of healthy and fit life
3. Analyse the ways and methods of yoga and sports
4. Recommend the practices of Asanas and different sports
5. Integrate the concept of yoga and sports in all round development of students and beings.

Mapping Matrix between Course Objectives and Course Learning Outcomes:

COURSE CONTENTS:

UNIT-I: Health and Wellness

- Meaning Definition and Importance of Health and Wellness
- Dimensions of Health and Wellness
- Role of Exercise in maintaining Health and Wellness
- Stress and Its management through Exercise
- Nutrition for Health and Wellness
- Practical-Exercise for Health and Wellness
 - Warming –Up
 - Stretching Exercises
 - Strengthening Exercises
 - Cardiovascular Exercises
 - Flexibility and Agility Exercises
 - Limbering Down
 - Relaxation Techniques (IRT, QRT, DRT etc.)

UNIT-II Yoga and Fitness

- Importance of Yoga and Fitness
- Types and Principles of Asanas
- Fitness Components
- Specific Exercises for Strength, Flexibility, Speed, Agility & Coordinative Abilities
- Yoga, Fitness and Personality
- General Specific Warm up
- Aerobics / Zumba Dance

- Asanas
- Recreation for Fitness
- Report preparation, Records and PPT

UNIT-III Sports and Psychology

- Definition of Sports Psychology
- Adolescence-Problems related with Adolescence i.e.physical problems, Peer group Relationship, Career Selection,Drug Abuse, Psychological and Emotion problems
- Importance of Sports Psychology

UNIT-IV Sports and Recreation

- Meaning Definition and Concept of Sports Fitness and Recreation
- Objectives,Characteristics and principles of Sports Fitness and Recreation
- Importance,Purpose, Benefits of Fitness and Recreation
- Types of Recreation
- Recreation through Sports and Games
- Use of Leisure Time Activities and their educational values
- Traditional, Folk and Indigenous Games
- Three Days outdoor camp and Hiking
- Cycling, tie up with District/State Associations
- Visits to Recreational Clubs

RECOMMENDED TEXT BOOKS:

1. Foundations of Physical Education, Chales A. Bucher
2. Foundations of Physical Education, M.L.Kamlesh
3. History and Principles in Physical Education, Dr. Karan Singh
4. Essentials of Physical Education, Dr. Ajmer Singh
5. Foundations of Physical Education, Dr. A.K.Uppal
6. Physical Education, Manu Sood, New SP Books
7. Health the basis of life: Dr. John Maclay
8. Natural Health & Yoga, Brij Bhushan
9. Health Education, S.K.Mangal
10. Essential of Physical Education, Dr. Ajmer Singh & Dr. Bains

Programme: Undergraduate program

Year/Semester	1ST/I or II	Course Category	Value Added Course (VAC)
Course Code	23VAC201	Course Title	Environmental Protection & Sustainable development
Continuous Evaluation:		End Semester Examination:	
Prerequisite: Nil		L T P : 2 0 0	Credits: 2

Course Objectives (CO) - The Course is designed with the following objectives:

10. To provide a comprehensive understanding of the relationship between humans and the environment.
11. Aims to introduce students to the different components of the environment.
12. To develop the understanding of pollution, its causes, and their effects
13. To gain the knowledge of climate change and the contemporary issues

Course Learning Outcomes (CLO) – The Syllabus has been prepared in accordance with the NEP-2020 and based on the UGC curriculum framework. Upon completion of this course, learners will be able to:

10. Demonstrate to safeguard the Earth’s environment and its resources.
11. Explain sustainable development, its goals, challenges, and global strategies.
12. Analyse the environmental pollution and sensitize themselves to adverse health impacts of pollution.
13. Appraise the concept of climate change, its science and response measures.

MAPPING COURSE OBJECTIVES (COs) & COURSE LEARNING OUTCOMES (CLOs)

COURSE OBJECTIVES (COs)	COURSE LEARNING OUTCOMES (CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1	√			
CO2		√		
CO3			√	
CO4				√

COURSE CONTENTS

Unit-1

Human and Environment

Introduction to earth environment, Scope and importance. Components of environment: Lithosphere, Hydrosphere, Biosphere, Atmosphere. The man- environment interaction, Population growth and natural resource exploitation, Industrial revolution, and impact on the

environment, Global environmental challenges at global, regional and local level.

Unit-2

Natural Resources, Sustainable Development & Sustainable living

Overview of natural resources: Definition of resource; Classification of natural resources-, renewable, and non-renewable. Resources: Forests, wetlands, Status and challenges. Water resources: Types of water resources, issues and challenges; Soil and mineral resources: Important minerals; Environmental problems due to extraction of minerals, Soil as a resource and its degradation. Energy resources: renewable and non-renewable sources of energy. Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges, and strategies for SDGs. Ways to live in sustainable manner- Conservation of energy, water at home, plantation, waste segregation, kitchen gardening.

Unit-3

Conservation of Biodiversity and Ecosystems

Biodiversity and its distribution: Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots; Major ecosystem types in India and their basic characteristics, forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance. Threats to biodiversity and ecosystems. Major conservation policies: in-situ and ex-situ conservation approaches; Major protected areas; National and International instruments for biodiversity conservation: The role of traditional knowledge, community-based conservation. Major International Environmental Agreements: Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety, Ramsar Convention on Wetlands of International Importance, The Wildlife (Protection) Act, 1972, The Biological Diversity Act, 2002.

Unit-4

Environmental Pollution and Health

Understanding of pollutant and pollution; Types of Pollution, Air pollution: Sources of air pollution; Primary and secondary pollutants; Criteria pollutants, Indoor air pollution; Adverse health impacts of air pollutants, National Ambient Air Quality Standards. Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life. Soil pollution and solid waste: Soil pollutants and their sources; Solid and hazardous waste; Impact on human health. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Sources of noise pollution; Noise standards; adverse impacts of noise on human health. Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit-5

Climate Change: Impacts, Adaptation and Mitigation

Understanding climate change: Natural variations in climate, Anthropogenic climate change from greenhouse gas emissions– past, present and future; Projections of global climate change with special reference to temperature, rainfall, climate variability and extreme events, Climate change projections for the Indian sub-continent. Observed impacts of climate change on ocean and land systems; Sea level rise, changes in marine and coastal ecosystems; Impacts on forests and natural ecosystems; Impacts on animal species, agriculture, health. the concept of vulnerability, adaptation and resilience, Synergies between adaptation and mitigation measures, Concept of carbon neutrality, net zero targets, Carbon capture and storage, National climate action plan and Intended Nationally Determined Contributions (INDCs).

Unit 6

Case Studies and Field Work

The students are expected to be engaged in one of the following or similar identified activities.

Field visits to identify local issues, make observations including data collection and prepare a brief report, or Documentation of campus biodiversity or Campus environmental management activities such as solid waste disposal, water management, and sewage treatment.

RECOMMENDED TEXT BOOKS:

1. Masters, G. M., & Ela, W. P. (2008). Introduction to environmental engineering and science Englewood Cliffs, NJ: Prentice Hall.
2. Jackson, A. R., & Jackson, J. M. (2000). Environmental Science: The Natural Environment and Human Impact. Pearson Education.
3. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press
4. Environmental Studies for Undergraduate Courses by Erach Bharucha, UGC New Delhi

REFERENCE BOOKS:

1. A.K De Environmental Chemistry New age Publisher, 2016.
2. “Ecology & Environment” P D Sharma, Rastogi Publications, 2009.
3. www.ipcc.org; <https://www.ipcc.ch/report/sixth-assessment-report-cycle/>.
4. Central Pollution Control Board Web page for various pollution standards. <https://cpcb.nic.in/standards/>