



DRAFT

DEBRAJ ROY COLLEGE (AUTONOMOUS)
FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP)

SYLLABUS
OF

POLITICAL SCIENCE
Choice Based Credit System (CBCS)



DEPARTMENT OF POLITICAL SCIENCE
DEBRAJ ROY COLLEGE
(An Autonomous College under Dibrugarh University)
Circuit House Road, Golaghat-785621 (Assam)

FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) **DEBRAJ ROY COLLEGE (AUTONOMOUS)**

PREAMBLE:

Education is indispensable for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued rise, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world. The National Education Policy 2020 (NEP 2020) has initiated several measures to bring equity, efficiency and excellence in the higher education system of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. The introduction of the NEP 2020 has been heralding a major advancement in the higher education sector in India. India being the highest population of young people in the world, the foundation of higher education would determine the future of our country. Further, India has in this post-pandemic future has kept higher education at the fore front of the nation-building process.

INTRODUCTION:

Political Science as a discipline of study today not merely deals with the structure of governments and administration and study of political theories but also covers various aspects of human life, rights, and duties of the citizens. Society cannot prosper without cooperation, adjustments and toleration, facilitates to understand these basic norms so that people of all walks of life co-operate each other for the better development of the country. The discipline has a special importance in enhancing the success of democracy as it depends upon the political consciousness of its people. The study of political science makes people conscious of their right and duties, makes them vigilant, alert, intelligent and patriotic. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

In view of this, the discipline of political science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the constitution but also in this dynamic social political world equips the students to critically able to understand and voice their concerns on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous and methodical analysis to enable them in addressing practical political issues and challenges, while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international organizations, non-profit organizations and academia.

The Bachelor of Arts degree in Political Science of Debraj Roy College (Autonomous) has been adapted as per the recommendations of NEP 2020. The course will also be of either three-year or four-year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four-year undergraduate programme in Political Science will allow the student an opportunity to experience the full range of holistic and multidisciplinary education, along with the chosen Major and Minor choices of the students.

Aim of Course:

The proposed undergraduate course in Political Science is designed in the light of the new dimensions of politics in the changing world. It will impart the knowledge of diverse political ideologies, important concepts and the latest developments in local, state, national, international government and politics. A student with in-depth knowledge of Indian Constitution, changing dynamics of society and politics in India and International Politics are much better equipped to successfully handle various socio-political circumstances. Political Science subject is one of the most important subjects in all the competitive Exams, especially in UPSC, APSC, UGC and SET Exams. Hence this course has been designed to:

- Provide knowledge regarding concepts, theories, issues and debates that characterize the study of contemporary society and politics.
- Identify probable areas of future research and enhance skills so that some of the students can be at the forefront of research in near future.
- Initiate intellectual urge among the students for understanding most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives.

- Equip students to successfully appear in NET, SET and other competitive examinations.

Graduate Attributes:

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Political Science are:

Disciplinary Knowledge:

The graduate should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.

Critical Thinking:

The graduates in political science are expected to evaluate critically the socio-political issues and problems related to society, community, nation, state and beyond.

Research related Skills:

The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in Political Science. They should have the skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analyzing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value based, moral and ethical issues that concerns the discipline.

Co-operation and Multicultural Competence: The students should be able to work collaboratively in dealing with the political issues and challenges of contemporary time in establishing peace, equality and justice in a post-colonial, developing country like India.

Programme learning outcome:

This undergraduate course is designed to facilitate the study of the political world in a comparative sense, including political behaviour, organizations, institutions, and philosophical foundations of political life from the level of individuals to the international setting in both contemporary and historical contexts. In addition, the course makes the connection between theory and practice at the ground level by preparing students for active life long participation and leadership in the democratic society.

It will make students able to:

PSO1: Understand the basic concepts and theories relating to the discipline

PSO2: Analyse the inter-relationship among the historical, political, economic, cultural and geographic dimensions in Political Science

PSO3: Apply research methods, description, analysis, interpretation and explanation in studying the discipline

PSO4: Students will demonstrate substantive knowledge of concepts and facts relevant to the discipline.

Teaching Learning Process

The programme allows using varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green Board

Assessment

- Home Assignment
- Project Report
- Class Presentation: Oral/Poster/PowerPoint
- Group Discussions
- In Semester examinations
- End Semester examinations
- Viva-Voce Test

**DEPARTMENT OF POLITICAL SCIENCE
DEBRAJ ROY COLLEGE (AUTONOMOUS)**

Course Code, Course Title and Nature of the Course

Semester	Course Code	Title of the Course	Contact Hours
1 st Semester	CORE COURSES (4 Credits)		
		Understanding Political Theory	60
	MINOR COURSE (4 CREDIT)		
		Concepts and Debates in Political Theory	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		Human Rights	45
	AEC LANGUAGE (4 Credits)		
		MIL/Regional Language	60
	VALUE ADDED COURSES (VAC-1) (2 CREDITS EACH)		
		Understanding India	30
		Health and Wellness	30
	SKILL ENHANCEMENT COURSE (SEC) (3 Credits)		
	Legal Literacy	45	
2 nd Semester	CORE COURSES (4 Credit)		
		Indian Government and Politics	60
	MINOR COURSE (4 CREDIT)		
		Introduction to Indian Politics	60
	MULTI DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		Understanding Gandhi and Ambedkar	45
	AEC LANGUAGE AND COMMUNICATION SKILL (4 Credits)		
		English-II	60
		VALUE ADDED COURSES(VAC-2) Environmental Education with Emphasis on Community Based Activities(More Emphasis on Practical (1+0+2) (2 Credits)	30
		YOGA (2 Credits)	30
SKILL ENHANCEMENT COURSE (SEC) (3 Credits)			
	Legislative Procedures in India	45	
3 rd Semester	CORE COURSES (4 Credit)		
		Perspectives on IR and World History	60
		Classical Political Philosophy	
	MINOR COURSE (4 CREDIT)		
		Development Processes and Social Movement in Contemporary India (4 Credits)	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		Public Policy in India	
		VALUE ADDED COURSE(VAC-3) (2 CREDITS) Digital&TechnologicalSolutions/Digital Fluency	30
		SKILL ENHANCEMENT COURSE(SEC) (3 Credits)	45
	E-Governance in India		

SEMESTER-I

Course Title	: Understanding Political Theory
Course Code	: PSCM-101
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem) +40 (In-Sem)

COURSE OBJECTIVES:

- To introduce the students to the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends.
- To reconcile political theory and practice through reflections on the ideas and practices related to State, Citizenship and Democracy.

Unit	Contents	L	T	Total Hours
I (12 Marks)	What is Political Theory? Importance of Political Theory. Approaches to Political Theory: Normative, Historical and Empirical, Behaviouralism and Post-Behaviouralism; Decline and Resurgence	10	2	12
II (12 marks)	Traditions of Political Theory: Liberalism, Contractarianism, Utilitarianism, Welfare State and Marxism.	10	2	12
III (12 marks)	Contemporary Perspectives in Political Theory: Feminism- Liberal, Marxist, Radical and Third World feminism. Multiculturalism and Models of Multiculturalism; Modernism and Postmodernism.	10	2	12
IV (12 marks)	Political Theory and Practices-I: Citizenship-Active, Passive, Liberal and Universal; Feminism and Citizenship; Marxist critic of Citizenship; State-Liberal, Marxist and Civil Society.	10	2	12
V (12 Marks)	Theory and Practice-II: Democracy-Direct, Liberal, Procedural, Deliberative; Debates - Democracy and difference, Representation and Participation, Democracy and Economic growth.	10	2	12

Modes of In-Semester Assessment : 40 Marks

- One Unit Test : 20 Marks
- Marks any of the activities listed below : 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

1. Understand the nature, evolution, significance, and various traditions of Political theory.
2. The students will also be able to reflect upon some of the important debates in Political Theory.

Suggested Reading List:

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman. pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press. pp. 1-14
- Glaser. D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science London*. London: Macmillan, pp.21-40.
- Sanders. D. (1995) 'Behavioral Analysis', in Marsh, D. and stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) "The Feminist Perspective", in Marsh, Dand Stomer, G (des.) *Theory and Methods in Political Science*. London: Macmillan pp. 94-114.
- Bhargava,R,'Why Do We Need PoliticalTheory', in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction*. NewDelhi: Pearson Longman,pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory' in Kukathas, Ch. And Gaus, G.F. (eds.) *Handbook of Political Theory*. NewDelhi: Sage, pp.46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York :Oxford University Press, 2004, pp.19-80.
- Srinivasan,J.(2008) 'Democracy', in Bhargava, R. and Acharya. A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Owen, D.(2003)'Democracy', in Bellamy, R. and Mason, A(eds.) *Political Concepts*. Manchester and NewYork: Manchester University Press, pp.105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp.80-96.
- Gauba, O.P. *An Introduction Poltical Theory*, Macmillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Poltical Theory: Issues and Debates*. Arun Prakashan, Guwahati,2011

Course Title	: Concepts and Debates in Political Theory
Course Code	:PSCMIN-101
Nature of Course	: Minor
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem)+40 (In-Sem)

COURSE OBJECTIVE:

- To introduce certain key aspects of conceptual analysis in political theory.
- To introduce the skills required to engage in debates surrounding the application of the concepts.

Unit	Contents	L	T	Total Hours
I (12 Marks)	Political Theory Basics: What is Politics? What is Political Theory? Relevance and Decline of Political Theory	10	2	12
II (12 marks)	Concepts in Political Theory-I Liberty- Negative and Positive Liberty, Liberty and Equality, Liberty and Rights. Equality- Equality of Welfare, Equality of Opportunity, Equality of Resources. Justice- Distributive Justice, Procedural Justices, Justice and Fairness, Capabilities and Freedom	10	2	12
III (12 marks)	Concepts in Political Theory-II: Rights- Negative and Positive Rights; Civil Political and Social Rights; Legal Rights; Moral Rights; Human Rights; Communitarians and Rights; Multiculturalism and Rights Democracy- Direct, Liberal, Pluralist, Egalitarian, communist, Participatory and deliberative.	10	2	12
IV (12 marks)	Concepts in Political Theory-III: Equal and Universal Citizenship; Globalization and Citizenship; Uniformity and Generality; Dilemma of Citizenship.	10	2	12
V (12 marks)	State and Civil Society- Marxist, Liberal and Challenges to state. Civil Society-Meaning and Evolution; State and civil society.	10	2	12

Modes of In-Semester Assessment : 40 Marks

- One Unit Test 20 Marks
- Any one of the activities listed below: 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Fieldwork/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- Understand the various concepts in Political Theory, significance of the concepts etc.
- The students will also be able to reflect upon some of the important debates on the relationship between state and civil society.

Suggested Reading List:

- Bhargava, R (2008) 'What is Political Theory', in Bhargava, R and Acharya, A.(eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G.(eds.) *Theory and Methods in Political Science*. London: Macmillan, pp.21-40.
- Sanders, D.(1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G.(eds.) *Theory and Methods in Political Science*. London: Macmillan, pp.58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp.94-114.
- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A.(eds.) *Political Theory: An Introduction*.NewDelhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F. (eds.) *Handbook of Political Theory*. NewDelhi: Sage, pp.46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York :Oxford University Press, 2004, pp.19-80.
- Srinivasan, J.(2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012.
- Gauba,O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011
- Mckinnon, C.(ed.) *Issues in Political Theory*, New York: Oxford University Press.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.
- Frances EO. (1985) 'The Myth of State intervention in the Family', *University of Michigan Journal of law Reform*.18 (4), pp. 835.

Course Title	: Human Rights
Course Code	: PSCGEC-101
Nature of Course	: GEC
Total Credits	: 3
Distribution of Marks	: 60 (End-Sem) +40 (In-Sem)

COURSE OBJECTIVE:

- To enable the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular.
- Assess the institutional and policy measures which have been taken in response to the demands of various movements.
- To understand the conceptual dimensions, international trends and the Indian experience from the contents of the course.

Unit	Contents	L	T	Total Hours
I (15 Marks)	Meaning, nature and scope of Human Rights, Universalism and Cultural Relativism, Generations of Human Rights	9	3	12
II (15 Marks)	Institutional Frame works UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	9	2	11
III (15 Marks)	Human and Rights in Indian Context: <ul style="list-style-type: none"> • Human Rights and the Indian Constitution • Human Rights Laws and Institution in India • NHRC and Assam HRC 	9	2	11
IV (15 Marks)	<ul style="list-style-type: none"> • Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement. 	9	2	11

Modes of In-Semester Assessment : 40 Marks

- One Unit Test 20 Marks
- Any one of the activities listed below 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Filed work/Project
 - Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- Understand the issues concerning the rights of citizens in general and the marginalized groups in particular.
- Assess the institutional and policy measure which have been taken in response to the demands of various movements.
- Understand the conceptual dimensions

Suggested Reading List:

- Baxi, Upendra(2002), *The Future of Human Rights*, Oxford University Press, Delhi.
- Beteille, Andre(2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi
- Ghanshyam Shah(1991). *Social Movements in India*, Sage Publications, Delhi.
- Shah, Nandita and Gandhi, Nandita (1992), *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, Kali for Women, Delhi.
- Gonsalves, Colin (2011), *Kaliyug: The decline of human rights law in the period of Globalisation*, Human Rights Law Network, New Delhi.
- Sen, Amartya, *Development as Freedom* (1999), New Dclhi, OUP.
- Donnelly, Jack and Rhoda Howard (ed.), *International Hand book of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
- Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
- South Asia Human Rights Documentation Centre, *Introducing Human Rights*. Oxford, New Delhi, 2006.

Course Title	: Legal Literacy
Course Code	: PSCSEC-101P
Nature of Course	: SEC
Total Credits	: 3
Distribution of Marks	: 45(End-Sem)+40 (In-Sem)+15(Practical)

COURSE OBJECTIVE:

- a. To acquaint students with the structure and manner of functioning of the legal system in India.

Unit	Contents	L	T	Total Hours
I (15 Marks)	Legal System in India: An Introduction to the Legal system of India. System of courts/tribunals and their jurisdiction in India, criminal and civil courts, writ jurisdiction, specialized courts such as Juvenile justice Boards, Family Courts and Tribunals. Alternate dispute mechanism such as Lok-Adalats, non-formal Mechanisms	9	3	12
II (15 Marks)	Preliminary Criminal Procedures: Filing a FIR, arrest, bail, search and seizure.	9	2	11
III (15 Marks)	Laws relating to Gender, Consumer Protection, Cyber Crimes: Laws relating to dowry, sexual harassment and domestic violence, Laws relating to consumer rights, Laws relating to cyber crimes.	9	2	11
IV (15 Marks)	Practical: a. What to do if you are Arrested: if you are a consumer with a Grievance: if you are a Victim of Sexual Harassment: Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination: Filing a Public Interest Litigation. How can you challenge Administrative Orders that Violate Rights, Judicial and Administrative Remedies? b. Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Right, Preparation of an FIR or writing a Complaint addressing to the appropriate Authority.	9	2	11

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a) The student would be aware of the functioning of the legal system, the courts, police, jails and the system of criminal justice administration.
- b) To have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, Public Interest litigation.
- c) Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons.

Suggested Reading List for course on Legal Literacy:

- Multiple Action Research Group, *Our Laws*, Vols. 1-10, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S. K. Agarwala, *Public Interest Litigation in India*, K M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S. P. Sathe, *Towards Gender Justice*, Research Centre for Womens' Studies, SNDT Womens' University, Bombay, 1993.
- Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003.
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga , *Law of Maintenance: An Empirical Study*. ILS Law College. Pune 1996.
- B.L.Wadhera, *Public Interest Litigation- A Handbook*, Universal, Delhi, 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P.C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002.
- V. N. Shukla: *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.
- Parmanand Singh, *Access to Justice and the Indian Supreme Court*, 10 &11 Delhi Law Review 156, 1981-82.
- J. Kothari, (2005), 'Criminal, Law on Domestic Violence', *Economic and Political Weekly*, Vol. 40 (46), pp. 4843-4849.
- P. Mathew, and P. Bakshi, (2005) '*Indian Legal System*', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi.(2005) '*Women and the Constitution*'; NewDelhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.
- Centre for Good Governance,(2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at <http://www.rti.gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>
- A. Pandey. (2004) *Rights of the Consumer* .NewDelhi: Indian Social Institute.
- SAHRDC,(2006) 'Criminal Procedure and Human Rights in India' in *Oxford Hand book of Human Rights and Criminal Justice in India-The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.

- K. Sankaran and U. Singh. (2008) 'Introduction' in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi-xv.
- P.Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
- S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.

Semester-II

Course Title	: Indian Government and Politics
Course Code	: PSCM-201
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem)+40 (In-Sem)

COURSE OBJECTIVE:

- To acquaint students with the constitutional design of states' structure and institutions and their actual working over time.
- To study how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- To study mutual interaction among the state institutions and their interactions with the large extra-constitutional environment.

Unit	Contents	L	T	Total Hours
I (12 Marks)	The Constituent Assembly and the Constitution The Act of 1935 and the Act of 1947; The framing of the Indian Constitution; The Preamble and the major features of the Constitution, Fundamental Rights and Directive Principles of State Policy.	10	2	12
II (12 marks)	Organs of Government-I &II The Legislature: Parliament - Composition, Powers and Functions The Executive: President, Prime Minister, Council of Ministers	10	2	12
III (12 marks)	Organs of Government-III The Judiciary: Supreme Court, Judicial Review, Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)	10	2	12
IV (12 marks)	Federalism Federalism: Division of Powers, Emergency Provisions, Centre-State Relations- Conflict and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	12
V (12 marks)	PRI and Municipalities: 73 rd , 74 th Amendments and 11 th , 12 th Schedule of the Constitution of India	10	2	12

Modes of In-Semester Assessment : 40 Marks

- One Unit Test 20 Marks
- Any one of the activities listed below 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Filed work/Project
 - Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a. Understand the constitutional design of States' structure and institutions, and their actual working overtime.
- b. Understand how the Constitution of India accommodates conflicting impulses (of liberty and justice, territorial decentralization, and a strong union, for instance) within itself in political practice.
- c. Understand mutual interactions among the state institutions and their interactions with the large extra-constitutional environment.

READING LIST

- G. Austin, (2010) *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working of a Democratic Constitution*, New Delhi: Oxford University Press, pp.69-98. A. Sibal, (2010) 'From Niti to Nyaya.' Seminar', Issue 615. pp 28-34.
- Abbas, H., Kumar, R. & Alam, M.A. (2011) *Indian Government and Politics*, New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M. P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi, Orient Blackswan.

Course Title	: Introduction to Indian Politics
Course Code	: PSCMIN-201
Nature of Course	: Minor
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem) +40 (In-Sem)

COURSE OBJECTIVE:

- a. To acquaint student with the various approaches of Indian Politics.
- b. To the study of Indian Politics, the constitutional structure, working of Political parties etc.
- c. The students would be acquainted with the various issues in Indian politics.

Unit	Contents	L	T	Total Hours
I (12 Marks)	The Constitution of India: Basic Features, Preamble, Fundamental Rights and Directive Principles of State Policy.	10	2	12
II (12 marks)	Political Parties and Party Systems in India: Evolution, Development and Emerging Trends	10	2	12
III (12 marks)	Regionalism: Politics of Regional aspiration and Regionalism, Politics of secession and Accommodation.	10	2	12
IV (12 marks)	Issues in Indian Politics: Caste, Gender, Communalism and Secularism	10	2	12
V (12 marks)	Election and Political Behaviour: Political Mobilization and Leadership, Determination of Voting behaviour and its Changing pattern in India	10	2	12

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course, a student will be able to:

- a) Understand the working of the Indian Politics, the constitutional structure, working of Political Parties etc.
- b) Understand the various issues in Indian politics

Reading List

- Kashyap C Subhash, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT Publications, 2021 edition.
- Abbas, H., Kumar, R. & Alam, M.A. (2011) *Indian Government and Politics*, New Delhi: Pearson, 2011.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*, New Delhi: Pearson
- Chakravarty, B. & Pandey, K.P.(2006) *Indian Government and Politics*. New Delhi: Sage
- Chandra, B., Mukherjee, A. & Mukherjee. M.(2010) *India After Independence*. New Delhi: Penguin.
- Singh, M. P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India since 1989*. London: Zed Book.
- Austin, G.(1999) *Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N. G. & Mehta, P.B. (eds.)(2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

Course Title	: Understanding Gandhi and Ambedkar
Course Code	: PSCGEC-201
Nature of Course	: GEC
Total Credits	: 3
Distribution of Marks	: 60 (End-Sem)+40 (In-Sem)

COURSE OBJECTIVE:

- To introduce Gandhian thoughts and Ambedkar's ideas and their relevance in cotemporary India.
- To acquaint the students on Gandhi's socio-political visions on the basis of his critique of Modern Civilization and its alternatives will be dealt with elaborately.
- To acquaint the students on Amebedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted.

Unit	Contents	L	T	Total Hours
I (15 Marks)	Philosophy of Gandhi: Satyagraha and Ahimsa; Trusteeship; views on Caste	9	3	12
II (15 marks)	Gandhi on Modern Civilization and Ethics of Development: Critique of Modern Civilization, Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	9	2	11
III (15 marks)	Philosophy of Ambedkar: Caste and Religion- Views on Caste and Untouchability: Critique of Hindu Social Order; Rights and Representations; Constitution as an Instrument of Social Transformation.	9	2	11
IV (15 marks)	Gandhi and Ambedkar Debates on: Untouchability and Caste question, Separate Electorate	9	2	11

Modes of In-Semester Assessment : 40 Marks

- One Unit Test 20 Marks
- Any one of the activities listed below 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Filed work/Project
 - Viva-Voce

Learner's Outcome: On completion of this course a student will be able to :

- a. Understand Gandhian thoughts and Ambedkar's ideas and their relevance in contemporary India.
- b. Understand Gandhi's socio-political visions on the basis of his critique of Modern Civilization and its alternatives will be dealt with elaborately.
- c. Understand Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism are to be pedagogically interrogated and interpreted

Reading Lists:

- Anthony J Pare led. , *Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press, 1997.
- Bidyut Chakrabatty (ed.), *Nonviolence: Challenges and Prospects*, New Delhi: Oxford University Press, 2011.
- Bidyut Chakrabatty, *Confidence of Thought: Mahatma Gandhi and Martin Luther King Jr.* Oxford University Press, New York. 2013.
- Bidyut Chakrabatty, *Social and Political Thought of Mahatma Gandhi*, Routledge, New York, 2006.
- B. R. Nanda, *In Search of Gandhi: Essays and Reflections*, New Delhi: Oxford University Press, 2022.
- Claude Markovits, *The UnGandhian Gandhi: The Life and After life of the Mahatma*, London: Anthem Press, 2002.
- David Hardiman, *Gandhi in His Time and Ours*, New Delhi: Permanent Black, 2003.
- E M S Namboodiripad, *The Mahatma and the Ism*, New Delhi: PPH, 1959.
- Erik H. Erikson, *Gandhi's Truth: On the Origins of Militant Non violence*, New York: WW Norton & CO, 1969.
- Hiren Mukhejee, *Gandhiji: A Study*, New Delhi: PPH, 1991 (4th edition).
- Joan V Bondurant, *Conquest of Violence: The Gandhian Philosophy of Conflict*, Berkeley: University of California Press, 1971.
- Lloyd I. Rudolph and Susanne Hoeber Rudolph, *Post-modern Gandhi and Other Essays: Gandhi in the World and at Home*, Oxford University Press, New Delhi, 2006.
- Martin B. Steger, *Gandhi's Dilemma: Non violent Principles and Non violent Power*, New York: St. Martin Press, 2000.
- M. K. Gandhi, *An Autobiography (The Story of My Experiments with Truth)*, Ahmedabad: Navajivan, 1948.
- M K Gandhi, *Satyagraha in South Africa*, Ahmedabad: Navajivan, 1972.
- B.K. Ambedkar, *Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches*. Vol. 14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, *Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society?* Vol.7 *The Untouchable: Who were They and Why they Became Untouchables?* Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1, 1990.
- B. R. Ambedkar, *Buddha and His Dhamma, Babasaheb Ambedkar*

Writing and Speeches, Vol. 11. Maharashtra: Education Department Government of Maharashtra, 2010.

- B. R. Ambedkar, *Castes in India: Their Mechanism, Genesis and Development*. New Delhi: Critical Quest, 2013.
- Brajranjan Mani, *De-Brahmanising History: Dominance and Resistance in Indian Society*, Delhi: Manohar, 2011.
- G Aloysius, *Nationalism without a Nation in India*. Delhi: Oxford University Press, 2014.
- Gail Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Delhi: Navyana Publication 2013
- Gail Omvedt. *Understanding Caste: From Buddha to Ambedkar and Beyond*, Delhi: Orient Black Swan, 2011.
- Pandita Ramabai, *The High Caste Hindu Women*. New Delhi: Critical Quest, 2013.

Course Title	: Legislative Procedure in India : PSCSEC-201P
Course Code	: PSCSEC-201P
Nature of Course	:SEC
Total Credits	: 3
Distribution of Marks	: 45(End-Sem)+40(In-Sem)+15(Practical)

COURSE OBJECTIVE:

- a. To develop skills amongst the learners to make them employable
- b. To impart operational skills to students by familiarizing them with functioning of legislature with practical knowledge.

Unit	Contents	L	T	Total Hours
I (15 Marks)	Composition, Powers and functions of Indian Parliament; Parliamentary Sessions: Budget, Monsoon and Winter: Devices of Parliament proceeding: Zero Hour & Question Hour.	12	3	15
II (15 marks)	Motion in Parliament: Call Attention, No-confidences, Adjournment, Prorogation and Dissolution; Law Making Procedure in the Parliament: Legislative Committees: Standing and Adhoc.	12	3	15
III (15 marks)	Budget as an Instrument of Social change; Procedure of Formulation and Passing of Budget; Parliamentary Committees on Finances: Estimate Committee, Public Accounts Committee and Committee and Public Undertaking	12	3	15
IV (15 marks)	Practical: Mock Parliament (Students shall perform mock parliament with each student assigned with specific role as parliamentary procedures. A detailed report shall have to be prepared for record)	12	3	15

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar/Mock parliament
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a. Understand the devices used in the working of Parliament.
- b. Be familiarized with the legislative procedure which enables them to understand the legislative process and its impact on governance.

Suggested Readings:

- Kashyap Subhash C, *Our Parliament*. National Book Trust
- Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on:
<http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on:
<http://mpa.nic.in/Manual/ManualEnglish/Chapter/chapter-09.htm>
- Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed on:
<http://mpa.nic.in/Manual/ManualEnglish/Chapter/chapter-11.htm>
- Agarwal, O. P. and T V. Somanathan, "Public Policy Making in India: Issues and Remedies." February, 2005. (Can be accessed on:
[http://www.cprindia.org/admin/paper/PublicPolicyMaking in India14205TVSOMATHAN.pdf](http://www.cprindia.org/admin/paper/PublicPolicyMaking%20in%20India14205TVSOMATHAN.pdf).)
- Debroy, Bibek, "Why we need law reform," Seminar, January 2001.
- Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," *Journal of Democracy* Vol.18, No.2, pp.70-83.

Government links:

- <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>
- Sanyal, K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. Can be accessed on:
<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>
- Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. Can be accessed on :
<http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-unionbudget-1023/>

III Semester

Course Title	: Perspectives on International Relations and World History
Course Code	:PSCM-301
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem) +40 (In-Sem)

COURSE OBJECTIVE:

- a) To enable students to understand the different perspective and historical background in the study of International Relations.
- b) Unit wise the course starts with evaluation of International state system and level of analysis approach to contextualize state at the heart of International Relations.
- c) Hence, mainstream theories are considered in the course, focusing on critical theory and presence of this theoretical explanation is examined in the broader context of world wars, cold war and post cold war world.

Unit	Contents	L	T	Total Hours
I (12 Marks)	Studying International Relations- Meaning, nature and scope: Development as an Academic discipline. Emergence of the International State System-pre-Westphalia, Post-Westphalia.	10	2	12
II (12 marks)	Theoretical Perspectives Classical Realism & Neo-Realism Liberalism & Neo-liberalism	10	2	12
III (12 marks)	Critical Perspectives Marxist Approaches Feminist Perspectives Perspectives from the Global South, Green Theory in International Relations	10	2	12
IV (12 marks)	An Overview of Twentieth Century IR History World War I: Causes and Consequences, Bolshevik Revolution and its significance. World War II: Causes and Consequences	10	2	12
V (12 marks)	Cold War and Post-Cold War Cold War: Different phases Decolonization and the Emergence of the Third World Collapse of the USSR and the End of the Cold War. Post-Cold War Developments and Emergence of Other Centers of Power	10	2	12

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a) Apply theoretical lens to current and ever-changing international events which will help them contribute to new knowledge system and the growth of the subject.
- b) Develop an interdisciplinary outlook which dovetails with such objectives laid out in the new National Education Policy 2020 which will increase their employability.

Essential Readings:

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp.1- 4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.
- S. Joshua, Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35.
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp.1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp.1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.
- H. Morgenthau, (2007) *Six Principles of Political Realism*, in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

Course Title	: Classical Political Philosophy
Course Code	: PSCM-302
Nature of Course	: Major
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem)+40 (In-Sem)

COURSE OBJECTIVE:

- a) This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed.
- b) The course familiarize students to understand the evolution of various themes of political science like justice, democracy, state, power, state of nature, rights, sovereignty and liberty etc.

Unit	Contents	L	T	Total Hours
I (12 Marks)	Text and Interpretation- Approaches to the interpretation of text- Marxian, Totalitarian, Feminist, Postmodernist Interpretations	10	2	12
II (12 marks)	Ancient Political Thought: Plato- Philosophy and Politics, The ideal state, Justice, Philosopher King/Queen, Communism; Aristotle- Citizenship, Justice, State and Revolution	10	2	12
III (12 marks)	Machiavelli- The Prince, Religion, Republicanism, morality and statecraft.	10	2	12
IV (12 marks)	Hobbes: Human nature, State of Nature, Social Contract; atomistic individuals	10	2	12
V (12 marks)	Locke-Nature, Rights, Property;Rousseau- General Will	10	2	12

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a) Be familiarized with the manner in which the political questions were first posed during the Greek antiquity.
- b) Understanding the evolution of various themes of Political Science like justice, democracy, state, power, state of nature, rights, sovereignty and liberty etc.

Reading List:

- T. Ball,(2004) 'History and Interpretation' in C. Kukathas and G.Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp.18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press, pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.
- D. Boucher and P.Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press.
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in *S.Okin Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50.
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258.
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53.
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp.194-214.

Course Title	: Development Processes and Social Movement in Contemporary India
Course Code	: PSCMIN-301
Nature of Course	: Minor
Total Credits	: 4
Distribution of Marks	: 60 (End-Sem) +40 (In-Sem)

COURSE OBJECTIVE:

Under the influence of Globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new Geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatre of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic spaces so very vital to the formulation of critical consensus. Keeping this in view this course proposes:

- a) To introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Unit	Contents	L	T	Total Hours
I (12 Marks)	Development Process since Independence a) State and planning b) Liberalization and reforms	10	2	12
I (12 Marks)	Industrial Development Strategy and its Impact on the Social Structure a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class	10	2	12
III (12 marks)	Agrarian Development Strategy and its impact on the Social Structure a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers.	10	2	12
IV (12 marks)	Social Movements-I a) Tribal, Peasant, Dalit b) Maoist Challenge	10	2	12
V (12 marks)	Social Movements-II a) Civil rights movements, Women's movements b) Environmental and Ecological movements	10	2	12

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks
2. Any one of the activities listed below 20 Marks
 - a. Group Discussion
 - b. Seminar
 - c. Home Assignment
 - d. Filed work/Project
 - e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a) Understand the influence of Globalization on the development process in India which has undergone transformation of produce spaces of advantages and disadvantage and new geographies of power.
- b) Understand the variety of protest movements which has emerged to interrogate and challenge this development paradigm.
- c) Understand the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Reading List:

- P. Chatterjee, (2000) *Development Planning and the Indian State* in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp. 116-140.
- B. Nayar, (1989) *India's Mixed Economy: The of Ideology and its Development*, Bombay: Popular Prakashan.
- L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.
- S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531], pp. 47-53.
- S. Chowdhury. (2007) 'Globalisation and Labour', in B. Nayar (ed.) *Globalisation and Politics in India*, Delhi: Oxford University Press. pp. 516-526.
- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M. F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.
- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi- xxxvi.
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp.161- 169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi: Oxford University Press, pp. 29-32.

- K. Suri, (2006) 'Political Economy of Agrarian Distress', in *Economic and Political Weekly*, XLI (16), pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 -75.
- M. Sidhu, (2010) 'Globalisation vis-a-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp.149-174.
- G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paper backs, sixth impression. pp. 481-508.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*. Cambridge: CUP, pp.193-225.
- S. Banerjee. (1986) 'Naxalbari in Desai', in A. R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.
- B. Nayar, (ed.), (2007) *Globalisation and Politics in India*. Delhi: Oxford University Press.
- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
- G.Omvedt ,(1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.
- G. Rath, (ed.), (2006) *Tribal Development in India: TheContemporay Debate*, New Delhi: Sage Publications.
- M. Mohanty, P. Mukherji and O. Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.
- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Policies of Reforms*, Delhi: Oxford University Press.
- R. Ray and M. Katzcnstcin. (eds.). (2005) *Social Movements in India*, Delhi: Oxford University Press.
- S.Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

Course Title	: Public Policy in India :
Course Code	: PSCGEC-301
Nature of Course	: GEC
Total Credits	: 3
Distribution of Marks	: 60 (End-Sem)+40 (In-Sem)

COURSE OBJECTIVE:

- To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
- To understand policy as well as understand politics as it is shaped by economic changes.
- The course will be for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Unit	Contents	L	T	Total Hours
I (15 Marks)	Public Policy and Analysis: Meaning and concept, Models and Approaches	9	3	12
II (15 marks)	State and Public Policy in India: Nature of state and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods.	9	2	11
III (15 marks)	Political Economy and Public Policy in India- Interest Groups and Social Movements: Global Financial Institutions and Public Policy; Interest Groups, Peoples' Movements and Public Policy	9	2	11
IV (15 marks)	Policy Making Process in India: Legislative and Executive Processes; Issues and Challenges in Policy Making, Nehruvian Vision; Economic Liberalization; Recent developments: UPA and NDA Regimes	9	2	11

Modes of In-Semester Assessment : 40 Marks

- One Unit Test 20 Marks
- Any one of the activities listed below 20 Marks
 - Group Discussion
 - Seminar
 - Home Assignment
 - Filed work/Project
 - Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- Understand the theoretical and practical concepts and methods that can be employed in the analysis of public policy.
- Understand the uses of the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.
- Seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Reading List

- Jenking, B. (1997) Policy Analysis: Model and Approaches' in Hill, M. (1997) The Policy Process: A reader (2nd Edition), London: Prentice Hall, pp. 30-40.
- Dye, T.R. (2002) Understanding Public Policy. Tenth Edition Delhi: Pearson, pp. 1-9, 32-56 and 312-329.
- Sapru, R.K. (1996) Public Policy: Formulation, Implementation and Evaluation. New Delhi: Sterling Publishers, pp. 26-46.
- IGNOU. Public Policy Analysis. MPA-0215. New Delhi: IGNOU, pp. 15-26 and 55-64.
- Basu, Rumki (2015), *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers.

Course Title	: E-Governance in India :
Course Code	: PSCSEC-301P
Nature of Course	: SEC
Total Credits	: 3
Distribution of Marks	: 45(End-Sem)+40(In-Sem)+15(Practical)

COURSE OBJECTIVE:

- a) To help students to understand the nuances of E-Governance in India.
- b) Understand the concept of E-Governance.
- c) Identify the objectives of the use of information technology
- d) Understand the fields of applying e-governance and its usefulness
- e) The course would provide practical knowledge about the effective delivery of citizen services through online mode.

Unit	Contents	L	T	Total Hours
I (15 Marks)	E-Governance: Meaning, nature, scope and significance; E-Governance and Good-Governance global trends in the growth of E-Governance	9	3	12
II (15 marks)	E-Governance in India: National E-Governance Plan (NeGP) - National Informatics Centre-Strategies for E-Governance, E-Governance implementation; Required infrastructure of Network, Cloud Computing and governance. Data System, Human Resources, Legal and Technological Infrastructure.	9	2	11
III (15 marks)	Role of Information and Communication Technology in Administration, Effective delivery of Public Utility Services- Online Filing of Complaints Application Registration, Issuance of Certificates, Issuance of Land Records, Online Payment of Fees etc; E-Tendering, Bio-Metric Authentication through Aadhar.	9	2	11
IV (15 marks)	E-Governance under information Technology Act- Legal Status for Digital Transactions, E-Governance- Transparency and Accountability	9	2	11

Modes of In-Semester Assessment : 40 Marks

1. One Unit Test 20 Marks

- a. Group Discussion
- b. Seminar
- c. Home Assignment
- d. Filed work/Project
- e. Viva-Voce

Learner's Outcome: On completion of this course a student will be able to:

- a. Understand the nuances of E-Governance in India.
- b. Understand the concept of E-Governance
- c. Understand the field of applying e-governance and its usefulness.
- d. Have practical knowledge about the effective delivery of citizen services through online mode.
- e. Understand the growing needs of e-governance, improving transparency in the system of governance, e-governance projects and initiatives taken by the government and the issue and challenges associated with e-governance.

Reading List:

- B. Sreenivas Raj, *E-Governance Techniques-Indian and Global Experiences*, New Century Publications, New Delhi, 2008.
- Subhash Bhatnagar, *Unlocking E-Government Potential-Concepts, Cases and Practical Insights*, Sage Publications, New Delhi, 2009
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