# SYLLABI FOR FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUGP)

# IN

# POLITICAL SCIENCE

## AS PER NATIONAL EDUCATION POLICY (NEP), 2020

Recommended by the 1st meeting of the Board of Studies (BoS), Department of Political Science, held on 7 May, 2026, and approved by the 1st meeting of the Academic Council of Lakhimpur Girls' College (A), held on 28 June 2026, vide Resolution No. AC/1/2026/05.


## LAKHIMPUR GIRLS' COLLEGE (AUTONOMOUS)

## NORTH LAKHIMPUR, LAKHIMPUR -787031, ASSAM


Endorsed Syllabi of Dibrugarh University as model syllabi for the development of the syllabi of the Department of Political Science, Lakhimpur Girls' College (Autonomous), with necessary modifications/additions, keeping in view the contexts and academic requirements.

# FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN THE DEPARTMENT OF POLITICAL SCIENCE

## LAKHIMPUR GIRLS' COLLEGE

## PREAMBLE

Political science is the study of politics, government, and the exercise of power in society. As a field of study, political science extends beyond the analysis of governmental structures, administrative systems, and political theories to include multiple dimensions of human existence. Intellectual engagement with key principles such as cooperation, adjustment, and tolerance is essential for fostering an inclusive society. Political Science places special emphasis on democracy, both as a concept and as a system of governance. It also encourages awareness of rights, responsibilities, and ongoing socio-political developments. In a diverse country like India, the study of political science contributes significantly to the promotion of peace and harmony within a multi-national, multi-cultural, and multi-lingual society. It is therefore relevant to study politics in all its forms and processes.

## INTRODUCTION

Higher education stands as a fundamental pillar for realising human potential and fostering an equitable society, a mission recently revitalised by the National Education Policy (NEP) 2020. In today's interconnected world, the scope of learning has expanded far beyond foundational literacy to encompass the cultivation of global leadership, scientific progress, and national integration. As the home to the world's largest youth population, India has positioned higher education at the centre of its post-pandemic nation-building strategy, recognising that the academic foundation laid today will dictate the country's future economic and social trajectory.

Within this broader educational framework, the study of Political Science serves as a critical bridge between theoretical knowledge and civic action. The discipline empowers students to navigate the complexities of power and governance while instilling a deep understanding of the rights and obligations found within the Constitution. By fostering analytical skills and critical thinking, Political Science prepares individuals to advocate for human rights and marginalised communities, effectively addressing practical political challenges. This academic path not only contributes to the collective well-being of society but also opens diverse career opportunities across the public and private sectors, international organisations, and research institutions.

The Four-Year Undergraduate Programme (FYUGP) of Lakhimpur Girls' College, affiliated

to Dibrugarh University, has been adopted as per the recommendations of the NEP, 2020. The Programme features multiple entry/exit options with appropriate certifications as per the Regulations for FYUGP in the Choice-Based Credit System (CBCS) of Lakhimpur Girls' College, as approved by the 1st Meeting of the Board of Studies, Department of Political Science, Lakhimpur Girls' College, held on 07.05.2026.

## AIM OF THE COURSE

The FYUGP course in political science is designed in light of the changing dimensions of world politics. It will impart the knowledge of diverse political ideologies, concepts, and the latest developments in local, state, national, and world politics and governments. A student with in-depth knowledge of the Constitution of India, changing dynamics of society and national as well as international politics is much better equipped to handle various socio-political circumstances. Political Science stands as a foundation of the syllabus for most competitive examinations. Keeping these in view, the FYUGP course has been designed with the following objectives:

- To provide knowledge on concepts, theories, issues and debates that characterize the study of contemporary political discourse
- To inculcate intellectual urge among the students for understanding most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives
- To facilitate the learners in identifying probable areas for future research and enhance their research skills

## 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:

**(a) Disciplinary Knowledge**: The graduates 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.

**(b) 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.

**(c) 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, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

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

**(e) 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 OUTCOMES**

The following are the Programme Outcomes (PO) of the FYUGP in Political Science that graduates are expected to achieve. After completion of the programme, graduates will be able to:

1. Demonstrate a comprehensive understanding of key political concepts, theories, ideologies and methodologies in Political Science to analyse the structures and functions of key political systems, institutions and processes.
2. Analyse global issues with an understanding of diverse socio-cultural and political contexts through an interdisciplinary approach.
3. Identify and address issues of inequality, social justice, rights and sustainability in the context of contemporary socio-political phenomena.
4. Apply critical thinking to identify and evaluate various socio-political issues, policies and debates related to the state, society, community and beyond.
5. Design research projects using appropriate methodologies to understand diverse political phenomena and find solutions.
6. Conduct analysis of political phenomena using appropriate research methods and tools to advocate for policy changes.
7. Engage in relevant political debates demonstrating strong articulation, communication skills and logical reasoning.
8. Use discipline-specific principles to demonstrate leadership skills and collaborative work in addressing issues of socio-political relevance.
9. Engage in higher studies, research and lifelong learning for continuous individual and professional development.
10. Use knowledge of concepts of Political Science to contribute towards cultivating a sense of responsible citizenship, community development, public discourse, policy formulation and implementation process.

**PROGRAMME SPECIFIC OUTCOMES**

The following are the Programme Specific Outcomes (PSO) that graduates are expected to achieve at the end of the UG programme in Political Science-

1. Apply key political concepts, theories and ideologies to analyse political issues and debates.
2. Assess socio-political events at the local, national and international contexts through strong analytical and critical thinking.
3. Evaluate issues of comparative politics, political processes and institutions of different countries, global governance structures, global political economy and ecology in shaping political and social landscapes.
4. Create a sense of ethical responsibility and civic engagement to make them responsible citizens through an understanding of key political concepts.
5. Use an interdisciplinary approach to study social and political phenomena.
6. Prepare for careers in academia, civil service examinations like UPSC, APSC etc. and other competitive examinations like UGC NET-JRF, SLET, political consultancy, journalism and media etc. showcasing strong communication, leadership and problem-solving skills.

The detailed course structure of the FYUGP in Political Science (up to 4th Semesters) is as follows:

| Year | Semester | Course Code | Title of the course | Total Credit |
|---|---|---|---|---|
| | **1st Semester** | POLS-MAJ-4-101 | Understanding Political Theory | 4 |
| | | POLS-MIN-4-101 | Understanding Political Theory | 4 |
| | | POLS-GEC-3-101 | Human Rights | 3 |
| | | AEC | Modern Indian Language (MIL) | 4 |
| | | VAC | Value Added Course | 2 |
| | | POLS-SEC-3-101 | Feminist Theory and Practice | 3 |
| | | **Total** | | **20** |
| | **2nd Semester** | POLS-MAJ-4-201 | Indian Government and Politics | 4 |
| | | POLS-MIN-4-201 | Indian Government and Politics | 4 |
| | | POLS-GEC-3-201 | Understanding Gandhi and Ambedkar | 3 |
| | | AEC | Language and Communication | 4 |

| | | | | |
|---|---|---|---|---|
| | | | Skills | |
| | | VAC | Value Added Course -II | 2 |
| | | POLS-SEC-3-201 | Gender and Development | 3 |
| | | **Total** | | 20 |
| | | **GRAND TOTAL (Sem 1 + Sem 2)** | | 40 |
| **UG Certificate: The students on exit shall be awarded Undergraduate Certificate in Political Science after securing the requisite 40 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from Skill Enhancement Courses earned during 1st and 2nd Semesters.** | | | | |
| | **3rd Semester** | POLS-MAJ-4-301 | Perspectives on IR and World History | 4 |
| | | POLS-MAJ-4-302 | Western Political Philosophy | 4 |
| | | POLS-MIN-4-301 | Development Processes and Social Movements in Contemporary India | 4 |
| | | POLS-GEC-3-301 | Public Policy in India | 3 |
| | | POLS-SEC-3-301 | Gender in Media and Culture | 3 |
| | | VAC | Value Added Course -III | 2 |
| | | **Total** | | **20** |
| | **4th Semester** | POLS-MAJ-4-401 | Introduction to Comparative Government and Politics | 4 |
| | | POLS-MAJ-4-402 | Introduction to Public Administration | 4 |
| | | POLS-MAJ-4-403 | Political Processes in India | 4 |
| | | POLS-MAJ-4-404 | Political Theory: Concepts and Debates | 4 |
| | | POLS-MIN-4-401 | Comparative Government and Politics | 4 |
| | | **Total** | | **20** |
| | | **GRAND TOTAL (Sem 1 + Sem 2 + Sem 3 + Sem 4)** | | **80** |
| **UG Diploma: The students on exit shall be awarded Undergraduate Diploma in Political Science after securing the requisite 80 Credits on completion of Semester 4, provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term or internship / Apprenticeship** | | | | |

@This course is also for 4 Year Integrated Teachers Education Programme

**Indian Knowledge System (IKS) Content (up to 4th Semester)**

| Semester | Paper Code & Name | Content | Credit |
|---|---|---|---|
| FYUGP Semester I | POLS-MAJ-4-101 (Understanding Political Theory) | Third World Feminism | 0.5 |
| | POLS-MIN-4-101 (Understanding Political Theory) | Third World Feminism | 0.5 |
| | POLS-GEC-3-101 (Human Rights) | Environmental Movements in India | 1 |

| | | | |
|---|---|---|---|
| FYUGP Semester II | POLS-MAJ-4-201 (Indian Government and Politics) | Decentralization and Local Government Panchayati Raj and Municipalities | 2 |
| | POLS-MIN-4-201 (Indian Government and Politics) | Decentralization and Local Government Panchayati Raj and Municipalities | 1 |
| | POLS-GEC-3-201 (Understanding Gandhi and Ambedkar) | Philosophy of Gandhi: Satyagraha and Ahimsa, Trusteeship, Views on Caste Gandhi on Modern Civilization and Ethics of Development: Critique of Modern Civilization, Views on Alternative Modernity- Swaraj, Swadeshi, Vision of State | 2 |
| FYUGP Semester III | POLS-MIN-4-301 (Development Processes and Social Movement in Contemporary India) | Environmental and Ecological Movements in India | 0.5 |
| FYUGP Semester IV | POLS-MAJ-4-401 (Introduction to Public Administration) | Classical Theories of Public Administration Practice of Good Governance | 0.5 |
| **Total IKS credit** | | | **9.5** |
| **Indian Knowledge System (IKS) Content in the syllabi** | | | **9.87 %** |

# SEMESTER-I

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course.** After completion of this course, the learners will be able to:

**CO1: Analyse the evolution, approaches and relevance of the study of political theory**
ILO1.1: Explain the conceptual underpinnings of political theory ILO1.2: Distinguish the different approaches to political theory ILO1.3: Interpret the decline and resurgence of political theory

**CO2: Interpret various schools of thought in political theory**
ILO2.1: Compare the tenets of liberal and classical traditions of political theory
ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory
ILO2.3: Infer the contemporary relevance of these select traditions of political theory

**CO3: Illustrate the contemporary perspectives in political theory**
ILO3.1: Define the meaning and types of feminist political theory
ILO3.2: Explain the meaning, evolution and models of multiculturalism ILO3.3: Describe the meaning and development of post-modernism

**CO4: Explain the different concepts and theories of state and citizenship**
ILO 4.1: Interpret the meaning and types of citizenship ILO 4.2: Distinguish the different approaches to citizenship
ILO 4.3: Identify the types and functions of state and civil society

**CO5: Assess the nature and diversities of democracy**
ILO 5.1: Estimate the nature and functioning of different types of democracy ILO 5.2: Analyse the important debates on democracy

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Political Theory- concepts, meaning and evolution:** What is Political Theory? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory- Normative, Historical and Empirical; Behavioualism and Post Behaviouralism; Decline and Resurgence of Political Theory | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| | | | | |
| **II** | **Traditions of Political Theory:**<br>Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features, Classical-contractarianism, individual autonomy and Utilitarianism, Modern-welfare state and distributive justice.<br>Marxist tradition: Introducing Marxism, historical materialism, concept of class, dictatorship of the proletariat | 10 | 2 | 12 |
| **III** | **Contemporary Perspectives in Political Theory:**<br>Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms<br>Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership<br>Postmodernism: Meaning, Development, Difference between postmodernism and modernism | 10 | 2 | 12 |
| **IV** | **Political Theory and Practice-I:**<br>Citizenship: meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State & Civil Society- Liberal and Marxist State, Relation between State and Civil Society | 10 | 2 | 12 |
| **V** | **Theory and Practice- II:**<br>Democracy: Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| **Knowledge dimension** | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C03 | C04 | |
| Conceptual knowledge | | | | | CO1, CO2 | |
| Procedural knowledge | | | | | CO5 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a. Home Assignment
   b. Fieldwork/Project
   c. Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**Suggested Reading List:**


- Bannett, J. (2004). Postmodern approach to political theory. In C. Kukathas & G. F. Gaus (Eds.), *Handbook of political theory* (pp. [insert page numbers if available]). Sage.
- Bhargava, R. (2008). What is political theory? In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 2–16). Pearson Longman.
- Bhargava, R. (n.d.). Why do we need political theory? In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 17–36). Pearson Longman.
- Brighouse, H. (2008). Citizenship. In C. McKinnon (Ed.), *Issues in political theory* (pp. 241–258). Oxford University Press.
- Chapman, J. (1995). The feminist perspective. In D. Marsh & G. Stoker (Eds.), *Theory and methods in political science* (pp. 94–114). Macmillan.
- Christiano, T. (2008). Democracy. In C. McKinnon (Ed.), *Issues in political theory* (pp. 80–96). Oxford University Press.
- Dutta, A. R. (2011). *Political theory: Issues and debates*. Arun Prakashan.
- Gauba, O. P. (2007). *An introduction to political theory*. Macmillan India Ltd.
- Glaser, D. (1995). Normative theory. In D. Marsh & G. Stoker (Eds.), *Theory and methods in political science* (pp. 21–40). Macmillan.
- Heywood, A. (2012). *Political ideologies: An introduction*. Palgrave Macmillan.
- Owen, D. (2003). Democracy. In R. Bellamy & A. Mason (Eds.), *Political concepts* (pp. 105–117). Manchester University Press.
- Roy, A. (n.d.). Citizenship. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 130–146). Pearson Longman.
- Srinivasan, J. (2008). Democracy. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 106–128). Pearson Longman.
- Vincent, A. (2004). *The nature of political theory*. Oxford University Press.

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course.** After completion of this course, the learners will be able to:

**CO1: Analyse the evolution, approaches and relevance of the study of political theory**
ILO1.1: Explain the conceptual underpinnings of political theory ILO1.2: Distinguish the different approaches to political theory ILO1.3: Interpret the decline and resurgence of political theory

**CO2: Interpret various schools of thought in political theory**
ILO2.1: Compare the tenets of liberal and classical traditions of political theory
ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory
ILO2.3: Infer the contemporary relevance of these select traditions of political theory

**CO3: Illustrate the contemporary perspectives in political theory**
ILO3.1: Define the meaning and types of feminist political theory
ILO3.2: Explain the meaning, evolution and models of multiculturalism ILO3.3: Describe the meaning and development of post-modernism

**CO4: Explain the different concepts and theories of state and citizenship**
ILO 4.1: Interpret the meaning and types of citizenship ILO 4.2: Distinguish the different approaches to citizenship
ILO 4.3: Identify the types and functions of state and civil society

**CO5: Assess the nature and diversities of democracy**
ILO 5.1: Estimate the nature and functioning of different types of democracy ILO 5.2: Analyse the important debates on democracy

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Political Theory- concepts, meaning and evolution:** What is Political Theory? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory- Normative, Historical and Empirical; Behavioualism and Post Behaviouralism; Decline and Resurgence of Political Theory | 10 | 2 | 12 |
| | | | | |

| | | | | |
|---|---|---|---|---|
| **II** | **Traditions of Political Theory:**<br>Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features, Classical-contractarianism, individual autonomy and Utilitarianism, Modern-welfare state and distributive justice.<br>Marxist tradition: Introducing Marxism, historical materialism, concept of class, dictatorship of the proletariat | 10 | 2 | 12 |
| **III** | **Contemporary Perspectives in Political Theory:**<br>Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms<br>Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership<br>Postmodernism: Meaning, Development, Difference between postmodernism and modernism | 10 | 2 | 12 |
| **IV** | **Political Theory and Practice-I:**<br>Citizenship: meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State & Civil Society- Liberal and Marxist State, Relation between State and Civil Society | 10 | 2 | 12 |
| **V** | **Theory and Practice- II:**<br>Democracy: Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| **Knowledge dimension** | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C03 | C04 | |
| Conceptual knowledge | | | | | CO1, CO2 | |
| Procedural knowledge | | | | | CO5 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

4. Two Unit Test : 10x2=20
5. Any two of the activities listed below : 10x1=10
   a. Home Assignment
   b. Fieldwork/Project
   c. Viva-Voce
6. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce

4. Attendance : 05

**Suggested Reading List:**


- Bannett, J. (2004). Postmodern approach to political theory. In C. Kukathas & G. F. Gaus (Eds.), *Handbook of political theory* (pp. [insert page numbers if available]). Sage.
- Bhargava, R. (2008). What is political theory? In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 2–16). Pearson Longman.
- Bhargava, R. (n.d.). Why do we need political theory? In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 17–36). Pearson Longman.
- Brighouse, H. (2008). Citizenship. In C. McKinnon (Ed.), *Issues in political theory* (pp. 241–258). Oxford University Press.
- Chapman, J. (1995). The feminist perspective. In D. Marsh & G. Stoker (Eds.), *Theory and methods in political science* (pp. 94–114). Macmillan.
- Christiano, T. (2008). Democracy. In C. McKinnon (Ed.), *Issues in political theory* (pp. 80–96). Oxford University Press.
- Dutta, A. R. (2011). *Political theory: Issues and debates*. Arun Prakashan.
- Gauba, O. P. (2007). *An introduction to political theory*. Macmillan India Ltd.
- Glaser, D. (1995). Normative theory. In D. Marsh & G. Stoker (Eds.), *Theory and methods in political science* (pp. 21–40). Macmillan.
- Heywood, A. (2012). *Political ideologies: An introduction*. Palgrave Macmillan.
- Owen, D. (2003). Democracy. In R. Bellamy & A. Mason (Eds.), *Political concepts* (pp. 105–117). Manchester University Press.
- Roy, A. (n.d.). Citizenship. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 130–146). Pearson Longman.
- Srinivasan, J. (2008). Democracy. In R. Bhargava & A. Acharya (Eds.), *Political theory: An introduction* (pp. 106–128). Pearson Longman.

Vincent, A. (2004). *The nature of political theory*. Oxford University Press

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Describe the concept and the institutional frameworks of human rights**
ILO 1.1: Identify the meaning, nature and scope of human rights ILO 1.2: Outline the approaches to the study of human rights ILO 1.3: State the institutional frameworks of human rights

**CO2: Examine the functioning of human rights institutions in the Indian context** ILO 2.1: Discuss the constitutional provisions for the protection of human rights ILO 2.2: Describe the human rights laws and institutions in India

**CO3: Analyse the human rights movements in India**
ILO 3.1: Identify the environmental, Dalit and women's movement
ILO 3.2: Relate these movements to contemporary socio-political realities

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Meaning, nature, and scope of Human Rights:** Universalism and Cultural Relativism, Generations of Human Rights | 6 | 3 | 15 |
| II | **Institutional Frameworks:** UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW | 8 | 4 | 15 |
| III | **Human Rights in Indian Context:** Human Rights and the Indian Constitution Human Rights Laws and Institutions in India | 8 | 4 | 15 |
| IV | **Human Rights Movements in India:** Environmental movements, Dalit movement, Women's movement | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | C01 | | | | | |
| Conceptual knowledge | | | | | | |
| Procedural knowledge | | | | C02, C03 | | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
    a. Home Assignment
    b. Fieldwork/Project
    c. Viva-Voce
3. Any one of the activities listed below : 05x1=05
    a. Group Discussion
    b. Seminar
    c. Viva-Voce
4. Attendance : 05

**Suggested Reading List:**


- Baxi, U. (2002). *The future of human rights*. Oxford University Press.
- Béteille, A. (2003). *Antinomies of society: Essays on ideology and institutions*. Oxford University Press.
- Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Cornell University Press.
- Donelly, J., & Rhoda, H. (1987). *International handbook of human rights*. Greenwood Press.
- Gonsalves, C. (2011). *Kaliyug: The decline of human rights law in the period of globalization*. Human Rights Law Network.
- Khan, M. A. (1995). *Human rights and the Dalits*. Uppal Publishing House.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Shah, G. (1991). *Social movements in India*. Sage Publications.
- Yasin, A. U., & Upadhyay, A. (2022). *Human rights*. Akansha Publishing House.

| | |
|---|---|
| **Course Title** | **: Feminist Theory and Practice** |
| **Course Code** | **: POLS-SEC-3-101** |
| **Nature of Course** | **: SEC** |
| **Total Credits** | **: 3** |
| **Distribution of Marks** | **: 60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. Course Outcomes (COs) and Intended Learning Outcomes (ILOs).** After completion of this course, the learners will be able to:

**CO1: Explain the fundamental concepts and historical evolution of feminist thought**
- **ILO1.1:** Define key concepts including Feminism, Sex, Gender, and Patriarchy.
- **ILO1.2:** Outline the historical "Waves" of feminism and their primary objectives.
- **ILO1.3:** Distinguish between Liberal, Radical, and Third World feminist perspectives.

**CO2: Analyze the intersections of identity, power, and masculinity**
- **ILO2.1:** Describe the concepts of gender performativity and reproductive rights.
- **ILO2.2:** Critique the role of men and the impact of toxic masculinity within feminist practice.
- **ILO2.3:** Apply an intersectional lens to analyze specific social issues.

**CO3: Evaluate feminist methodologies and media representations**
- **ILO3.1:** Differentiate between traditional "objective" research and "situated knowledge."
- **ILO3.2:** Review gender-based legislation concerning workplace harassment and domestic violence.
- **ILO3.3:** Conduct a critical critique of popular media artifacts using feminist theory.

**CO4: Apply feminist theory to practical advocacy and digital activism**
- **ILO4.1:** Design and conduct a gender sensitization module for a peer group.
- **ILO4.2:** Create a digital social awareness campaign on a specific feminist issue.
- **ILO4.3:** Integrate field experiences and personal reflections with theoretical concepts through journaling.

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Foundations of Feminist Thought**<br>**Key Concepts:** Feminism; Sex, Gender, Patriarchy<br>**Historical Context:** The "Waves" of Feminism (Suffrage, Personal is Political).<br>**Global Perspectives:** Liberal, Radical, and Third World Feminisms. | 8 | 4 | 15 |
| 2 | **Intersectional Identities and Power**<br>**The Body and Sexuality:** Gender performativity, reproductive rights, and LGBTQ+ perspectives within feminism.<br>**Masculinity Studies:** Understanding toxic masculinity and the role of men in feminist practice.<br>**Case Study:** Case study analysis of a specific social issue through an intersectional lens. | 6 | 3 | 15 |

| | | | | |
|---|---|---|---|---|
| **3** | **Feminist Research and Media Critique**<br>**Feminist Methodology:** Moving away from "objective" distance to "situated knowledge."<br>**Policy and Law:** Brief overview of gender-based legislation (e.g., workplace harassment laws, domestic violence acts).<br>**Case Study:** A critical review of a popular media artifact (film/advertisement/news report). | 8 | 4 | 15 |
| **4** | **Practical – Advocacy, Outreach, and Action**<br>**Workshop on Gender Sensitisation:** Designing and conducting a 30-minute sensitivity module for a peer group.<br>**Digital Activism:** Creating a social awareness campaign (posters, reels, or blog posts) focused on a specific feminist issue.<br>**Field Visit/Interview:** Interviewing an activist or visiting an NGO working on women's rights or LGBTQ+ welfare.<br>**Reflective Journaling:** Maintaining a diary that links personal experiences to the theoretical concepts learned in Units 1-3. | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| **Knowledge dimension** | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | | |
| Conceptual knowledge | | | | | CO2, CO3 | |
| Procedural knowledge | | | | | | CO4 |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | × | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| CO3 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Reading List


- Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge.
- Crenshaw, K. (1989). Demarginalising the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum. 1989 (1), 139–167.
- De Beauvoir, S. (2011). The second sex (C. Borde & S. Malovany-Chevallier, Trans.). Vintage Books. (Original work published 1949).
- Menon, N. (2012). Seeing like a feminist. Penguin Books India.
- Hooks, B. (2000). Feminism is for everybody: Passionate politics. South End Press.
- Tong, R. (2017). Feminist thought: A more comprehensive introduction. (5th ed.). Westview Press.
- Walby, S. (1990). Theorising patriarchy. Basil Blackwell.
- Connell, R. W. (2005). Masculinities (2nd ed.). University of California Press.
- Kafer, A. (2013). Feminist, queer, crip. Indiana University Press.
- Rege, S. (2006). Writing caste/writing gender: Narrating Dalit women's testimonios. Zubaan.
- D'Ignazio, C., & Klein, L. F. (2020). Data feminism. MIT Press.
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14(3), 575–599.
- Mulvey, L. (1975). Visual pleasure and narrative cinema. Screen, 16(3), 6–18.
- Jain, A. (2016). Own it: Leadership lessons from women who do. Arka.
- Tufekci, Z. (2017). Twitter and tear gas: The power and fragility of networked protest. Yale University Press.
- Baby, J. (Director). (2021). The Great Indian Kitchen [Film]. Kavya Film Company.
- Siebel Newsom, J. (Director). (2011). Misrepresentation [Film]. Girls' Club Entertainment.

# SEMESTER-II

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Describe the structure and features of the Indian Constitution**

ILO 1.1: Identify the framing of the Indian constitution

ILO 1.2: State the major features of the Indian constitution

ILO 1.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

**CO2: Examine the institutional design of the Indian constitution**

ILO 2.1: Explain the composition powers and functions of the legislature, executive and judiciary

ILO2.2: Outline the functioning of the legislature, executive and judiciary

ILO 2.3: Interpret the interconnections between these institutions and their relevance in the present context

ILO 2.4: Analyse the debates concerning the working of these institutions

**CO3: Assess the various dimensions of federalism in India**

ILO 3.1: Identify the evolution of federalism in India.

ILO 3.2: Discuss the structure, features and functioning of federalism in India. ILO3.3: Analyse the challenges of federalism in India.

ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

**CO4: Analyse the process of decentralisation and local governance in India**

ILO 4.1: Identify the constitutional provisions of local governance.

ILO 4.2: Outline the features of the $11^{th}$ and $12^{th}$ Schedule of the Indian Constitution.

ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

| Unit | Contents | Instructional hours per week | | Total marks |
|---|---|---|---|---|
| | | L | T | |
| I | **The Constituent Assembly and the Constitution:** | 10 | 2 | 12 |
| | **Framing of the Constitution**- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy | | | |
| II | **Organs of Government -I**<br>The Legislature: Parliament-Composition, Powers and Functions<br>The Executive: President, Vice President, Prime Minister, Council of Ministers | 10 | 2 | 12 |
| III | **Organs of Government-II**<br>The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL) | 10 | 2 | 12 |
| IV | **Federalism**<br>Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India | 10 | 2 | 12 |
| V | **Decentralization and Local Government**<br>**Panchayati Raj, Municipalities**<br>73rd, 74thAmendments and 11th, 12th Schedule of the Constitution of India | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | C01 | | | | | |
| Conceptual knowledge | | | | | | |
| Procedural knowledge | | | | C02, C04 | C03 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C04 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**Suggested reading list:**


- Austin, G. (1999). *Indian constitution: Cornerstone of a nation*. Oxford University Press.
- Austin, G. (2004). *Working of a democratic constitution of India*. Oxford University Press.
- Chakravarty, B., & Pandey, K. P. (2006). *Indian government and politics*. Sage.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). *Contemporary India: Economy, society, politics*. Pearson.
- Chandra, B., Mukherjee, A., & Mukherjee, M. (2010). *India after independence*. Penguin.
- Chaube, S. (2009). *The making and working of the Indian constitution*. National Book Trust.
- Das Basu, D. (2022). *Introduction to the constitution of India*. LexisNexis.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *Oxford companion to Indian politics*. Oxford University Press.
- Saxena, R., & Singh, M. P. (2008). *Indian politics: Contemporary issues and concerns*. Prentice-Hall of India.
- Vanaik, A., & Bhargava, R. (Eds.). (2010). *Understanding contemporary India: Critical perspectives*. Orient Blackswan.

| | | |
|---|---|---|
| **Course Title** | **:** | **Indian Government and Politics** |
| **Course Code** | **:** | **POLS-MIN-4-201** |
| **Nature of Course** | **:** | **Minor** |
| **Total Credits** | **:** | **4** |
| **Distribution of Marks** | **:** | **60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Describe the structure and features of the Indian Constitution**

ILO 1.1: Identify the framing of the Indian constitution

ILO 1.2: State the major features of the Indian constitution

ILO 1.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

**CO2: Examine the institutional design of the Indian constitution**

ILO 2.1: Explain the composition powers and functions of the legislature, executive and judiciary

ILO2.2: Outline the functioning of the legislature, executive and judiciary

ILO 2.3: Interpret the interconnections between these institutions and their relevance in the present context

ILO 2.4: Analyse the debates concerning the working of these institutions

**CO3: Assess the various dimensions of federalism in India**

ILO 3.1: Identify the evolution of federalism in India.

ILO 3.2: Discuss the structure, features and functioning of federalism in India. ILO3.3: Analyse the challenges of federalism in India.

ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

**CO4: Analyse the process of decentralisation and local governance in India**

ILO 4.1: Identify the constitutional provisions of local governance.

ILO 4.2: Outline the features of the $11^{th}$ and $12^{th}$ Schedule of the Indian Constitution.

ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

| Unit | Contents | Instructional hours per week | | Total marks |
|---|---|---|---|---|
| | | L | T | |
| I | **The Constituent Assembly and the Constitution:** | 10 | 2 | 12 |
| | **Framing of the Constitution**- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy | | | |
| II | **Organs of Government -I**<br>The Legislature: Parliament-Composition, Powers and Functions<br>The Executive: President, Vice President, Prime Minister, Council of Ministers | 10 | 2 | 12 |
| III | **Organs of Government-II**<br>The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL) | 10 | 2 | 12 |
| IV | **Federalism**<br>Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India | 10 | 2 | 12 |
| V | **Decentralization and Local Government**<br>**Panchayati Raj, Municipalities**<br>73rd, 74thAmendments and 11th, 12th Schedule of the Constitution of India | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | C01 | | | | | |
| Conceptual knowledge | | | | | | |
| Procedural knowledge | | | | C02, C04 | C03 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C04 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

4. Two Unit Test : 10x2=20
5. Any two of the activities listed below : 10x1=10
   d) Home Assignment
   e) Fieldwork/Project
   f) Viva-Voce
6. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce

4. Attendance : 05

**Suggested reading list:**


- Austin, G. (1999). *Indian constitution: Cornerstone of a nation*. Oxford University Press.
- Austin, G. (2004). *Working of a democratic constitution of India*. Oxford University Press.
- Chakravarty, B., & Pandey, K. P. (2006). *Indian government and politics*. Sage.
- Chandhoke, N., & Priyadarshi, P. (Eds.). (2009). *Contemporary India: Economy, society, politics*. Pearson.
- Chandra, B., Mukherjee, A., & Mukherjee, M. (2010). *India after independence*. Penguin.
- Chaube, S. (2009). *The making and working of the Indian constitution*. National Book Trust.
- Das Basu, D. (2022). *Introduction to the constitution of India*. LexisNexis.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). *Oxford companion to Indian politics*. Oxford University Press.
- Saxena, R., & Singh, M. P. (2008). *Indian politics: Contemporary issues and concerns*. Prentice-Hall of India.
- Vanaik, A., & Bhargava, R. (Eds.). (2010). *Understanding contemporary India: Critical perspectives*. Orient Blackswan.

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse the ideas of Gandhi and their socio-political relevance.**

ILO1.1: Describe Gandhi's socio-political visions and his major ideas.

ILO 1.2: Examine Gandhi's critique of modern civilisation and his views on alternative modernity.

ILO 1.3: Relate Gandhi's vision of development to the challenges of the globalised world.

**CO2: Examine the ideas of Ambedkar and their socio-political relevance.**

ILO 2.1: Describe Ambedkar's socio-political visions and his major ideas.

ILO 2.2: Identify Ambedkar's critique of Hindu social order and his views on caste and untouchability.

ILO 2.3: Relate Ambedkar's vision of social transformation to the socio-political realities of contemporary India.

**CO3: Compare and contrast the views of Gandhi and Ambedkar**

ILO 3.1: Examine the Gandhi – Ambedkar debate on caste

ILO 3.2: Illustrate the Gandhi – Ambedkar debate on Modernity

ILO 3.3: Analyse the relevance of the Gandhi – Ambedkar debate on caste and modernity in contemporary times.

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Philosophy of Gandhi:** Satyagraha and Ahimsa; Trusteeship; views on Caste | 6 | 3 | 15 |
| II | **Gandhi on Modern Civilization and Ethics of Development:** Critique of Modern Civilization: Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State | 8 | 4 | 15 |
| III | **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 | 8 | 4 | 15 |
| IV | **Gandhi and Ambedkar Debates on:** Untouchability and Caste question, Separate Electorate; Modernity | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | | | |
| Conceptual knowledge | | | | C01, C02, | | |
| Procedural knowledge | | | | C03 | | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a. Home Assignment
   b. Fieldwork/Project
   c. Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**Suggested Reading Lists:**


- Ambedkar, B. R. (1990). Who were the Shudras? How they came to be the fourth Varna in the Indo-Aryan society? (Vol. 7); The untouchables: Who were they and why they became untouchables? (Vol. 1). In Babasaheb Ambedkar: Writings and speeches. Education Department, Government of Maharashtra.
- Ambedkar, B. R. (1995). Dr. Ambedkar and the Hindu Code Bill. In Babasaheb Ambedkar: Writings and speeches (Vol. 14, Parts 1–2). Education Department, Government of Maharashtra.
- Ambedkar, B. R. (2010). The Buddha and his Dhamma. In Babasaheb Ambedkar: Writings and speeches (Vol. 11). Education Department, Government of Maharashtra.
- Ambedkar, B. R. (2013). Castes in India: Their mechanism, genesis and development. Critical Quest.

- Bondurant, J. V. (1965). Conquest of violence: The Gandhian philosophy of conflict (Vol. 243). University of California Press.
- Chakrabarty, B. (2006). Social and political thought of Mahatma Gandhi. Routledge.
- Chakrabarty, B. (Ed.). (2014). Nonviolence: Challenges and prospects. Oxford University Press.
- Gandhi, M. K. (1972). Satyagraha in South Africa. Navajivan.
- Gandhi, M. K. (2009). 'Hind Swaraj' and other writings (A. J. Parel, Ed.). Cambridge University Press.
- Gore, M. S. (1993). The social context of an ideology: Ambedkar's political and social thought. SAGE Publications.
- Hardiman, D. (2003). Gandhi in his time and ours: The global legacy of his ideas. Permanent Black.
- Nanda, B. R. (2022). In search of Gandhi: Essays and reflections. Oxford University Press.
- Omvedt, G. (2011). Understanding caste: From Buddha to Ambedkar and beyond. Orient BlackSwan.
- Omvedt, G. (2013). Liberty, equality and community: Dr. Ambedkar's vision of new social order. Navayana.
- Rudolph, L. I., & Rudolph, S. H. (2010). Postmodern Gandhi and other essays: Gandhi in the world and at home. University of Chicago Press.
- Steger, M. B. (2000). Gandhi's dilemma: Nonviolent principles and nationalist power. St. Martin's Press.

| | |
|---|---|
| **Course Title** | **: Gender and Development** |
| **Course Code** | **: POLS-SEC-3-201** |
| **Nature of Course** | **: SEC** |
| **Total Credits** | **: 3** |
| **Distribution of Marks** | **: 60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course**. After completion of this course, the learners will be able to:

- **CO1: Analyze the conceptual framework of gender as a social construct.**
  - **ILO 1.1:** Distinguish between biological sex and socially constructed gender.
  - **ILO 1.2:** Evaluate the shifting paradigms from Women in Development (WID), Women and Development (WAD).
  - **ILO 1.3:** Examine how intersectionality (caste, race, disability) shapes gender experiences.
- **CO2: Interpret global human rights frameworks and development metrics.**
  - **ILO 2.1:** Explain the significance of CEDAW in protecting women's rights.
  - **ILO 2.2:** Assess the progress of SDG Goal 5 in the context of sustainable development.
  - **ILO 2.3:** Calculate and interpret the implications of GDI and GII metrics.
- **CO3: Illustrate the relationship between gender, economy, and the environment.**
  - **ILO 3.1:** Differentiate between productive and reproductive labor.
  - **ILO 3.2:** Analyze the impact of microfinance and land rights on female entrepreneurship.
  - **ILO 3.3:** Describe the gendered impact of climate change on sustainable resource management.
- **CO4: Apply practical tools for gender mainstreaming and policy analysis.**
  - **ILO 4.1:** Conduct a gender audit of a local organisation.
  - **ILO 4.2:** Formulate policy proposals to address gender gaps in health or education.
  - **ILO 4.3:** Document and evaluate case studies of gender-led initiatives like SEWA

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Conceptualising Gender and Development**:<br>**Key Concepts**: Gender, the distinction between Sex and Gender; Gender as a Social Construct.<br>**Shifting Paradigms:** Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD).<br>**Intersectionality:** How gender intersects with caste, class, race, and disability. | 8 | 4 | 15 |
| 2 | **Frameworks and Global Initiatives:**<br>**Human Rights:** Overview of CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women).<br>**Sustainable Development:** Gender equality in the context of SDG Goal 5.<br>**Metrics:** Understanding the Gender Development Index (GDI) and Gender Inequality Index (GII). | 6 | 3 | 15 |

| | | | | |
|---|---|---|---|---|
| 3 | **Gender, Economy, and Environment:**<br>**Labour and Work:** Productive vs. Reproductive labour; the Double Burden and the gender pay gap.<br>**Resource Access:** Women's land rights, microfinance, and female entrepreneurship.<br>**Climate Change:** Disproportionate impacts on women and their role in sustainable development. | 8 | 4 | 15 |
| 4 | **Practical & Skill Application:**<br>**Gender Audit:** Performing a mini-audit of a local organisation/educational institution.<br>**Policy Mainstreaming:** Creating a mock policy proposal for sectors like Health, Education, or transport.<br>**Field Report:** Documenting a case study of a gender-led development initiative (e.g., SEWA, Kudumbashree). | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| **Knowledge dimension** | **Remember** | **Understand** | **Apply** | **Analyse** | **Evaluate** | **Create** |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | | |
| Conceptual knowledge | | | | | CO2, CO3 | |
| Procedural knowledge | | | | | | CO4 |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | × | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** :40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   d) Home Assignment
   e) Fieldwork/Project
   f) Viva-Voce

3. Any one of the activities listed below : 05x1=05
    a. Group Discussion
    b. Seminar
    c. Viva-Voce
4. Attendance :05

## Suggestive Reading List


- Beneria, L., Berik, G., & Floro, M. (2015). *Gender, development and globalization: Economics as if all people mattered*. Routledge.
- Bloom, D. E., & Williamson, J. G. (1998). Demographic transitions and economic miracles in emerging Asia. *World Bank Economic Review*, *12*(3), 419–455.
- Centre for Development Studies. (2000). *Self-help groups in empowering women: Case study of selected SHGs and NHGs*.
- Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, *1989*(1), 139–167.
- Epistemia. (2025). Empowering women through microfinance: A study of its impact in India. *Epistemia: Journal of High School Research*, *2*(3).
- Georgetown Institute for Women, Peace and Security. (2021). *The climate-gender-conflict nexus*.
- Kabeer, N. (1994). *Reversed realities: Gender hierarchies in development thought*. Verso.
- Klasen, S. (2017). *Gender, institutions, and economic development*. Grow Research Series.
- Leach, M. (Ed.). (2015). *Gender equality and sustainable development*. Routledge.
- Lundberg, A., & Werner, A. (Eds.). (2014). *Gender studies education and pedagogy*. Swedish Secretariat for Gender Research.
- Momsen, J. (2019). *Gender and development*. Routledge.
- Newman, A., & Aoun, E. (2024). Gender, development and the politics of knowledge. *Anthropologie & Développement*, *55*, 9–31. https://doi.org/10.4000/13d9a
- UN Women. (n.d.). *Progress of the world's women reports*.
- United Nations Development Programme. (n.d.). *Gender equality in human development—Measurement revisited*. Human Development Report Office.
- United Nations Development Programme. (n.d.). *Human development reports*. (Sections on GII and GDI).
- Visvanathan, N., Duggan, L., Nisonoff, L., & Wiegersma, N. (2011). *The women, gender and development reader*. Zed Books.
- World Bank & International Labour Organization. (2025). *The global gender gap index: Limitations and proposed improvements*.

# SEMESTER-III

**Course Title : Perspectives on International Relations and World History**
**Course Code : POLS-MAJ-4-301**
**Nature of Course : Major**
**Total Credits : 4**
**Distribution of Marks : 60 (End -Sem) +40 (In-Sem)**
**(This Course is also for ITEP 1st Semester)**

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse the discipline of International Relations**

ILO1.1: Outline the emergence of the international state system–

ILO 1.2: Explain the thesis of levels of analysis

**CO2: Analyse various Theoretical Perspectives to the study of international relations**

ILO 2.1: Explain realist and liberal approaches to international relations

ILO 2.2: Relate current international developments to the appropriate theoretical perspectives

**CO3: Examine Critical Perspectives to the study of international relations**

ILO 3.1: Outline the alternate theories to the study of international relations

ILO 3.2: Assess the relevance of mainstream and alternate theories in analyzing the international system

**CO4: Evaluate the Twentieth-Century IR History**

ILO4.1:Discuss the causes and consequences of World War I and World War II

ILO 4.2: Interpret the significance of the Bolshevik Revolution, Rise of Fascism / Nazism

**CO5: Assess the implications of the Cold War and Post-Cold War politics**

ILO 5.1: Examine the major political developments in the Cold War period

ILO 5.2: Explain post-Cold War developments

ILO 5.3: Identify various challenges of newly independent countries

| Unit | Course Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Studying International Relations-** | 10 | 2 | 12 |
| | Emergence of the International State System–Pre-Westphalia; Post-Westphalia<br>Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic) | | | |
| II | **Theoretical Perspectives**<br>Classical Realism &Neo-Realism<br>Liberalism & Neo-liberalism | 10 | 2 | 12 |
| III | **Critical Perspectives**<br>Marxist Approaches<br>Feminist Perspectives<br>Perspectives from the Global South<br>Green Theory in International Relations | 10 | 2 | 12 |
| IV | **An Overview of Twentieth-Century IR History**<br>World War I: Causes and Consequences<br>Significance of the Bolshevik Revolution, Rise of Fascism / Nazism<br>World War II: Causes and Consequences | 10 | 2 | 12 |
| V | **Cold War and Post-Cold War**<br>Cold War: Different Phases<br>Decolonization and the Emergence of the Third World<br>Collapse of the USSR and the End of the Cold War<br>Post-Cold War Developments and Emergence of Other Centers of Power | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | | |
| Conceptual knowledge | | | | C02, C03 | | |
| Procedural knowledge | | | | | C04, C05 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Reading List:


- Acharya, A., & Buzan, B. (2007). Why is there no non-Western IR theory: Reflection on and from Asia. *International Relations of the Asia-Pacific*, *7*(3), 285–286.
- Baylis, J., & Smith, S. (Eds.). (2008). *The globalization of world politics: An introduction to international relations* (4th ed.). Oxford University Press.
- Brown, C., & Ainley, K. (2009). *Understanding international relations*. Palgrave Macmillan.
- Brzezinski, Z. (2004). *The choice: Global dominance or global leadership*. Basic Books.
- Bull, H. (2000). The balance of power and international order. In R. Little & M. Smith (Eds.), *Perspectives on world politics* (pp. 115–124). Routledge.
- Buzan, B. (1995). The level of analysis problem in international relations reconsidered. In K. Booth & S. Smith (Eds.), *International relations theory today* (pp. 198–216). Pennsylvania State University Press.
- Carr, E. H. (2004). *International relations between the two world wars: 1919–1939*. Palgrave. (Original work published 1937)
- Frank, A. G. (1989). The development of underdevelopment. *Monthly Review*, *41*(2), 37–51.
- Gill, S. (2005). Contradictions of US supremacy. In L. Panitch & C. Leys (Eds.), *Socialist Register 2005: The empire reloaded* (pp. 24–47). Merlin Press.
- Halliday, F. (1994). *Rethinking international relations*. Macmillan.
- Hobsbawm, E. (1995). *Age of extremes: The short twentieth century, 1914–1991*. Abacus.

- Kanth, R. K. (Ed.). (2009). *The challenge of Eurocentrism: Global perspectives, policy, and prospects*. Palgrave Macmillan.
- Kayaoglu, T. (2010). Westphalian Eurocentrism in IR theory. *International Studies Review*, *12*(2), 193–217.
- Little, R., & Smith, M. (2005). *Perspectives on world politics*. Routledge.
- Mansbach, R. W., & Taylor, K. L. (2007). *Introduction to international relations*. Routledge.
- Morgenthau, H. J. (1948). *Politics among nations: The struggle for power and peace*. Alfred A. Knopf.
- Nicholson, M. (2002). *International relations: A concise introduction*. Palgrave.
- Sørensen, G., Møller, J., & Jackson, R. H. (2022). *Introduction to international relations: Theories and approaches* (9th ed.). Oxford University Press.
- Taylor, A. J. P. (1961). *The origins of the Second World War*. Penguin Books.
- Therborn, G. (2006). Poles and triangles: US power and triangles of Americas, Asia and Europe. In V. R. Hadiz (Ed.), *Empire and neo-liberalism in Asia* (pp. 23–37). Routledge.
- Tickner, J. (2007). A critique of Morgenthau's principles of political realism. In R. J. Art & R. Jervis (Eds.), *International politics* (8th ed., pp. 15–28). Pearson Longman.
- Viotti, P. R., & Kauppi, M. V. (2013). *International relations and world politics* (5th ed.). Pearson Education.
- Waltz, K. (1959). *Man, the state and war*. Columbia University Press.

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse various approaches to the interpretation of text**

ILO 1.1: Explain Marxian, Totalitarian, Psychoanalytic perspectives ILO 1.2: Analyse Feminist, Straussian, postmodernist interpretations

**CO2:EvaluateAncient Political Thought**

ILO 2.1: Interpret Plato's Ideas and Philosophy

ILO 2.2: Examine Aristotle's views on citizenship, Justice, State and Revolution

**CO3: Assess the significance of Machiavellian discourse**

ILO 3.1: Relate Machiavellian ideas on virtue and religion to contemporary political development

ILO 3.2: Assess the importance of Machiavelli's views on Republicanism, morality and statecraft

**CO4: Analyse Hobbes' views on the state of nature**

ILO 4.1: Explain atomistic individualism and the State of Nature

ILO 4.2: Discuss the formation of the state through Social Contract

**CO5:EvaluateLockean discourse**

ILO 5.1: Explain the laws of Nature, Natural Rights and Property

ILO 5.2: Relate Lockean view on the right to liberty to modern state system

| **Unit** | **Contents** | **Instructional hours per week** | | **Total Marks** |
|---|---|---|---|---|
| | | **L** | **T** | |
| **I** | **Text and Interpretation** –Methods and Challenges of Interpretation of texts, Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations | 10 | 2 | 12 |
| **II** | **Ancient Political Thought:** **Plato-**Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism**;** **Aristotle-** Citizenship, Justice, State and Revolution | 10 | 2 | 12 |
| **III** | **Machiavelli-** Virtue, Religion, Republicanism, Morality and Statecraft | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **IV** | **Hobbes:** Human nature, State of Nature, Social Contract, State**;** Atomistic Individuals | 10 | 2 | 12 |
| **V** | **Locke-**Laws of Nature, Natural Rights, Right to Property | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | C02 | |
| Conceptual knowledge | | | | | C03 | |
| Procedural knowledge | | | | C04 | C05 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Reading List:


- Ball, T. (2004). History and interpretation. In G. Gaus & C. Kukathas (Eds.), *Handbook of political theory* (pp. 18–30). SAGE Publications.
- Barnes, J. (Ed.). (1995). *The Cambridge companion to Aristotle*. Cambridge University Press.
- Boucher, D., & Kelly, P. (Eds.). (2017). *Political thinkers: From Socrates to the present*. Oxford University Press.
- Coleman, J. (n.d.). *A history of political thought: From ancient Greece to early Christianity*. Blackwell Publishers.
- Constant, B. (1997). The liberty of the ancients compared with that of the moderns. In D. Boaz (Ed.), *The libertarian reader*. The Free Press. (Original work published 1833)
- Ebrey, D., & Kraut, R. (Eds.). (2022). *The Cambridge companion to Plato*. Cambridge University Press.
- Macpherson, C. B. (1962). *The political theory of possessive individualism: Hobbes to Locke* (pp. 194–214). Oxford University Press.
- Okin, S. (1992). Philosopher queens and private wives. In S. Okin, *Women in western political thought*. Princeton University Press.
- Skinner, Q. (2000). The adviser to princes. In *Machiavelli: A very short introduction*. Oxford University Press.
- Skoble, A., & Machan, T. (2007). *Political philosophy: Essential selections* (pp. 9–32). Pearson Education.

**Course Title** : **Development Processes and Social Movement in Contemporary India**

**Course Code** : **POLS-MIN-4-301**

**Nature of Course** : **Minor**

**Total Credits** : **4**

**Distribution of Marks** : **60 (End -Sem) +40 (In-Sem)**

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Evaluate post-independence Development Processes in India**

ILO1.1: Explain nation-building and the planning process in India

ILO1.2: Assess the trajectory of Liberalization

**CO2: Assess the implications of the Industrial Development Strategy on SocialStructure**

ILO 2.1: Explain the practice of mixed economy and impact of privatization

ILO 2.2: Analyse the role of organized and unorganized labour in the Indian economy ILO 2.3: Outline the emergence of the new middle-class

**CO3: Analyse the strategy of Agrarian Development and Impact on Social Structure**

ILO 3.1: Outline the impact of Land Reforms and Green Revolution ILO 3.2: Examine the Agrarian crisis

**CO4: Assess the nature of Social Movements in India**

ILO4.1: Examine the nature of social movements by marginalized sections

ILO 4.2: Outline the social movements by Civil rights organizations and Women's groups

ILO 4.3: Explain contemporary Ecological Movements

ILO 4.4: Identify the underlying rationales and implications of social movements in Indian society

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Development Process Since Independence**<br>a. State and planning<br>Liberalization and reforms | 10 | 2 | 12 |
| II | **Industrial Development Strategy and its Impact on the Social Structure**<br>a. Mixed economy, privatization, the impact on organized and unorganized labour<br>b. Emergence of the new middle class | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **III** | **Agrarian Development Strategy and its Impact on the Social Structure**<br>a. Land Reforms, Green Revolution<br>b. Agrarian crisis since the 1990s and its impact on farmers | 10 | 2 | 12 |
| **IV** | **Social Movements-I**<br>a. Tribal Movement, Peasant Movement, Dalit Movement<br>b. Maoist Challenge | 10 | 2 | 12 |
| **V** | **Social Movements-II**<br>a. Civil Rights Movements, Women's Movements<br>b. Environmental and Ecological Movements | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | | | |
| Conceptual knowledge | | | | | C01, C02, | |
| Procedural knowledge | | | | C03 | C04 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO3 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**Suggested Reading List:**


- Appu, P. (1974). Agrarian structure and rural development. *Economic and Political Weekly*, *9*(39), 70–75.
- Banerjee, S. (1986). Naxalbari in Desai. In A. R. Desai (Ed.), *Agrarian struggles in India after independence* (pp. 566–588). Oxford University Press.
- Bardhan, P. (2005a). Epilogue on the political economy of reform in India. In *The political economy of development in India* (6th impression). Oxford University Press.
- Bardhan, P. (2005b). *The political economy of development in India* (6th impression). Oxford University Press.
- Chakravarty, S. (1987). *Development planning: The Indian experience*. Oxford University Press.
- Chatterjee, P. (2000). Development planning and the Indian state. In Z. Hasan (Ed.), *Politics and the state in India* (pp. 116–140). Sage Publications.
- Chowdhury, S. (2007). Globalisation and labour. In B. Nayar (Ed.), *Globalisation and politics in India* (pp. 516–526). Oxford University Press.
- Desai, A. (Ed.). (1986). *Agrarian struggles in India after independence*. Oxford University Press.
- Fernandes, L. (2007). *India's new middle class: Democratic politics in an era of economic reform*. Oxford University Press.
- Frankel, F. (1971). *India's Green Revolution: Economic gains and political costs*. Princeton University Press.
- Frankel, F. (2005). Crisis of national economic planning. In *India's political economy (1947–2004): The gradual revolution*. Oxford University Press.
- Frankel, F. (2009). *Harvesting despair: Agrarian crisis in India*. Perspectives.
- Haragopal, G., & Balagopal, K. (1998). Civil liberties movement and the state in India. In M. Mohanty, P. Mukherji, & O. Tornquist (Eds.), *People's rights: Social movements and the state in the Third World*. Sage Publications.
- Harris, J. (2009). *Power matters: Essays on institutions, politics, and society in India*. Oxford University Press.
- Harriss, J. (2006). Local power and the agrarian political economy. In J. Harriss (Ed.), *Power matters: Essays on institutions, politics, and society in India* (pp. 29–32). Oxford University Press.
- Jayal, N., & Mehta, P. (Eds.). (2010). *The Oxford companion to politics in India*. Oxford University Press.
- Joshi, P. (1979). *Land reforms in India: Trends and perspectives*. Allied Publishers.
- Mohanty, M. (2002). The changing definition of rights in India. In S. Patel, J. Bagchi, & K. Raj (Eds.), *Thinking social sciences in India: Essays in honour of Alice Thorner Patel*. Sage Publications.
- Mohanty, M., Mukherji, P., & Tornquist, O. (1998). *People's rights: Social movements and the state in the Third World*. Sage Publications.
- Mukherji, R. (Ed.). (2007). *India's economic transition: The politics of reforms*. Oxford University Press.
- Nayar, B. (1989). *India's mixed economy: The role of ideology and its development*. Popular Prakashan.

- Nayar, B. (Ed.). (2007). *Globalisation and politics in India*. Oxford University Press.
- Omvedt, G. (1983). *Reinventing revolution: New social movements and the socialist tradition in India*. M.E. Sharpe.
- Omvedt, G. (2012). The anti-caste movement and the discourse of power. In N. Jayal (Ed.), *Democracy in India* (6th impression, pp. 481–508). Oxford India Paperbacks.
- Patnaik, P., & Chandrasekhar, C. (2007). India: Dirigisme, structural adjustment, and the radical alternative. In B. Nayar (Ed.), *Globalisation and politics in India* (pp. 218–240). Oxford University Press.
- Ramana, P. (2011). India's Maoist insurgency: Evolution, current trends and responses. In M. Kugelman (Ed.), *India's contemporary security challenges* (pp. 29–47). Woodrow Wilson International Centre for Scholars Asia Programme.
- Rao, M. (Ed.). (1978). *Social movements in India* (Vol. 2). Manohar.
- Rath, G. (Ed.). (2006). *Tribal development in India: The contemporary debate*. Sage Publications.
- Ray, A. (1996). Civil rights movement and social struggle in India. *Economic and Political Weekly*, *31*(28), 1202–1205.
- Ray, R., & Katzenstein, M. (Eds.). (2005). *Social movements in India*. Oxford University Press.
- Roy, A. (2010). The women's movement. In N. Jayal & P. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 409–422). Oxford University Press.
- Roy, S., & Debal, K. (2004). *Peasant movements in post-colonial India: Dynamics of mobilisation and identity*. Sage Publications.
- Sainath, P. (2010). *Agrarian crisis and farmers' suicide*. India International Centre (IIC).
- Shah, G. (2004). *Social movements in India: A review of literature*. Sage Publications.
- Shah, G. (Ed.). (2002). *Social movements and the state*. Sage Publications.
- Sidhu, M. (2010). Globalisation vis-à-vis agrarian crisis in India. In R. Deshpande & S. Arora (Eds.), *Agrarian crises and farmer suicides* (Land Reforms in India Series, pp. 149–174). Sage Publications.
- Singh, T. (1979). *The planning process and public process: A reassessment* (R. R. Kale Memorial Lecture). Gokhale Institute of Politics and Economics.
- Sinha, S. (2002). Tribal solidarity movements in India: A review. In G. Shah (Ed.), *Social movements and the state* (pp. 251–266). Sage Publications.
- Sridhar, V. (2006). Why do farmers commit suicide? The case study of Andhra Pradesh. *Economic and Political Weekly*, *41*(16).
- Sundar, N. (2011). At war with oneself: Constructing Naxalism as India's biggest security threat. In M. Kugelman (Ed.), *India's contemporary security challenges* (pp. 46–68). Woodrow Wilson International Centre for Scholars Asia Programme.
- Suresh, K. (Ed.). (1982). *Tribal movements in India* (Vols. 1-2). Manohar.
- Suri, K. (2006). Political economy of agrarian distress. *Economic and Political Weekly*, *41*(16), 1523–1529.
- Varshney, A. (2010). Mass politics or elite politics? Understanding the politics of India's economic reforms. In R. Mukherji (Ed.), *India's economic transition: The politics of reforms* (pp. 146–169). Oxford University Press.
- Weiner, M. (2001). The struggle for equality: Caste in Indian politics. In A. Kohli (Ed.), *The success of India's democracy* (pp. 193–225). Cambridge University Press.

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

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse various approaches to Public Policy Discourse**

ILO 1.1: Explain the meaning and concept of public policy discourse

ILO 1.2: Apply the appropriate Approaches and Models of Policy Analysis to Public Policy Making

**CO2: Evaluate the role of the state in public policy formulation and application**

ILO2.1: Examine the Role of Legislature, Executive, Judiciary in public policy making

ILO 2.2: Assess the changes in the policy-making process with reference to the Pre and Post Economic Reform

**CO3: Analyse the role of various actors of political economy in the public policy process**

ILO 3.1: Discuss the impact of political economy on the public policy formulation process

ILO 3.2: Examine the role of Global Financial Institutions and Peoples' Movements on the Policy making process

**CO4: Assess the policy formulation in India**

ILO4.1: Identify the role of legislature and Executive in the policy-making process ILO 4.2: Explain various views on policy-making

ILO4.3: Apply the knowledge of various public policy discourses to assess the transition in the policymaking process in contemporary India

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Public Policy and Analysis:** Meaning and Concept, Models and Approaches | 6 | 3 | 15 |
| II | **State and Public Policy in India:** Nature of State and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods | 8 | 4 | 15 |
| III | **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 | 8 | 4 | 15 |

| | | | | |
|---|---|---|---|---|
| **IV** | **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 | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | | |
| Conceptual knowledge | | | | C03 | | |
| Procedural knowledge | | | | | C02, C04 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO5 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**SUGGESTED READING LIST:**


- Basu, R. (2015). *Public administration in India: Mandates, performance and future perspectives*. Sterling Publishers.
- Dunleavy, P., & O'Leary, B. (1987). *Theories of the state*. Routledge.
- Dye, T. R. (2002). *Understanding public policy* (10th ed.). Pearson.
- Giddens, A. (1998). *The third way: The renewal of social democracy*. Polity Press.
- Girden, E. J. (1987). Economic liberalisation in India: The new electronics policy. *Asian Survey*, *27*(11).
- Henry, N. (1999). *Public administration and public affairs*. Prentice Hall.
- Hogwood, B., & Gunn, L. (1984). *Policy analysis for the real world*. Oxford University Press.
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- McClennan, G. (1997). The evolution of pluralist theory. In M. Hill (Ed.), *The policy process: A reader* (2nd ed., pp. 53–61). Prentice Hall.
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- Sapru, R. K. (1996). *Public policy: Formulation, implementation and evaluation*. Sterling Publishers.
- Self, P. (1993). *Government by the market? The politics of public choice*. MacMillan.
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- Smith, G., & May, D. (1997). The artificial debate between rationalist and incrementalist models of decision-making. In M. Hill (Ed.), *The policy process: A reader* (2nd ed., pp. 163–174). Prentice Hall.
- Wildavsky, A. (2004). Rescuing policy analysis from PPBS. In J. M. Shafritz & A. C. Hyde (Eds.), *Classics of public administration* (5th ed., pp. 271–284). Wadsworth.

| | |
|---|---|
| **Course Title** | **: Gender in Media and Culture** |
| **Course Code** | **: POLS-SEC-3-301** |
| **Nature of Course** | **: SEC** |
| **Total Credits** | **: 3** |
| **Distribution of Marks** | **: 60 (End -Sem) + 40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course.** After completion of this course, the learners will be able to:

**CO 1: Deconstruct Theoretical Frameworks of Gender and Representation**

- **ILO 1.1:** Define and explain Laura Mulvey's concept of the "Male Gaze" and its impact on audience perspective.
- **ILO 1.2:** Analyze the psychological relationship between media consumption and the internalisation of self-objectification.
- **ILO 1.3:** Evaluate how traditional tropes (e.g., The Damsel in Distress) reinforce or challenge societal gender roles.

**CO 2: Critique the Structural and Economic Influences of Gender in Media Industries**

- **ILO 2.1:** Identify systemic barriers, such as the "Glass Ceiling," that affect gender parity in media production and journalism.
- **ILO 2.2:** Differentiate between "Femvertising" and the hyper-sexualization of bodies in commercial advertising strategies.
- **ILO 2.3:** Assess the role of social media influencers in perpetuating or disrupting modern beauty standards.

**CO 3: Appraise Counter-Narratives and the Evolution of Queer Representation**

- **ILO 3.1:** Trace the historical evolution of LGBTQ+ representation in cinema from erasure to nuanced storytelling.
- **ILO 3.2:** Contrast mainstream media narratives with alternative platforms like zines and activist documentaries.
- **ILO 3.3:** Deconstruct the concept of "toxic masculinity" by identifying examples of "new masculinities" in modern scripts.

**CO 4: Apply Critical and Creative Skills to Produce Gender-Inclusive Media Content**

- **ILO 4.1:** Conduct a data-driven audit of media content using tools like the Bechdel Test to measure representation.
- **ILO 4.2:** Design and produce a digital Public Service Announcement (PSA) that effectively communicates a specific gender-related issue.
- **ILO 4.3:** Demonstrate the ability to re-script and pivot biased media narratives into inclusive, gender-neutral formats.

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Foundations of Gender and Representation**<br>**The Male Gaze:** Introduction to Laura Mulvey's Theory.<br>**Internalising the Lens:** The Psychology and Politics of Self-Objectification<br>**Stereotypes & Tropes:** Analysis of archetypes like "The Damsel in Distress" vs. "The Macho Hero." | 8 | 4 | 15 |
| 2 | **Media Industries and Gendered Power**<br>**Behind the Scenes:** The "Glass Ceiling" in film and television production.<br>**Advertising:** "Femvertising" vs. the Hyper-sexualization of bodies.<br>**Digital Landscapes:** Social media influencers and the reinforcement of beauty standards.<br>**Journalism:** Representation of gender-diverse voices in newsrooms. | 6 | 3 | 15 |
| 3 | **Counter-Narratives and Queer Perspectives**<br>**Queer Media:** Evolution of LGBTQ+ characters in cinema.<br>**Alternative Media:** Zines, independent blogs, and activist documentaries.<br>**Subverting Scripts:** Analysis of gender-swapped roles and progressive narratives.<br>**New Masculinities:** Deconstructing toxic masculinity in modern media. | 8 | 4 | 15 |
| 4 | **Practical - Media Production & Analysis**<br>**The Bechdel Test Audit:** Data-driven report on 5 films/shows.<br>**Content Creation:** Creating a 2-minute PSA on a gender-related issue.<br>**Ad-Reconstruction:** Re-scripting a gender-biased commercial to be inclusive.<br>**Media Log:** Weekly critical reflection on personal media consumption. | 8 | 4 | 15 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | C01 | | |
| Conceptual knowledge | | | | | CO2, CO3 | |
| Procedural knowledge | | | | | | CO4 |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | × | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | × | × | ✓ | × | ✓ | ✓ |
| CO4 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |

## Suggestive Reading List:


- Aneja, A. (Ed.). (2019). *Women's and gender studies in India: Crossings*. Routledge.
- Brooks, D., & Hébert, L. (2006). Gender, race, and media representation. In *The SAGE handbook of gender and communication* (pp. 297–318). SAGE Publications.
- Doughman, J., & Khreich, W. (2025). Beyond the spotlight: Unveiling the gender bias curtain in movie reviews. *PLOS ONE*, *20*(2), Article e0316093. https://doi.org/10.1371/journal.pone.0316093
- Kathuria, P., & Bhaiya, A. (Eds.). (2018). *Indian feminisms: Individual and collective journeys*. Zubaan.
- Krijnen, T. (2020). Gender and media. In *The international encyclopedia of gender, media, and communication* (pp. 1–9). Wiley. https://doi.org/10.1002/9781119429128.iegmc091
- Larson, E., George, A., Morgan, R., & Poteat, T. (2016). 10 Best resources on… intersectionality with an emphasis on low- and middle-income countries. *Health Policy and Planning*, *31*(8), 964–969. https://doi.org/10.1093/heapol/czw020
- Pal, M., & Rashmi, C. (2026). Digital media engagement as a predictor of gender-sensitive communication in India. *ISPEC International Journal of Social Sciences & Humanities*, *10*(1), 200–207.
- Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. SAGE Publications.
- Roy, P., Chakraborty, R., & Bhattacharjee, S. (Eds.). (2024). *Media, gender and society: Emerging trends and interpretations*. Swami Vivekananda University.
- Sharma, K. (2012). *Changing the terms of the discourse: Gender equality and the Indian state*. CWDS & Pearson

# SEMESTER-IV

**Course Title : Introduction to Comparative Government and Politics Course Code : POLS-MAJ-4-401**
**Nature of Course : Major**
**Total Credits 4**
**Distribution of Marks :60 (End -Sem) +40 (In-Sem)**
**(This Course is also for ITEP 2nd semester)**

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse the conceptual and theoretical categories of comparative politics**

ILO 1.1: State the meaning of comparative politics

ILO 1.2: Identify the different approaches to the study of comparative politics

**CO2: Evaluate different political-economic systems**

ILO 2.1: Classify the different systems of production

ILO 2.2: Outline the distinctions between various forces of globalization

**CO3: Analyse the processes of colonization and decolonization**

ILO 3.1: Show the impact of colonization on contemporary societies

ILO 3.2: Relate decolonization movements with contemporary institutional structures

**CO4: Interpret the constitutional and political developments of various states**

ILO 4.1: Outline the developments in the USA, UK and Brazil

ILO 4.2: Outline the developments in China and Nigeria

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Understanding Comparative Politics**<br>Development of Comparative Politics; Meaning, Nature and Scope<br>Approaches: Old Institutionalism; Eurocentrism and Beyond: Third World approach to comparative politics | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **II** | **Historical context of modern Government-I**<br>Capitalism: meaning and development<br>Globalization: Meaning and Development, its impact on government and politics<br>Socialism: meaning, growth and development, impact on government and politics. | 10 | 2 | 12 |
| **III** | **Historical context of modern government-II**<br>Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonial struggles, decolonization and postcolonial state | 10 | 2 | 12 |
| **IV** | **Themes for comparative analysis-I**<br>Constitutional development and political economy of UK and USA | 10 | 2 | 12 |
| **V** | **Themes for comparative analysis-II**<br>Constitutional development and political economy of Brazil, Nigeria and China | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | | | |
| Conceptual knowledge | | | | C01 | C02 | |
| Procedural knowledge | | | | CO3 | C04 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Reading List:


- Barrington, L. W., Bosia, M. J., Bruhn, K., Jia, Q., Meunier, S., & Penetrante, A. M. (2010). *Comparative politics: Structures and choices* (pp. 71–76, 84–89, 212–213). Wadsworth.
- Blondel, J. (1996). Then and now: Comparative politics. *Political Studies*, *47*(1), 152–160.
- Brown, A. (2009). The idea of communism. In *The rise and fall of communism*. Bodley Head.
- Chandhoke, N. (1996). Limits of comparative political analysis. *Economic and Political Weekly*, *31*(4), PE2–PE8.
- Chiryankandath, J. (2008). Colonialism and post-colonial development. In P. Burnell, V. Randall, & L. Rakner (Eds.), *Politics in the developing world* (pp. 31–52). Oxford University Press.
- Dobb, M. (1950). Capitalism. In *Studies in the development of capitalism* (pp. 1–32). Routledge and Kegan Paul.
- Duara, P. (2004). Introduction: The decolonization of Asia and Africa in the twentieth century. In P. Duara (Ed.), *Decolonization: Perspectives from now and then* (pp. 1–18). Routledge.
- Hoogvelt, A. (2002). History of capitalism expansion. In *Globalisation and the postcolonial world: The new political economy of development* (pp. 14–28). Palgrave.
- Kesselman, M., Krieger, J., & Joseph, W. A. (2010). *Introduction to comparative politics: Political challenges and changing agendas* (pp. 47–70, 364–388, 415–440, 625–648). Wadsworth.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative politics: Interests, identities, and institutions in a changing global order* (pp. 1–5, 16–36, 253–290). Cambridge University Press.
- McCormick, J. (2007). *Comparative politics in transition* (pp. 195–209, 260–270). Wadsworth.
- Meek, R. L. (1957). The definition of socialism: A comment. *The Economic Journal*, *67*(265), 135–139.
- Mohanty, M. (1975). Comparative political theory and Third World sensitivity. *Teaching Politics*, (1-2), 22–38.
- Roy, A. (2001). Comparative method and strategies of comparison. *Punjab Journal of Politics*, *25*(2), 1–15.
- Rutland, P. (2007). Britain. In J. Kopstein & M. Lichbach (Eds.), *Comparative politics: Interests, identities, and institutions in a changing global order* (pp. 39–79). Cambridge University Press.
- Suresh, R. (2010). *Economy & society: Evolution of capitalism* (pp. 151–188, 235–268). SAGE Publications.
- Tushnet, M., Graber, M. A., & Levinson, S. (Eds.). (2015). *The Oxford handbook of the U.S. Constitution*. Oxford University Press.
- Wood, E. M. (2002). The agrarian origin of capitalism. In *The origin of capitalism: A longer view* (pp. 91–95, 166–181). Verso.

| | | |
|---|---|---|
| **Course Title** | **:** | **Introduction to Public Administration** |
| **Course Code** | **:** | **POLS-MAJ-4-402** |
| **Nature of Course** | **:** | **Major** |
| **Total Credits** | **:** | **4** |
| **Distribution of Marks** | **:** | **60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Describe the basic tenets of Public Administration**

ILO 1.1: State the meaning and nature of public administration

ILO 1.2: Describe the evolution of public administration

ILO 1.3: Identify the distinction between public and private administration

**CO2: Analyse the theoretical categories of public administration**

ILO 2.1: Explain the classical theories of public administration

ILO 2.2: Identify the different approaches to contemporary theories of public administration

**CO3: Evaluate the relevance of public policy**

ILO 3.1: Interpret of the different approaches to public policy

ILO 3.2: Assess the formulation and implementation of public policy

ILO 3.3: Analysepeople's participation in public policy implementation

**CO4: Assess emergent discourses in public administration**

ILO 4.1: Discuss the concepts of New Public Management and New Public Service

ILO 4.2: Explain the practice of Good Governance

ILO 4.3: Interpret Feminist Perspectives to public administration

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Public Administration as A Discipline** Meaning, Nature, Scope and Significance of the Discipline, Evolution of Public Administration, Public and Private Administration | 10 | 2 | 12 |
| II | **Theoretical Perspectives - Classical Theories:** Scientific Management (F.W.Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-type Bureaucracy (Max Weber); Neo-Classical Theories- Rational Decision-Making (Herbert Simon), Human Relations Theory (Elton Mayo) | 10 | 2 | 12 |
| III | **Theoretical Perspectives- Contemporary Theories:** Ecological Approach (F. W. Riggs), Innovation and Entrepreneurship (Peter Drucker), Need Hierarchy (Abraham Maslow) | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **IV** | **Public Policy**<br>Concept, Relevance and Approaches, Formulation, Implementation and Evaluation, People's Participation | 10 | 2 | 12 |
| **V** | **Major Approaches in Public Administration**<br>New Public Management, New Public Service Approach, Good Governance, Feminist Perspectives | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | CO1 | | | | | |
| Conceptual knowledge | | | | C02 | | |
| Procedural knowledge | | | | | C03, C04 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

**Suggested Reading List:**


- Arora, R. (2003). Riggs' administrative ecology. In B. Chakrabarty & M. Bhattacharya (Eds.), *Public administration: A reader*. Oxford University Press.
- Basu, R. (2014). *Public administration: Concepts and theories*. Sterling Publishers.
- Bhattacharya, M. (2006). *Social theory, development administration and development ethics*. Jawahar Publishers.
- Bhattacharya, M. (2012). *Public administration: Issues and perspectives*. Jawahar Publishers.
- Bhattacharya, M. (2012). *Restructuring public administration: A new look*. Jawahar Publishers.
- Chakrabarty, B. (2007). *Reinventing public administration: The India experience*. Orient Longman.
- De, P. K. (2012). *Public policy and systems*. Pearson Education.
- Drucker, P. (1999). *Innovation and entrepreneurship*. Harper Collins.
- Drucker, P. F. (2006). *The practice of management*. Harper Collins.
- Dye, T. (1984). *Understanding public policy* (5th ed., pp. 1–44). Prentice Hall.
- Ferreira, E. J., Erasmus, A. W., & Groenewald, D. (2010). *Administrative management*. Juta Academics.
- Frederickson, H. (2004). Toward a new public administration. In J. Shafritz & A. Hyde (Eds.), *Classics of public administration* (5th ed.). Wadsworth.
- Frederickson, H., & Smith, K. B. (2003). Decision theory. In *The public administration theory primer*. Westview Press.
- Henry, N. (1999). *Public administration and public affairs*. Prentice Hall.
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- Jaggar, A. (1983). *Feminist politics and human nature*. Harvester Press.
- Maheshwari, S. (2009). *Administrative thinkers*. Macmillan.
- Menon, N. (Ed.). (1999). *Gender and politics*. Oxford University Press.
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- Mouzelis, P. (2003). The ideal type of bureaucracy. In B. Chakrabarty & M. Bhattacharya (Eds.), *Public administration: A reader*. Oxford University Press.
- Prasad, D. R., Pardhasaradhi, Y., Prasad, V. S., & Satyrnarayana, P. (Eds.). (2010). *Administrative thinkers*. Sterling Publishers.
- Riggs, F. (1961). *The ecology of public administration* (Part 3). Asia Publishing House.
- Riggs, F. (1964). *Administration in developing countries: The theory of prismatic society*. Houghton Mifflin.
- Rosenbloom, D., Kravchuk, R., & Clerkin, R. (2009). *Public administration: Understanding management, politics and law in public sector* (7th ed., pp. 1–40). McGraw Hill.
- Shafritz, J., & Hyde, A. (Eds.). (2004). *Classics of public administration* (5th ed.). Wadsworth.
- Singh, A. (2002). *Public administration: Roots and wings*. Galgotia Publishing Company.
- Stivers, C. (2002). *Gender images in public administration*. Sage Publishers.
- Taylor, F. (2004). Scientific management. In J. Shafritz & A. Hyde (Eds.), *Classics of public administration* (5th ed.). Wadsworth.
- Vaidyanatha Ayyar, R. V. (2009). *Public policy making in India*. Pearson.
- Weber, M. (1946). Bureaucracy. In C. Mills & H. Gerth (Eds.), *From Max Weber: Essays in sociology*. Oxford University Press.
- Wharton, A. S. (2012). *The sociology of gender*. Blackwell-Wiley Publishers.

| | | |
|---|---|---|
| **Course Title** | **:** | **Political Processes in India** |
| **Course Code** | **:** | **POLS-MAJ-4-403** |
| **Nature of Course** | **:** | **Major** |
| **Total Credits** | **:** | **4** |
| **Distribution of Marks** | **:** | **60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Describe the existence and trends in the party system in India**

ILO 1.1: Identify the factors that lead to changes in the party system in India

ILO 1.2: Outline the determinants for the advent of coalition politics in India

**CO2: Analyse the electoral processes and political behaviour in India**

ILO 2.1: Identify the determinants of voting behaviour of Indian voters

ILO 2.2: Explain the different dynamics of political mobilization and leadership in Indian politics

**CO3: Assess the regional aspiration in Indian politics**

ILO 3.1: Outline the different issues of the politics of secessionism

ILO 3.2: Analyse the politics of accommodation

**CO4: Analyse the reflection of the dynamics of caste and religion in Indian politics**

ILO 4.1: Illustrate the role of caste and religion in Indian politics

ILO 4.2: Identify the debates on Indian secularism

**CO5: Analyse the changing nature of the Indian state**

ILO 5.1: Identify the different dimensions of the Indian state

ILO 5.2: Examine the impact of globalization on the Indian state

| **Unit** | **Contents** | **Instructional hours per week** | | **Total Marks** |
|---|---|---|---|---|
| | | **L** | **T** | |
| **I** | **Political Parties and the Party System**<br>Trends in the Party System; From the Congress System to Multi-Party Coalitions to Single Party Majority System | 10 | 2 | 12 |
| **II** | **Elections and Political Behaviour**<br>Political Mobilization and Leadership<br>Determinants of Voting Behaviour- Caste, Class, Gender and Religion | 10 | 2 | 12 |
| **III** | **Regional Aspirations**<br>Politics of Regionalism<br>The Politics of Secession and Accommodation | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **IV** | **Religion, Caste and Politics**<br>Debates on Secularism; Minority and Majority<br>Communalism<br>Caste in Politics | 10 | 2 | 12 |
| **V** | **The Changing Nature of the Indian State**<br>Developmental, Welfare and Coercive Dimensions<br>Globalisation and the State | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | C01 | | | | | |
| Conceptual knowledge | | | | CO2, C04 | | |
| Procedural knowledge | | | | CO5 | CO3 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | × | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO3 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CO5 | ✓ | × | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Reading List:


- Brass, P. (1999). Crisis of national unity: Punjab, the Northeast and Kashmir. In *The politics of India since independence* (pp. 192–227). Cambridge University Press; Foundation Books.
- Byres, T. (1994). Introduction: Development planning and the interventionist state versus liberalization and the neo-liberal state: India, 1989-1996. In T. Byres (Ed.), *The state, development planning and liberalization in India* (pp. 1–35). Oxford University Press.
- Chadda, M. (2010). Integration through internal reorganisation. In S. Baruah (Ed.), *Ethnonationalism in India: A reader* (pp. 379–402). Oxford University Press.
- Chandhoke, N. (2010). Secularism. In P. Mehta & N. Jayal (Eds.), *The Oxford companion to politics in India* (pp. 333–346). Oxford University Press.
- Deshpande, R. (2004). How gendered was women's participation in elections 2004? *Economic and Political Weekly*, *39*(51), 5431–5436.
- Deshpande, R. (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.
- Galanter, M. (2002). The long half-life of reservations. In Z. Hasan, E. Sridharan, & R. Sudarshan (Eds.), *India's living constitution: Ideas, practices, controversies* (pp. 306–318). Permanent Black.
- Hasan, Z. (Ed.). (2002). *Parties and party politics in India*. Oxford University Press.
- Jaffrelot, C. (2008). Why should we vote? The Indian middle class and the functioning of world's largest democracy. In *Religion, caste and politics in India* (pp. 604–619). Primus.
- John, M. (2011). The politics of quotas and the women's reservation bill in India. In M. Tsujimura & J. Steele (Eds.), *Gender equality in Asia* (pp. 169–195). Tohoku University Press.
- Kothari, R. (1970). Introduction. In *Caste in Indian politics* (pp. 3–25). Orient Longman.
- Kothari, R. (2002). The Congress system. In Z. Hasan (Ed.), *Parties and party politics in India* (pp. 39–55). Oxford University Press.
- Kumar, S. (2009). Religious practices among Indian Hindus. *Japanese Journal of Political Science*, *10*(3), 313–332.
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- Mohanty, M. (1989). Duality of the state process in India: A hypothesis. *Bhartiya Samajik Chintan*, *12*(1-2).
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- Pantham, T. (2004). Understanding Indian secularism: Learning from its recent critics. In R. Vora & S. Palshikar (Eds.), *Indian democracy: Meanings and practices* (pp. 235–256). Sage.
- Sridharan, E. (2012). Introduction: Theorising democratic consolidation, parties and coalitions. In *Coalition politics and democratic consolidation in Asia*. Oxford University Press.
- Weiner, M. (2001). The struggle for equality: Caste in Indian politics. In A. Kohli (Ed.),

*The success of India's democracy* (pp. 193–225). Cambridge University Press.

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- Yadav, Y., & Palshikar, S. (2006). Party system and electoral politics in the Indian states, 1952-2002: From hegemony to convergence. In P. D'Souza & E. Sridharan (Eds.), *India's political parties* (pp. 73–115). Sage Publications.

| | | |
|---|---|---|
| **Course Title** | **:** | **Political Theory -Concepts and Debates** |
| **Course Code** | **:** | **POLS-MAJ-4-404** |
| **Nature of Course** | **:** | **Major** |
| **Total Credits** | **:** | **4** |
| **Distribution of Marks** | **:** | **60 (End -Sem) +40 (In-Sem)** |

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Explain the basic concepts of political theory**

ILO 1.1: Define the concepts of freedom and equality

ILO 1.2: Distinguish the different types of freedom and equality

ILO 1.3: Inter-relate freedom with other conceptual categories of political theory relate egalitarianism with contemporary societal issues

**CO2: Analyze the concepts of justice and rights**

ILO 2.1: State the types of justice and rights

ILO 2.2: Examine the various debates on justice and rights

**CO3: Analyse the major debates in political theory**

ILO 3.1: Explain the relationship between state and sovereignty

ILO 3.2: Identify the interconnectedness between the state, rights and multiculturalism

ILO 3.3: Discuss the interrelationships between class, power and ideology

ILO 3.4.: Relate the debates on the 'clash of civilizations' thesis to contemporary politics

| Unit | Contents | Instructional hours per week | | Total marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Freedom:** Negative Freedom: Liberty**;** Positive Freedom: Freedom as Emancipation and Development, freedom and other concepts- equality, rights, Freedom of belief, expression and dissent. | 10 | 2 | 12 |
| II | **Equality:** Types- Formal, Procedural, Substantive, Equality of Opportunity**;** Political equality-in terms of political relations as citizens; equal distribution of political power and influence; Egalitarianism: Background inequalities and differential treatment and Affirmative action | 10 | 2 | 12 |
| III | **Justice:** Procedural Justice- justice as Entitlement**;** Distributive Justice-Justice as distribution and its communitarian critique; Justice as capabilities and freedom; feminist accounts of Justice; Difference between procedural and substantial justice | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **IV** | **Rights:** Natural Rights-features, contractual and teleological views of natural rights**;** Moral rights and legal rights difference from natural rights, Bill of Rights versus common law, UDHR as moral rights; Three Generation of Rights**;** Rights and Obligations | 10 | 2 | 12 |
| **V** | **Major Debates:** Relationship between state, political obligation and civil disobedience; challenges to the sovereignty of the State; Universality of human rights and cultural relativism; multiculturalism and tolerance; multiculturalism and the new wars of Religion (clashes of civilization), Class, power and ideology | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | | | |
| Conceptual knowledge | | C01 | | C02 | | |
| Procedural knowledge | | | | C03 | | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce

4. Attendance : 05

## Suggested Reading List:


- **Amoah, J.** (2007). The world on her shoulders: The rights of the girl-child in the context of culture & identity. *Essex Human Rights Review, 4*(2), 1–23.
- **Bedau, H. A.** (2003). Capital punishment. In H. LaFollette (Ed.), *The Oxford handbook of practical ethics* (pp. 705–733). Oxford University Press.
- **Bellamy, R.** (Ed.). (2003). *Theories and concepts of politics*. Manchester University Press.
- **Bellamy, R., & Mason, A.** (Eds.). (2003). *Political concepts*. Manchester University Press.
- **Bhargava, R., & Acharya, A.** (Eds.). (2008). *Political theory: An introduction*. Pearson Longman.
- **Carter, I.** (2003). Liberty. In R. Bellamy & A. Mason (Eds.), *Political concepts*. Manchester University Press.
- **Dutta, A. R.** (2011). *Political theory: Issues and debates*. Arun Prakashan.
- **Gauba, O. P.** (2007). *An introduction to political theory*. Macmillan India Ltd.
- **Heywood, A.** (2012). *Political ideologies: An introduction* (5th ed.). Palgrave Macmillan.
- **Knowles, D.** (2001). *Political philosophy*. Routledge.
- **Swift, A.** (2001). *Political philosophy: A beginners guide for student's and politicians*. Polity Press.

**Course Title** : **Comparative Government and Politics**
**Course Code** : **POLS-MIN-4-401**
**Nature of Course** : **Minor**
**Total Credits** **4**
**Distribution of Marks** :**60 (End -Sem) +40(In-Sem)**

**The following are the Course Outcomes (COs) and Intended Learning Outcomes (ILOs) of the course. After completion of this course, the learners will be able to:**

**CO1: Analyse the conceptual and theoretical categories of comparative politics**
ILO 1.1: State the meaning of comparative politics
ILO 1.2: Identify the different approaches to the study of comparative politics
**CO2: Evaluate different political economic systems**
ILO 2.1: Classify the different systems of production
ILO 2.2: Outline the distinctions between various forces of globalization
**CO3: Analyse the processes of colonization and decolonization**
ILO 3.1: Show the impact of colonization on contemporary societies
ILO 3.2: Relate decolonization movements with contemporary institutional structures
**CO4: Interpret the constitutional and political developments of various states**
ILO 4.1: Outline the developments in the USA, UK and Brazil
ILO 4.2: Outline the developments in China and Nigeria

| Unit | Contents | Instructional hours per week | | Total Marks |
|---|---|---|---|---|
| | | L | T | |
| I | **Understanding Comparative Politics**<br>Meaning, Nature and Scope; Development of Comparative Politics<br>Approaches: Old Institutionalism; Eurocentrism and Beyond: Third World approach to comparative politics | 10 | 2 | 12 |
| II | **Historical context of modern Government-I**<br>Capitalism: meaning and development; Globalisation: Meaning and Development, its impact on government and politics<br>Socialism: meaning, growth and development, impact on government and politics. | 10 | 2 | 12 |
| III | **Historical context of modern government-II**<br>Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonial struggles, decolonization and postcolonial state | 10 | 2 | 12 |

| | | | | |
|---|---|---|---|---|
| **IV** | **Themes for comparative analysis-I**<br>Constitutional development and political economy of UK and USA | 10 | 2 | 12 |
| **V** | **Themes for comparative analysis-II**<br>Constitutional development and political economy of Brazil, Nigeria and China | 10 | 2 | 12 |

**Mapping of Course Outcomes with Bloom's Taxonomy:**

| Knowledge dimension | Remember | Understand | Apply | Analyse | Evaluate | Create |
|---|---|---|---|---|---|---|
| Factual knowledge | | | | | | |
| Conceptual knowledge | | | | C01 | C02 | |
| Procedural knowledge | | | | C03 | C04 | |
| Metacognitive knowledge | | | | | | |

**Mapping of Course Outcomes with Programme Outcomes:**

| C0/PO | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| C01 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| C02 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | × | ✓ | ✓ |
| CO3 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |
| C04 | ✓ | ✓ | ✓ | ✓ | ✓ | × | ✓ | ✓ | ✓ | ✓ |
| CO5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**Modes of In-Semester Assessment** : 40 Marks

1. Two Unit Test : 10x2=20
2. Any two of the activities listed below : 10x1=10
   a) Home Assignment
   b) Fieldwork/Project
   c) Viva-Voce
3. Any one of the activities listed below : 05x1=05
   a. Group Discussion
   b. Seminar
   c. Viva-Voce
4. Attendance : 05

## Suggested Readings:


- Barrington, L., Bosia, M. J., Bruhn, K., Hebron, S. P., Munck, G. L., & Pagnucco, R. (2010). *Comparative politics: Structures & choices* (pp. 71–76, 84–89, 212–213). Wadsworth.
- Blondel, J. (1996). Then and now: Comparative politics. *Political Studies, 47*(1), 152–160.
- Chandhoke, N. (1996). Limits of comparative political analysis. *Economic and Political Weekly, 31*(4), PE2–PE8.
- Chiryankandath, J. (2008). Colonialism and post-colonial development. In P. Burnell, V. Randall, & L. Rakner (Eds.), *Politics in the developing world* (pp. 31–52). Oxford University Press.
- Dobb, M. (1950). Capitalism. In *Studies in the development of capitalism* (pp. 1–32). Routledge and Kegan Paul Ltd.
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- Kesselman, M., Krieger, J., & Joseph, W. A. (2010). *Introduction to comparative politics: Political challenges and changing agendas* (pp. 47–70, 364–388, 415–440, 625–648). Wadsworth.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative politics: Interests, identities, and institutions in a changing global order* (pp. 1–5, 16–36, 253–290). Cambridge University Press.
- McCormick, J. (2007). Communist and post-communist states. In *Comparative politics in transition* (pp. 195–209). Wadsworth.
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- Mohanty, M. (1975). Comparative political theory and third world sensitivity. *Teaching Politics, 1–2*, 22–38.
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- Paul, E. F., & Dickman, H. (Eds.). (1989). *Liberty, property, and the foundations of the American Constitution*. State University of New York Press.
- Prichett, C. H. (1977). *The American Constitution*. McGraw-Hill Book Company.
- Ritzer, G. (2002). Globalisation and related process I: Imperialism, colonialism, development, westernisation, easternization. In *Globalisation: A basic text* (pp. 63–84). Wiley-Blackwell.
- Roy, A. (2001). Comparative method and strategies of comparison. *Punjab Journal of Politics, 25*(2), 1–15.
- Rutland, P. (2007). Britain. In J. Kopstein & M. Lichbach (Eds.), *Comparative politics: Interest, identities and institutions in a changing global order* (pp. 39–79). Cambridge University Press.

- Suresh, R. (2010). *Economy & society: Evolution of capitalism* (pp. 151–188, 235–268). Sage Publications.
- Tushnet, M., Graber, M. A., & Levinson, S. (Eds.). (2015). *The Oxford handbook of the US Constitution*. Oxford University Press.
- Wood, E. (2002). The agrarian origin of capitalism. In *Origin of capitalism: A long view* (pp. 91–95, 166–181). Verso.