

**CENTRAL UNIVERSITY OF ANDHRA PRADESH
ANANTHAPURAMU**

**Learning Outcomes-based Curriculum Framework (LOCF)
for Undergraduate Programme**



Vidya Dadati Vinayam
(Education Gives Humility)

B.A. (Hons) Political Science

*“Politics is the art of the possible,
the attainable – the art of the next best”*

- Otto von Bismark

*“Cultivation of the minds should be the ultimate aim of the
human existence”*

- Dr. B.R. Ambedkar

Structure and Syllabus

(With effect from 2021-2022 Batch)

CONTENTS

Sl. No.	Section	Page No.
1	Important Information to Students	1
2	Introduction to the Programme	2
3	Learning Outcome-based Curriculum Framework (LOCF)	3
4	Semester and Course Wise Credits	5
5	Programme Structure	10
6	Credits Distribution	13
7	Semester-I	17
8	Semester-II	30
9	Semester-III	44
10	Semester-IV	60
11	Semester-V	76
12	Semester-VI	93



CENTRAL UNIVERSITY OF ANDHRA PRADESH

Bachelor of Arts (Hons) Political Science

Important Information to Students

- I. Programme: B.A. (Hons) Political Science.
- II. Eligibility: With +2 level of education (Intermediate/CBSE/ICSE/HSC or equivalent in Science/Arts/Commerce/other streams).
- III. The minimum duration for completion of the programme is six semesters (three academic years) and the maximum duration is twelve semesters (six academic years) or as per amendments made by the regulatory bodies from time to time.
- IV. A student should attend at least 75% of the classes, seminars, practicals in each course of study.
- V. All the courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and End Semester Examination (ESE) for a maximum of 60 marks. The minimum pass marks for a course is 40%.
- VI. A student should pass separately in both the CIA and the ESE, i.e., a student should secure 16 (40% of 40) out of 40 marks in the CIA and 24 (40% of 60) out of 60 marks in the end semester examination.
- VII. A student failing to secure the minimum pass marks in the CIA is not allowed to take the end semester examination of that course. S/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
- VIII. Students failing a course due to lack of attendance should redo the course.
- IX. Re-evaluation is applicable only for theory papers and shall not be entertained for other components such as dissertation, etc.
- X. An on-campus elective course is offered only if a minimum of ten or 40% of the students registered, whichever is higher, exercise their option for that course.



CENTRAL UNIVERSITY OF ANDHRA PRADESH

B.A. (Hons) Political Science

Introduction to the Programme

1. Preamble

The Central University of Andhra Pradesh strongly believes in preparing students for the society at large. It envisions all its programmes in the best interest of the students and in this endeavour it offers a new vision to all its Under-Graduate courses. Accordingly, the Department of Political Science adopted a Learning Outcome-based Curriculum Framework (LOCF) for its Under Graduate Programme- B.A. (Hons). The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The Programme will prepare the students for both, academia and employability and it vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programme also states the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. The new curriculum of B.A. (Hons) Political Science has been structured in a way that they introduce the student to the vast canvas of subjects that concern the discipline of political science. Beginning with a focus on concepts and theories which have been quintessential to the discipline, they move on to fleshing out how these concepts are translated into practice. The course is not only structured to impart received knowledge but also encourage the student to think critically and raise questions which can contribute to a new understanding and explanation. In analysing specific issues and events, the curriculum does not lose sight of the broader issues and larger questions; thereby training the student to traverse these levels of analysis effortlessly while also remaining mindful of the linkages. It will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

2. **Learning Outcome-based Curriculum Framework in Programme B.A. (Hons) Political Science**

The corner stone of learning outcome-based education is planning curriculum that demands demonstrated achievements in form of knowledge, understanding, skills, attitudes and values. Keeping this as a guiding principles B.A (Hons) programme in Political Science is designed to break the stereotypes of Political Science learning and create interest amongst students to study the discipline. It is organized to provide the greatest flexibility to its students. There are courses that provide not only the fundamental knowledge in the discipline but also in its established and emerging sub fields. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests. These provide not just knowledge and skills in politics and processes Micro to Meta and Local to Global, historically and contemporarily. The Programme is structured on interdisciplinary needs and multidisciplinary demands keeping in mind that specialization in political science is the key to access cognate skills from other disciplines. This has a balanced combination of Core, Discipline Specific Electives, Generic Electives, Ability Enhancement Courses and Skill Enhancement Courses. This enables a student to be well versed with other complementary subjects.

3. **Programme Structure**

3.1. **CBCS**

The B.A. (Hons) Political Science programme is based on Choice Based Credit System (CBCS) adopted by the Central University of Andhra Pradesh.

3.2 **Types of Courses**

The following types of courses are offered under CBCS:

1. Core Courses (CC): A core course is a compulsory course. A student of Political Science (Hons) has to take fourteen such Political Science courses over six semesters.

3.3 Elective Courses (EC): An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types.

Discipline Specific Electives (DSE): These are elective courses that provide advanced undergraduate training in specialised areas of Political Science. A set of seven, semester- specific, courses of this kind are offered in the fifth and sixth semesters of the Honours programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of seven courses.

Generic Electives (GE): These courses, in disciplines other than Political Science, are intended to broaden the training of a student in the Political Sciences (Hons) programme. A student of Political Science will take one such course, offered by another department, in each of Semesters I, II, III and IV.

4. **Ability Enhancement Compulsory Course (AECC):** Two such courses are to be taken, one in Semester I (Art of Communication, equivalent to MIL) and one in Semester II (Environmental Science).
5. **Skill Enhancement Course (SEC):** A student is to take one such course in Semester III and one in Semester IV.
6. **Massive Open Online Courses (MOOC):** Online Courses being a norm now, there are a lot of organizations out there that offer these MOOC courses. The University Grants Commission (UGC) along with the HRD (Human Resource Development) Ministry has launched the MOOC program in India for higher secondary, bachelors and masters degrees. This will cover a wide range of subjects that may or may not be taught in regular campus studies. As per the UGC instructions the B. A. (Hons) Political Science programme offers MOOC courses in the I, II, III, IV and V semesters.



CENTRAL UNIVERSITY OF ANDHRA PRADESH

B. A. (Hons) Political Science: Semester and Course wise Credits

Semester	Discipline Core (DSC) (L+T+P)	Discipline Elective (DSE) / Generic Elective (GE)	Ability Enhancement Compulsory Courses (AECC)	Skill Enhancement Courses (SEC)		Internship	Project Work / Dissertation	Lab	Total Credits
				Skill Based	Value based/ Add on Course				
I	DSC 1 (5) DSC 2 (5)	GE 1 (5) EL by MOOC-1 (3)	AECC 1 (4)	-	Value based/ Add on Course	-	-	-	22
II	DSC 3 (5) DSC 4 (5)	GE 2 (5) EL by MOOC-2 (3)	AECC 2 (4)	-	Value based/ Add on Course	-	-	-	22
III	DSC 5 (5) DSC 6 (5) DSC 7 (5)	DSE 1 (5) EL by MOOC-3 (4)		SEC 1(2)	Value based/ Add on Course			SEC 1 (2)	28
IV	DSC 8 (5) DSC 9 (5) DSC 10 (5)	DSE 2 (5) EL by MOOC-4 (4)			Value based/ Add on Course	Internship (4)			28
V	DSC 11 (5) DSC 12 (5) DSC 13 (4)	DSE 3 (5) EL by MOOC-5 (4)		SEC 2(4)	Value based/ Add on Course			DSC 13 (1)	28
VI	DSC 14 (5) DSC 15 (5)	DSE 4 (5)					DSC 16 (5) Project Work/ Dissertation		20
Credits	74	48	8	6	-	4	5	3	148
Percentage	50	32.4	5.40	4.05	-	2.70	3.37	2.02	-

7. Objectives of the Programme:

- to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science, to equip the student with a robust foundation in Political Science with spirit of enquiry.
- to develop an understanding of the fundamental principles and theories of politics to include foundations of political community, the structure and process of government, citizenship and forms of political participation, and the public policy process.
- to gain an understanding and appreciation of current political issues and concerns-local to Global and Micro to Meta and their impact upon the contemporary political environment.
- to understand the decisions human beings make in political settings, including the philosophical underpinnings of political systems, major ideologies, and political parties.
- to foster an understanding of political methodology and analysis and the ability to dissect basic political theories used to explain political and governmental behavior.
- to develop the ability to research, analyze, and evaluate political data and information and the ability to use information databases. To enhance the ability to communicate effectively and clearly in written and oral form.
- to understand the requirements of effective and virtuous citizenship.

8. Graduate Attributes

The following are the graduate attributes in B.A. (Hons) Political Science

- i. **Disciplinary knowledge:** Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
- ii. **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

- iii. **Moral and ethical awareness and reasoning:** Capacity to identify ethical issues related to one's work, and commit not to resort to unethical and uphold truthfulness and integrity in all aspects of one's research and one's work.
- iv. **Multicultural competence:** An awareness pertaining to the values and beliefs of multiple cultures and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups.
- v. **Information/digital literacy:** Capacity to use Information and Communications Technology (ICT) in a variety of learning situations the ability to access, evaluate, and use a variety of information sources.
- vi. **Reflective thinking:** Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shape and impacts the knowledge one produces.
- vii. **Cooperation/Team work:** Ability to work effectively and respectfully with people from diverse backgrounds.
- viii. **Research-related skills:** A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
- ix. **Critical thinking:** Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

9. Qualification Descriptors:

The qualification description for the B.A. Honours in Political Science include:

- Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject - in teaching and research development, social work, and government and public service.
- Effective use of knowledge and skills to identify problems, collect relevant data - quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments.
- Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs

and techniques of the discipline, in language that can be understood by people within and outside the academy.

- The initiative and capacity to meeting one's own learning needs, drawing on a wide range of research and sources.
- Application of one's disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicate curriculum content knowledge.

9. Programme Learning Outcomes:

A Political science graduate is privy to the unique location of the discipline within the social sciences and can contextual their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities. It encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen. Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands on experience of how research in the discipline is conducted. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive understanding of International relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions.

Courses on Public administration familiarize the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies. The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students

decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, subnational and local. These courses anchor the indispensability of the inter and multi- disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena. On the completion of the six semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian political thought and public policy. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.

10. Teaching Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and imparts knowledge both within the formal structure of the classroom and beyond it. They include: Lectures, Tutorials, Power-point presentations, Project work, Documentary films on related topics, Debates, Discussions, Quiz, Talks /workshops, Interaction with subject and area experts, Seminars, Internships.



CENTRAL UNIVERSITY OF ANDHRA PRADESH

B.A. (Hons) Political Science

Programme Structure

S. No.	Course Code	Title of the Course	No. of Credits	Contact Hours		
				L	T/L	P/S
SEMESTER- I						
1.	BPS101	CC: Understanding Political Theory	5	60	05	10
2.	BPS102	CC: Constitutional Government and Democracy in India	5	60	05	10
3.	BPS103	AECC: Effective Communication Skills	4	45	05	10
4.	BPS104	MOOCs / Online/ Elective	3	-	-	-
6.	BPS105	Add on Course	-	-	-	-
GE: Any one of the Following						
7.	BPS115	GE: Governance: Issues and Challenges	5	60	05	10
	BPS116	GE: Nationalism in India				
	BPS117	GE: Contemporary Political Economy				
Total			22	225	20	40
SEMESTER- II						
1.	BPS201	CC: Political Theory – Concepts and Debates	5	60	05	10
2.	BPS202	CC: Political Process in India	5	60	05	10
3.	BPS204	AECC: Environmental Science	4	45	05	10
4.	BPS205	MOOCs / Online/ Elective	3	-	-	-
5.	BPS206	Add on Course	-	-	-	-
GE: Any one of the following						
6.	BPS215	Dilemmas in Politics	5	60	05	10
	BPS216	Feminism: Theory and Practices				
	BPS217	Gandhi and the Contemporary World				
Total			22	225	20	40

SEMESTER- III						
1.	BPS301	CC: Introduction to Comparative Government and Politics	5	60	05	10
2.	BPS302	CC: Perspectives on Public Administration	5	60	05	10
3.	BPS303	CC: International Relations	5	60	05	10
4.	BPS304	SEC I: Fundamentals of Computer Skills	2	30	-	-
		Lab: Fundamentals of Computer Skills	2	-	45	
5.	BPS305	MOOCs / Online/ Elective	4	-	-	-
6.	BPS306	Add on Course	-	-	-	-
GE: Any one of the following						
7.	BPS315	Politics of Globalisation	5	60	05	10
	BPS316	United Nations and Global Conflicts				
	BPS317	Understanding Ambedkar				
Total			28	270	65	40
SEMESTER- IV						
1.	BPS401	CC: Political Processes and Institutions in Comparative Perspective	5	60	05	10
2.	BPS402	CC: Public Policy and Administration in India	5	60	05	10
3.	BPS403	CC: Global Politics	5	60	05	10
4.	BPS404	MOOCs / Online/ Elective	4	-	-	-
5.	BPS405	Internship*	4	-	-	-
6.	BPS406	Add on Course	-	-	-	-
GE: Any one of the Following						
6.	BPS415	India's Foreign Policy	5	60	05	10
	BPS416	Contemporary Political Economy				
	BPS417	Citizenship in a Globalising World				
Total			28	240	20	40

SEMESTER- V						
1.	BPS501	CC: Classical Political Philosophy	5	60	05	10
2.	BPS502	CC: Indian Political Thought-I	5	60	05	10
3.	BPS503	CC: Research Methodology and SPSS	4	45	05	10
		Lab: Research Methodology and SPSS	1	-	23	-
4.	BPS504	SEC: II Public Opinion and Survey Research	4	45	05	10
5.	BPS505	MOOCs/ Online/ Elective	4	-	-	-
6.	BPS506	Add on Course	-	-	-	-
DSE: Any two of the following						
7.	BPS515	Human Rights in a Comparative Perspective	5	60	05	10
	BPS516	Developmental Process and Social Movements in Contemporary India				
	BPS517	Women, Power and Politics				
Total			28	270	48	50
SEMESTER – VI						
1.	BPS601	CC: Modern Political Philosophy	5	60	05	10
2.	BPS602	CC: Indian Political Thought-II	5	60	05	10
3.	BPS603	CC: Dissertation/ Project	5	-	-	-
DSE: Any one of the following						
5.	BPS615	Public Policy in India	5	60	05	10
	BPS616	Understanding South Asia				
	BPS617	Local Governance in India				
Total			20	180	15	30
Programme Total			148	1410	188	240

Total Number of Credits for the B.A. (Hons) Political Science Programme: **148**

Note: DSC: Discipline Specific Core; **AECC:** Ability Enhancement Compulsory Course; **GE:** Generic Electives; **SEC:** Skill Enhancement Compulsory Course

L: Lecture; T: Tutorial; Lab: Lab; S/P: Seminar/Project

*Internship is compulsory

**As structured by course.

Minimum Credits required for the Programme: 148



CENTRAL UNIVERSITY OF ANDHRA PRADESH

B.A. (Hons) Political Science

Credit Distribution

Semester	Total Credits	Cumulative Credit at the end of the Semester
Semester-I	22	22
Semester-II	22	44
Semester-III	28	72
Semester-IV	28	100
Semester-V	28	128
Semester-VI	20	148

Theory course: 40% of internal [formative evaluation -- two best out of three tests (for a maximum of 15 marks each = 30marks) -- seminar/ assignments/ attendance (10 marks)] and 60% (summative evaluation -- end of semester examination)

Course with Lab components: 60 % of internal exam/lab and 40% (summative evaluation -- end of semester examination)

Dissertation / Project Work: 60 marks - Viva Voce: 40 marks Note: Plagiarism test is compulsory

End Semester Examination

Maximum Marks: 60

Time: 3 Hours

SEMESTER-WISE DETAILED SYLLABUS

SEMESTER-I

Course Code: BPS101 Core / Elective: Core No. of Credits: 5	Course Title Understanding Political Theory
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Course Objectives:

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

Learning Outcomes:

- Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living
- Understand multiple frames by which the idea of political community is debated
- Understand the significance of theorizing and of applying theory into practice

Unit-I

Introducing Political Theory: What is Politics: Theorizing the ‘Political’ – State and Power.

Unit-II

Traditions of Political Theory: Liberal – Marxist - Anarchist and Conservative approaches.

Unit-III

Approaches to Political Theory: Normative, Historical and Empirical approaches.

Unit-IV

Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern.

Unit-V

Political Theory and Practice (The Grammar of Democracy): Democracy-The history of an idea - Procedural Democracy and its critique - Deliberative Democracy - Participation and Representation.

References:

- Bhargava, R and Acharya, A. (2008). *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G.F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

<p>Course Code : BPS102 Core / Elective : Core No. of Credits : 5</p>	<p>Course Title Constitutional Government and Democracy in India</p>
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Course objectives:

- To acquaint students with the constitutional design of state structures and institutions, and their actual working overtime.
- To trace the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice.
- To encourage the students to study the state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

Learning Outcomes:

- Familiarization with the debates around the origin, and evolution of the Indian constitution.
- Become aware of the manner in which government functions through its various organs.
- Understand the division of power between various organs of the government at different levels.

Unit-I

The Constituent Assembly and the Constitution: Philosophy of the Constitution - the Preamble - Features of the Constitution.

Unit-II

Fundamental Rights and Directive Principles.

Unit-III

Organs of Government: Union Legislature – Parliament - The Executive: President and Prime Minister - The Judiciary: Supreme Court.

State Legislature – Governor - Chief Minister and Council of Ministers.

Unit-IV

Federalism: Division of Powers - Emergency Provisions - Fifth and Sixth Schedules.

Unit-V

Decentralization: Panchayati Raj and Municipalities.

References:

- G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.
- R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.
- D.D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press.
- V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
- J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press.
- H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark.
- U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp.61- 67.
- M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd.
- The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal.
- R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press.
- M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.
- Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi.

Course Code : **BPS103**
Core/Elective : **AECC-I**
No. of Credits : **4**

Course Title
**Effective Communication
Skills**

Course Objectives:

- To strengthen the Upper Intermediate level English language skills of students. It is a skill rather than a content subject.
- To enable the students to appreciate the role of listening skill and improve their pronunciation.
- To enable the students to guess the meanings of words, messages and inferences of texts in given contexts.
- To make the students understand that writing is an exact formal skill.

Learning Outcome:

- After completion of this course student can able to communicate and cope with their academic needs.

Unit-1

Introduction to English Pronunciation: Spoken English- its need and importance- Pronunciation-Pronunciation and listening - Pronunciation and spelling -Intelligibility and a model of pronunciation- important features of pronunciation- Sounds - Production of speech - Description of speech sounds - Word Accents - Intonations.

Unit-II

Listening comprehension: Importance of Listening - purpose of listening - types of listening- process of listening - barriers to the listening - how to listen - Listen to English phonology (sounds of English, vowels, and consonants, minimal pairs, pronunciation patterns).

Unit-III

Speaking (spoken language vs written language, formal and informal language) - Greeting and taking leave - Introducing oneself and others - Icebreaking

activities - JAM session - Presentation skills - Arguing or debating - Phone conversations.

Unit-IV

Reading and Writing skills: To promote local and global comprehension of different kinds of texts suitable to the intermediate level - Identifying the main idea and supporting details - Analyse and sort information - Distinguish between relevant and irrelevant ideas. To be able to write coherently and grammatically correct paragraphs - Paragraph writing- Summarizing- Organization of ideas - Making an outline.

Unit-V

Vocabulary and Grammar: Using appropriate vocabulary to express regular activities, feelings, ideas - Phrasal verbs – Idioms - Content Related Vocabulary. Tense and Aspect – Voice – Interrogatives - Modal verbs.

References:

Adrian Doff and Christopher Jones. *Language in use – Intermediate, Classroom Book*.

C.U.P. 2014.

Any other material that the teacher thinks essential for the class

Course Code : **BPS115**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
**Governance:
Issues and Challenges**

Course Objectives:

- To deal with concepts and different dimensions of governance highlighting the major debates in the contemporary times.
- To understand the importance of the concept of governance in the context of a globalising world, environment, administration, development.
- To realise the essence of governance is explored through the various good governance initiatives introduced in India.

Learning Outcomes:

- Discuss the concept and key characteristics of governance.
- Identify the governance strategies in India context.
- Analyze the major issues and challenges of governance.

Unit-I

Government and Governance Concepts: Role of State in the Era of Globalisation
- State, Market and Civil Society.

Unit-II

Governance and Development: Changing Dimensions of Development,
Strengthening Democracy through Good Governance.

Unit-III

Environmental Governance: Human-Environment Interaction -Green
Governance: Sustainable Human Development.

Unit-IV

Local Governance: Democratic Decentralisation -People's Participation in
Governance.

Unit-V

Good Governance Initiatives in India and Best Practices: Public Service Guarantee Acts - Electronic Governance - Citizens Charter & Right to Information - Corporate Social Responsibility.

References:

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- Ramachandra Guha (1999). *Environmentalism: A Global History*, Longman Publishers.
- J.P. Evans. (2012). *Environmental Governance*, Routledge.
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- Burns H Weston and David Bollier. (2013). *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press.
- Bina Agarwal. (2013). *Gender and Green Governance*, Oxford University Press, Oxford.
- A. Heywood (2011). *Global Politics*, New York: Palgrave.
- N. Carter (2007). *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press.
- Pranab Bardhan and Dilip Mookherjee (2006). *Decentralization and Local Governance in Developing Countries: A Comparative Perspective*, MIT Press.
- T.R. Raghunandan. (2013). *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan.

Course Code : **BPS116**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
Nationalism in India

Course objectives:

- To help students understand the struggle of Indian people against colonialism and seek to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions.
- To enable students to understand Indian responses in nineteenth century to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to the Partition and Independence.
- To highlight its various conflicts and contradictions by focusing on its different dimensions: communalism, class struggle, caste and gender questions.

Learning Outcomes:

- Gain an understanding of the different theoretical perspectives on the emergence and development of nationalism in India.
- Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases.
- Understand the contribution of various social movements in the anti-colonial struggle.
- Demonstrate awareness of the history of partition and the moment of independence that followed.

Unit-I

Approaches to the Study of Nationalism in India: Nationalist – Imperialist – Marxist -Subaltern Interpretations.

Unit-II

Reformism and Anti-Reformism in the Nineteenth Century: Major Social and Religious Movements in 19th century.

Unit-III

Nationalist Politics and Expansion of its Social Base:

- a) Phases of Nationalist Movement: Liberal Constitutionalists - Swadeshi and the Radicals - Beginning of Constitutionalism in India.
- b) Gandhi and Mass Mobilisation: Non-Cooperation Movement - Civil Disobedience Movement - Quit India Movement.
- c) Socialist Alternatives: Congress Socialists – Communists.

Unit-IV

Social Movements:

- a) The Women's Question: Participation in the National Movement and its Impact.
- b) The Caste Question: Anti-Brahminical Politics.
- c) Movements: Peasant - Tribal -Workers.

Unit-V

Partition and Independence: Communalism in Indian Politics - The Two-Nation Theory - Negotiations over Partition.

References:

S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

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Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press.

A. Nandy, (2005) *Rashtravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press.

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

<p>Course Code : BPS117 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Contemporary Political Economy</p>
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Course Objective:

- To familiarize the students with the different theoretical approaches.
- To give a brief overview of the history of the evolution of the modern capitalist world.
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

Learning Outcomes:

- The students will learn about diverse approaches to international political economy.
- The study of role of international organization in transforming the world economy will equip the students to understand the process of evolution of capitalism.
- Insights into issues and contentions of development and perspectives on globalization will augment students’ ability to assess its impact on culture, environment, military security dimensions and traditional knowledge systems.

Unit-I

Approaches to Political Economy: Classical Liberalism – Marxism – Welfarism - Neo- liberalism and Gandhian approach.

Unit-II

Capitalist Transformation: European Feudalism and Transition to Capitalism; Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development).

Unit-III

Issues in Development: Culture: Media and Television; Big Dams and Environmental Concerns; Military: Global Arms Industry and Arms Trade; Knowledge Systems.

Unit-IV

Globalization and Development Dilemmas: IT revolution and Debates on Sovereignty.

Unit-V

Gender - Racial and Ethnic Problems - Migration.

References:

- Arblaster, A. (2006) 'The Rise and Decline of Western Liberalism' in Lal, D. *Reviving the Invisible Hand: The Case for Classical Liberalism in the Twenty-first Century*. Princeton: Princeton University Press, pp.1- 8, 17- 30, and 48- 51.
- Mandel, E. (1979) *An Introduction to Marxist Economic Theory*. New York: Pathfinder Press, 3rd print, pp. 3-73.
- Kersbergen, K.V. and Manow, P. (2009) *Religion, Class Coalition and Welfare State*. Cambridge: Cambridge University Press, chapters 1 and 10, pp. 1-38; 266-295.
- Andersen, J. G. (ed.) (2008) 'The Impact of Public Policies' in Caramani, D. *Comparative Politics*. Oxford: Oxford University Press, ch 22, pp. 547- 563.
- Harvey, D. (2005) *A Brief History of Neo-liberalism*. Oxford: Oxford University Press, pp. 1- 206.
- Ghosh, B.N. (2007) *Gandhian Political Economy: Principles, Practice and Policy*. Ashgate Publishing Limited, pp. 21- 88.
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- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*. Hyderabad: Orient Longman, pp. 278- 304.
- Kennedy, P. (1993) *Preparing for the Twentieth Century*. UK: Vintage, Ch. 3.
- Gelinas, J. B. (2003) *Juggernaut Politics- Understanding Predatory Globalization*. Halifax, Fernwood, Ch.3. Available from: www.globalpolicy.org.
- Gilpin, R. (2003) *Global Political Economy: Understanding the International Economic Order*. Hyderabad: Orient Longman, Ch. 8, pp. 196- 233.

SEMESTER-II

Course Code : BPS201 Core / Elective : Core No. of Credits : 5	Course Title Political Theory-Concepts and Debates
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Course Objectives:

- To help the students to familiarize with the basic normative concepts of political theory and each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding.
- To encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit.
- To introduce the students to the important debates in the subject.
- To prompt students through these debates to contemplate that there is no settled way of understanding concepts and that in the light of new insights and challenges. It offers new modes of political debates.

Learning Outcomes:

- Understand the dimensions of shared living (social) through these political values and concepts.
- Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.

Unit I

Importance of Freedom: Negative Freedom: Liberty - Positive Freedom: Freedom as Emancipation and Development - Important Issue: Freedom of belief - expression and dissent.

Unit-II

Significance of Equality: Formal Equality: Equality of opportunity - Political equality - Egalitarianism: Background inequalities and differential treatment -*Important Issue*: Affirmative action.

Unit-III

Indispensability of Justice: Procedural Justice - Distributive Justice - Global Justice - *Important Issue*: Capital punishment.

Unit-IV

The Universality of Rights: Natural Rights - Moral and Legal Rights - Three Generations of Rights - Rights and Obligations - *Important Issue*: Rights of the girl child.

Unit-V

Major Debates: Why should we obey the state? Issues of political obligation and civil disobedience - Are human rights universal? Issue of cultural relativism -How do we accommodate diversity in plural society? Issues of multiculturalism and toleration.

References:

- Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press.
- Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.
- Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.
- Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press.
- Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press.
- Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
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Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press.

Course Code : **BPS202**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
Political Process in India

Course objectives:

- To understand the political process through different mode of analysis which offered by political sociology in order to understand actual politics in India.
- To map the working of ‘modern’ institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby.
- To familiarize students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

Learning Outcomes:

- Gain insights into the interconnections between social and economic relations and the political process in India.
- Understand the challenges arising due to caste, class, gender and religious diversities and also analyse the changing nature of the Indian state in the light of these diversities.
- Make sense of the specificities of the political processes in India

Unit-I

Political Parties and the Party System: Trends in the Party System - From the Congress System to Multi-Party Coalitions.

Unit-II

Determinants of Voting Behaviour: Caste – Class - Gender and Religion.

UNIT-III

- a) Regional Aspirations: The Politics of Secession and Accommodation
- b) Religion and Politics: Debates on Secularism - Minority and Majority Communalism.

Unit-IV

- a) Caste and Politics: Caste in Politics and the Politicization of Caste.
- b) Affirmative Action Policies: Women - Caste and Class.

Unit-V

The Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions.

References:

- R. Kothari, (2002). 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press.
- Y. Yadav and S. Palshikar, (2006). 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications.
- E. Sridharan, (2012). 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.
- Y. Yadav, (2000). 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press.
- C. Jaffrelot, (2008). *Religion, Caste and Politics in India*, Delhi: Primus.
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- N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books.
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<p>Course Code : BPS201 Core/Elective : AECC-II No. of Credits : 5</p>	<p>Course Title Environmental Studies</p>
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Objective of the Course:

- To educate the students about the importance of environment and its protection, and environmental issues concerning sustainable development.
- To introduce the multidisciplinary nature of environment and its constituents natural resources, ecosystems, biodiversity, and its conservation.
- To discuss about the environmental pollution Acts, social issues connected to environment, human population, and the environment.

Unit-1

Introduction to Environmental Science:

- (a) Definition, scope, importance, and multidisciplinary nature of Environment; Concept sustainable development; Introduction to spheres; Institutions and people in environment.
- (b) Concept of an ecosystem; Structure and function of an ecosystem; Producers, consumers and decomposers; Energy flow in the ecosystem; Ecological succession; Food chains, food webs and ecological pyramids; Function of (i) Forest, (ii) Grassland, (iii) Desert (iv) Aquatic ecosystem:

Unit-II

Natural Resources:

Renewable and non-renewable resources; Natural resources and associated problems-(a) Forest resources (b) Water resources (c) Mineral resources (d) Food resources (e) Energy resources (f) Land resources.

Unit-III

Biodiversity and Conservation:

Concept of Biodiversity: genetic, species, and ecosystem diversity - Bio-geographical classification of India - Value of biodiversity - Biodiversity at global, national and local levels - India as a mega-diversity nation - Hot-spots of biodiversity - Threats to biodiversity: Endangered and endemic species of India - Conservation of biodiversity: In-situ and Ex-situ conservation.

Unit-IV

Environmental Pollution and Social Issues:

- (a) Cause of pollution, effects and control measures of the following: Air – Water – Soil – Marine - Noise - Thermal - Nuclear hazards - Solid waste of urban and industrial wastes; Pollution case studies.
- (b) Environment Laws: International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- (c) Disaster management
- (d) Urban problems related to Environment
- (e) Nature reserves - tribal populations and rights - human wildlife conflicts in Indian context.

Unit-V

Human Population and the Environment: Population growth, variation among nations - Family Welfare Programme - Environment and human health; Human Rights - Value Education - HIV/AIDS - Women and Child Welfare - Role of Information Technology in Environment and human health - Case Studies.

References:

- Erach Bharucha. (2018). Textbook of Environmental Studies for Undergraduate Courses, Universities press (India) Private Limited, Hyderabad, Telangana, India.
- Agrawal, KM, Sikdar, PK and Deb, SC. (2002). A Text book of Environment, Macmillan Publication.
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Rajagopalan, R. (2016). Environmental Studies- from crisis to cure, Oxford University Press, New Delhi, India.

Mitra, A. K, and Chakraborty, R. (2016). Introduction to Environmental Studies, Book Syndicate.

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Ghosh Roy, MK. (2011). Sustainable Development (Environment, Energy and Water Resources), Ane Books Pvt. Ltd.

Mitra, A.K, Bhattacharya, S. and Saha, D, Environmental Studies, St. Xavier's College, Kolkata.

<p>Course Code : BPS215 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Dilemmas in Politics</p>
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Course Objective:

- To explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world that has a bearing on normative political inquiry.
- To understand issues such as dilemmas, though not exhaustive, are some of the salient ones discussed across societies.

Learning Outcomes:

- Understanding why these dilemmas are part of the human condition.
- Knowing how societies negotiate them politically.

Unit-I

The Moral Economy of Violence

Unit-II

- (a) The Politics of Exclusion
- (b) Debates on Human Rights
- (c) Ecology and Political Responsibility

Unit-III

Capabilities and the Politics of Empowerment

Unit-IV

Global Justice and Cosmopolitanism

Unit-V

- (a) Feminism and the Politics of Interpretation
- (b) Legitimacy of Humanitarian Intervention

References:

- Gunn, R. (1993). 'Politics and Violence', in Bellamy, R. (ed.) *Theories and Concepts in Politics: An Introduction*. New York: Manchester University Press, pp. 265-292.
- Tilly, C. (2003). *Politics of Collective Violence*. New York: Cambridge University Press, pp. 1-54.
- Ungar, M., Bermanzohn, S. A. and Worcester, K. (2002) 'Violence and Politics' in Ungar, M., Bermanzohn, S. A. and Worcester, K. (eds.) *Violence and Politics: Globalization's Paradox*. New York: Routledge, pp. 1-12.
- Fanon, F. (1963). *The Wretched of the Earth*. New York: Grove Press.
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- Orend, B. (2002). *Human Rights: Concept and Context*. Peterborough: Broadview Press, pp.15-190.
- Byrre, D. J. (2003). *Human Rights*, New Delhi: Pearson, pp. 1-71.
- Eckersley, R. (1992). *Environmentalism and Political Theory: Towards an Ecocentric Approach*, London: UCL Press, pp. 1-71.
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- Bryant, R. L. & Bailey, S. (1997). *Third World Political Ecology: An Introduction*, London: Routledge, pp. 27-47.
- Jamieson, D. (2008). 'Environment', in McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 313-335.
- Sen, A. (1995). *Inequality Reexamined*. New Delhi: Oxford University Press, pp. 39-55 & 73- 87.
- Sen, A. (1998) *Development as Freedom*. New Delhi: Oxford University Press, pp. 87-110. Weissberg, R. (1999). *The Politics of Empowerment*. London: Greenwood Publishing Group, pp.1-86.
- Fabre, C. (2007) *Justice in a Changing World*. Cambridge: Polity Press, pp. 95-112.

Course Code : **BPS216**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
Feminism: Theory and Practice

Course Objective:

- To explain contemporary debates on feminism and the history of feminist struggles.
- To develop understanding on the issues with which contemporary Indian women's movements are engaged with.

Learning outcomes:

- Understand the concept of patriarchy and different approaches of feminism
- Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- Make sense of how patriarchy functions within the family

Unit-I

Approaches to understanding Patriarchy: Feminist theorising of the sex/gender distinction. Biologism versus social constructivism - Understanding Patriarchy and Feminism - Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

Unit-II

History of Feminism: Origins of Feminism in the West: France, Britain and United States of America - Feminism in the Socialist Countries: China, Cuba and erstwhile USSR

Unit-III

Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

Unit-IV

The Indian Experience: Traditional Historiography and Feminist critiques - Social Reforms Movement and position of women in India - History of Women's struggle in India; Family in contemporary India - patrilineal and matrilineal practices - Gender Relations in the Family.

Unit-V

Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work- Methods of computing women's work, Female headed households.

References:

- Geetha, V. (2002). *Gender*. Calcutta: Stree. Geetha, V. (2007). *Patriarchy*. Calcutta: Stree.
- Jagger, Alison. (1983). *Feminist Politics and Human Nature*. U.K.: Harvester Press, Ray, Suranjita. *Understanding Patriarchy*. Available at: http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf.
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- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
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- Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.
- Gandhi, Nandita & Shah, Nandita. (1991). *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.
- Desai, Neera & Thakkar, Usha. (2001). *Women in Indian Society*. New Delhi: National Book Trust.

<p>Course Code : BPS217 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Gandhian Political Thought</p>
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Course objectives:

- To elaborate Gandhian thought and examine its practical implications.
- To introduce students to key instances of Gandhi’s continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

Learning Outcomes:

- Students will able to understand the life and work of Mahatma Gandhi in-depth.
- Students will able to get knowledge in the Gandhian concept of production & decentralization.
- Students will able to examine the research areas in the field of Gandhian Studies.

Unit-I

Conception of Modern Civilisation and Alternative Modernity, Ethics of Development, Critique of Development: Narmada Bachao Andolan

Unit-II.

Theory of Satyagraha

Satyagraha in Action: Peasant Satyagraha: Kheda and the Idea of Trusteeship; Temple Entry and Critique of Caste; Social Harmony: 1947 and Communal Unity.

Unit-III

Gandhi’s Legacy:

Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) The Pacifist Movement.

Unit-IV

Women's Movements

Gandhigiri: Perceptions in Popular Culture

Unit-V Swaraj Swadeshi

References:

- B. Parekh, (1997). 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
- K. Ishii, (2001). 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.
- D. Hardiman, (2003). 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.
- A Baviskar, (1995). 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.
- R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.
- R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.
- R. Iyer, (2000). 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344.
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- D. Hardiman, (2003). 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.
- R. Ramashray, (1984). 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

SEMESTER-III

Course Code : BPS301 Core / Elective : Core No. of Credits : 5	Course Title Introduction to Comparative Government and Politics
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Course objectives:

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

Learning Outcomes:

- Develop understanding of different political systems from different continents across the world.
- Get introduced to a range of political regimes, culture and their political economy.
- Learn to delineate ways to understand how state relates to the economy and how culture shapes the political discourse in a particular context.

Unit-I

Understanding Comparative Politics: Nature and scope - Going beyond Eurocentrism.

Unit-II

Historical context of modern government: Capitalism: meaning and development: globalization

Unit-III

Socialism: meaning, growth and development

Unit-IV

Colonialism and decolonization: meaning – context- forms of colonialism - anti- colonialism struggles and process of decolonization

Unit-V

Themes for comparative analysis: A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

References:

- J. Kopstein, and M. Lichbach, (eds), (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16- 36; 253-290.
- R. Suresh, (2010). *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
- G. Ritzer, (2002). ‘Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization’, in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.
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- P. Duara, (2004). ‘Introduction: The Decolonization of Asia and Africa in the Twentieth Century’, in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.
- J. Chiryankandath, (2008) ‘Colonialism and Post-Colonial Development’, in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) ‘Colonialism and Discourse in India and China’, Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.
- L. Barrington et. al (2010). *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
- P. Rutland, (2007). ‘Britain’, in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

<p>Course Code : BPS302 Core / Elective : Core No. of Credits : 5</p>	<p>Course Title Perspectives on Public Administration</p>
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Course Objectives:

- To provide an introduction to the discipline of public administration and encompasses its historical context with an emphasis on the various classical and contemporary administrative theories.
- To explore some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.
- To provide the students a comprehensive understanding on contemporary administrative developments.

Learning Outcomes:

- Develops an overview of the discipline and how it is different from private administration.
- Learn about major contemporary approaches in public administration.
- Become sensitive to the feminist perspective in Public administration.

Unit-I

Public Administration as a Discipline: Meaning - Dimensions and Significance of the Discipline - Public and Private Administration – Evolution of Public Administration.

Unit-II

Theoretical Perspectives:

- a. Classical theories: Scientific management (F.W.Taylor) - Administrative Management (Gullick, Urwick and Fayol) - Ideal-type bureaucracy (Max Weber).
- b. Neo-Classical Theories: Human relations theory (Elton Mayo) - Rational decision- making (Herbert Simon).

Unit-III

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

Unit-IV

Public Policy: Concept - relevance and approaches – Formulation -implementation and evaluation

Unit-V

Major Approaches in Public Administration: New Public Administration - New Public Management - New Public Service Approach - Good Governance - Feminist Perspectives.

References:

- Laxmikanth. *Public Administration*, McGraw Hill Education: New Delhi. Nicholas Henry (1999). *Public Administration and Public Affairs*, Prentice Hall.
- D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009). *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp.1-40.
- W. Wilson, (2004). 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101.
- M. Bhattacharya, (2008). *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
- G. Alhson, (1997). 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classics of Public Administration*, 4th Edition. Fourth Worth: Hartcourt Brace, TX, pp. 510-529.
- Basu, Rumki, *Public Administration: Concepts and Theories* Sterling Publishers, New Delhi 2014.
- P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003.
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satymarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010.

E. J. Ferreira, A. W. Erasmus and D. Grunewald, *Administrative Management*, Juta Academics, 2010.

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing.

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1-44. *The Oxford Handbook of Public Policy (2006)*. OUP.

M. Bhattacharya (2012). *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers.

H. Frederickson (1999). 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Nivedita Menon* [ed.], Gender and Politics, Delhi: Oxford University Press, 1999.

Maxine Molyneux and Shahra Razavi (2002). *Gender, Justice, Development and Rights*, Oxford: Oxford University Press.

Course Code : **BPS303**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
International Relations

Course Objectives:

- To equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations.
- To provide a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.

Learning outcomes:

- The students will have a comprehensive understanding of both historical processes and contemporary practices in International Relations.
- Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.

Unit-I

How do you understand International Relations: Levels of Analysis? History and IR: Emergence of the International State System Pre-Westphalia, Westphalia and Post-Westphalia

Unit-II

Classical Realism & Neo-Realism- Liberalism & Neoliberalism -. Marxist and Neo Marxist Approaches - Feminist Perspectives –

Unit-III

World War I: Inter War developments, World War II

Unit-IV

Cold War: Different Phases Emergence of the Third World
Collapse of the USSR and the End of the Cold War

Unit-V

Post-Cold War Developments and Emergence of Other Powers. Globalization

References:

- M. Nicholson, (2002). *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007). *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.
- S. Joshua. Goldstein and J. Pevehouse, (2007). *International Relations*, New York: Pearson Longman.
- C. Brown and K. Ainley, (2009). *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
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- M. Smith and R. Little, (eds) (2000). 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991.
- J. Baylis and S. Smith (eds), (2008). *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008). *Introduction to Global Politics*, New York: Routledge, pp.2-32.
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- R. Mansbach and K. Taylor, (2012). *Introduction to Global Politics*, New York: Routledge, pp.33-68.
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- J. Baylis, S. Smith and P. Owens, (2008). *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- R. Mansbach and K. Taylor, (2008). *Introduction to Global Politics*, New York: Routledge, pp. 70-135.
- J Goldstein and J. Pevehouse, (2007). *International Relations*, New York: Pearson Longman, pp. 50-69.

Course Code : **BPS304**
Core / Elective : **SEC**
No. of Credits : **5**

Course Title
**Fundamentals of
Computer Skills**

Course objectives:

- To introduce the fundamentals of computing devices and reinforce computer vocabulary, particularly with respect to personal use of computer hardware and software, the Internet, networking and mobile computing.
- To provide hands-on use of Microsoft Office applications Word, Excel and PowerPoint. Completion of the assignments will result in MS Office applications knowledge and skills.

Learning Outcomes:

- Student can able understand why computers are essential components in business, education and society. Students are handy with the computer in basic level.

Unit-I

Computer Fundamentals: Components of a computer system - Classification of computers. Types of computers - Brief history of evolution of computers and generation of computers – Computer hardware and software - Input/output devices.

Internet and web surfing etc.: Personnel Computers: PC & Types of Computers, Primary & Secondary storage device, other peripherals used with PC.

Unit-II

Data Processing – Types - Data processing cycle - Computers in Business.

Unit-III

Data Communication & Networks - Introduction of Communication, Communication Medias, Communication Modes - Goals of Networks - Types of Networks - Client/Server Computing - Network Topologies – MODEM – Gateways – Multiplexer – Bridges – Routers – Ethernet – Internet - WWW etc.

Unit-IV

- a) MS Office: Focus is on teaching how to use Office suite properly.
- b) MSWord: The following features are explored for MSWord - Templates using existing templates and creating new templates - Complex Tables, Use of Pictures with text flowing around the picture, Sectioning, Captioning, Cross Referencing, Table of Contents - Using Equation editor for complex equations, Multiple Column format documents.

Unit-V

- a) MS Excel & PowerPoint: Using complex equations for combining data - VLOOKUP function - Excel charts - Excel Sort - Excel Filter - Pivot Table.
- b) MS PowerPoint: Using Animations and Transitions.

References:

- V Rajaraman. (2014). *Fundamentals of Computers*, PHI, Sixth Edition.
- Efraim Turban, R. Kelly Rainer Jr, Richard E. Potter. (2004). *Introduction to Information Technology*, John Wiley & Sons, (Asia) Pvt. Ltd. Singapore.

Course Code : **BPS315**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
Politics of Globalisation

Course objective:

- To make students from diverse background understand the process of globalization from a political perspective.
- To create a broad understanding of the issues and processes globalization based on critical analysis of the various anchors and dimensions of globalization.

Learning Outcomes:

- Learn about the nature, significance and contemporary debates around globalization.
- Augment students' knowledge on international political economy.
- Develop an alternative understanding of globalization and various critical aspects related to it

Unit-I

Concept of Globalisation; Globalisation debate; for and against.

Unit-II

Approaches to understanding globalisation:

- a. Liberal approach
- b. Radical approach

Unit-III

International Institutions/Regimes

- a. World Bank
- b. International Monetary Fund
- c. The World Trade Organisation

Unit-IV

- a. Issues in Globalisation: Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural
- b. Globalisation and democracy: State, sovereignty and the civil society.

Unit-V

Globalisation and Politics in developing countries Social movements.

Challenges to Nation State Human migration.

References:

Arjun Appadurai, (1996). *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press.

David E. Korten, Niconor Perlas and Vandana Shiva (ed.), *International Forum of Globalisation*.

Deepak Nayyar (ed.) (2002). *Governing Globalisation: Issues and Institutions*, Oxford University Press.

Held, David and Anthony McGrew (ed.), *The Global Transformation Reader: An introduction to the Globalisation Debate*, 2nd Cambridge, Polity Press, Blackwell Publishing.

Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Tyler Cowen, *Creative Destruction: How Globalisation is changing the world's culture*, New Jersey, Princeton University Press, 2000.

Brahis John and Steeve Smith (ed.) *The Globalisation of World Politics: An Introduction to International Relations*, Oxford University Press, 2001.

John Clark (ed.), *Globalising Civic Engagement: Civil Society and Transnational Action*, London, Earthscan, 2003.

Course Code : **BPS316**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
**United Nations and Global
Conflicts**

Course Objectives:

- To provide a comprehensive introduction to the most important multi-lateral political organization in international relations.
- To offer a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts.
- To impart a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

Learning Outcomes:

- The students will learn about the evolution of United Nations as an international organization, its principles and institutional structure.
- The course will develop an in depth understanding of United Nations role in peace keeping and peace building since the Second World War.
- Students will learn about major global conflicts and United Nations role in conflict management.

Unit-I

The United Nations: An Historical Overview of the United Nations - Principles and Objectives

Unit-II

Structures and Functions: General Assembly - Security Council - Economic and Social Council - the International Court of Justice and the specialised agencies (International Labour Organisation [ILO] - United Nations Educational, Scientific and Cultural Organisation [UNESCO] - World Health Organisation [WHO])

Unit-III

UN programmes and funds: United Nations Children's Fund [UNICEF] - United Nations Development Programme [UNDP] - United Nations Environment Programme [UNEP] - United Nations High Commissioner for Refugees [UNHCR- Peace Keeping - Peace Making and Enforcement - Peace Building and Responsibility to Protect - Millennium Development Goals, Sustainable Development Goals.

Unit-IV

Major Global Conflicts since the Second World War: Korean War - Vietnam War - Afghanistan Wars - Balkans: Serbia and Bosnia.

Unit-V

Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms.

References:

- Moore, J.A. Jr. and Pubantz, J. (2008). *The new United Nations*. Delhi: Pearson Education, pp.39-62.
- Goldstein, J. and Pevehouse, J.C. (2006). *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.
- Taylor, P. and Groom, A.J.R. (eds.) (2000). *The United Nations at the millennium*. London: Continuum, pp. 1-20.
- Gareis, S.B. and Varwick, J. (2005). *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.
- Gowan, P. (2010). 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty- first century. London: Verso, pp. 47-71.
- Baylis, J. and Smith, S. (eds.) (2008). *The globalization of world politics: An introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.
- Thakur, R. (1998). 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.
- Basu, Rumki (2014). *United Nations: Structure and Functions of an international organization*, New Delhi, Sterling Publishers

Course Code : **BPS317**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
Understanding Ambedkar

Course objectives:

- To introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste.
- To pedagogically interrogate and interpret Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues; ideas on politics such as concepts of nation, state, democracy, law and constitutionalism.
- To critically engage themselves with the existing social concerns, state and economic structures and other institutional mechanisms.

Learning Outcomes:

- Equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker.
- Able to reflect on the method of the thinker's engagement with the then context, issues and concepts.
- Equipped in understanding the conceptual and philosophical diversity and significance of Ambedkar

Unit-I

Introducing Ambedkar: Approach to Study Polity – History – Economy - Religion and Society.

Unit-II

Caste and Religion: Caste - Untouchability and Critique of Hindu Social Order - Religion and Conversion.

Unit-III

Women's Question: Rise and Fall of Hindu Women - Hindu Code Bill.

Unit-IV

Political Vision: Nation and Nationalism - Democracy and Citizenship
Constitutionalism: Rights and Representations - Constitution as an Instrument of Social Transformation.

Unit-V

Economy and Class Question: Planning and Development - Land and Labour.

References:

G. Omvedt, (2008). 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.

M. Gore, (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, pp. 73-122; 196-225.

B. Ambedkar, (1989). 'Annihilation of Caste with a Reply to Mahatma Gandhi', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1*, Education Deptt. Government of Maharashtra, Mumbai, pp. 23-96.

E. Zelliott, (1996). 'From Untouchable to Dalit: Essays on the Ambedkar Movement', in *The Leadership of Babasaheb Ambedkar*, Delhi: Manohar, pp. 53-78.

G. Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Available at <http://www.ambedkar.org/research/LibertyEquality.htm>, Accessed: 19.04.2013.

The Untouchables Who were they and why they become Untouchables?, Available at http://www.ambedkar.org/ambcd/39A.Untouchables%20who%20were%20they_why%20they%20became%20PART%20I.htm, Accessed: 18.04.2013.

B. Ambedkar, (1987). 'The Hindu Social Order: Its Essential Principles', in *Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 3*, Education Deptt. Government of Maharashtra, 1989, pp. 95-129.

B. Ambedkar, (2003). 'What way Emancipation?', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt., Government of Maharashtra, Mumbai, pp- 175-201.

B. Ambedkar, (1987). 'Philosophy of Hinduism', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3*, Education Deptt. Government of Maharashtra, Mumbai, pp-3-92.

B. Ambedkar, (1991). 'What Gandhi and Congress have done to the Untouchables',

in *Dr. Babasaheb Ambedkar Writings and Speeches*, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.

B. Ambedkar, (2003). 'Conditions Precedent for the successful working of Democracy', in *Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III*, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.

G. Aloysius, (2009). *Ambedkar on Nation and Nationalism*, Critical Quest, Delhi.

A. Teltumbde and S. Sen (eds), 'Caste Question in India', in *Scripting the Change, Selected Writings of Anuradha Ghandi*, pp. 62- 91.

SEMESTER-IV

<p>Course Code : BPS401 Core / Elective : Core No. of Credits : 5</p>	<p>Course Title Political Processes and Institutions in Comparative Perspective</p>
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Course objectives:

- To train the students in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we Study.
- To introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

Learning Outcomes:

- Familiarize themselves with the key theoretical approaches to the understanding of key political institutions.
- Understand that different political institutions play specific roles in the political process in different contexts.
- Apply the comparative knowledge to understand the nature and working of the political institutions in Indian.

Unit-I

Approaches to Studying Comparative Politics: Political Culture - New Institutionalism.

Unit-II

Electoral System: Definition and procedures - Types of election system (First Past the Post, Proportional Representation, Mixed Representation).

Unit-III

Party System: Historical contexts of emergence of the party system and types of parties.

Unit-IV

Nation-state: What is nation–state? Historical evolution in Western Europe and postcolonial contexts ‘Nation’ and ‘State’ debates.

Unit-V

Democratization: Process of democratization in postcolonial - post-authoritarian and post- communist countries.

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

References:

- M. Pennington, (2009). ‘Theory, Institutional and Comparative Politics’, in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.
- M. Howard, (2009). ‘Culture in Comparative Political Analysis’, in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.
- A. Heywood, (2002). ‘Representation, Electoral and Voting’, in *Politics*. New York: Palgrave, pp. 223-245.
- Cole, (2011). ‘Comparative Political Parties: Systems and Organizations’, in J. Ishiyama, and
- M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.
- Heywood, (2002). ‘Parties and Party System’, in *Politics*. New York: Palgrave, pp. 247-268.
- W. O’Conner, (1994). ‘A Nation is a Nation, is a Sate, is an Ethnic Group, is a ...’, in J.Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.
- Heywood, (2002), ‘The State’, in *Politics*. New York: Palgrave, pp. 85-102.
- T. Landman, (2003). ‘Transition to Democracy’, in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.
- K. Newton, and J. Deth, (2010). ‘Democratic Change and Persistence’, in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

M. Burgess, (2006). *Comparative Federalism: Theory and Practice*. London: Routledge, pp.135-161.

R. Watts, (2008). 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27.

R. Saxena, (2011). 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

Course Code : **BPS402**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
**Public Policy and
Administration in India**

Course Objectives:

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

Learning Outcomes:

- Apply knowledge of management theories and practices to develop organization and to solve administrative problems.
- Ability to understand, analyse and communicate global, economic, legal and ethical aspects of administration and organisation development.
- Ability to lead themselves and others in the achievement of organizational goal s, contributing effectively to a team environment.

Unit-I

Public Policy: Definition - characteristics and models - Public Policy Process in India.

Unit-II

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

Unit-III

Budget: Concept and Significance of Budget - Budget Cycle in India - Various Approaches and Types of Budgeting.

Unit-IV

Citizen and Administration Interface: Public Service Delivery - Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance.

Unit-V

Social Welfare Administration: Concept and Approaches of Social Welfare - Social Welfare Policies:

- a. Education: Right to Education
- b. Health: National Health Mission
- c. Food: Right To Food Security
- d. Employment: MNREGA

References:

- J. Anderson, (1975). *Public Policy Making*. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press.
- T. Dye, (2002). *Understanding Public Policy*, New Delhi: Pearson.
- Y. Dror, (1989). *Public Policy Making Re-examined*. Oxford: Transaction Publication. Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP, 2007.
- D. A. Rondinelli and S.Cheema (1983). *Decentralisation and Development*, Beverly Hills: Sage Publishers.
- Bidyut Chakrabarty (2007). *Reinventing Public Administration: The Indian Experience*, Orient Longman.
- Noorjahan Bava (2002). *Development Policies and Administration in India*, Delhi: Uppal Publishers.
- Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965.
- Erik-Lane, J. (2005). *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge.
- Henry, N. (1999). *Public Administration and Public Affairs*. New Jersey: Prentice Hall.
- R. Putnam (1993). *Making Democracy Work*, Princeton University Press, 1993.
- Pankaj Sharma (2004). *E-Governance: The New Age Governance*, APH Publishers.
- Pippa Norris (2001). *Digital Divide: Civic Engagement, Information Poverty and*

- the Internet in Democratic Societies*, Cambridge: Cambridge University Press.
- Jean Drèze and Amartya Sen (1995). *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press.
- J.Dreze and Amartya Sen (1997). *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press.
- Pradeep Chaturvedi [ed.] (1997). *Women And Food Security: Role Of Panchayats*, Concept Publishers.
- K. Vijaya Kumar (2012). *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers.
- Marma Mukhopadhyay and Madhu Parhar (ed.) (2007). *Education in India: Dynamics of Development*, Delhi: Shipra Publications..

<p>Course Code : BPS403 Core / Elective : Core No. of Credits : 5</p>	<p>Course Title Global Politics</p>
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Course objectives:

- To introduce students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions.
- To enable students to keep with the most important debates within the globalization discourse.
- To offer insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Learning Outcomes:

- Demonstrate knowledge and understanding of key issues and concepts in global politics.
- Compare, synthesize and evaluate a variety of perspectives and approaches to global politics, and evaluate political biases and prejudices.

Unit-I

Globalization - Conceptions and Perspectives:

Understanding Globalization and its Alternative Perspectives, Debates on Sovereignty and Territoriality.

Unit-II

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs.

Unit-III

Cultural and Technological Dimensions. Global Resistances (Global Social Movements and NGOs).

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate.

Unit-IV

Proliferation of Nuclear Weapons

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments.

Migration Human Security

Unit-V

Global Shifts: Power and Governance.

References:

- G. Ritzer, (2010). *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009). *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
- R. Keohane and J. Nye Jr, (2000). 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.
- A. Heywood, (2011). *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.
- K. Shimko, (2005). *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.
- T. Cohn, (2009). *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).
- J. Goldstein, (2006). *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).
- P. Hirst, G. Thompson and S. Bromley, (2009). *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).
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<p>Course Code : BPS415 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title India's Foreign Policy</p>
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Course objective:

- To teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy.
- To highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level.

Learning Outcomes:

- Identify the basic principles of India's foreign policy.
- Analyse the relevance of non-alignment in post-cold war period.
- Validate India's evolving relations with the super powers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance and international terrorism.

Unit-I

India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Unit-II

India's Relations with the USA and USSR/Russia

Unit-III

India's Engagements with China

Unit-IV

India in South Asia: Debating Regional Strategies

Unit-V

India's Negotiating Style and Strategies: Trade, Environment and Security Regimes, India in the Contemporary Multipolar World.

References:

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<p>Course Code : BPS416 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Contemporary Political Economy</p>
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Course Objective:

- To familiarize the students with the different theoretical approaches;
- To give a brief overview of the history of the evolution of the modern capitalist world;
- To highlight the important contemporary problems, issues and debates on how these should be addressed.

Learning Outcomes:

- Students will be acquainted with the basic concepts and paradigms of contemporary political economy.
- The acquired knowledge will enable them to pursue individual research on various topics of political economic nature and choose the appropriate ones among various alternative analytical approaches.

Unit-I

Approaches to Political Economy: Classical Liberalism, Marxism, Welfarism, Neo-liberalism and Gandhian approach.

Unit-II

Capitalist Transformation: European Feudalism and Transition to Capitalism.

Unit-III

Globalization: Transnational Corporations, World Trade Organization, Non-governmental Organizations (their role in development).

Unit-IV

Issues in Development:

- a. Culture: Media and Television
- b. Big Dams and Environmental Concerns

- c. Military: Global Arms Industry and Arms Trade
- d. Knowledge Systems

Unit-V

Globalization and Development Dilemmas: IT revolution and Debates on Sovereignty – Gender - Racial and Ethnic Problems - Migration.

References:

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- Arya, S. and Roy, A. (eds.) *Poverty Gender and Migration*. New Delhi: Sage, Ch. 1
- Kesselman, M. (2007). *The Politics of Globalization*. Boston: Houghton Mifflin Company.

<p>Course Code : BPS417 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Citizenship in a Globalizing World</p>
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Course Objectives:

- To provide students with a general understanding of different traditional (ie state-based) conceptions of citizenship.
- To explore the challenges posed by the processes and forces of globalisation - particularly population flows, multiculturalism and consumer capitalism - to traditional conceptions of citizenship.
- To review the recent political and ethical challenges posed by cosmopolitanism - and the human rights discourse - to traditional conceptions of citizenship.

Learning Outcomes:

- Understand the origins and evolution of citizenship
- Identify and discuss the challenges faced by citizenship
- Think critically about the many dimensions of citizenship

Unit-I

Classical conceptions of citizenship

Unit-II

The Evolution of Citizenship and the Modern State

Unit-III

Citizenship and Diversity

Unit-IV

Citizenship beyond the Nation-state: Globalization and global justice

Unit-V

The idea of cosmopolitan citizenship

References:

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SEMESTER-V

Course Code : BPS501 Core / Elective : Core No. of Credits : 5	Course Title Classical Political Philosophy
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Course objectives:

- To facilitate students to go back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed.
- To study Machiavelli who comes as an interlude inaugurating modern politics followed by Hobbes and Locke.

Learning Outcomes:

- Analyze the impact of Christianity on the classical conception of the proper relations among individual human beings, divine authority, and the authority of the political community.
- Explain the respective efforts of philosophers and theologians to synthesize classical political rationalism with the revealed authority of scripture.
- Discuss critically the contribution of Classical Greek philosophy and revealed religion, especially Christianity, to liberal political thought.

Unit-I

Political philosophy, Political theory and Political ideology - Texts and Interpretation - Hermeneutics.

Unit-II

Antiquity:

- a) Plato: Philosophy and Politics - Theory of Forms – Justice - Philosopher King/Queen - Communism Presentation theme: Critique of Democracy - Women and Guardianship, Censorship.
- b) Aristotle: Forms – Virtue – Citizenship – Justice - State and Household Presentation themes: Classification of governments and man as zoon politikon.

Unit-III

Interlude: Machiavelli - Virtu – Religion – Republicanism - Presentation themes: morality and statecraft; vice and virtue.

Unit-IV

Possessive Individualism:

Hobbes: Human nature- State of Nature- Social Contract- State

Presentation themes: State of nature - social contract – Leviathan - atomistic individuals.

Unit-V

Locke: Laws of Nature - Natural Rights – Property.

Presentation themes: Natural rights - right to dissent - justification of property.

References:

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

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

J. Coleman, (2000). 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186.

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

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

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A. Skoble and T. Machan, (2007). *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

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

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

C. Macpherson, (1962). *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Course Code : **BPS502**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
Indian Political Thought-I

Course objectives:

- To introduce the specific elements of Indian Political Thought spanning over two millennia.
- To allow students focus of study is on individual thinkers whose ideas are however framed by specific themes.
- To provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. To discuss the selected extracts from some original texts in class.

Learning Outcomes:

- Able to know the political ideas in ancient, medieval and modern periods reflecting India's diversity, pluralism in social, political and economic spheres.
- Analyse the ideas contain classical as well as modern approaches to the issues in existence in the Indian society.
- Reflect a critique of older native system that had been in existence for centuries and articulate the ideals of equality and justice.

Unit-I

Traditions of Pre-colonial Indian Political Thought: Brahmanic and Shramanic - Islamic and Syncretic.

Unit-II

Ved Vyasa (Shantiparva): Rajadharmā

Unit-III

Manu: Social Laws Kautilya: Theory of State

Unit-IV

Aggannasutta (Digha Nikaya): Theory of kingship

Unit-V

Barani: Ideal Polity, Abul Fazal: Monarchy, Kabir: Syncretism

References:

- B. Parekh, (1986). 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.
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Course Code : **BPS503**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
Research Methodology

Course Objectives:

- To identify and discuss the role and importance of research in the social sciences.
- To discuss the issues and salient to the research process.
- To understand the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.
- To identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

Learning Outcomes:

- Discuss different methodologies and techniques used in research work.
- Explain basic computer skills necessary for the conduct of research.
- Assess the basic function and working of analytical instruments used in research.
- Propose the required numerical skills necessary to carry out research.

Unit-I

Research in Social Sciences: Categories of Research- Basic/Applied/Scientific
- Objectivity in Research - Research in Political Science –Transition.

Unit-II

Research Problem and Research Design - Types of Design - Review of Literature - Conceptualizing Research Questions- Formulation of Hypothesis.

Unit-III

Methods and Techniques of Research: Theoretical - Empirical - Qualitative-Quantitative - Inductive, Deductive – Mixed Methods - Value-Fact Dichotomy

– Ethnographic - Case Study - Survey - Field Work / Interview - Questionnaire/
Content-Analysis/Participant-Observation / Random Sampling.

Unit-IV

Source Materials in Research: Data: Primary & Secondary Sources of Primary and Secondary Data: Web; Sources: Potentials and Risks / Use of SPSS in Political Science research.

Unit-V

SPSS Processing of Data - Classification of Data and Analysis of Data - Quantification and Verification - Final Report - Styles of Reference or Report Writing. Methods of citation.

References:

- C.R. Kothari and Gaurav Garg (2019). *Research Methodology: Methods and Techniques*. New Age International Publisher (Fourth edition): India.
- David E. McNabb (2015). *Research Methods for Political Science: Quantitative and Qualitative Methods*. Routledge (2nd edition).
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- O.R. Krishnaswami and M.Ranganatham. (2011). *Methodology of Research in Social Sciences*. Himalaya Publishing House: Jaipur.
- Elizabeth Depoy and Laura N Gitlin. (2015). *Introduction to Research: Understanding and Applying Multiple Strategies*. Elsevier Science.

<p>Course Code : BPS504 Core / Elective : SEC No. of Credits : 4</p>	<p>Course Title Public Opinion and Survey Research</p>
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Course Objectives:

- To the debates, principles and practices of public opinion polling in the context of democracies, with special reference to India.
- To familiarize the students with how to conceptualize and measure public opinion using quantitative methods, with particular attention being paid to developing basic skills pertaining to the collection, analysis and utilization of quantitative data.

Learning Outcomes:

- Demonstrate basic theoretical approaches to the understanding of public opinion and how they relate to broader theories of politics.
- Able to develop and explore a question concerning public opinion through the application of real-world survey data, using statistical, graphical, and other analytic techniques.

Unit-I

Introduction to the course: Definition and characteristics of public opinion, conceptions and characteristics, debates about its role in a democratic political system, uses for opinion poll.

Unit-II

Measuring Public Opinion with Surveys: Representation and sampling: What is sampling? - Why do we need to sample? - Sample design - Sampling error and non-response - Types of sampling: Non random sampling (quota, purposive and snowball sampling) -random sampling: simple and stratified.

Unit-III

Survey Research:

- a) Interviewing: Interview techniques pitfalls, different types of and forms of interview.
- b) Questionnaire: Question wording; fairness and clarity.

Unit-IV

Quantitative Data Analysis:

- a) Introduction to quantitative data analysis.
- b) Basic concepts: correlational research, causation and prediction, descriptive and Inferential Statistics.

Unit-V

Interpreting polls: Prediction in polling research: possibilities and pitfalls - Politics of interpreting polling.

References:

- R. Erikson and K. Tedin, (2011). *American Public Opinion*, 8th edition, New York: Pearson Longman Publishers, pp. 40-46.
- G. Gallup, (1948). *A guide to public opinion polls* Princeton, Princeton University Press, 1948.
- G. Kalton, (1983) *Introduction to Survey Sampling* Beverly Hills, Sage Publication.
- H. Asher, (2001) 'Chapters 3 and 5', in *Polling and the Public: What Every Citizen Should Know*, Washington DC: Congressional Quarterly Press.
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- M. McDermott and K. A. Frankovic, (2003) 'Horserace Polling and Survey Methods Effects: An Analysis of the 2000 Campaign', *Public Opinion Quarterly* 67, pp. 244- 264.
- D. Rowntree (2000) *Statistics Without Tears: an Introduction for Non-Mathematicians*, Harmondsworth: Penguin.

Course Code : **BPS515**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
**Human Rights in a
Comparative Perspective**

Course objectives:

- To build an understanding of human rights among students through a study of specific issues in a comparative perspective.
- To see how debates on human rights have taken distinct forms historically and in the contemporary world.
- To anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame.

Learning Outcomes:

- Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme.
- Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

Unit-I

Human Rights: Theory - Understanding Human Rights: Three Generations of Rights

Unit-II

Institutionalization: Universal Declaration of Human Rights

Unit-III

Rights in National Constitutions: South Africa and India

Unit-IV

Issues: Torture: USA and India - Surveillance and Censorship: China and India
- Terrorism and Insecurity of Minorities: USA and India.

Unit-V

Structural Violence: Caste and Race: South Africa and India - Gender and Violence: India and Pakistan - Adivasis/Aboriginals and the Land Question: Australia and India.

References:

- J. Hoffman and P. Graham, (2006). 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights. The Constitution of India, Chapter 3: Fundamental Rights
- M. Lippman, (1979). 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55
- D. O'Byrne, (2007). 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson.
- D. O'Byrne, (2007). 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106- 138.
- D. Lyon, (2008). Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.
- U. Singh, (2012). 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.
- E. Scarry, (2010). 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.
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- D. O'Byrne, (2007). 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi: Pearson, pp.26-70.
- M. Ishay, (2004). *The History of Human Rights: From Ancient Times to the Globalization Era* Delhi: Orient Blackswan.

<p>Course Code : BPS516 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Development Process and Social Movements in Contemporary India</p>
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Course objectives:

- To understand the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power.
- To know the high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles.

Learning Objectives:

- This course enables students to know about development policies and planning in India since independence.
- To comprehend a variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus.
- To introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Unit-I

Development Process since Independence

Unit-II

State and planning - Liberalization and reforms

Unit-III

Industrial Development Strategy and its Impact on the Social Structure: Mixed economy – Privatization - the impact on organized and unorganized labour - Emergence of the new middle class.

Unit-IV

Agrarian Development Strategy and its Impact on the Social Structure: Land Reforms - Green Revolution - Agrarian crisis since the 1990s and its impact on farmers.

Unit-V

Social movements: Tribal – Peasant - Dalit and Women’s movements - Maoist challenge - Civil rights movements.

References:

- Mozoomdar. (1994). ‘The Rise and Decline of Development Planning in India’, in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.
- Varshney, (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*, Delhi: Oxford University Press, pp 146-169.
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<p>Course Code : BPS517 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Women, Power and Politics</p>
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Course objective:

- To open up the question of women’s agency, taking it beyond ‘women’s empowerment’ and focusing on women as radical social agents.
- To question the complicity of social structures and relations in gender inequality.

Learning Outcomes:

- Able to cover new forms of precarious work and labour under the new economy.
- Special attention will be paid to feminism as an approach and outlook.

Unit-I

Patriarchy: Sex-Gender Debates; Public and Private; Power

Unit-II

Feminism

Unit-III

Family, Community, State: Family; Community; State

Unit-IV

History of the Women’s Movement in India - Violence against women.

Unit-V

Work and Labour: Visible and Invisible work; Reproductive and care work; Sex work.

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SEMESTER-VI

Course Code : **BPS601**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
Modern Political Philosophy

Course objectives:

- To explore Philosophy and politics convergence by identifying four main tendencies here.
- To enable students to be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

Learning Outcomes:

- Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.
- Attention to contemporary political philosophy and debates.

Unit-I

Modernity and its discourses

Unit-II

Romantics:

- a) Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.
- b) Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights.

Unit-III

Liberal socialist:

John Stuart Mill: Liberty - suffrage and subjection of women - right of minorities - utility principle.

Unit-IV

Radicals:

- (a) Karl Marx: Historical materialism, Class war, Withering away of state.
- (b) Alexandra Kollontai : Winged and wingless Eros - proletarian woman - socialization of House work - disagreement with Lenin.

Unit-V Antonio Gramsci - Hegemony, Civil Society.

References:

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Course Code : **BPS601**
Core / Elective : **Core**
No. of Credits : **5**

Course Title
Indian Political Thought-II

Course objectives:

- To introduce a wide span of thinkers and themes that defines the modernity of Indian political thought based on the study of individual thinkers.
- To study general themes that have been produced by thinkers from varied social and temporal contexts.
- To enable students to discuss the selected extracts from original texts in the class.

Learning Outcomes:

- Students will be familiar to themes that have been produced by thinkers from varied social and temporal contexts.
- Students will be able to think about issues and debates in contemporary India from multiple vantage points including its historical significance in the Indian tradition.

Unit-I

Introduction to Modern Indian Political Thought

Unit-II

Rammohan Roy: Rights Pandita, Ramabai: Gender, Vivekananda: Ideal Society

Unit-III

Gandhi: Swaraj, Ambedkar: Social Justice, Tagore: Critique of Nationalism

Unit-IV

Iqbal: Community, Savarkar: Hindutva

Unit-V

Nehru: Secularism, Lohia: Socialism

References:

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<p>Course Code : BPS615 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Public Policy in India</p>
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Course Objective:

- To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
- To use the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.

Learning Outcomes:

- The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.

Unit-I

Introduction to Policy Analysis

Unit-II

The Analysis of Policy in the Context of Theories of State

Unit-III

Political Economy and Policy: Interest Groups and Social Movements

Unit-IV

Models of Policy Decision-Making

Unit-V

Ideology and Policy: Nehruvian Vision, Economic Liberalisation and recent developments.

References:

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Course Code : **BPS616**
Core/Elective : **Elective**
No. of Credits : **5**

Course Title
Understanding South Asia

Course Objectives:

- To introduce the historical legacies and geopolitics of South Asia as a region.
- To understand of political regime types as well as the socio-economic issues of the region in a comparative framework.

Learning Outcomes:

- The course appraises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.

Unit-I

South Asia- Understanding South Asia as a Region: Historical and Colonial Legacies - Geopolitics of South Asia.

Unit-II

Regime types: democracy, authoritarianism, monarchy.

Unit-III

Emerging constitutional practices: federal experiments in Pakistan; constitutional debate in Nepal and Bhutan; devolution debate in Sri Lanka.

Unit-IV

Socio-Economic Issues: Identity politics and economic deprivation: challenges and impacts (case studies of Pakistan, Bangladesh, Nepal, Sri Lanka).

Unit-IV

Regional Issues and Challenges: South Asian Association for Regional Cooperation (SAARC): problems and prospects – Terrorism – Migration.

References:

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<p>Course Code : BPS617 Core/Elective : Elective No. of Credits : 5</p>	<p>Course Title Local Governance in India</p>
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Course Objectives:

- To understand the meaning and types of democracy.
- To realise the significance of democratic decentralisation.
- To distinguish between government and governance.

Learning Outcomes:

- Able to explain the different models of local governance.
- Describe the initiatives for good governance in India.

Unit-I

Democracy and Federalism: Types of Democracy: Direct and Representative – Basic Principles of Democracy: Pluralism, Citizenship and Respect for Human Rights - Federalism – Working of Federal system in India.

Unit-II

Variations of Decentralisation: - Types: Deregulation – Deconcentration - Delegation and Devolution – Major; Principles: Subsidiarity and Autonomy – Democratic Decentralisation (DD): Significance – Approaches of DD: Political, Administrative and Fiscal – Dimensions of DD: Social, Economic - and Geographical - Democratic Decentralisation in India: Rural, Urban, Tribal and Scheduled Areas – Challenges to Democratic Decentralisation.

Unit-III

Theories of Governance: Governance - Meaning and Features - Government and Governance – Theories of Governance: Rational Choice, Systems and New Institutionalism.

Unit-IV

Models of Local Governance: Local Government and Local Governance – Institutional preferences: Local autonomy - Direct Democracy – Accountability - Control over Services - Models of Local Governance: Localist – Individualist - Mobilization and Centralist – Citizen- centred Local Governance: Responsive - Responsible and Accountable.

Unit-V

- a) Good Governance Initiatives in Local Governments: Good Governance - Features of Good Governance: Accountability – Transparency – Responsiveness - Equity & Inclusiveness - Effectiveness & Efficiency - Rule of law, Participatory.
- b) Consensus – Initiatives for Good Governance: Right to Education, Right to Information and
- c) Right to Public Services - Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card and Ombudsman.

References:

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