



**SYLLABI FOR U.G PROGRAMME**

**IN**

**POLITICAL SCIENCE**

**(As per NEP 2020)**

**DIBRUGARH UNIVERSITY**

***(BOS Dated 22<sup>nd</sup> and 23<sup>rd</sup> Nov, 2022)***

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN, DIBRUGARH  
UNIVERSITY**

**Preamble:**

The knowledge and understanding of one of the most powerful forces operating on people, communities, resources, and markets today i.e., the politics, policies and governance of a country and countries around the world is valuable for all citizens. Political Science as a discipline of study today not merely deals with the structure of governments and administration and study of political theories but also covers various aspects of human life, rights, and duties of the citizens. Society cannot prosper without cooperation, adjustments and toleration. facilitates to understand these basic norms so that people of all walks of life co-operate for the better development of the country. The discipline has a special importance in enhancing the success of democracy as it depends upon the political consciousness of its people. The study of political science makes people conscious of their rights and duties, makes them vigilant, alert, intelligent and patriotic. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

**INTRODUCTION:**

Higher education is essential for achieving full human potential, developing an equitable and just society, and promoting national development. The introduction of the National Education Policy (NEP) in 2020 had been heralded as a major advancement in the higher education sector in India. Today education doesn't mean learning the three Rs, but it has an obligation towards building leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. India being the highest population of young people in the world, the foundation of higher education would determine the future of our country. Further, India has in this post-pandemic future has kept higher education at the forefront of the nation-building process.

In view of this, the discipline of political science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the constitution but also in this dynamic social political world equips the students to critically able to understand and voice their concerns on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises

it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous and methodical analysis to enable them in addressing practical political issues and challenges, while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international relations organisations, non-profit organisations and academia.

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

#### **Aim of the Course:**

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

- provide knowledge regarding concepts, theories, issues and debates that characterize the study of contemporary
- identify probable areas of future research and enhance skills so that some of the students can be at the forefront of research in near future;
- initiate intellectual urge among the students for understanding most pressing political issues in terms of historical, comparative, theoretical and policy-oriented perspectives.
- Equip students to successfully appear in NET, SET and other competitive examinations;

**Graduate Attributes:**

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate.

Graduate attributes of the FYUGP in Political Science are:

**Disciplinary Knowledge:** The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.

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

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

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

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

**Programme learning outcome:**

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

It will make students able to:

PSO1 Understand the basic concepts and theories relating to the discipline

PSO2 Analyse the interrelationship among the historical, political, economic, cultural and geographic dimensions in political science

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

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

### **Teaching Learning Process**

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

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

### **Teaching Learning Tools**

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

### **Assessment**

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations
- Viva-Voce Test

**DEPARTMENT OF POLITICAL SCIENCE:**

**DIBRUGARH UNIVERSITY**

**Course Code, Course Title and Nature of the Course**

<b>Semester</b>	<b>Course Code</b>	<b>Title of the course</b>	<b>Contact Hours</b>
1 <sup>st</sup> Semester	CORE COURSES (4 Credit)		
		<b>Understanding Political Theory</b>	60
	MINOR COURSE (4 CREDIT)		
		<b>Concepts and Debates in Political Theory</b>	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		<b>Human Rights</b>	45
	AEC LANGUAGE (4 Credits)		
		<b>MIL/Regional Language</b>	60
	VALUE ADDED COURSES (2 CREDITS EACH)		
		<b>Understanding India</b>	30
		<b>Health and Wellness</b>	30
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit)		
	<b>Legal Literacy</b>	45	
2 <sup>nd</sup> Semester	CORE COURSES (4 Credit)		
		<b>Indian Government and Politics</b>	60
	MINOR COURSE (4 CREDIT)		
		<b>Introduction to Indian Politics</b>	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		<b>Understanding Gandhi and Ambedkar</b>	45
	AEC LANGUAGE AND COMMUNICATION SKILLS (4 Credits)		
		<b>English-ii</b>	60
	ENVIRONMENTAL EDUCATION WITH EMPHASIS ON COMMUNITY BASED ACTIVITIES (MORE EMPHASIS ON PRACTICAL (1+0+2) (2 CREDITS) 30 hrs YOGA(2 CREDITS) 30 hrs.		
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit)		
	<b>Legislative Procedures in India</b>	45	
3 <sup>rd</sup> Semester	CORE COURSES (4 Credit)		
		<b>Perspectives on IR and World History</b>	60
		<b>Classical Political Philosophy</b>	60
	MINOR COURSE (4 CREDIT)		
		<b>Development Processes and Social Movement in Contemporary India</b>	60
	MULTI-DISCIPLINARY GENERIC ELECTIVE COURSES (3 Credits)		
		<b>Public Policy in India</b>	45
	DIGITAL AND TECHNOLOGICAL SOLUTIONS/DIGITAL FLUENCY (2 CREDITS) 30hrs.		
	SKILL ENHANCEMENT COURSE (SEC) (3 Credit) 45 hrs.		
<b>E-Governance in India</b>			
	ABILITY ENHANCEMENT COURSE: COMMUNICATIVE ENGLISH/MATHEMATICAL ABILITY (2 CREDITS)		30 hrs.

## SEMESTER I

<b>Course Title</b>	<b>: Understanding Political Theory</b>
<b>Course Code</b>	<b>: PSCC1</b>
<b>Nature of Course</b>	<b>: Major (Core-I)</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

### **COURSE OBJECTIVE:**

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

Unit	Contents	L	T	Total Hours
<b>I (16 Marks)</b>	What is Political Theory? Why do we need Political Theory? Evolution of Political Theory; Approaches to Political Theory-Normative ,Historical and Empirical; Behaviouralism and Post Behaviouralism; Decline and Resurgence	10	2	12
<b>II (16 marks)</b>	<b>Traditions of Political Theory</b> Liberal Tradition: Meaning, history of liberalism, Phases of liberalism and their features- <b>Classical</b> -contractarianism, individual autonomy and Utilitarianism, <b>Modern</b> -welfare state and distributive justice. Marxist tradition: Introducing Marxism, historical materialism, concept of class, dictatorship of the proletariat	10	2	12
<b>III (16 marks)</b>	<b>Contemporary Perspectives in Political Theory:</b> Feminism: Meaning, Types- Liberal, Marxist, Radical and Third World Feminisms Multiculturalism: Meaning and evolution, models of multiculturalism-hybridity, constitutional diversity, right to cultural membership Postmodernism- Meaning, Development, Difference between post modernism and modernism	10	2	12
<b>IV (16 marks)</b>	<b>Political Theory and Practice-I:</b> Citizenship-meaning, types-active and passive, liberal and universal citizenship, feminism and citizenship, Marxist critique of citizenship; Types of State- Liberal and Marxist State and Civil Society	10	2	12
		10	2	12

<b>V (16 marks)</b>	<b>Theory and Practice- II:</b> Democracy-Direct, Liberal, Procedural, Deliberative; Debates- Democracy and Difference, Representation and Participation, Democracy and Development			
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**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test : 10
2. Marks Any one of the activities listed below: : 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

**Suggested ReadingList:**

- Bhargava, R.(2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus,G.F. (eds.) *Handbook of Political Theory*. 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.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2ndEdition). Buckingham: Open University Press.
- Roy, A. 'Citizenship' in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011

<b>Course Title</b>	<b>: Concepts and Debates in Political Theory</b>
<b>Course Code</b>	<b>: MINPSC1</b>
<b>Nature of Course</b>	<b>: Minor</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

**Course Objective:**

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

<b>Unit</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>Total Hours</b>
<b>I (16 Marks)</b>	<b>Political Theory Basics:</b> What is Politics? What is Political? Relevance and Decline of Political Theory	10	2	12
<b>II (16 marks)</b>	<b>Concepts in Political Theory-I:</b> <b>Liberty-</b> Negative and Positive Liberty, Liberty and Equality, Liberty and Rights <b>Equality-</b> Equality of Welfare, Equality of Opportunity, Equality of Resources <b>Justice-</b> Distributive Justice; Procedural Justice, Justice as Fairness; Capabilities and Freedom	10	2	12
<b>III (16 marks)</b>	<b>Concepts in Political Theory -II:</b> <b>Rights-</b> Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights Human Rights; Communitarians and Rights Multiculturalism and Rights <b>Democracy-</b> Direct Democracy, Liberal Democracy; Procedural Democracy -Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy	10	2	12
<b>IV (16 marks)</b>	<b>Concepts in Political Theory- III:</b> Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality	10	2	12
<b>V (16 marks)</b>	<b>State and Civil Society</b> –Marxist and Liberal; Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society	10	2	12

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

**Suggested Reading List:**

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.17-36.
- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F.(eds.) *Handbook of Political Theory*. 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.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C.(ed.) *Issues in Political Theory*, New York :Oxford University Press, pp. 241-258.

- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011
- McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge : Polity Press.
- Frances E O. (1985) 'The Myth of State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18(4), pp. 835.

**Course Title** : **Human Rights**  
**Course Code** : **GECPC1**  
**Nature of Course** : **GEC**  
**Total Credits** : **3**  
**Distribution of Marks** : **80 (End -Sem) +20 (In-Sem)**

**Course Objective:**

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

Unit	Contents	L	T	Total Hours
<b>I (20 Marks)</b>	Meaning, nature, and scope of Human Rights; Universalism and Cultural Relativism, Generations of Human Rights	9	3	12
<b>II (20 marks)</b>	Institutional Frameworks- UDHR, ICCPR, ICESCR and Optional Protocols, CEDAW	9	2	11
<b>III ( 20 Marks)</b>	Human Rights in Indian Context: <ul style="list-style-type: none"> <li>• Human Rights and the Indian Constitution</li> <li>• Human Rights Laws and Institutions in India</li> </ul>	9	2	11
<b>IV (20 Marks)</b>	<ul style="list-style-type: none"> <li>• Human Rights Movements in India: Environmental movements, Dalit movement, Women's movement</li> </ul>	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

1. understand the issues concerning the rights of citizens in general and the marginalized groups in particular
2. Assess the institutional and policy measures which have been taken in response to the demands of various movements.
3. Understand the conceptual dimensions, international trends and the Indian experience form the contents of the course.

### **Suggested ReadingList:**

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

**Course Title** : Legal Literacy  
**Course Code** : SEC107  
**Nature of Course** : SEC  
**Total Credits** : 3  
**Distribution of Marks** : 80 (End -Sem) +20 (In-Sem)

**Course Objective:**

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

Unit	Contents	L	T	Total Hours
<b>I (20 Marks)</b>	<b>Legal System in India:</b> An Introduction to the Legal system in India, System of courts/tribunals and their jurisdiction in India, criminal and civil courts, writ jurisdiction, specialized courts such as Juvenile Justice Boards, Family Courts and Tribunals.  Alternate dispute mechanisms such as Lok-Adalats, non-formal Mechanisms.	9	3	12
<b>II (20 marks)</b>	Preliminary Criminal Procedures: Filing a FIR, arrest, bail, search and seizure	9	2	11
<b>III (20 Marks)</b>	Laws relating to Gender, Consumer Protection, Cyber Crimes: Laws relating to dowry, sexual harassment and domestic violence, Laws relating to consumer rights, Laws relating to cyber crimes	9	2	11
<b>IV (20 Marks)</b>	<b>Practical:</b> a. What to do if you are Arrested: if you are a Consumer with a Grievance; if you are a Victim of Sexual Harassment: Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination; Filing a Public Interest Litigation. How can you challenge Administrative Orders that Violate Rights, Judicial and Administrative Remedies? b. Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Rights, Preparation of an FIR or writing a Complaint addresses to the appropriate Authority	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

### **Suggested Reading**

*Creating Legal Awareness*, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007) Legal literacy: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vlll.du.ac.in

### **Reading list for course on Legal Literacy:**

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture , Second Series , Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Women's' Studies, SNDT Women's University, Bombay, 1993
- Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
- Agnes, Flavia *Law and Gender Equality*, OUP, 1997.
- Sagade, Jaga, *Law of Maintenance: An Empirical Study*, ILS Law College, Pune 1996.
- B. L. Wadhwa , *Public Interest Litigation-A Handbook*, Universal, Delhi , 2003.
- Nomita Aggarwal, *Women and Law in India*, New Century, Delhi, 2002.
- P. C. Rao and William Sheffiled: *Alternate Dispute Resolution: What it is and How it Works*, Universal Law Books and Publishers, Delhi, 2002
- V. N. Shukla: *Constitution of India* by Mahendra P. Singh, Eastern Book Co. 10<sup>th</sup> edition 2001.
- Parmanand Singh, ' Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.
- J. Kothari, (2005), 'Criminal Law on Domestic Violence', *Economic and Political*

*Weekly*, Vol. 40 (46), pp. 4843-4849.

- H. Mander, and A. Joshi, *The Movement for Right to Information in India, People's Power for the Control of Corruption*. Available at <http://www.rtigemway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>.
- P. Mathew, and P. Bakshi, (2005) '*Indian Legal System*', New Delhi: Indian Social Institute
- P. Mathew, and P. Bakshi, (2005) '*Women and the Constitution*', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in *Seeing Like a Feminist*, New Delhi: Zubaan and Penguin, pp. 113-146.
- M, Mohanty et al. (2011) *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books.
- Centre for Good Governance, (2008) *Right to Information Act, 2005: A Citizen's Guide*, Available at <http://www.rtigemway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>
- A. Pandey, (2004) *Rights of the Consumer*. New Delhi: Indian Social Institute.
- Andrew, (1996) 'Arbitrary Government and the Rule of Law', in *Arguing About the Law, An Introduction to Legal Philosophy*, Wordsworth, Boston. Pp.3-19.
- SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in *Oxford Handbook of Human Rights and Criminal Justice in India-The system and Procedure*, New Delhi: Oxford University Press, pp.5-15.
- K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi-xv.
- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.
- SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.
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- K. Saxena, (2011) 'Adivasis', in M. Mohanty. etal., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
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- P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp.370-404.
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- Baviskar, B.S and George Mathew (eds.) 2009 *Inclusion and Exclusion in Local Governance: Field Studies from rural India*, New Delhi,

## Semester II

<b>Course Title</b>	<b>: Indian Government and Politics</b>
<b>Course Code</b>	<b>: PSCC2</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

### Course Objective:

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

Unit	Contents	L	T	Total Hours
<b>I (16 Marks)</b>	<b>The Constituent Assembly and the Constitution</b> Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	10	2	12
<b>II (16 marks)</b>	<b>Organs of Government</b> The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers	10	2	12
<b>III (16 marks)</b>	<b>Organs of Government-I</b> The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)	10	2	12
<b>IV (16 marks)</b>	<b>Federalism</b> Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	12
<b>V (16 marks)</b>	<b>Decentralization and Local Government Panchayati Raj, Municipalities</b> 73 <sup>rd</sup> , 74 <sup>th</sup> Amendments and 11 <sup>th</sup> , 12 <sup>th</sup> Schedule of the Constitution of India	10	2	12

**Modes of In-Semester Assessment**

**: 20 Marks**

- |  |          |
|--|----------|
| 1. One Unit Test                           | 10 Marks |
| 2. Any one of the activities listed below: | 10 Marks |
| a. Group Discussion                        |          |
| b. Home Assignment                         |          |
| c. Fieldwork/Project                       |          |
| d. Viva-Voce                               |          |

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

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

### READING LIST

- G. Austin, (2010) 'The 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.Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
- S. Chaube (2009), *the Making and Working of the Indian Constitution*, Delhi: National Book Trust.
- G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.A.Sibal, (2010)'From Niti to Nyaya,'*Seminar*,Issue615,pp 28-34.
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- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R.(2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
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*Perspectives*. New Delhi: Orient Blackswan.

- Menon, N. and Nigam, A.(2007) *Power and Contestation: India Since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N.G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

<b>Course Title</b>	<b>: Introduction to Indian Politics</b>
<b>Course Code</b>	<b>: MINPSC2</b>
<b>Nature of Course</b>	<b>: Minor</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

**Course Objective:**

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

<b>Unit</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>Total hours</b>
<b>I (20 Marks)</b>	Approaches to the Study of Indian Politics: Liberal, Marxist and Gandhian	12	3	15
<b>II (20 marks)</b>	The Constitution of India: Basic Features, Preamble, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	12	3	15
<b>III (20 marks)</b>	Political Parties and Party Systems in India: Evolution, Development and Emerging Trends	12	3	15
<b>IV (20 marks)</b>	Issues in Indian Politics: Caste, Class, Gender, Communalism and Secularism	12	3	15

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. A .Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

- a. Understand the various approaches of Indian Politics.
- b. Understand the working of the Indian Politics, the constitutional structure, working of Political parties etc.
- c. Understand the various issues in Indian politics.

**Reading List**

- Kashyap C Subhash, Our Constitution: As Introduction to India's Constitution and Constitutional Law, NBT Publications, 2021 edition
- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*, New Delhi:

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- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M.(2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.
- Vanaik, A. & Bhargava, R. (eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) *Power and Contestation: India since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N.G. & Mehta, P.B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

**Course Title: Understanding Gandhi and Ambedkar**

**Course Code : GECPC2**

**Nature of Course : GEC**

**Total Credits : 3**

**Distribution of Marks : 80 (End -Sem) +20 (In-Sem)**

**Course objective:**

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

<b>Unit</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>Total Hours</b>
<b>I (20 Marks)</b>	<b>Philosophy of Gandhi:</b> Satyagraha and Ahimsa; Trusteeship; views on Caste	9	3	12
<b>II (20 marks)</b>	<b>Gandhi on Modern Civilization and Ethics of Development:</b> Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	9	2	11
<b>III (20 Marks)</b>	<b>Philosophy of Ambedkar:</b> Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation	9	2	11
<b>IV (20 Marks)</b>	<b>Gandhi and Ambedkar Debates on:</b> Untouchability and Caste question, Separate Electorate; Modernity	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

- a. Understand Gandhian thoughts and Ambedkar's ideas and their relevance in contemporary India.

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

### Reading Lists:

- Anthony J Pare led., Hind Swaraj and Other Writings, Cambridge: Cambridge University Press, 1997.
- Bidyut Chakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
- Bidyut Chakrabatty, Confidence of Thought: Mahatma Gandhi and Martin Luthr King Jr. Oxford University Press, New York.2013
- Bidyut Chakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York,2006
- BR Nanda, In Search of Gandhi: Essays and Reflections, New Delhi: Oxford University Press,2022
- Claude Markovits, The UnGandhian Gandhi: the Life and Afterlife of the Mahatma, London: Anthem Press, 2002
- David Hardiman, Gandhi in His Time and Ours, New Delhi: Permanent Black, 2003.
- EMS Namboodiripad, The Mahatma and the Ism, New Delhi: PPH,1959.
- Erik H Erikson, Gandhi's Truth: on the Origins of Militant Nonviolence, New York: WW Norton & CO,1969.
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- Joan V Bondurant, Conquest of Violence: The Gandhian Philosophy of Conflict, Berkeley: University of California Press, 1971.
- Lloyd I Rudolph and Susanne Hoeber Rudolph, Post-modern Gandhi and Other Essays: Gandhi in the World and at Home, Oxford University Press, New Delhi,2006.
- Martin B Steger, Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power, New York: St. Martin Press, 2000.
- MK Gandhi, An Autobiography or the Story of My Experiments with Truth, Ahmedabad: Navajivan, 1948.
- MK Gandhi, Satyagraha in South Africa, Ahmedabad: Navajivan, 1972.
- B.K. Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, Who Were the Shadras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7The Untouchable: Who were They and Why they Became Untouchables? Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1,1990.
- B.R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra, 2010.

- B.R. Ambedkar, *Castes in India: Their Mechanism, Genesis and Development*. New Delhi: Critical Quest, 2013.
- Brajranjan Mani, *De-brahmanising History: Dominance and Resistance in Indian Society*, Delhi: Manohar, 2011.
- G Aloysius, *Nationalism without a Nation in India*. Delhi: Oxford University Press, 2014.
- Gail Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Delhi: Navyana Publication 2013
- Gail Omvedt, *Seeking Begampura*, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Delhi: Orient Black Swan, 2011.
- M.S. Gore, *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, 1993.
- Pandita Ramabai, *The High Caste Hindu women*, New Delhi: Critical Quest, 2013.
- Ronki Ram, *Dr. Ambedkar, Neo Liberal Market-Economy and Social Democracy in India*, *Human Rights Global Focus*,5 (384), pp, 12-38, available at [roundtableindia.co.in](http://roundtableindia.co.in) (Part-I,II) 2010.

<b>Course Title</b>	<b>: Legislative Procedures in India</b>
<b>Course Code</b>	<b>: SEC207</b>
<b>Nature of Course</b>	<b>: SEC</b>
<b>Total Credits</b>	<b>: 3</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

**Course objectives:**

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

<b>Unit</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>Total Hours</b>
<b>I (20 Marks)</b>	Composition, Powers and functions of Indian Parliament; Parliamentary Sessions: Budget, Monsoon and Winter; Devices of Parliament Proceedings: Zero Hour & Questions Hour	9	3	12
<b>II (20 marks)</b>	Motions in Parliament: Call Attention, No-Confidence, Adjournment, Prorogation and Dissolution; Law Making Procedure in the Parliament: Legislative Committees: Standing and Adhoc	9	2	11
<b>III (20 Marks)</b>	Budget as an Instrument of Social Change; Procedure of Formulation and Passing of Budget; Parliamentary Committees on Finances: Estimate Committee, Public Accounts Committee and Committee on Public Undertaking	9	2	11
<b>IV (20 Marks)</b>	Practical: <b>Mock Parliament</b> (Students shall perform mock parliament with each student assigned with specific role as per parliamentary procedures. A detailed report shall have to be prepared for record)	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

- One Unit Test 10 Marks
- Any one of the activities listed below: 10 Marks
  - Group Discussion
  - Home Assignment
  - Fieldwork/Project
  - Viva-Voce

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

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

## Suggested Readings:

- Kashyap Subhash C, Our Parliament, National Book Trust
- Madhavan, M.R. & N. Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delhi, 2008: [http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf)
- Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>
- Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011. can be accessed on: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>
- Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed on: <http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed on: [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-09.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm)
- Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed on: [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-11.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm)
- Kapur, Devesh and Pratap Banu Mehta, "The Indian Parliament as an Institution of Accountability," Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed on: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf)
- Agarwal, O.P. and T.V. Somanathan, "Public Policy Making in India: Issues and Remedies," February, 2005. Can be accessed on: [http://www.cprindia.org/admin/paper/Public\\_Policy\\_Making\\_in\\_India\\_1420\\_5\\_TV\\_SOMANATHAN.pdf](http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_1420_5_TV_SOMANATHAN.pdf).
- Debroy, Bibek, "Why we need law reform," Seminar January 2001.
- Mehta, Pratap Bhanu, "India's Unlikely Democracy: The Rise of Judicial Sovereignty," Journal of Democracy Vol.18, No.2, pp.70-83.

### Government links:

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

### III Semester

<b>Course Title: Perspectives on International Relations and World History</b>	
<b>Course Code</b>	<b>: PSCC3</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 80 (End -Sem) +20 (In-Sem)</b>

**Course Objective:**

- a. To enable students to understand the different perspectives and historical background in the study of International Relations.
- b. Unit wise the course starts with evaluation of international state system and level of analysis approach to contextualize state at the heart of International Relation.
- c. Hence, mainstream theories are considered in the next part. However, the alternate discourses are also equally emphasized in the course, focusing on critical theory and presence of these theoretical explanations is examined in the broader context of World Wars, Cold War and Post-Cold War World.

Unit	Course Contents	L	T	Total Hours
<b>I (16 Marks)</b>	<b>Studying International Relations- Emergence of the International State System-Pre-WestphaliaPost-Westphalia Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)</b>	10	2	12
<b>II (16 marks)</b>	<b>Theoretical Perspectives</b> Classical Realism &Neo-Realism Liberalism & Neo-liberalism	10	2	12
<b>III (16 marks)</b>	<b>Critical Perspectives</b> Marxist Approaches Feminist Perspectives Perspectives from the Global South Green Theory in International Relations	10	2	12
<b>IV (16 marks)</b>	<b>An Overview of Twentieth Century IR History</b> World War I: Causes and Consequences Significance of the Bolshevik Revolution, Rise of Fascism / Nazism World War II: Causes and Consequences	10	2	12
<b>V (16 marks)</b>	<b>Cold War and Post-Cold War</b> Cold War: Different Phases Decolonization and the Emergence of the Third World Collapse of the USSR and the End of the Cold War Post-Cold War Developments and Emergence of Other Centers of Power	10	2	12

**Modes of In-Semester Assessment****: 20 Marks**

1. One Unit Test : 10 Marks
2. Any one of the activities listed below: : 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

**Essential Readings:**

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave,pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3<sup>rd</sup> Edition, Oxford: Oxford University Press, pp. 2-7
- S.Joshua. Goldstein and J. Pevehouse,(2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp.1-17.
- J. Baylis and S. Smith(eds),(2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
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**Course Title : Classical Political Philosophy**

**Course Code : PSCC4**

**Nature of Course: Major**

**Total Credits: 4**

**Distribution of Marks: 80 (End -Sem) +20 (In-Sem)**

**Course objective:**

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

<b>Unit</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>Total Hours</b>
<b>I (16 Marks)</b>	<b>Text and Interpretation</b> - Approaches to the interpretation of text -Marxian, Totalitarian, Psychoanalytic, Feminist, Straussian, postmodernist interpretations	10	2	12
<b>II (16 marks)</b>	<b>Ancient Political Thought:</b> <b>Plato</b> -Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism; <b>Aristotle</b> - Citizenship, Justice, State and Revolution	10	2	12
<b>III (16 marks)</b>	<b>Machiavelli</b> - Virtue, Religion, Republicanism, morality and statecraft	10	2	12
<b>IV (16 marks)</b>	<b>Hobbes:</b> Human nature, State of Nature, Social Contract, State; atomistic individuals	10	2	12
<b>V (16 marks)</b>	<b>Locke</b> -Laws of Nature, Natural Rights, Property	10	2	12

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test : 10 Marks
2. Any one of the activities listed below: : 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

**Reading List:**

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- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
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**Course Title : Development Processes and Social Movement in Contemporary India**

**Course Code : MINPSC3**

**Nature of Course : Minor**

**Total Credits : 4**

**Distribution of Marks : 80 (End -Sem) +20 (In-Sem)**

**Course objective:** Under the influence of Globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. 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. Keeping this in view, this course proposes:

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

Unit	Course Contents	L	T	Total Hours
<b>I (16 Marks)</b>	<b>Development Process since Independence</b> a. State and planning b. Liberalization and reforms	10	2	12
<b>II (16 marks)</b>	<b>Industrial Development Strategy and its Impact on the Social Structure</b> a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class	10	2	12
<b>III (16 marks)</b>	<b>Agrarian Development Strategy and its Impact on the Social Structure</b> a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers	10	2	12
<b>IV (16 marks)</b>	<b>Social Movements-I</b> a. Tribal, Peasant, Dalit b. Maoist challenge	10	2	12
<b>V (16 marks)</b>	<b>Social Movements-II</b> a. Civil rights movements, Women's movements b. Environmental and Ecological Movements	10	2	12

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion

- b. Home Assignment
- c. Fieldwork/Project
- d. Viva-Voce

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

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

**Reading List:**

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- 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. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalisation and Politics in India*. Delhi: Oxford University Press, pp. 218-240.
- P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.
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- G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.
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- S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

**Course Title : Public Policy in India**  
**Course Code : GECPC3**  
**Nature of Course : GEC**  
**Total Credits : 3**  
**Distribution of Marks: 80 (End -Sem) +20 (In-Sem)**

**Course Objective:**

- a. To provide a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
- b. to understand policy as well as understand politics as it is shaped by economic changes.
- c. 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	Course Contents	L	T	Total Hours
<b>I (20 Marks)</b>	<b>Public Policy and Analysis:</b> Meaning and Concept, Models and Approaches	9	3	12
<b>II (20 marks)</b>	<b>State and Public Policy in India:</b> Nature of State and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods	9	2	11
<b>III (20 Marks)</b>	<b>Political Economy and Public Policy in India- Interest Groups and Social Movements:</b> Global Financial Institutions and Public Policy; Interest Groups, Peoples' Movements and Public Policy	9	2	11
<b>IV (20 Marks)</b>	<b>Policy Making Process in India:</b> Legislative and Executive Processes; Issues and Challenges in Policy Making; Nehruvian Vision; Economic Liberalisation; Recent developments: UPA and NDA Regimes	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

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

## READING LIST

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- Simmie, J. & King, R. (eds.) (1990) *The State in Action: Public Policy and Politics*. London: Printer Publication, pp.3-21 and 171-184
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- Dye, T.R. (2002) *Understanding Public Policy*. 10th Edition. Delhi: Pearson, pp.11-31.
- Lukes, S. (1986) *Power*. Basil: Oxford , pp. 28-36.
- Lukes, S. (1997) 'Three Distinctive Views of Power Compared', in Hill, M. (ed.), *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 45-52.
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- Hogwood, B. & Gunn, L. (1984) *Policy Analysis for the Real World*. U.K: Oxford University Press, pp. 42-62.
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- Smith, G. & May, D. (1997) 'The Artificial Debate between Rationalist and Incrementalist Models of Decision-making', in Hill, M. *The Policy Process: A Reader*. 2nd Edition. London: Prentice Hall, pp. 163-174.
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- Girden,E.J.(1987) 'Economic Liberalisation in India: The New Electronics Policy' in *Asian Survey*. California University Press. Volume 27, No.11. Available at - [www.jstor.org/stable/2644722](http://www.jstor.org/stable/2644722)

**Course Title : E-Governance in India**  
**Course Code : SEC307**  
**Nature of Course : SEC**  
**Total Credits : 3**  
**Distribution of Marks : 80 (End -Sem) +20 (In-Sem)**

**Course objectives:**

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

Unit	Course Contents	L	T	Total Hours
<b>I (20 Marks)</b>	E-Governance: Meaning, nature, scope and significance; E-Governance and Good-Governance-global trends in the growth of E-Governance	9	3	12
<b>II (20 marks)</b>	E-Governance in India: National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance- E-Governance implementations; Required Infrastructure of Network, Computing, Cloud- governance, Data System, Human Resources, Legal and Technological Infrastructure	9	2	11
<b>III (20 Marks)</b>	Role of Information and Communication Technology in Administration, Effective delivery of Public Utility Services- Online Filing of Complaints, Application Registration, Issuance of Certificates, Issuance of Land Records, Online Payment of Fees etc., E-Tendering, Bio-Metric Authentication through Aadhar	9	2	11
<b>IV (20 Marks)</b>	E-Governance under Information Technology Act- Legal Status for Digital Transactions, E-Governance- Transparency and Accountability	9	2	11

**Modes of In-Semester Assessment : 20 Marks**

1. One Unit Test 10 Marks
2. Any one of the activities listed below: 10 Marks
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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

- a. Understand the nuances of E-Governance in India.
- b. Understand the concept of E- Governance

- c. Understand the fields of applying e-governance and its usefulness
- d. have practical knowledge about the effective delivery of citizen services through online mode.
- e. Understand the growing needs of e-governance, improving transparency in the system of governance, e-governance projects and initiatives taken by the government and the issue and challenges associated with e-governance.

**Reading List:**

- B.Sreenivas Raj, E-Governance Techniques-Indian and GlobalExperiences, New Century Publications, New Delhi,2008
- Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi,2009
- Y. Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009
- R.P. Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006. Anil Kumar Dhiman, E-Governance-Good Governance using ICTS, S.K. Book Agency, New Delhi,2017.
- Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad,2017.
- Web resources suggested by the Teacher concerned and the College Librarian including reading material.