DEPARTMENT OF POLITICAL SCIENCE
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)

Learning Outcomes based Curriculum Framework (LOCF) with Choice Based Credit System (CBCS)

2021-22

For

B.A. (Honors)

POLITICAL SCIENCE

(Three Years/Six Semesters)

(First semester & Second Semester)

Department of Political Science

School of Social Science

Guru Ghasidas Vishwavidyalaya

Bilaspur (C.G.)-495009

SEMESTER I

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	INTERNAL	ENDSEMESTER	TOTAL MARKS
					Marks		
Core							
C1	PSUATT1	Understanding Politics	4+1	5	30	70	100
C2	PSUATT2	Indian Constitution	4+1	5	30	70	100
Generic Elective							
GE1	PSUATG3	Nationalism in India	4+1	5	30	70	100
Ability Enhancement Course							
AEC1	PSUATA4	Environmental Science / Selected by Students from the pool of AEC Courses as notify by the University	2+0	2	30	70	100
Skill Enhancement Course							
SEC1	PSUATL5	This course is chosen from the pool of SEC Courses as notify by the University	2+0	2	30	70	100
Additional Credit Course((Not Compulsory							
ACC		From the pool of University Courses					
SEMESTER TOTAL				19	150	350	500

SEMESTER II

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	INTERNAL	ENDSEMESTER	TOTAL MARKS
					Marks		

2

		Core					
C3	PSUBTT1	Political Theory	4+1	5	30	70	100
C4	PSUBTT2	Politics in India	4+1	5	30	70	100
		Generic Elective					
GE2	PSUBTG3	Understanding Gandhi	4+1	5	30	70	100
		Ability Enhancement Course					
AEC2	PSUBTA4	English Language/ Hindi Communication/ Selected by Students from the pool of AEC Courses as notify by the University	2+0	2	30	70	100
		Skill Enhancement Course					
SEC2	PSUBTL5	This course is chosen from the pool of SEC Courses as notify by the University	2+0	2	30	70	100
		Additional Credit Course(Not Compulsory)					
ACC		**From the pool of University Courses**					
SEMESTER TOTAL				19	150	350	500

SEMESTER III

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	INTERNAL	ENDSEMESTER	TOTAL MARKS
		Core					
C5	PSUCTT1	Comparative Government and Politics Part -I	4+1	5	30	70	100
C6	PSUCTT2	Public Administration	4+1	5	30	70	100
C7	PSUCTT3	Theories of International Relations	4+1	5	30	70	100
		Generic Elective					
GE3	PSUCTG4	Understanding Ambedkar/ OR CEC- Fundamentals of citizen	4+1	5	30	70	100

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SEMESTER- I

	CORE PAPERS	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE	SKILL ENHANCEMENT COURSE
SEM- I	Understanding Politics	Nationalism In India	Human Rights	Legislative Procedures in India
	Indian Constitution	-	Feminism: Theory And Practice	-

CORE PAPERS
CORE - 1
COURSE CODE- PSUATT1

UNDERSTANDING POLITICS

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

(i) The students would be able to explain different approaches to politics and build their own understanding of politics.
(ii) They will be able to answer what is the state, and why does it play such a crucial role in politics?
(iii) They will be able to make a distinction between nation and state.
(iv) They will come to know about different theories on Contemporary Perspective in Political Theory.

UNIT- 1: Introducing Political Theory
   a. What is Politics
   b. Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
   c. Approaches to Political Theory: Normative, Historical and Empirical
   d. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern.

UNIT- 2 Political Theory and Practice
   a. State: Origin and Elements; Sovereignty; Power and Authority, Legitimacy
   b. State and Nation
   c. Democracy: Meaning, kinds; participation and representation

Readings List:

* Heywood, A. (2004). Political Theory - An Introduction, (3rd ed.). Basingstoke: Palgrave.
* Bhargava, R., & Acharya, A. (Eds.). (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.
* Neumann, F. (1950). Approaches to the Study of Political Power. Political Science Quarterly, 65(2), pp. 161-180.
* Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.
* Ball, T. (1995). Ideals and Ideologies: A Reader. Boston: Addison Wesle. Harding, A. (1994). The Origins of the Concept of the State. History of Political Thought, 15(1), pp. 57-72.
* Held, D. (1989). Political Theory and the Modern State. Cambridge: Polity Press.
* Heywood, A. (2002). The State. In Politics. New York: Palgrave, pp. 85-102.
* Leftwich, A. (Ed.). (1984). What is Politics: The Activity and its Study. Oxford: Basil Blackwell. Laski, H. J. (1935). The State in Theory and Practice. London: George Allen & Unwin.
* O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), Nationalism. Oxford: Oxford University Press.
* Newton, K., & Deth, J. (2010). The Development of the Modern State. In Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, pp. 13-33.
* Dahl, R. A. (1991). Democracy and its Critics. New Delhi: Orient Longman.
* Macpherson, C. B. (1973). Democratic Theory: Essays in Retrieval. Oxford: Clarendon Press. Arblaster, A. (1994). Democracy. (2nd edition). Buckingham: Open University Press

Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate, group discussion, quiz, review of film and book, field work and report writing etc on any one important event or issue relevant for that unit.

CORE-2

COURSE CODE- PSUATT2

INDIAN CONSTITUTION

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

Learning Outcome:

a. Students will be able to understand the terms of partition and how princely states were integrated.

b. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.

c. They will come to know the importance of the Preamble in the constitutional design of India.

d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

e. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

UNIT-1 The Constituent Assembly and the Constitution
   a. Philosophy of the Constitution, the Preamble, and Features of the Constitution
   b. Fundamental Rights and Directive Principles of State Policies.

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UNIT-2 Organs of Union Government
    a. The Legislature: Parliament
    b. The Executive: President and Prime Minister
    c. The Judiciary: Supreme Court

UNIT-3 Organs of State Government
    a. The Legislature: Vidhan Sabha, Vidhan Parishad
    b. The Executive: Governor and Chief Minister
    c. The Judiciary: High Court

UNIT-4 Federalism and Decentralization
    a. Federalism: Division of Powers,
    b. Panchayati Raj and Municipalities.

Reading List:

- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science, 67(4)*, pp. 767-782.

- Baxi, U. (1967). The Little Done, the Vast Undone—Some Reflections on Reading Granville Austin's 'The Indian Constitution'. *Journal of the Indian Law Institute, 9(3)*, pp. 323-430.

- Cerulo, K. (1989). Sociopolitical Control and the Structure of National Symbols: An Empirical Analysis of National Anthems. *Social Forces, 68(1)*, pp. 76-99.

- Furber, H. (1949). Constitution-Making in India. *Far Eastern Survey, 18(8)*, pp. 86-89.

- Noorani, A. (1973). Vande Mataram: A Historical Lesson. *Economic and Political Weekly, 8(23)*, pp. 1039-1043.

- Parekh, B. (2006). Defining India's Identity. *India International Centre Quarterly, 33(1)*, pp. 1-15.

- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly, 35(21/22)*, pp. 1837-1845.

- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute, 22(3)*, pp. 399-407.

- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute, 32(3)*, pp. 294-308.

- Sripati, V., & Thiruvengadam, A. K. (2004). India: Constitutional amendment making the Right to Education a Fundamental Right. *International Journal of Constitutional Law,* 2(1), pp. 148–158.
- Varsha, A. (2011). Nehru and the 'Communists: Towards the Constitution Making'. *Proceedings of the Indian History Congress,* 72, pp. 740-752.

Teaching Learning Process:

The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate , group discussion, quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.

GENERIC ELECTIVE
GE - 1
COURSE CODE- PSUATG3

NATIONALISM IN INDIA

Course Objective:

This course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India. This includes why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nation states.

Leaning Outcomes:

a. The student will be able to examine and explain the impacts of British colonialism in India.

b. They will know how Indian nationalism is interpreted differently by different schools of thought.

c. They will be able to understand the role of different cultural and political organizations and ideologies which contributed to the freedom movement of India significantly. They will also be able to understand the role of various religious and social reformist movements in India with special focus on state .

d. They will be able to understand why and on what basis the country was partitioned.

UNIT-1 Nationalism
Meaning, Determining Factors of Nationalism

UNIT-2 Reformism Movements in India
Major Social and Religious Movements.

UNIT-3 Impacts of Colonial Rule in India
Economic Impact,
Cultural Impact,
Religious Reforms and Identity Consolidation

UNIT-4 Role of Gandhi in developing Indian Nationalism

UNIT-5 Swadeshi Movement in India

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Readings List:-

- P. DeSouza, (ed.) Contemporary India: Transitions, New Delhi: Sage Publications, 2000.

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

- AS. Bhattacharya, (ed.) Development of Modern Indian Thought and the Social Sciences, Vol. X. New Delhi: Oxford University Press, 2007.

- S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan

- P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, 1993.

- G. Shah, (2002) Social Movements and the State, New Delhi: Sage

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

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

- P. Chatterjee, (1993) The Nation and its Fragments: Colonial and Postcolonial Histories, New Delhi: OxfordUniversity Press.

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

- R.Islam, (2006) Bharat Mein Algaovaud aur Dharm, New Delhi: Vani Prakashan.

Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:
Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate, group discussion, quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.

ABILITY ENHANCEMENT COURSE (AEC-1)

COURSE CODE- PSUATA4

HUMAN RIGHTS

Course Objective:
The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and law associated with them, which occupy the central place is discussion, the module also engages with social, religious, political and economic ideologies which unleash several critical issues pertaining to human rights. Thus, it is not the conflict zones but industrialization and pursuit of political and religious hegemony also throw serious human rights challenges.

Learning Outcomes:
a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.

b. The students will be able to relate human rights with other rights of individuals.

c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.

d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.

e. They will come to know about the human rights of the armed forces.

Unit I: Introduction to Human Rights
a. Meanings of Human rights and its correlation with other rights
b. Institutionalization of Human Rights: Universal Declaration of Human Rights

Unit II: Conflict Zones, Violence and the Issues in Human Rights
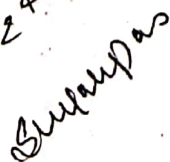a. Terrorism, Police Encounter and Human Rights
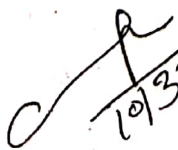
Unit III: Human Rights Discourses in India
a. Gender, Caste and Untouchability
b. Industrialization, Displacement and Land questions
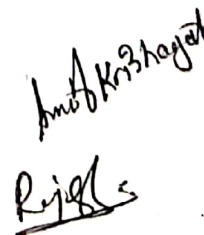
Readings:
- Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times.* UK: Cambridge Scholars Publishing.
- Hoffman, J., & Graham, P. (2006). *'Human Rights', Introduction to Political Theory.* Delhi: Pearson, pp. 436-458.

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- SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-35
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44(28), pp. 76-85.
- Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.
- Arora, N. (1999). Custodial Torture in Police Stations in India: A Radical Assessment. *Journal of the Indian Law Institute*, 41(3/4), pp. 513-529.
- Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.
- Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.
- Mohanty, M., & Mohanty, M. (2009). Development and Tribal displacement: Reflections on Core Issues. *The Indian Journal of Political Science*, 70(2), pp. 345-350.
- Sarkar, A. (2007). Development and Displacement: Land Acquisition in West Bengal. *Economic and Political Weekly*, 42(16), pp. 1435-1442.
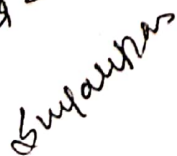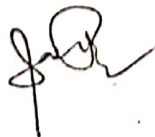
Teaching Learning Process:

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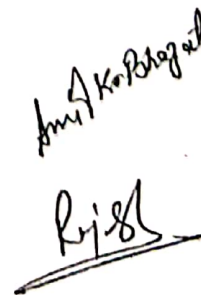
Assessment Methods:

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ABILITY ENHANCEMENT COURSE (AEC-2)
COURSE CODE- PSUATA5

FEMINISM: THEORY AND PRACTICE

Course Objective:
This course seeks to understand the nature, phases and core issues of the feminist movement, both in Anglo-American and India. Besides, attempts have been made to understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Learning Outcomes:
After reading this course the students will be able to explain
a. How different schools have understood patriarchy and feminist questions differently.
b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
c. The representation of the women in the political space of India.
d. How the immense contribution that women make to the family are neglected in computation?

Unit I: Understanding Patriarchy
    a. Meaning of Patriarchy
    b. Sex /Gender Distinction
    c. Theories of Feminism: Liberal, Marxist and Feminist (Liberal, Socialist, Radical Schools)

Unit II: Women and Politics
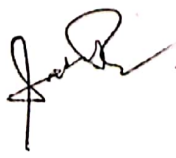   Women and their Representation in Politics and Administration

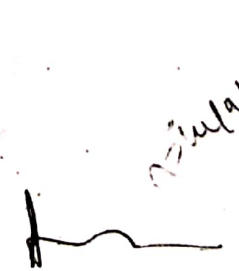**Unit III: Violence and Discrimination against Women**
    a. Domestic Violence
    b. Sexual Harassment
    c. Women Trafficking

Readings:

- Shinde, T. (1993). Stree Purusha Tulna. In Lalitha, K., & Tharu, S. (Eds.), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234.

- Mcdermott, R., & Hatemi, P. (2011). Distinguishing Sex and Gender. Ps: *Political Science and Politics*, 44(1), pp. 89-92.
- Kachuck, B. (1995). Feminist Social Theories: Theme and Variations. *Sociological Bulletin*, 44(2), pp. 169-193.
- Sinopoli, R., & Hirschmann, N. (1991). Feminism and Liberal Theory. *The American Political Science Review*, 85(1), pp. 221-233.
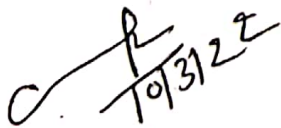- Graham, G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.
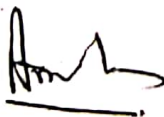
- Ferguson, S. (1999). The Radical Ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique, 32(3)*, 427-450.
- Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science, 66(1)*, pp. 75-92.
- Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science, 70(1)*, pp. 55-64.

- Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science, 69(4)*, pp. 815-823.

- Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science, 69(3)*, pp. 661-672.

- Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly, 31(43)*, pp. 2867-2874.

- Karlekar, M. (1998). Domestic Violence. *Economic and Political Weekly, 33(27)*, pp. 1741-1751.
- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist, 42(9/10)*, pp. 49-61.

- Subramaniam, M., Krishnan, P., & Bunka, C. (2014). Women's Movement Groups in State Policy Formulation: Addressing Violence against Women in India. *Indian Anthropologist, 44(1)*, pp. 37-52.

- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly, 39(41)*, pp. 4491-4494.

- Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. *Indian Journal of Industrial Relations, 39(3)*, pp. 364-390.

- Hua, J. (2011). *Trafficking Women's Human Rights*. Minneapolis; London: University of Minnesota Press.

- Cwikel, J., & Hoban, E. (2005). Contentious Issues in Research .
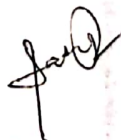
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Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.
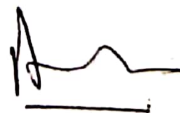
Assessment Methods:
Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate, group discussion, quiz, review of film and book, field work and report writing etc on any one important event or issue relevant for that unit.

SKILL ENHANCEMENT COURSE (SEC-1)
COURSE CODE- PSUATL6

LEGISLATIVE PROCEDURES IN INDIA

Course Objective:

The purpose of this course is to familiarize the students with the legislative activities in India both in the states and the center and to train them in skills of back-end support to the legislatures and parliamentarians through research inputs in order to strengthen the legislative business. It requires, therefore, a proper understanding of the process, procedure and working of the parliament and state legislature and the role of the legislators and the parliamentarians. Besides, the purpose of the course is also to equip the students about media monitoring which involves news analysis and their use in the legislative and policy - making activities. Apart from teaching the texts, the students would be exposed to workshops for imparting skills in providing legislative support to the parliamentarians.

Learning Outcomes:

a. Students will be able to know how the bills are drafted and presented in the parliament and state legislatures and what are the stages they pass through before becoming a law.
b. Students will be able to know about the role of the legislature in the parliament and what are the research inputs they need to make an effective contribution to the parliamentary debates and legislative businesses.
c. The students would know how to scan and filter out media reports and use them for legislative inputs.

Unit I: Functions of Legislative Members
a. How laws are made?
b. What are stages and procedures of legislation?
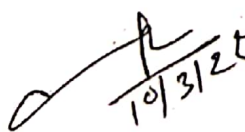**Unit II: Legislative Communications**
a. Working of Parliamentary Committees
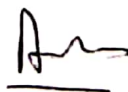**Unit III: Budget**
a. Budget Preparation and Passage of Budget

Reading list:-

* Kashyap, S. (2011). Our Parliament, New Delhi: National Book Trust.
* Sharma, B. K. (2018). Introduction to Indian Constitution. New Delhi: PHI Learnings.
* Hiranandani, S. (1964). Legislative Drafting: An Indian View. The Modern Law Review, 27(1), 1-8.
* Motiwal, O. P. (1974). The Principles of Legislative Drafting. Journal of Law Institute, (16), Indian Law Institute, Delhi, pp. 11-47.

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- Strengthening Parliamentary Committees; Background Note for the Conference on Effective Legislatures. PRS Legislative Research. https://www.prsindia.org/sites/default/files/parliament_or_policy_pdfs/1370586468_S trengthening%20Parliamentary%20Committees.pdf
- Singh, M. (1995). The Indian Parliamentary-Federal Executive. The Indian Journal of Political Science, 56(1/4), 31-44.
- Manual on Office Procedure. Lok Sabha Secretariat New Delhi (3rd ed.). http://164.100.47.194/loksabha/writereaddata/Secretariat/RulesApplicableToEmploye es/Office%20procedure%20manual_2009.pdf Vinod, B. (2007). Making the Indian Budget: How Open and Participatory? Economic and Political Weekly, 42(13), pp. 1079-1081.
- Sen, K., & Rajendra R. V. (1996). Political Budget Cycles in India. Economic and Political Weekly, 31(30), pp. 2023-2027.
- Jain, S. (1969). New Trends in Judicial Control of Administrative Discretion. Journal of the Indian Law Institute, 11(4), pp. 544-553.

Teaching Learning Process:

The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate , group discussion, quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.

Semester II

	CORE PAPERS	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE	SKILL ENHANCEMENT COURSE
SEM-II	Political Theory	Understanding Gandhi	English Language/Hindi Communication/ Selected by students from university Pool	Managing Election and Election Campaign
	Politics in India	.	.	.

CORE PAPERS
CORE –3
COURSE CODE- PSUBTT1

POLITICAL THEORY

Course Objective: The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, power, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:
a. Students will be able to learn key concepts needed to understand the political phenomenon.
b. They will come to know about the role and functions of Political theory.
c. They will come to know how liberal and Marxist traditions look at and understand politics.
d. They will learn what is power and how does it operate in society and politics.
e. They will be able to explain the debates on the distributive theory of justice.
f. They will come to understand and explain different theories of rights, liberty, equality, and justice.

UNIT-1 Rights
Meaning and Definition and Kinds;
Theories (Theory of Natural, Legal Theory, Historical Theory, Social-Welfare Theory, Idealist Theory, Marxist Theory of Rights, Feminist Theory)

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UNIT-2 Liberty, Equality and Justice

a. Liberty

 i) Meaning, and Kinds (Negative and Positive; Civil, Political and Economic)
 ii) Various Perspectives on Liberty (Liberal- Individualist and Marxist)
 iii) Important Issue: Freedom of belief, expression, and dissent.

b. Equality

 Meaning and Kinds of Equality (Legal, Political, Social, and Economic)

c. Relation between Liberty and Equality

d. Justice

 i. Notion of Justice
 ii. Kinds of Justice – Natural and Formal; Legal, Social, Economic and Political; Procedural and Substantive
 iii. Distributive Justice: John Rawls and Robert Nozick

Unit-3 Power

Meaning ,definitions , nature & various kinds.

Readings List:

- Dahl, R. A. (1957). The concept of power. New York: Bobbs-Merrill.
- Parsons, T. (1963). On the Concept of Political Power. Proceedings of the American Philosophical Society, 107(3), pp. 232-262.
- Miller, S. (1990). Foucault on Discourse and Power. Theoria: A Journal of Social and Political Theory, (76), pp. 115-125.
- Deacon, R. (1998). Strategies of Governance Michel Foucault on Power. Theoria: A Journal of Social and Political Theory, (92), pp. 113-148.
- Nozick, R. (1974). Anarchy, State and Utopia. New York: Basic Books.
- Rawls, J. (1971). A Theory of Justice. Cambridge: Harvard University Press.
- Young, I. M. (1990). Justice and the Politics of Difference. Princeton: Princeton University press. MacRae, D. (1973). Justice, Normative Discourse, and Sociology. Contemporary Sociology, 2(2), pp. 129-132.
- Putterman, T. (2006). Berlin's Two Concepts of Liberty: A Reassessment and Revision. Polity, 38(3), pp. 416-446.
- Byrne, S. (1986). Defenders of Inequality: Milton Friedman and Robert Nozick. Studies: An Irish Quarterly Review, 75(298), pp. 186-195.
- Tilman, R. (1976). Ideology & Utopia in the Political Economy of Milton Friedman. Polity, 8(3), pp. 422-442.
- Swift, A. (2001) Political Philosophy: A Beginners Guide for Student's and Politicians. Cambridge: Polity Press, pp. 91-132.
- Casal, P. & William, A. (2008) Equality. In McKinnon, C. (Ed.), Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

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Teaching Learning Process:

The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate, group discussion, quiz, review of film and book, field work and report writing etc on any one important event or issue relevant for that unit.

CORE -4
COURSE CODE- PSUBTT2
POLITICS IN INDIA

Course Objective:

This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country and in the state of Chhattisgarh. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcome:

a. Students would be able to learn the key drivers of Indian politics . The students will be able to explain how caste, religion, language have influenced the identity politics in India.
b. They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.
c. They will be able to critically examine and explain the development issues in India and in state , especially in the farm and industrial sectors.
d. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

UNIT-1 Political Parties and the Party System Trends in the Party System; From the
   Congress System to Multi-Party Coalitions,
UNIT-2 Determinants of Voting Behavior at National level and State Levels: Caste,
   Class, Gender and Religion

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UNIT-3 Regional Aspirations, The Politics of Secession and Accommodation.

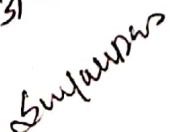**UNIT-4** Religion and Politics Debates on Secularism; Minority and Majority, Communalism.

UNIT-5 Caste in Politics and the Politicization of Caste.

UNIT-6 Affirmative Action Policies for Women, and socially economically deprived sections Of the society at Centre and State Levels.
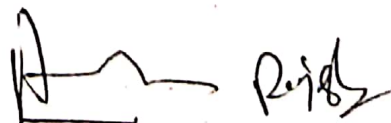
Reading List:

- Hasan, Z. (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, 2002
- Sridharan, E. 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press, 2012.
- P. deSouza and Sridharan E. (eds.) India's Political Parties, New Delhi: Sage Publications, 2006.
- Frankel, F., Hasan, Z. and Bhargava, R.. (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, 2000.
- Baruah, S. (ed.) Ethnonationalism in India: A Reader, New Delhi: Oxford University Press, 2010.
- The Politics of India Since Independence, New Delhi: Cambridge University Press and Foundation Books, 1999.
- Vora, R. and Palshikar, S. (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, 2004.
- Mehta, P. and Jayal, N. (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, 2010.
- Kothari, R. Caste in Indian Politics, Delhi: Orient Longman, 1970. Shah, G. (ed.) Social Movements and the State, New Delhi: Sage Publications, 2002.
- Bhargava, R. (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, 2008.
- Byres, T. (ed.) The State, Development Planning and Liberalization in India, New Delhi: Oxford University Press, 1994.
- Ladejinsky, W. (1973). How Green Is the Indian Green Revolution? *Economic and Political Weekly*, 8(52), pp. A133-A144.
- Oommen, T. (1971). Green Revolution and Agrarian Conflict. *Economic and Political Weekly*, 6(26), pp. A99-A103.
- Kothari, R. (1972). Political Economy of Garib Hatao. *Economic and Political Weekly*, 7(31/33), pp. 1541-1552.
- Kurien, C. (1972). What Is Growth? Some Thoughts on the Economics of 'Garibi Hatao'. *Economic and Political Weekly*, 7(52), pp. 2493-2497.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.

- Nataraj, G. (2017). *Demonetisation and its Impact.* New Delhi: Indian Institute of Public Administration.

- Khan S., Khan, S., & Aftab, M. (2015). Digitalisation and its impact on economy. *International Journal of Digital Library Services,* 5(2).
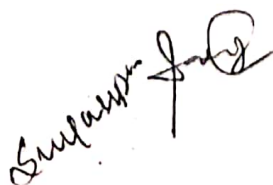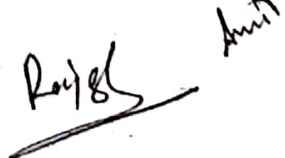
Teaching Learning Process:

The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:

Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate, group discussion, quiz, review of film and book, field work and report writing etc on any one important event or issue relevant for that unit.

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GENERIC ELECTIVE
GE -2
COURSE CODE- PSUBTG3

UNDERSTANDING GANDHI

Course Objective:

This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before independence. This covers a wide range of issues and subjects from politics to economy, social reconstruction to religion which provides insight into the idea of India which Gandhi dreamt of. Gandhi responded the questions which were posed to him in his times but they continue to agitate the minds even today; whether it is Hindu-Muslim relations or critique of modern society; be it the idea of Swadeshi or the religious conversion which make Gandhi relevant in political discourses. This module will examine and assess Gandhi as a modern political philosopher whether his language was positioned against science and modernity or he resembled the characteristic of a post-modern thinker.

Learning Outcomes:

a. The students would be able to explain about the idea of truth and non-violence which become the bedrock of the Gandhian Philosophy.

b. They will come to know what was the position of Gandhi on issues like HinduMuslim relations, gender question, religious conversion, cow protection, caste and untouchability questions.

c. They will be able to answer why Gandhi favoured Swadeshi and why he became the critique of modern Industrial Civilization.

d. They will be able to answer how serious Gandhi was about cow protection in India and how his ideas are different from present - day campaign against the cow slaughter.

UNIT-1 Gandhi on Modern Civilization and Ethics of Development
a. Critique of Development: Narmada Bachao Andolan

UNIT-2 Gandhian Thought: Theory and Action
a. Theory of Satyagraha
b. Satyagraha in Action
   i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
   ii. Temple Entry and Critique of Caste
   iii. Social Harmony: 1947 and Communal Unity.

UNIT-3 Gandhi's Legacy
a) Tolerance: Anti-Racism Movements (Anti - Apartheid and Martin Luther King)
b) Gandhigiri: Perceptions in Popular Culture

UNIT-4 Gandhi and the Political Idea
a) Swaraj
b) Swadeshi

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Reading List

- Gandhi: A BriefInsight, Delhi; Sterling Publishing Company, 1997.
- D. Hardiman, (2003) "Narmada Bachao Andolan, in Gandhi in his Time and Ours. Delhi: Oxford University Press.
- 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.
- R.Iyer, (ed) (1993) Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press.
- Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication,
- Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, 1997
- D. Hardiman, (1981) "The Kheda Satyagraha', in Peasant Nationalists of Gujarat. Kheda District, 1917-1934, Delhi: Oxford University Press.
- R. Iyer, (2000) Chapter 10 and 11, in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press.
- Parekh, (1999) Discourse on Unsociability', in Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse, New Delhi: Sage Publication.
- Gandhi in His Time and Ours Delhi: Oxford University Press, 2003
- Ghosh and T. Habu, (2006) Lage Raho Munna Bhai: Unravelling Brand "Gandhigiti ,Economic and Political Weekly, 41 (51.
- P.Chatterjee,(1986) The Moment of Maneuver", in Nationalist Thought and the Colonial World A derivative discourse?, Delhi: Zed Books.
- C Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom", in Mahatma Gandhi Selected Political Writings, USA: Hackett Publishing

Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:
Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate , group discussion, quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.

ABILITY ENHANCEMENT COURSE (AEC-2)
COURSE CODE-PSUBTA4

Selected by Students from the Pool of AEC Courses as notify by the University

SKILL ENHANCEMENT COURSE (SEC-2)
COURSE CODE-PSUBTL5

MANAGING ELECTIONS AND ELECTION CAMPAIGN

Course Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:

a. They will learn about how to file election nominations and the technical issues involved in it.
b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
c. They will be made aware of the role of new media and technology involved in election campaign.
d. They will get to know about the required skills for media management during the elections.
e. They will be able to answer what are debates on state funding of political parties in election.

UNIT I: Electoral Democracy and Management of Elections
a. Electoral Democracy: A Theoretical Perspective
b. How Crucial is Management of Elections?

UNIT II: Elections and Model Code of Conducts
a. Model Code of Conducts: What it is?
b. Knowing your Candidates

UNIT III: Management of Election Campaign
a. Traditional methods of Electoral Campaign; Poster, Pamphlets
b. Use of New Techniques and Methods in Election Campaign

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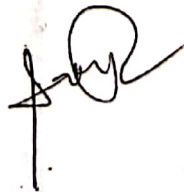## Reading List:-

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. Bulletin of Latin American Research, 19(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. Political Behavior, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. Foreign Affairs, 86(2), pp. 93
- Hauser, W., & Singer, W. (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. Asian Survey, 26(9), pp. 941-958
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. Economic and Political Weekly, 34(34/35), pp. 2393-2399.
- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? Economic and Political Weekly, 38(15), pp. 1447-1449
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. Journal of the Indian Law Institute, 47(2), pp. 135-157.
- Hermson, P. (1988). The Importance of Party Campaigning. Polity, 20(4), pp. 714- 719.
- West, D. (1994). Television Advertising in Election Campaigns. Political Science Quarterly, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. The Journal of Politics, 64(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. The American Political Science Review, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. Political Science Quarterly, 64(4), pp. 481-506.

Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion , debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods:
Students will be assessed at different stages during the course learning process as prescribed by the University and the Department. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and for their writing and communication skills. Apart from Continuous Assessment as prescribed by the University students will be encouraged to participate in different activities that may be conducted after completion of each unit which may include debate , group discussion , quiz, review of film and book , field work and report writing etc on any one important event or issue relevant for that unit.