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

2021-22

For

B.A. (Honors)

POLITICAL SCIENCE
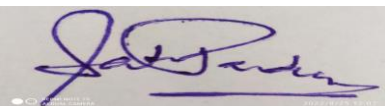
(Three Years/Six Semesters)

Department of Political Science

School of Social Science

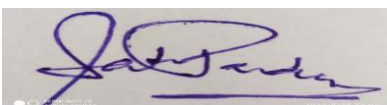Guru GhasidasVishwavidayalaya

Bilaspur (C.G.)-495009

1

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	Marks INTERNAL	ENDSEMESTER	TOTAL MARKS
CORE							
C8	PSUDTT1	Comparative Government and Politics Part -II	4+1	5	30	70	100
C9	PSUDTT2	Public Policy	4+1	5	30	70	100
C10	PSUDTT3	Research Methodology	4+1	5	30	70	100
Generic Elective							
GE4	PSUDTG4	Comparative constitution OR CEC-Cyber Crime Administration OR UGC- Indian Perspective on Peace and Conflict (This course will be offered by Department of Political Science to the students of other departments and students of Political Science will opt for one Generic Elective offered by some other department as prescribed by department of Political Science)	4+1	5	30	70	100
Ability Enhancement Course							
AEC4	PSUDTA5	Selected by Students from the pool of AEC Courses as notify by the University (Department of Political Science will offer - Human Rights)	2+0	2	30	70	100
Internship*							
INTERNSHIP	PSUDTE6	with External Organization	**6**	**6**	**100**	Assessment/ marks if applicable will be decided by as per	Assessment/ marks if applicable will be decided by as per

HEAD
राजनीति विज्ञान एवं लोक प्रशासन विभाग
Department of Political Science
and Public Administration
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)
Guru Ghasidas Vishwavidyalaya
BILASPUR (C.G.)

						University Regulations/ Guidelines)	University Regulations/ Guidelines)
Additional Credit Course (Not Compulsory)							
ACC		**From the Pool of the University**					
SEMESTER TOTAL					**22 +6 ***	150	450	**600**

*May be offer during summer

3

SEMESTER V

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	Marks INTERNAL	ENDSEMESTER	TOTAL MARKS
Core							
C11	PSUETT1	Ancient Indian Political Thought	4+1	5	30	70	100
C12	PSUETT2	Party Politics In India	4+1	5	30	70	100
*Discipline Specific Elective							
DSE1	PSUETD3	The Constituent Assembly Debates And The Ideas of India	4+1	5	30	70	100
DSE2	PSUETD4	India's Security Environment	4+1	5	30	70	100
Ability Enhancement Course							
AEC5	PSUETA5	Selected by Students from the pool of AEC Courses as notify by the University (Department of Political Science will offer -Human Rights)	2+0	2	30	70	100
Additional Credit Course(Not Compulsory)							
ACC		From the pool of the University					
SEMESTER TOTAL CREDIT				22	150	350	**500**

SEMESTER VI

Paper No.	Course Code	TITLE	Teaching Structure Credit (Theory + Tutorial)	Total Credit	Marks INTERNAL	ENDSEMESTER	TOTAL MARKS
Core							
C13	PSUFTT1	Western Political Thought	4+1	5	30	70	100
C14	PSUFTT2	Modern Indian Political Thinkers	4+1	5	30	70	100

4

		*Discipline Specific Elective					
DSE3	PSUFTD3	India's Foreign Policy	4+1	5	30	70	100
SEMINAR	PSUFTS4	**Seminar**	2	2	-	100	100
PROJECT	PSUFTD5	***Dissertation/Project** with Internal/External Organization + **Viva Voce**	-	7	100	100	200
Additional Credit Course(Not Compulsory)							
ACC		**From the Pool of the University**					
SEMESTER TOTAL CREDIT				24	190	410	**600**
GRAND TOTAL (MARKS)							**3200**
TOTAL SEMESTERS CREDITS				**134**			

*Dissertation/Project work will be submitted to the HOD through supervisor/mentor. The evolution should be undertaken on the basis of project reports/dissertation etc. submitted and viva voce/presentation both, by supervisor (30%) and external examiner (50%) and faculty members (20%).

राजनीति विज्ञान एवं लोक प्रशासन विभाग
HEAD
Department of Political Science
and Public Administration
गुरु घासीदास विश्वविद्यालय, बिलासपुर (छ.ग.)
Guru Ghasidas Vishwavidyalaya
BILASPUR (C.G.)

	CORE PAPERS	GENERIC ELECTIVE	ABILITY ENHANCEMENT COURSE	INTERNSHIP
SEM-IV	Comparative Government and Politics Part II	Comparative Constitutions/CEC-Cyber Crime Administration MOOCS/ UGC-Indian Perspective on Peace and Conflict By- –MOOCS	Selected by Students from The Pool of AEC Courses as Notify by The University (Human Rights)	15 DAYS
	Public Policy			-
	Research Methodology	-	-	-

CORE PAPERS   **CORE- 8**
COURSE CODE-PSUDTT1
COMPARATIVE GOVERNMENT AND POLITICS PART -II
Course Objective:

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

Learning Outcomes:
 a. The students will be able to understand and apply different approaches to explain the Functioning of different types of governing regimes.
 b. They will be able to compare democratic regimes and evaluate their functioning.
 c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
 d. They will be able to explain how media has changed the contours of elections and electoral democracy.
 e. The students will know the process of democratization and the federal system.

UNIT I: How to study Comparative Politics?
a. What do we mean by approaches to understand comparative politics?
b. Approaches: Political System, Institutionalism and New institutionalism,
        Political Economy, Political Culture, Political Development
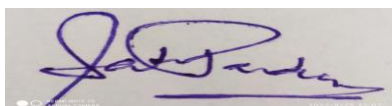
(Note: Application of these approaches should be focus of discussions).

UNIT II: Electoral Systems:

a. Theories of representation: What are different types of electoral system? How do they work?

b. Debates emerging from systems of representation: Does election really reflects participation? Election and electoral costs; comparing democratic systems such as India, USA etc.

UNIT III: Nation-state

What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

UNIT IV: Democratization

Process of democratization in postcolonial, post- authoritarian and post-communist countries

Reading List :

- Axtmann,A.R. (ed.) (2003). Understanding Democratic Politics: An Introduction. London: Sage Publications.
- Axford, B. et al. (2005). Politics, London: Routledge.
- Burgess, M. (2006). Comparative Federalism: Theory and Practice. London: Routledge.
- Burnell, P. et.al. (eds.) (2011). Political in the Developing World. Oxford: Oxford University Press.
- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), The Oxford Handbook of Political Institutions. Oxford University Press, Oxford, pp. 577-594.
- Bara,J. and Pennington. (eds.)(2009). Comparative Politics: Explaining Democratic System. Sage Publications, New Delhi.
- Blondel, J. (1999). Then and Now: Comparative Politics. Political Studies XLVII, pp. 152-160.
- Chilcote, R. H. (2000). Comparative Inquiry in Politics and Political Economy: Theories and Issues. Oxford: Westview Press, pp. 31-52, pp. 57-81.
- Comparing Federal Systems. (2008). Montreal and Kingston: McGill Queen's University Press.
- Chhibber, P. K., &Kollman, K. (2004). The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States. Princeton: Princeton University Press, pp. 9-21.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), Comparative Politics,(4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). The Changing Face of Parties and Party Systems: A Study of Israel and India. London: Palgrave Macmillan, pp. 3-22.
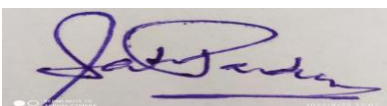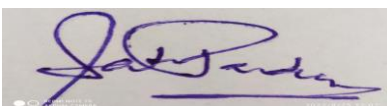
- Farrell, D. M. (2011). Electoral Systems: A Comparative Introduction. New York: Palgrave Macmillan, pp. 1-12.
- Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press, 2010.
- Heywood, A. (2002). 'Representation, Electoral and Voting', in Politics. New York: Palgrave
- Hugginds, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), Politics: An Introduction, (2nd ed.). London.
- Heywood, (2002). 'Parties and Party System', in Politics. New York: Palgrave.
- Hutchinson,J. and Smith, A. (eds.) (1994). Nationalism. Oxford: Oxford 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- 9
COURSE CODE-PSUDTT2
PUBLIC POLICY

Course Objective:

This course provides thorough understanding of the public policy to the students. A sound public policy design, execution, monitoring and evaluation for the success of any public policy. Again, there is not a singular approach to the questions pertaining to these issues. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen's participation is so important for effective implementation of the public policy. Rules and Acts become redundant or ineffective in the absence of active citizenry. This course enables the students to examine some of the key public policies initiatives in India and in Chhattisgarh.

Learning Outcomes:

a. Students will be able to explain about different theories on Public Policy.

b. They will be able to explain how to design a good public policy.

c. They will be able to answer what is needed to ensure the successful implementation of public policy.

d. They will be able to critically examine and answer questions pertaining to some of the key public policies in India and in Chhattisgarh in respect of food, sanitation, health, education, poverty, education, and environment.

e. They will come to know how citizens can effectively participate in public policy implementation.

UNIT-1 Public Policy

a. Definition, Characteristics and models.

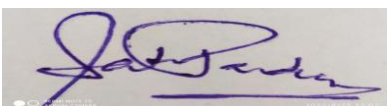b. Public Policy Process in India.

UNIT-2 Decentralization

a. Meaning, Significance and approaches and types.

b. Local Self, Governance: Rural & Urban

UNIT-3 Budget

a. Concept & Significance of Budget.

b. Budget Cycle in India.

c. Various approaches and types of budgeting.

UNIT-4 Citizen and Administration Interface

a. Public Service Delivery

b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and e-governance.

UNIT-5 Social Welfare Administration

a. Concepts and Approaches of Social Welfare.

b. Social Welfare Policies in reference to the Chhattisgarh.

i) Education: RTE, Health: National Health Mission.

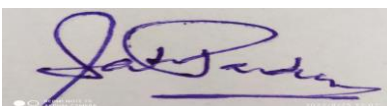ii) Food: Right to Food Security, Employment: MGNREGA.

Reading List:

- T. Dye, (1984) Understanding Public Policy. Sth Edition. U.S.A: Prentice Hall
- R.B. Denhardt and J.V. Denhardt, (2009) Public Administration, New Delhi: Brooks/Cole J. Anderson, (1975) Public Policy Making. New York: Thomas Nelson and sons Ltd.
- M. Howlett, M. Ramesh, and A. Perl, (2009). Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press
- T. Dye, (2002) Understanding Public Policy, New Delhi: Pearson
- Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication Satyajit Singh and Pradeep K. Sharma (eds.] Decentralisation Institutions And Politics In Rural India, OUP,2007
- D. A. Rondinelli and S.Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983 N.G.Jayal, Democracy and The State: Wcl / o * r * e Secular and Development in Contemporary India. Oxford: Oxford University Press, 100
- Bidyut Chakrabarty, Reinventing Public Administration The Indian Experience, Orient Longman,2007
- NoorjahanBava. Development Policies and Administration in India. Delhi: Gabriel Almond and Sidney Verba. The Civic Culture. Boston: Little Brown. 1965
- Uppal Publishers, 2001
- M.P.Lester, Political Participation- How and Why do People Get Involved in Politics Chicago: McNally.1965
- Erik-Lane, J. (2005) Public Administration and Public Management The Principal Agent Perspective. New York: Routledge
- Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Democratic Societies, Cambridge: Cambridge University Press, 2001.
- Stephan Goldsmith and William D. Eggers, Governing By Network: The New Shape of the Public Sector, Brookings Institution [Washington], 2004
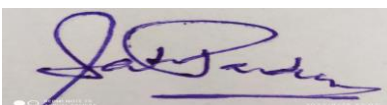
Teaching Learning Process:
The teaching-learning process for this course would involve class lectures, class discussion , debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

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.

<div align="center">

CORE - 10
COURSE CODE-PSUDTT3
RESEARCH METHODOLOGY

</div>

Course Objective:

The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of qualitative and quantitative researches. The objective is to enable the students to identify the problem, prepare the research design and make an objective choice of tools and techniques in pursuance of research.

Leaning Outcomes:

a. The student will be able to use different quantitative and qualitative tools and techniques in their research.
b. They will learn different tools and techniques of data collection and analysis.

c. The student will be able to design their research proposal.

d. The students will be equipped with an understanding of ethics in research.

e. They will learn the ways of accessing data from different sources.

UNIT-I: Introduction to Research in Social Sciences
a. What is research in Social Sciences?
b. Types of Research: Quantitative, Qualitative and Mixed Methods
c. Quantitative: Case Study

UNIT-II: Research Design
a. What is Research Design?
b. Designing Research Proposal

UNIT-III: Techniques and tools of Data Collection
a. Sample: Techniques and Kinds of Sampling
b. Survey: Where and How to apply Survey Methods
c. Questionnaire and Schedule
d. Interview Techniques
e. Observation Methods

UNIT-IV: Writing Dissertation
a. Writing Dissertation
b. Access to Information and Database (Web Pages, Online database etc), Archival material
c. Referencing Style
d. Plagiarism

Reading List:

- Babbie, E. et al. (2012). *Adventures in Social Research: Data Analysis Using SPSS 14.0 and 15.0 for Windows,* (8th ed.). Thousand Oaks, CA: Pine Forge Press.
- Bryman, A. (2012). *Social research methods*, (4th edition). London: Oxford University Press.
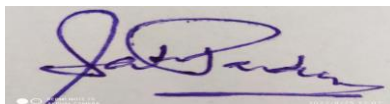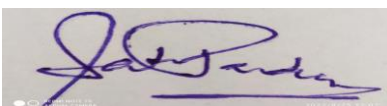
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design, Choosing among Five Approaches.* London: Sage Publications.
- Ellwood, C. (1933). The Uses and Limitations of the Statistical Method in the Social Sciences. *The Scientific Monthly, 37*(4), pp. 353-357.
- Johnson, R., & Onwuegbuzie, A. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. *Educational Researcher, 33*(7), pp. 14-26.
- *Miles*, M. B., &*Huberman*, A. M. (1994). *Qualitative Data Analysis*. London: Sage Publication.
- Stake, R. (1978). The Case Study Method in Social Inquiry. *Educational Researcher, 7*(2), pp. 5-8.
- Yin, R. N. (2009). Case Study Research - Design and Methods, Fourth Edition. *Applied Social Research Methods Series, (5)*. Sage Publication.
- Abdulai, R. T., & Owusu-Ansah, A. (2014). *Essential Ingredients of a Good Research Proposal for Undergraduate and Postgraduate Students in the Social Sciences. Sage Open*.
- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, *36*(3), pp. 237–258.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Alavi, M. (2016). A Manual for Selecting Sampling Techniques in Research. *MPRA Paper No*. 70218.
- Bruyn, S. (1963). The Methodology of Participant Observation. *Human Organization, 22*(3), pp. 224-235.
- Cannell, C., Miller, P., & Oksenberg, L. (1981). Research on Interviewing Techniques. *Sociological Methodology, 12*, pp. 389-437.
- Geer, J. (1988). What Do Open-Ended Questions Measure? *The Public Opinion Quarterly, 52*(3), pp. 365-371.
- Gideon, L. (Ed.). (2012). Handbook of Survey Methodology for the Social Sciences. Springer.
- Hubbard, F. (1942). Questionnaires, Interviews, Personality Schedul
- Cooley, L., & Lewkowicz, J. (2003). *Dissertation Writing in Practice: Turning Ideas into Text*. Aberdeen: Hong Kong University Press.
- Garfield, E. (1996). When to Cite. *The Library Quarterly: Information, Community, Policy, 66*(4), pp. 449-458.
- Hall, P. (1990). Helpful Hints for Writing Dissertations in Comparative Politics. *PS: Political Science and Politics, 23*(4), pp. 596-598.
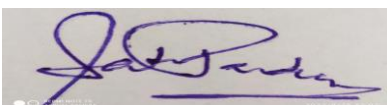
Teaching Learning Process:

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.

COURSE CODE-PSUDTG4

COMPARATIVE CONSTITUTION

Course Objective:

This course gives insights into the structures and institutions of government and workings of constitutions of some selected countries like the USA, the UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an examplea of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antitheticality is to the idea of democracy.

Learning outcomes:-
   a. Students would be able to explain how legislatures, executive and Judiciary work in these countries. And how they interact with each other in their respective political systems.
   b. They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.

UNIT I: Introduction to American constitution
   a. Framing of American Constitution, Salient Features

   b. President of America: Election, Power and Function

   c. The Congress: Composition, Election to the Congress, Power and Functions

UNIT II: Introduction to the British Constitution
   a. Journey of Parliamentary Democracy and evolving of Constitution

   b. British prime minister
   c. Parliament
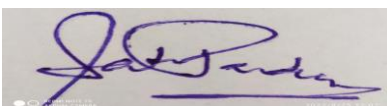
UNIT III: Introduction to Swiss Constitution
   a. Framing of Constitution, Salient features

   b. Executive

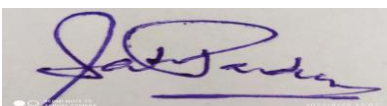   c. Legislature
UNIT IV: Introduction to Chinese Constitution
   a. Salient Features, Objective of the Constitution

   b. Executive

   c. Legislature

Reading List

- Adams, A. (1984). The Role of the Federal Judiciary. *Proceedings of the AmericanPhilosophicalSociety,128*(3),pp.231-237.

- Abramson,P.,Aldrich,J.,Paolino,P.,&Rohde,D.(2000).ChallengestotheAmericanTwo-PartySystem:Evidencefromthe1968,1980,1992,and1996PresidentialElections. *PoliticalResearchQuarterly,53*(3),pp.495-522.

- Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and LegalConstraint.*ColumbiaLawReview,113*(4),pp.1097-1161.

- Aikin,C.(1939).TheBritishBureaucracyandtheOriginsofParliamentaryPolicy,
- *TheAmericanPoliticalScienceReview,33*(2),pp.219-233.

- Anson,W.(1912).TheParliamentActandtheBritishConstitution.*ColumbiaLawReview,12*(8),pp.673-684.

- Borrie,G.(1970).JudicialConflictsofInterestinBritain.*TheAmericanJournalofComparative Law,18*(4),pp.697-709.

- Cain,B.(1980).ChallengesandResponsesinBritishPartyPolitics.*ComparativePolitics,12*(3),pp.335-348.

- Braun,D.(2009).ConstitutionalChangeinSwitzerland.*Publius,39*(2),pp.314-340.

- Fleiner, T. (2002). Recent Developments of Swiss Federalism. *Publius, 32*(2), pp. 97-123.

- Frey,B.(1994).DirectDemocracy:Politico-EconomicLessonsfromSwissExperience.*The AmericanEconomicReview,84*(2),pp.338-342.

- Kerr, H. (1978). The Structure of Opposition in the Swiss Parliament. *LegislativeStudiesQuarterly,3*(1),pp.51-62.

- Ladner,A., & Brändle, M.(1999). Does Direct Democracy Matter For Political Parties?: An Empirical Test in the Swiss Cantons. *Party Politics*, *5*(3),pp.283–302.

- Cohen, J. (1978). China's Changing Constitution. *The China Quarterly,* (76), pp. 794- 841.

- Chamberlain, J. (1947). Structure of China's Constitution. *Far Eastern Survey, 16*(9), pp. 100-105.

- Chang, Y. (1956). The Chinese Communist State System under the Constitution of 1954. *The Journal of Politics, 18*(3), pp. 520-546
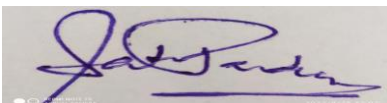
Teaching Learning Process:
 The teaching-learning process for this course would involve class lectures, class discussion, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

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-4)
COURSE CODE- PSUDTA5

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

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

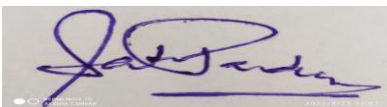**Unit II: Conflict Zones, Violence and the Issues in Human Rights**
a. Terrorism, Police Encounter and Human Rights

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.

- 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.
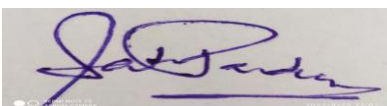
- The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.
- The Constitution of India, Chapter 3: Fundamental Rights
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-35
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human 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:

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
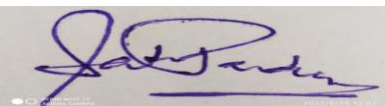
INTERNSHIP

COURSE CODE-PSUDTE 6

INTERNSHIP

Department of Political Science encourages students to integrate their classroom knowledge with real time field experience. To achieve this 15 days internship with 6 credit weightage to it has been included in syllabus. It will help students to sharpen their skills of inquire and to apply this to different aspects of the classroom concepts and practices. Students will complete internship as per guidelines issued by department from time to time. After completion of Internship students will submit a report along with the certificate from the person/organization where internship was completed.

	CORE PAPERS	DISCIPLINESPECIFIC ELECTIVE	ABILITY ENHANCEMENT COURSE
SEM-V	Ancient Indian Political Thought	The Constituent Assembly Debates and the Ideas of India	Selected by Students from the Pool of AEC Courses as notified by the University (Human Rights)
	Party Politics in India	India's security environment	

CORE PAPERS

CORE - 11

COURSE CODE-PSUETT1

ANCIENT INDIAN POLITICAL THOUGHT

Course objectives:

This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. The thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people.

Learning outcomes:

a. The student will come to know about the ideas of individual sages and philosophers on politics and the functioning of government.
b. TheywillbeabletointerlinkthethemesonthefunctioningoftheMonarchyanditsrela tionship with the people taking the cue from the ideas of individual thinkers.
c. Studentswillbeabletoexplainthetrajectoryofideasonkeypoliticalquestionsandins titutionsofancientIndia

UNIT-I Traditions of Pre-colonial Indian Political Thought
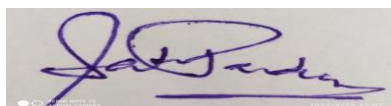Features and Trends of Indian Political Thought

UNIT- II Ved Vyasa (Shantiparva): Rajadharma

UNIT -III Manu: Social Laws

UNIT –IV Kautilya: Theory of State

UNIT-V Aggannasutta (DighaNikaya): Theory of kingship

UNIT –VI Barani

UNIT -VII. Abul Fazal

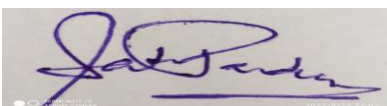**UNIT- VIII**. Kabir

Reading List

- Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought", in T. Pantham, and K. Deutsch (eds.). Political Thought in dodern India, New Delhi: Sage Publications.
- Altekar, (1958) The Kingship in State and Government in Ancient India, 3rd edition, Delhi: MotilalBanarsidass.
- M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India. New Delhi: Sage Publications.
- G. Pandey, (1978) Sramen Tradition hs History and Contribution to Indian Culture.Ahmedabad: L, D. Institute of Indology.
- S. Saberwal, (2008) "Medien al Legacy in Spirals of Contention, New Delhi: Routledge
- The Mahabharata (2004). Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
- V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass, pp. 211-230.
- The Mahabharta: An Inquiry in the Funran Condition, Delhi: Orient Longman, 2006.
- P. Olivelle, (ed. & trans.) Manu's Code of Law: Critical Edition and Translation of the Manava Dharamsastra. New Delhi: OUP.2004
- V. Mehta, (1992) The Cosmic Vision Manu, in Foundations of Indian Political Thought, Delhi: Manohar.
- S. Collins, (ed), (2001) Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy.
- S. Collins, (2001) General Introduction', in Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali), Delhi:Sahitya Akademi.
- Gokhale, (1966) "The Early Buddhist View of the State", in The Journal of Asian Studies, Vol. XXVI, (1).
- Habib, (1998) Ziya Barni's Vision of the State, in The Medieval History Journal, Vol. 2, (1).
- L.Alam, (2004) "Sharia Akhlaq', in The Languages of Political Islam in India 1200-1800, Delhi: Permanent Black.

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 – 12

COURSE CODE-PSUETT2

PARTY POLITICS IN INDIA

Course Objective:
This Course focuses on the study of political parties in India both at center and state levels. The study comprises of their organization, ideology and political support base. The in-depth understanding of parties would enable the students also to examine the questions of inner party democracy and transfer of power within the party. Further, it engages the students on the questions of government funding of elections and elections campaign in the country. With the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaigns have changed in India. The course allows the students to make a comparative study of elections manifestos of major political parties which will give them insight into their commitments to the issues and how and in what ways they converge as well as differ from each other.

Learning outcomes:
a. The students will be able to explain the origin and ideologies of main national parties of India especially the BJP, The CPM, and the Indian National Congress.

b. The students will come to know how the regional parties emerged and if their emergence challenged the hegemony of the national party like Indian the National Congress. This will include the study of regional parties in Chhattisgarh.

c. The students will be able to explain the transformation in the nature of the regional parties in India.

d. They will be able to decode the election manifestoes of political parties and explain in what ways they converge and diverge on policy issues and programs.

e. They will be able to explain how politics and issues can be studied through slogans

**UNIT I: National Parties, their Organization, Ideology and Support Base**
a. Bharatiya Janata Party, Indian National Congress, and the Communist Party of India (M): Their Origin and Evolution, Organizational Structure, Social Base and Ideologies.
b. Debates on Democracy within Party
c. Dynasty politics and Family Succession in Parties
d. Regional Parties : Emergence and Importance with special focus on Chhattisgarh

UNIT II: Election Studies
a. Election Campaign, Changing Nature of Political Campaign
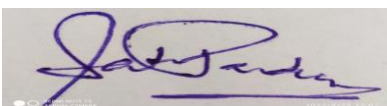b. Understanding Voting Behavior

UNIT III: Electoral Funding
a. Expenditure studies in Elections
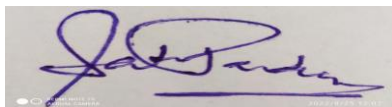
b. Impact of High Election Expenditure
c. Debate on Public Funding of Elections

Reading List :

- Farooqui, A., & Sridharan, E. (2016). Can umbrella parties survive? The Decline of the Indian National Congress. Commonwealth & Comparative Politics, 54:3, Routledge Publication, pp. 331-361
- Jaffrelot, C. (1996). The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s. New Delhi: Penguin.
- Bhattacharyya, H. (2015). Political Parties and Democracy in South Asia: The CPI-M in India's Liberal Democracy, In Wolf S. et al. (Eds.), Politics in South Asia. Cham: Springer.
- Khare, H. (2004). The Indian National Congress: Problems of Survival and Reinvention In Mitra, S. K. et al. (Eds.), Political Parties in South Asia, New York: Praeger, pp. 31-54.
- Zavos, J. et al. (Eds.). (2004). Hindu Nationalism and Indian Politics: An Omnibus, New Delhi: Oxford University Press.
- Heath, O. (1999). Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. Economic and Political Weekly, 34(34/35), 2511-2517.
- Kothari, R. (1964). The Congress 'System' in India. Asian Survey, 4(12), University of California Press, pp. 1161-1173.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. Asian Survey, 14(12), University of California Press, pp. 1035-1054.
- Hansen, T., & Jafferlot, C. (Eds.). (1998). The BJP and the Compulsions of Politics in India, New Delhi: Oxford University Press.
- Hassan, Z. (2012). Congress after Indira: Policy, Power and Political Change 1984-2009. Oxford University Press.
- Varshney, A. (2000). Is India Becoming More Democratic? The Journal of Asian Studies, 59(1), pp. 3-25.
- Katju, M. (2001). Changing Times: Visual Media and Indian Politics. Economic and Political Weekly, 36(39), pp. 3759-3761.
- Kumar, R. (2017). Padayatras and the Changing Nature of Political Communication in India. Studies in Indian Politics, 5(1), pp. 32–41.
- Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, India Review, 15:4, pp. 359-378.
- Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Voting Behaviour? Economic and Political Weekly, 38(6), pp. 550-560. Vaishnav, M. (2015). Understanding the Indian Voter. Carnegie endowment for international peace.
- Chhibber, P. (1995). Political Parties, Electoral Competition, Government Expenditures and Economic Reform in India, The Journal of Development Studies, 32(1), pp. 74-96.
- Thachil, T., & Teitelbaum, E. (2015). Ethnic Parties and Public Spending: New Theory and Evidence from the Indian States. Comparative Political Studies, 48(11), pp. 1389–1420.
- Sahoo, N. (2017). Towards public financing of elections and political parties in India: Lessons from global experiences. ORF Occasional Paper No. 127.

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.

DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

COURSE CODE-PSUETD3

## THECONSTITUENTASSEMBLYDEBATESAND THEIDEASOFINDIA

Course Objective:

The making of Indian constitution was indeed a gigantic task. It was really challenging toleave behind the wounds and scars of partition and design a new script and trajectory for themodern India assuring unity of the country without diluting or disturbing its diversity. It wasagain a difficult task of mediating between the elements of modernity and civilization ethosand identity which make India a unique nation in the world. It was a result of marathonmeetings and cross-fertilization of ideas for over two years which went through examiningand discussing the minute details. Reading into the debates of Constituent Assembly reflectsthe depth and richness of thoughts that went into shaping and producing a sacred document for the modern India. This course entails some of the key issues which continue to engage ournationall discourses in post-colonial India. The debates in the constituent assembly on the underlying issues shall be the primary and essential readings for the students.

Learning outcomes:
The students will beabletoknowandanswer
- a. Whatweredebatesonnomenclatureofthecountry?Howtheterm'Indiai.e.Bharat'as'UnionofStates'cametostayintheconstitution?
- b. WhatwentintodiscussionsondecidingnationalsymbolslikeNationalFlagandNationalAnthemofthecountry?
- c. WhatwereetheviewsofthemajorityofthemembersintheConstituentAssemblyonminorityrights?
- d. WhatwerethediscussionsonreligiousfreedomandreligiousconversionintheConstituentAssembly?
- e. Whatwerethepositionsofthemembersoftheconstituentassemblyontheissueofcow protection?
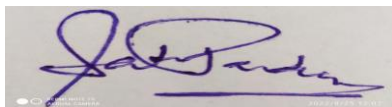
UNIT I: the making of the Indian Constitution and the Idea of India

    a. Unity in Diversity and Diversity in Unity

    b. Basic Philosophy and 'the Pream ble'of Indian Constitution

UNIT-II: Religious Freedom and Religious Rights

    a. Religious Freedom in the Constitution

    b. Minority Rights

    c. Debates on Religious Conversion

    d. Religion Based Reservations in Public Institutions.

UNIT III: Contested Questions

    a. Banon Cow Slaughter

    b. Uniform Civil Code

    c. Article370

UNIT IV: Debates on Nature of the Government

    a. Presidential vs Parliamentary

    b. Federal and Unitary

Reading List

- Lahoti,R.C.(2004).Preamble:TheSpiritandBackboneoftheConstitution ofIndia.EasternbookCompany,Delhi.

- Gottlob,M.(2007).India'sUnityinDiversity asaQuestionofHistoricalPerspective.Economic andPoliticalWeekly,42(9),pp.779-789.

- Parekh,B.(2006).DefiningIndia'sIdentity.IndiaInternationalCentreQuarterly,33 (1),pp.1-15

- Wallace,D.(1951).TheIndianConstitutionof1949.TheJournalofPolitics,13(2),p p.269-275.

- Mookerji, R. (2004).TheFundamentalUnityofIndia,OrientBlackswan, Hyderabad.

- Shivhare,V.MinorityRights:TheJudicialApproach. Availableat:**http://www.legalservicesindia.com/articles/judi.htm.**

- Sinha,M.(2005).MinorityRights:ACaseStudyofIndia.InternationalJournalonMi nority andGroupRights,12(4),pp.355-374.

- Bajpai,R.(2000).ConstituentAssemblyDebates and
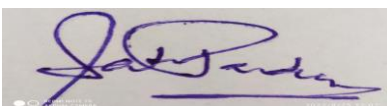
MinorityRights.EconomicandPoliticalWeekly,35(21/22),pp.1837-1845.

- Basavaraju,C.(2009).ReservationundertheConstitutionofIndia:IssuesandPerspectives.Journalofthe IndianLawInstitute,51(2),pp.267-274.

- Shah,G.(1985).

  Caste,ClassandReservation.EconomicandPoliticalWeekly,20(3),pp.132-136.

- Copland, I. (2017). Cows, Congress and the Constitution: Jawaharlal Nehru and theMakingofArticle 48.JournalofSouthAsianStudies,40(4),pp.723-743.

- Manooja, D. (2000). Uniform Civil Code: A Suggestion.Journal of the Indian LawInstitute,42(2/4),pp.448-457.

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.

DISCIPLINE SPECIFIC ELECTIVE (DSE-2)

COURSE CODE-PSUETD4

INDIA'S SECURITY ENVIRONMENT

Course Objective:

The course will allow the student to understand India's comprehensive national power in the regional and global context. The course discusses about the security threats that India faces from outside as well as inside. That includes not just the strategic and military threats but also the violence that emanates from the ideology of Naxalism and illegal migrants especially from Bangladesh who have settled in different parts of the country and are now able to change the socio-religious and political demography of the states.

Learning Outcomes:

a. Students will be able to assess the military and economic position of India in the World.
b. They will be able to explain the nature and magnitude of threats from China and Pakistan to India.
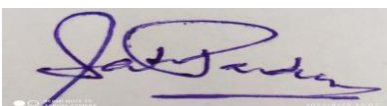
c. They will be able to explain what security, political and cultural-religious threats illegal migrants from Bangladesh pose to India.

d. They will be able to evaluate the expanding role of India in global strategic politics with a special focus on Indo-pacific region.

e. Students will learn how both China and India are competing for dominance in South Asia

UNIT I: Understanding India as a Global Power

a. India as a Military Power

b. India as an Economic Power

c. India's Soft Power

UNIT II: India's External Security Environment

a Military and Strategic Threat from China

b. Security Threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan

UNIT III: India's Internal Security Threats

 a. Left Extremism in India

b. Illegal Migrants settled in India

Reading List

• Ganguly, S. (2003). India as an Emerging Power. Routledge.

•Basrur, R. (2017). Rising India: Status and Power. Routledge

• Ragi, S. K., Sondhi, S., & Pathak, V. (2017). Imaging India as a Global Power. UK: Routledg

• Subrahmanyam, K. (1982). Indian Security Perspectives, ABC Publishing House, New Delhi.

• Gordon, S. (2015). India's Rise as an Asian Power: Nation, Neighborhood, and Region. Foundation Books. New Delhi: Cambridge University Press.

•   Gordon, S. (1995). India's Rise to Power in the Twentieth Century and Beyond. Palgrave Macmillan: UK.

• Malik, M. (2012). China and India: Great Power Rivals. Viva India.

• Ogden, C. (2017). China and India: Asia's Emergent Great Powers, Polity.

• George, T. (1984). India and the great powers,The International Institute for Strategic Studies.

•   Stobdan, P. (2010). India-Russia Strategic Partnership: Common Perspectives, Institute for Defence Studies and Analyses
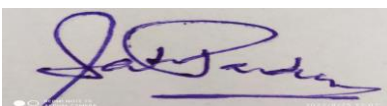
- Boggs, R., & Burns, N. (2015). "Friends Without Benefits: Is the U.S.-Indian Relationship Built to Last?", Foreign Affairs, 94(1), Special Entrepreneurship Issue, pp. 165-168
- Randol, S. (2008). "How to Approach the Elephant: Chinese Perceptions of India in the Twenty-First Century," Asian Affairs: An American Review, 34(4), pp. 211-226
- Bajpai, K. (2003). Untangling India and Pakistan. Foreign Affairs, 82(3), pp. 112- 126.
- Bhardwaj, S. K. (2013). India–Bangladesh Border Governance: Issues and Challenges. International Studies, 50(1–2), pp. 109–129.
- Rasheed, A. (2016). Countering the Threat of Radicalisation: Theories, Programmes and Challenges, Journal of Defence Studies, Vol. 10, No. 2 April-June 2016, pp. 39- 76.
- Malone, D. M., & Mukherjee, R. (2009). "India-US Relations: The Shock of the New", International Journal Canada and Asia, 64(4), pp. 1057- 1074.

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-5)
COURSE CODE-PSUATA5

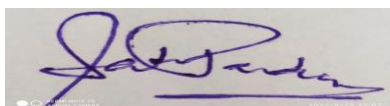Selected by Students from the Pool of AEC Courses as notify by the University

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
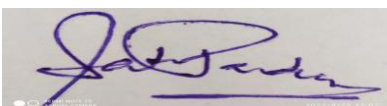a. Terrorism, Police Encounter and Human Rights

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.

- 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.
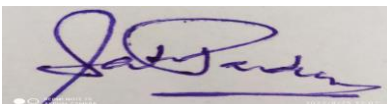
Teaching Learning Process:

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 PAPERS	DISCIPLINESPECIFIC ELECTIVE	SEMINAR	DISSERTATION/ PROJECT
SEM-VI	Western Political Thought	India's foreign Policy	-	Dissertation
	Modern Indian Political Thinkers			

CORE PAPERS

CORE -13

COURSE CODE-PSUFTT1

WESTERN POLITICAL THOUGHT

Course Objective:

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Marx whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to the trace that ideas and tradition and examine them critically.

Learning Outcomes:

a. The students will know the key ideas of all the political philosophers given in the course.
b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other
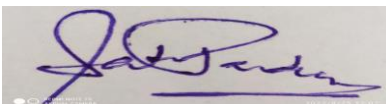
UNIT-I: Plato:
Concept of Ideal state, Philosopher King, Theory of Justice, Education System, Communism
UNIT-II: Aristotle:
State, Classification of government, Citizenship, Theory of Revolution, Justice Slavery

UNIT-III: Machiavelli:
Method, End and Means, Relation between Politics and Morality, Government.

UNIT-IV: Hobbes, Locke, and Rousseau:
Human Nature, State of Nature, Natural Rights and Social Contract.
UNIT-V: Bentham and J S Mill:
Utilitarianism, Liberty, Representative Government
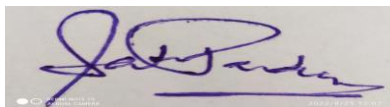**UNIT-VI: G.W.F. Hegel:**
Dialectic Method, State, Freedom of Individual, Absolutism.
UNIT-VII: Karl Marx:
Historical materialism, Economic Determinism, class struggle, Stateless and Classless Society, Communism.

Reading List:
- Annas, J. (1981). An Introduction to Plato's Republic. Clarendon Press, Oxford.
- Barker, E. (1959). The Political Thought of Plato and Aristotle. New York: Dover Publications.
- Reeve, C. (2009). Plato. In Boucher, D., & Kelly, P. (Eds.), Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 62-80.
- Nelson, B. (2006). Western Political Thought. New Delhi: Pearson.
- Mukherjee, S., &Ramaswami, S. (2004). A History of Political Thought. Delhi: Prentice Hall of India.
- Burns, T. (2009). Aristotle. In Boucher, D. & Kelly, P. (Eds.), Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 81-99.
- Coleman, J. (2000). Aristotle. In Coleman, J. (Ed.). A History of Political Thought: From Ancient Greece to Early Christianity. Oxford: Blackwell Publishers, pp.120- 186.
- Taylor, C. (1995). Politics. In Barnes, J. (Ed.). The Cambridge Companion to Aristotle. Cambridge: Cambridge University Press, pp. 232-258.
- Machiavelli, N. (1961). The Prince. Harmon'sworth: Penguin. (Translated by George Bull).
- Skinner, Q. (2000). The Adviser to Princes. In: Machiavelli: A Very Short Introduction. Oxford: Oxford University Press, pp. 23-53.
- Femia, J. (2009). Machiavelli. In Boucher, D., & Kelly, P. (Eds.), Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184.

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 -14

COURSE CODE-PSUFTT2

MODERN INDIAN POLITICAL THINKERS

Course Objective:

This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and politysignificantly. Their writings and thoughts give insights into theirideas of India and the kindof society and polity that they had dreamed of. As all their thoughts are not possible to coverina semester,somekeythoughtshave beenunderlinesforfocusedstudy.

LearningOutcomes

- Students will be able to know the emancipator ideas of women in her Sanskrit language
- Students will be able to know the Tagore's critique of modern civilisation.
- They will be able to explain the key ideas of Gandhi.
- Students will be able to evaluate the ideas of Savarkar on Hindutva
- Students will be able to know the Allama Iqbal's idea of secularism
- Students will be able to know Iqbal's concept of self(khudi) and community (Millat) derived from the Quranic source.
- Students will be strengthened by the ides of Nehru's idea of secularism and diversity.

UNIT-1 Introduction to Modern Indian Political Thought.

UNIT-2 Rammohan Roy: Rights, Pandita Ramabai: Gender.

UNIT-3 Vivekananda: Ideal Society, Tagore: Critique of Nationalism.

UNIT-4 Iqbal: Community and Savarkar: Hindutva.
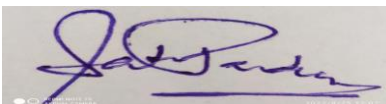
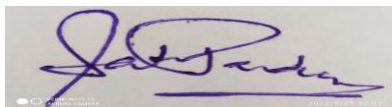**UNIT-5** Gandhi: Swaraj, Ambedkar: Social Justice.

UNIT-6 Nehru: Secularism, Lohia: Socialism

Reading List

- V. Mehta and T. Pantham (eds.), (2006) A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations. History of Science, Philosophy and Culture in Indian civilization Vol. 10, Part: 7, New Delhi: Sage Publications.
- Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon.
- R. Roy, (1991) 'The Precepts of Jesus, the Guide to Pence and Happiness'. S. Hay, (ed.))
- Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin.
- Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, 2010.
- T Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, 1986.
- S. Sarkar, (1985) Rammohan Roy and the break With the Past', in A Critique on colonial india, Calcutta: Papyrus.
- M. Kosambi (ed.). Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, 2000.
- Seeking Begumpur The Social Vision of Anti Caste Intellectuals, New Delhi: Navayana, 2008
- S. Bodhasarananda (ed.). Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashunma, 2007
- Swami Vivekananita, Delhi Oxford University Press, 2003.
- R. Terchek, (2002) Gandhian Autonomy in Late Modern World', in A. Parel (ed.), Gandhi, Freedom and Self Rule. Delhi: Sage.
- Nandy, (1994) 'Rabindranath Tagore & Politics of Self, in Illegitimacy of Nationalism, Delhi: Oxford University Press.
- M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin.
- J. Sharma, (2003) Hindutva: Exploring the idea of Hindu Nationalism, Delhi: Penguin.
- Dh. Keer, (1966) Veer Savarkar, Bombay: Popular Prakashan.
- J. Nehru, (1991) *Selected Works, in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin.
- Zachariah, (2004) Nehru, London: Routledge Historical Biographies.
- M. Anees and V. Dixit (eds.). (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti

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.

DISCIPLINE SPECIFIC ELECTIVES (DSE-3)

COURSE CODE-PSUFTD3

INDIA'S FOREIGN POLICY

Course Objective:

One of the fastest growing economies in the world, India is confronted with a number of dynamic and complex issue-areas that call for multiple geopolitical, geo-economics and geostrategic engagements and alignments but not at the cost of one of the core principles of India's foreign policy, namely strategic autonomy. As the 'Asian Century' unfolds in all itsspatial-geographical diversity and complexity, there is a growing appreciation of the fact that as her overall power profile improves. India's maritime security in the Indian Ocean is increasingly undermined by transnational, non-traditional threats including piracy, smuggling, drug trading, humantrafficking and illegal migrations, environmental degradation, IUU fishing, trade disruption, weapons proliferation and terrorism. Indian foreign policy and diplomacy are also faced with new frontiers such as the Polar Regions, Outer Space, and the Cyberspace.

Learning Outcomes:
At the end of the course students would have acquired a comprehensive understanding of the following:
a. India's world view, geopolitical vision, and key principles
b. New Frontiers of Indian Foreign Policy and Diplomacy
c. India's Nuclear Policy and Strategy
d. India's connectivity challenge both on land and at sea
e. India's Look East and Act East Policy
f. India's engagement with the Indian Ocean and Indo-Pacific

UNIT-1
India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

UNIT-2
India's Relations with the USA and USSR/Russia

UNIT-3
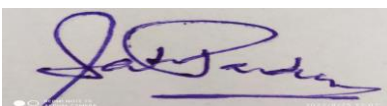
India's Engagements with China

UNIT-4
India in South Asia: Debating Regional Strategies

UNIT-5
a. India's Look East Policy
b. Rise of Indo-Pacific and India's Act East Policy

UNIT-6
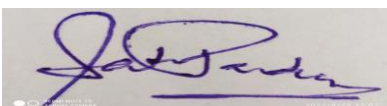India in the Contemporary Multipolar World

Reading List :
- R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in South Asian Survey, Vol. 15 (1).
- C.Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.
- Narlikar, (2006) Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in International Affairs, Vol. 82 (1).
- P. Mehta, (2009) Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in India Review, Vol. 8 (3)
- Brewster, D. (2018). *India & China at Sea: Competition for Naval Domination in the Indian Ocean*. New Delhi: Oxford University Press.
- Kumar, Y. (Ed.). (2017). *Whither Indian Ocean Order? Contributions to a Seminar on Narendra Modi's Speech*. New Delhi: K. W. Publishers.
- Nag, R. M. (2016). Looking East: Security through Greater Cross Border Connectivity. In Goswami, N. (Ed.), *India's Approach to Asia: Strategy, Geopolitics and Responsibility*, New Delhi: Institute of Defence and Strategic Studies & Pentagon Press, pp. 143-163.
- Nagao, S. (2018). China in Japan-India Security Ties: Infrastructure as a Factor. In Panda, J., & Basu, T. (Eds.), *China-India-Japan in the Indo-Pacific: Ideas, Interests and Infrastruture*, pp. 216-229.
- Raghavan, S. (2019).The Security Dilemma and India–China Relations. *Asian Security, 15:1, 60-72*.
- Sachdeva, G. (2018). Indian Perceptions of the Chinese Belt and Road Initiative. *International Studies*, *55*(4), pp. 285–296.

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.