



**SYLLABI FOR FIVE YEAR INTEGRATED POST GRADUATE PROGRAMME  
(FYIPGP)  
IN  
POLITICAL SCIENCE  
(As per NEP 2020)**

**DIBRUGARH UNIVERSITY**

**(Updated as on June, 2024)**



**FIVE-YEAR INTEGRATED POST GRADUATE PROGRAMME (FYIPGP)**  
**DEPARTMENT OF POLITICAL SCIENCE:**  
**DIBRUGARH UNIVERSITY**

**PREAMBLE**

Politics is an inherent part of people's collective existence. It is therefore pertinent to study politics in all its forms and processes. Political Science as a discipline of study not only deals with the structure of governments and administration and study of political theories, but also various aspects of human life. Academic engagements with cardinal aspects of cooperation, adjustments and toleration are paramount for achieving an inclusive society. The discipline of Political Science gives special focus on democracy both as an idea and a form of government. It helps people become conscious of their rights and duties and various socio-political developments around them. Studying political science helps to promote peace in a multi-national, multi-cultural, multi-lingual society like India.

**INTRODUCTION**

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

In view of this, the discipline of political science paves the way to educate its students not only to understand, assert and enjoy their rights and obligations enshrined in the Constitution but also in this dynamic social political world equips the students to critically able to understand and voice their concerns on the issues of human rights, marginalized others, governance issues and many more. This discipline explores questions about power, what it is and who exercises it. It encompasses the study of processes, policies and institutions of various political systems and helps train students in critical thinking, rigorous

and methodical analysis to enable them in addressing practical political issues and challenges, while contributing to the wider society and community. The discipline also helps the students to prepare them for a wide range of careers in the public sector, private business, international relations organisations, non-profit organisations and academia.

The Five-Year Integrated Post Graduate Programme (FYIPGP) of Dibrugarh University has been adopted as per the recommendations of the NEP, 2020. The Programme has features of multiple entry/exit options with appropriate certifications as per the Regulations for Five Year Integrated Post Graduate Programme(FYIPGP) in Choice Based Credit System (CBCS) of Dibrugarh University.

### **AIM OF THE COURSE**

The FYIPGP course in political science is designed in the light of the new dimensions of politics in the changing world. It will impart the knowledge of diverse political ideologies, important concepts, and the latest developments in local, state, national, world politics and governments. A student with in-depth knowledge of the Constitution of India, changing dynamics of society and politics in India and International Politics are much better equipped to successfully handle various socio-political circumstances. Political Science is one of the most important subjects in all competitive examinations. Keeping these in view the FYIPGP course has been designed with the following objectives:

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

### **GRADUATE ATTRIBUTES:**

Graduate attributes include both disciplinary knowledge related to the discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYIPGP in Political Science are:

- (a) **Disciplinary Knowledge:** The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Political Science. They should be able to demonstrate the attribute of understanding of the scope and growth of the discipline.
- (b) **Critical Thinking:** The graduates in political science are expected to evaluate critically the socio-political issues and problems related to society, community, nation, state and beyond.
- (c) **Research related Skills:** The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in political science. They should have the skills to conduct research by identifying the problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.
- (d) **Moral and Ethical Awareness:** The students will be able to exhibit value based, moral and ethical issues that concerns the discipline.
- (e) **Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the political issues and challenges of contemporary time in establishing peace, equality and justice in a post-colonial, developing country like India.

## **PROGRAMME OUTCOMES**

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

1. Demonstrate a comprehensive understanding of key political concepts, theories, ideologies and methodologies in Political Science to analyse the structures and functions of key political systems, institutions and processes.
2. Analyse global issues with an understanding of diverse socio-cultural and political contexts through an inter-disciplinary approach.
3. Identify and address issues of inequality, social justice, rights and sustainability in the context of contemporary socio-political phenomena.
4. Apply critical thinking to identify and evaluate various socio-political issues, policies and debates related to the state, society, community and beyond.
5. Design research projects using appropriate methodologies to understand diverse political phenomena and find solutions.

6. Conduct analysis of political phenomena using appropriate research methods and tools to advocate for policy changes.
7. Engage in relevant political debates demonstrating strong articulation, communication skills and logical reasoning.
8. Use discipline specific principles to demonstrate leadership skills and collaborative work in addressing issues of socio-political relevance.
9. Engage in higher studies, research and lifelong learning for continuous individual and professional development.
10. Use knowledge of concepts of Political Science to contribute towards cultivating a sense of responsible citizenship, community development, public discourse, policy formulation and implementation process.

### **PROGRAMME SPECIFIC OUTCOMES**

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

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

The detailed course structure of the FYIPGP in Political Science (up to 3 (three) Semesters) is as follows:

<b>Year</b>	<b>Semester</b>	<b>Course Code</b>	<b>Title of the course</b>	<b>Total Credit</b>
	<b>1<sup>st</sup> Semester</b>	PSCC1	Understanding Political Theory	4
		MINPSC1	Concepts and Debates in Political Theory	4
		GECPC1	Human Rights	3
		AEC-01	Modern Indian Language (MIL)	4
		VAC-01	Value Added Course -I	2
		SEC107	Legal Literacy	3

<b>Year I</b>			<b>Total</b>	<b>20</b>
	<b>2<sup>nd</sup> Semester</b>	PSCC2	Indian Government and Politics	4
		MINPSC2	Introduction to Indian Politics	4
		GECPC2	Understanding Gandhi and Ambedkar	3
		AEC-02	Language and Communication Skills	4
		VAC-02	Value Added Course -II	2
		SEC207	Legislative Procedures in India	3
<b>Total</b>				20
			<b>UG Certificate</b>	<b>40</b>
<b>Year II</b>	<b>3<sup>rd</sup> Semester</b>	PSCC3	Perspectives on IR and World History	4
		PSCC4	Classical Political Philosophy	4
		MINPSC3	Development Processes and Social Movements in Contemporary India	4
		GECPC3	Public Policy in India	3
		SEC307	E-Governance in India	3
		VAC-03	Value Added Course -III	2

## SEMESTER-I

<b>Course Title</b>	<b>: Understanding Political Theory</b>
<b>Course Code</b>	<b>: PSCC1</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Analyse the evolution, approaches and relevance of the study of political theory**

- ILO1.1: Explain the conceptual underpinnings of political theory
- ILO1.2: Distinguish the different approaches to political theory
- ILO1.3: Interpret the decline and resurgence of political theory

**CO2: Interpret various schools of thought in political theory**

- ILO2.1: Compare the tenets of liberal and classical traditions of political theory
- ILO2.2: Distinguish the basic principles of modern and Marxist traditions of political theory
- ILO2.3: Infer the contemporary relevance of these select traditions of political theory

**CO3: Illustrate the contemporary perspectives in political theory**

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

**CO4: Explain the different concepts and theories of state and citizenship**

- ILO 4.1: Interpret the meaning and types of citizenship
- ILO 4.2: Distinguish the different approaches to citizenship
- ILO 4.3: Identify the types and functions of state and civil society

**CO5: Assess the nature and diversities of democracy**

- ILO 5.1: Estimate the nature and functioning of different types of democracy
- ILO 5.2: Analyse the important debates on democracy

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Political Theory: concepts, meaning and evolution</b> What is Political Theory? Why do we need Political Theory? Evolution of political theory; Approaches to Political Theory- Normative, Historical and Empirical; Behaviouralism and	10	2	12

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

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

<b>Knowledge dimension</b>	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyse</b>	<b>Evaluate</b>	<b>Create</b>
Factual knowledge				C03	C04	
Conceptual knowledge					CO1, CO2	
Procedural knowledge					CO5	
Metacognitive knowledge						



### Mapping of Course outcomes with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	×	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	×	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

#### Suggested Reading List:

- Bhargava, R.(2008) ‘What is Political Theory’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.
- Bellamy, R. (1993) ‘Introduction: The Demise and Rise of Political Theory’, in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) ‘Normative Theory’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) ‘Behavioural Analysis’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J.(1995) ‘The Feminist Perspective’, in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
- Bhargava, R. ‘Why Do We Need Political Theory’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.
- Bannett, J. (2004) ‘Postmodern Approach to Political Theory’, in Kukathas, Ch. And Gaus, G.F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.
- Srinivasan, J.(2008). ‘Democracy’, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2<sup>nd</sup> Edition). Buckingham: Open University Press.
- Roy, A. 'Citizenship' in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.
- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O. P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011

<b>Course Title</b>	<b>: Concepts and Debates in Political Theory</b>
<b>Course Code</b>	<b>: MINPSC1</b>
<b>Nature of Course</b>	<b>: Minor</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 60 (End-Sem) +40 (In-Sem)</b>

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

**CO1: Analyse the concept and relevance of the study of political theory**

ILO 1.1: Explain the conceptual underpinnings of political theory

ILO 1.2: Interpret the decline and resurgence of political theory

**CO2: Examine the concepts of liberty, equality and justice in political theory**

ILO 2.1: Compare the different dimensions of negative and positive liberty

ILO 2.2: Outline the important interpretations of equality of opportunity, welfare and resources

ILO 2.3: Infer the different types and dimensions of justice

**CO3: Assess the concepts of rights and democracy in political theory**

ILO 3.1: Identify the various types of rights and their relevance in addressing societal needs

ILO 3.2: Outline the types of democracy and their functioning

ILO 3.3: Examine the interface of democracy and rights

**CO4: Explain the concept of citizenship in political theory**

ILO 4.1: Interpret the meaning and types of citizenship

ILO 4.2: Identify the debates around citizenship

**CO5: Evaluate the nature of state and civil society in political theory**

ILO 5.1: Illustrate the nature and functioning of state and civil society

ILO 5.2: Examine the relationship between state and civil society

ILO 5.3: Identify the debates on state and civil society

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Political Theory Basics:</b> What is Politics? What is Political? Relevance and Decline of Political Theory	10	2	12
<b>II</b>	<b>Concepts in Political Theory-I:</b> Liberty- Negative and Positive Liberty, Liberty and Equality, Liberty and Rights Equality-Equality of Welfare, Equality of Opportunity, Equality of Resources Justice-Distributive Justice; Procedural Justice, Justice	10	2	12

	as Fairness; Capabilities and Freedom			
<b>III</b>	<b>Concepts in Political Theory -II:</b> Rights-Negative and Positive Rights; Civil, Political and Social Rights; Legal Rights; Moral Rights; Human Rights Communitarians and Rights; Multiculturalism and Rights Democracy- Direct Democracy, Liberal Democracy; Procedural Democracy -Elitist, Pluralist, Egalitarian, Communist, Participatory, Deliberative Democracy	10	2	12
<b>IV</b>	<b>Concepts in Political Theory- III:</b> Equal and Universal Citizenship, Globalization and Citizenship, Dilemma of Liberal Citizenship-Uniformity and Generality	10	2	12
<b>V</b>	<b>State and Civil Society –Marxist and Liberal;</b> Challenges to State; Evolution of Civil Society, Relationship between State and Civil Society	10	2	12

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

Knowledge dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO4		CO1,CO2	CO5	
Procedural knowledge					CO3	
Metacognitive knowledge						

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

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- Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
- Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 21-40.
- Sanders, D. (1995) 'Behavioural Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.
- Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.
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- Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. And Gaus, G.F.(eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.
- Vincent, A.(2004) *The Nature of Political Theory*.NewYork:Oxford University Press, 2004, pp.19-80.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.106-128.
- Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.
- Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.
- Arblaster, A. (1994) *Democracy*. (2<sup>nd</sup> Edition). Buckingham: Open University Press
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp.130-146.
- Brighouse, H. (2008) 'Citizenship', in Mckinnon, C.(ed.) *Issues in Political Theory*, New York:Oxford University Press, pp. 241-258.

- Andrew Heywood, *Political Ideologies: An Introduction*, Palgrave Macmillan, 2012
- Gauba, O.P., *An Introduction to Political Theory*, MacMillan India Ltd, Delhi, 2007
- Dutta, Akhil Ranjan, *Political Theory: Issues and Debates*, Arun Prakashan, Guwahati, 2011
- McKinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press.
- Swift, A. (2001). *Political Philosophy: A Beginners Guide for Students and Politicians*. Cambridge: Polity Press.

<b>Course Title</b>	<b>: Human Rights</b>
<b>Course Code</b>	<b>: GECPC1</b>
<b>Nature of Course</b>	<b>: GEC</b>
<b>Total Credits</b>	<b>: 3</b>
<b>Distribution of Marks</b>	<b>:60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Describe the concept and the institutional frameworks of human rights**

ILO 1.1: Identify the meaning, nature and scope of human rights

ILO 1.2: Outline the approaches to the study of human rights

ILO 1.3: State the institutional frameworks of human rights

**CO2: Examine the functioning of human rights institutions in the Indian context**

ILO 2.1: Discuss the constitutional provisions for the protection of human rights

ILO 2.2: Describe the human rights laws and institutions in India

**CO3: Analyse the human rights movements in India**

ILO 3.1: Identify the environmental, Dalit and women's movement

ILO 3.2: Relate these movements to contemporary socio-political realities

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

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

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

### Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

#### Suggested ReadingList:

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



**Course Title:Legal Literacy**

<b>Course Code</b>	<b>: SEC107</b>
<b>Nature of Course</b>	<b>:SEC</b>
<b>Total Credits</b>	<b>: 3</b>
<b>Distribution of Marks</b>	<b>:60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Analyse the legal system and its functioning in India**

ILO 1.1: Identify the structure of the court system of India

ILO 1.2: Examine the role and functioning of the legal system

ILO 1.3: Discuss the formal and alternative dispute Redressal mechanisms such LokAdalats

**CO2: Describe the criminal procedures and other laws related to different crimes**

ILO 2.1: Identify the preliminary criminal procedures such as filing of FIR, arrest, bail, search and seizure

ILO 2.2: State the laws related to the matters of gender and privacy

**CO3: Apply the knowledge of the legal system in solving socio-political issues**

ILO 3.1: Solve individual and collective issues with the help of legal procedures

ILO 3.2: Identify issues of social relevance and use legal indicators to solve them.

ILO3.3: Locate the opportunities and challenges of the legal system for different categories of the population.

Unit	Contents	Instructional hours per week		Total marks
		L	T	
<b>I</b>	<b>Legal System in India:</b> An Introduction to the Legal System in India, System of courts/tribunals and their jurisdiction in India, criminal and civil courts, writ jurisdiction, specialized courts such as Juvenile Justice Boards, Family Courts and Tribunals. Alternate dispute mechanisms such as Lok-Adalats, and non-formal Mechanisms.	8	4	15
<b>II</b>	Preliminary Criminal Procedures: Filing an FIR, arrest, bail, search and seizure	6	3	15
<b>III</b>	Laws relating to Gender, Consumer Protection, and Cyber Crimes: Laws relating to dowry, sexual harassment and domestic violence, Laws relating to consumer rights, Laws relating to cyber crimes	8	4	15

<b>IV</b>	<p><b>Practical:</b> a. What to do if you are Arrested: if you are a Consumer with a Grievance; if you are a Victim of Sexual Harassment: Domestic Violence, Child Abuses, Caste, Ethnic and Religious Discrimination; Filing a Public Interest Litigation. How can you challenge Administrative Orders that Violate Rights, Judicial and Administrative Remedies?</p> <p>b. Using a Hypothetical Case: of (for example) Child Abuse or Sexual Harassment or any other Violation of a Rights, Preparation of an FIR or writing a Complaint address to the appropriate Authority</p>	8	4	15
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**Mapping of Course Outcomes with Bloom’s Taxonomy:**

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

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

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	×	✓	×	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

**Suggested Reading list:**

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

- Multiple Action Research Group, *Our Laws Vols 1-10*, Delhi. Available in Hindi also. Indian Social Institute, New Delhi, *Legal Literacy Series Booklets*. Available in Hindi also.
- S.K. Agarwala, *Public Interest Litigation in India*, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.
- S.P. Sathe, *Towards Gender Justice*, Research Centre for Women's Studies, SNDT Women's University, Bombay, 1993
- Asha Bajpai, *Child Rights in India: Law, Policy, and Practice*, Oxford University Press, New Delhi, 2003
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- K. Sankaran and U. Singh, (2008) 'Introduction', in *Towards Legal Literacy*. New Delhi: Oxford University Press, pp. xi-xv.
- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, *Towards Legal Literacy*, New Delhi: Oxford University Press, pp.61-77.
- SAHRDC, (2006) 'Reporting a Crime: First Information Report', in *Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure*, New Delhi: Oxford University Press, pp.16-26.
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- P. Mathew, (2003) *Your Rights if you are Arrested*, New Delhi. Indian Social Institute.
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- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
- K.Saxena, (2011) 'Adivasis', in M. Mohanty. et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) *The Protection of Women from Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
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- *The Constitution of India: Bare Act with Short Notes*, (2011) New Delhi: Universal, pp. 4-16.
- B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173. V.
- Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.
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- U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue615, pp.61-67.
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- L. Rudolph and S. Rudolph, (2008). 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006:Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.14
- M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp. 166-195.
- V.Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B.Arora and D.Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp.136-159.
- B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and SahyogPustakKuteer, pp.64-91.
- R. Dhavan and R. Saxena,(2006) 'The Republic of India', in K.Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.
- R. Manchanda, (2009) *The No-Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp.105-109.
- P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp.370-404.
- M. John (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol.42 (39), pp. 3986-3993.
- Raghunandan, J.R (2012) *Decentralization and Local Governments: The Indian Experience*, Orient Black Swan, New Delhi
- Baviskar, B.S and George Mathew (eds.) 2009 *Inclusion and Exclusion in Local Governance: Field Studies from rural India*, New Delhi,

## SEMESTER-II

<b>Course Title</b>	<b>: Indian Government and Politics</b>
<b>Course Code</b>	<b>: PSCC2</b>
<b>Nature of Course</b>	<b>: Major</b>
<b>Total Credits</b>	<b>: 4</b>
<b>Distribution of Marks</b>	<b>: 60 (End -Sem) +40 (In-Sem)</b>

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

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

- ILO 1.1: Identify the framing of the Indian constitution
- ILO 1.2: State the major features of the Indian constitution
- ILO 1.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

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

- ILO 2.1: Explain the composition powers and functions of the legislature, executive and judiciary
- ILO 2.2: Outline the functioning of the legislature, executive and judiciary
- ILO 2.3: Interpret the interconnections between these institutions and their relevance in the present context
- ILO 2.4: Analyse the debates concerning the working of these institutions

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

- ILO 3.1: Identify the evolution of federalism in India.
- ILO 3.2: Discuss the structure, features and functioning of federalism in India.
- ILO 3.3: Analyse the challenges of federalism in India.
- ILO 3.4: Examine the politics of accommodation vis a vis federalism in India.

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

- ILO 4.1: Identify the constitutional provisions of local governance.
- ILO 4.2: Outline the features of the 11<sup>th</sup> and 12<sup>th</sup> Schedule of the Indian Constitution.
- ILO 4.3: Examine the working of the state institutions and their interactions with the socio-political environment at the grassroots level.

Unit	Contents	Instructional hours per week		Total marks
		L	T	
<b>I</b>	<b>The Constituent Assembly and the Constitution:</b> Framing of the Constitution- Acts of 1909, 1919, 1935 and 1947; the Preamble and the major features of the Constitution, Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	10	2	12

<b>II</b>	<b>Organs of Government -I</b> The Legislature: Parliament-Composition, Powers and Functions The Executive: President, Vice President, Prime Minister, Council of Ministers	10	2	12
<b>III</b>	<b>Organs of Government-II</b> The Judiciary: Supreme Court and High Courts, Judicial Review Relation between Executive and Judiciary, Judicial Activism, Public Interest Litigation (PIL)	10	2	12
<b>IV</b>	<b>Federalism</b> Federalism: Nature, Division of Powers, Emergency Provisions, Centre-State Relations- Conflicts and Accommodation, Fifth and Sixth Schedules of the Constitution of India	10	2	12
<b>V</b>	<b>Decentralization and Local Government</b> <b>Panchayati Raj, Municipalities</b> 73 <sup>rd</sup> , 74 <sup>th</sup> Amendments and 11 <sup>th</sup> , 12 <sup>th</sup> Schedule of the Constitution of India	10	2	12

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

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

#### Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	×	✓	×	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	×	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce



### Suggested reading list:

- G.Austin,(2010)‘The Constituent Assembly: Microcosm inAction’,in*TheIndianConstitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1 25.
- R.Bhargava,(2008)‘Introduction:OutlineofaPoliticalTheoryoftheIndianConstitution’, in R.Bhargava(ed.)*PoliticsandEthicsoftheIndianConstitution*,New Delhi: Oxford University Press, pp. 1-40.
- D.Basu,(2012)*IntroductiontotheConstitutionofIndia*,NewDelhi:LexisNexis.
- S.Chaube(2009), *the MakingandWorkingoftheIndianConstitution*,Delhi:NationalBook Trust.
- G. Austin, (2000) ‘The Social Revolution and the First Amendment’, in *Working aDemocratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.
- A.Sibal,(2010)‘From Niti to Nyaya,’*Seminar*,Issue615,pp 28-34.
- Abbas, H., Kumar, R. &Alam, M.A. (2011) *Indian Government and Politics* NewDelhi:Pearson, 2011.
- Chandhoke, N. &Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*.New Delhi: Pearson.
- Chakravarty, B. & Pandey, K.P. (2006) *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) *India after Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R.(2008) *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning
- Vanaik, A. & Bhargava, R.(eds.) (2010) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A.(2007) *Power and Contestation: India Since 1989*. London: Zed Book.
- Austin, G. (1999) *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford UniversityPress.
- Austin, G. (2004) *Working of a Democratic Constitution of India*. New Delhi: Oxford University Press.
- Jayal, N.G. & Mehta, P. B. (eds.) (2010) *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press

<b>Course Title</b>	:	<b>Introduction to Indian Politics</b>
<b>Course Code</b>	:	<b>MINPSC2</b>
<b>Nature of Course</b>	:	<b>Minor</b>
<b>Total Credits</b>	:	<b>4</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Examine the various approaches in the study of Indian Politics**

ILO 1.1: Describe the Liberal Marxist and Gandhian approaches to study Indian politics.

ILO 1.2: Relate these approaches to explain various dimensions of Indian politics.

**CO2: Describe the structure and features of the Indian Constitution**

ILO 2.1: Identify the framing of the Indian constitution

ILO2.2 State the major features of the Indian constitution

ILO 2.3: Outline the provisions of fundamental rights, fundamental duties and directive principles of state policy.

**CO3: Assess the electoral processes in India.**

ILO 3.1: Explain the evolution and development of party system in India.

ILO 3.2: Describe the emerging trends of party system in India.

ILO3.3: Examine the emerging debates of party system in India.

ILO3.4: Discuss the politics of representation in Indian democracy.

**CO4: Evaluate the contemporary debates in Indian politics.**

ILO 4.1: Identify the issues of class, caste, gender, religion, ethnicity in Indian politics.

ILO 4.2: Examine the contemporary relevance of these issues.

ILO 4.3: Assess the implications of these issues in the working of the state system.

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

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

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

### Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	x	✓	✓	✓	x	✓	x	✓	✓
C02	✓	x	✓	✓	✓	x	✓	x	✓	✓
C03	✓	x	✓	✓	✓	x	✓	✓	✓	✓
C04	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below :10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

### Suggested Reading List:

- Kashyap C Subhash, Our Constitution: An Introduction to India's Constitution and Constitutional Law, NBT Publications, 2021 edition
- Abbas,H., Kumar,R.&Alam,M.A.(2011). *IndianGovernmentandPolitics*, NewDelhi:Pearson, 2011.
- Chandhoke,N.&Priyadarshi,P.(eds.)(2009)*ContemporaryIndia:Economy,Society,Politics* .New Delhi: Pearson.
- Chakravarty,B.&Pandey,K.P. (2006). *IndianGovernmentandPolitics*.NewDelhi:Sage.
- Chandra,B.,Mukherjee,A.&Mukherjee,M.(2010). *India after Independence*.NewDelhi:Penguin.
- Singh,M.P.&Saxena, R. (2008). *IndianPolitics:Contemporary Issues and Concerns*. New Delhi:PHILearning.

- Vanaik, A.&Bhargava,R.(eds.)(2010). *UnderstandingContemporaryIndia:CriticalPerspectives*.New Delhi: OrientBlackswan.
- Menon,N.andNigam,A.(2007). *PowerandContestation: India since 1989*.London:ZedBook.
- Austin,G.(1999). *IndianConstitution: Corner StoneofaNation*.NewDelhi:OxfordUniversityPress.
- Austin,G.(2004). *WorkingofaDemocraticConstitutionofIndia*.NewDelhi:OxfordUniversityPress.
- Jayal,N.G.&Mehta,P.B.(eds.)(2010). *OxfordCompaniontoIndian Politics*. New Delhi:OxfordUniversityPress.

<b>Course Title</b>	:	<b>Understanding Gandhi and Ambedkar</b>
<b>Course Code</b>	:	<b>GECPC2</b>
<b>Nature of Course</b>	:	<b>GEC</b>
<b>Total Credits</b>	:	<b>3</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) +40 (In-Sem)</b>

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

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

- ILO1.1: Describe Gandhi’s socio-political visions and his major ideas.
- ILO 1.2: Examine Gandhi’s critique of modern civilisation and his views on alternative modernity.
- ILO 1.3: Relate Gandhi’s vision of development to the challenges of the globalised world.

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

- ILO 2.1: Describe Ambedkar’s socio-political visions and his major ideas.
- ILO 2.2: Identify Ambedkar’s critique of Hindu social order and his views on caste and untouchability.
- ILO 2.3: Relate Ambedkar’s vision of social transformation to the socio-political realities of contemporary India.

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

- ILO 3.1: Examine the Gandhi – Ambedkar debate on caste
- ILO 3.2: Illustrate the Gandhi – Ambedkar debate on Modernity
- ILO 3.3: Analyse the relevance of the Gandhi – Ambedkar debate on caste and modernity in contemporary times.

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Philosophy of Gandhi:</b> Satyagraha and Ahimsa; Trusteeship; views on Caste	6	3	15
<b>II</b>	<b>Gandhi on Modern Civilization and Ethics of Development:</b> Critique of Modern Civilization; Views on Alternative Modernity- Swaraj, Swadeshi; Vision of State	8	4	15
<b>III</b>	<b>Philosophy of Ambedkar:</b> Caste and Religion- Views on Caste and Untouchability; Critique of Hindu Social Order; Religion and Conversion, Rights and Representations- Constitution as an Instrument of Social Transformation	8	4	15

<b>IV</b>	<b>Gandhi and Ambedkar Debates on:</b> Untouchability and Caste question, Separate Electorate; Modernity	8	4	15
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**Mapping of Course Outcomes with Bloom's Taxonomy:**

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

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C02	✓	✓	✓	✓	✓	×	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any one of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

**Suggested Reading Lists:**

- Anthony J Pare led., Hind Swaraj and Other Writings, Cambridge:Cambridge University Press, 1997.
- BidyutChakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014.
- BidyutChakrabatty, Confidence of Thought: Mahatma Gandhi and Martin Luther King Jr. Oxford University Press, New York.2013
- BidyutChakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York,2006
- BR Nanda, In Search of Gandhi: Essays and Reflections, New Delhi: Oxford University Press,2022

- Claude Markovits, *The UnGandhian Gandhi: the Life and Afterlife of the Mahatma*, London: Anthem Press, 2002
- David Hardiman, *Gandhi in His Time and Ours*, New Delhi: Permanent Black, 2003.
- EMS Namboodiripad, *The Mahatma and the Ism*, New Delhi: PPH, 1959.
- Erik H Erikson, *Gandhi's Truth: on the Origins of Militant Nonviolence*, New York: WW Norton & CO, 1969.
- Hiren Mukherjee, *Gandhiji: a study*, New Delhi: PPH, 1991 (4<sup>th</sup> edition).
- Joan V Bondurant, *Conquest of Violence: The Gandhian Philosophy of Conflict*, Berkeley: University of California Press, 1971.
- Lloyd I Rudolph and Susanne Hoeber Rudolph, *Post-modern Gandhi and Other Essays: Gandhi in the World and at Home*, Oxford University Press, New Delhi, 2006.
- Martin B Steger, *Gandhi's Dilemma: Nonviolent Principles and Nonviolent Power*, New York: St. Martin Press, 2000.
- MK Gandhi, *An Autobiography or the Story of My Experiments with Truth*, Ahmedabad: Navajivan, 1948.
- MK Gandhi, *Satyagraha in South Africa*, Ahmedabad: Navajivan, 1972.
- B.K. Ambedkar, *Dr. Ambedkar and the Hindu Code Bill*, Babasaheb Ambedkar writing and Speeches. Vol.14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.
- B.R. Ambedkar, *Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society? Vol. 7 The Untouchable: Who were They and Why they Became Untouchables?* Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol.1, 1990.
- B.R. Ambedkar, *Buddha and His Dhamma*, Babasaheb Ambedkar Writing and Speeches, Vol.11. Maharashtra: Education Department Government of Maharashtra, 2010.
- B.R. Ambedkar, *Castes in India: Their Mechanism, Genesis and Development*. New Delhi: Critical Quest, 2013.
- Brajranjan Mani, *De-brahmanising History: Dominance and Resistance in Indian Society*, Delhi: Manohar, 2011.
- G Aloysius, *Nationalism without a Nation in India*. Delhi: Oxford University Press, 2014.
- Gail Omvedt, *Liberty Equality and Community: Dr. Ambedkar's Vision of New Social Order*, Delhi: Navyana Publication 2013
- Gail Omvedt, *Seeking Begampura*, Delhi: Navyana Publication, Delhi, 2011.
- Gail Omvedt, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Delhi: Orient Black Swan, 2011.
- M.S. Gore, *The Social Context of an Ideology: Ambedkar's Political and Social Thought*, Delhi: Sage Publication, 1993.
- Pandita Ramabai, *The High Caste Hindu women*, New Delhi: Critical Quest, 2013.
- Ronki Ram, *Dr. Ambedkar, Neo-Liberal Market-Economy and Social Democracy in India*, *Human Rights Global Focus*, 5 (384), pp, 12-38, available at [roundtableindia.co.in](http://roundtableindia.co.in) (Part-I,II) 2010.

<b>Course Title</b>	:	<b>Legislative Procedures in India</b>
<b>Course Code</b>	:	<b>SEC207</b>
<b>Nature of Course</b>	:	<b>SEC</b>
<b>Total Credits</b>	:	<b>3</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Examine the powers, procedures and functioning of the Indian parliament**

ILO1.1: Describe the composition, powers and functions of the Indian parliament

ILO 1.2: Discuss the parliamentary procedures in India

ILO 1.3: Outline the stages of budget-making in India

ILO 1.4: Examine the role of budget as an instrument of social change.

**CO2: Analyse motion and law-making procedures in the Indian Parliament**

ILO 2.1: Illustrate the dynamics of different motions in the Indian Parliament

ILO 2.2: Discuss the law-making procedures in the Indian Parliament

ILO 2.3: Interpret the composition, functioning and competency of the legislative committees of the Indian Parliament

**CO3: Apply the fundamentals of mock parliament**

ILO 3.1: Organise mock parliament on issues of contemporary socio-political relevance

ILO 3.2: Prepare reports on the organised mock parliament in accordance with parliamentary procedures.

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Composition, Powers and functions of Indian Parliament:</b> Parliamentary Sessions: Budget, Monsoon and Winter; Devices of Parliament Proceedings: Zero Hour & Questions Hour	8	4	15
<b>II</b>	<b>Motions in Parliament:</b> Call Attention, No-Confidence, Adjournment, Prorogation and Dissolution; Law Making Procedure in the Parliament: Legislative Committees: Standing and Adhoc	8	4	15
<b>III</b>	<b>Budget as an Instrument of Social Change:</b> Procedure of Formulation and Passing of Budget; Parliamentary Committees on Finances: Estimate Committee, Public Accounts Committee and Committee on Public Undertaking	8	4	15



<b>IV</b>	<b>Practical: Mock Parliament</b> (Students shall perform mock parliament with each student assigned with specific role as per parliamentary procedures. A detailed report shall have to be prepared for record)	6	3	15
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#### Mapping of Course Outcomes with Bloom's Taxonomy:

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

#### Mapping of Course Outcomes with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20

2. Any two of the activity listed below : 10+10=20

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

#### Suggested Reading List:

- Kashyap Subhash C, Our Parliament, National Book Trust
- Madhavan, M.R. &N.Wahi Financing of Election Campaigns PRS, Centre for Policy Research, New Delh, 2008:  
[http://www.prsindia.org/uploads/media/conference/Campaign\\_finance\\_brief.pdf](http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf)
- Vanka, S. Primer on MPLADS Centre for Policy Research, New Delhi, 2008. can be accessed on: <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>
- Kalra, H. Public Engagement with the Legislative Process PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at:

<http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>

- Government of India (Lok Sabha Secretariat) Parliamentary Procedures (Abstract Series), 2009. Can be accessed at: <http://164.100.47.132/LssNew/abstract/index.aspx>
- Government of India, (Ministry of Parliamentary Affairs) Legislation, Parliamentary Procedure, 2009. Can be accessed at: [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-09.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm)
- Government of India, (Ministry of Parliamentary Affairs) Subordinate Legislation, Parliamentary Procedure, 2009. Can be accessed at: [http://mpa.nic.in/Manual/Manual\\_English/Chapter/chapter-11.htm](http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm)
- Kapur, Devesh and Pratap Banu Mehta, “The Indian Parliament as an Institution of Accountability,” Democracy, Governance and Human Rights, Programme Paper Number 23, United Nations Research Institute for Social Development, January 2006. Can be accessed at: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fceb/$FILE/KapMeht.pdf)
- Agarwal, O.P. and T.V. Somanathan, “Public Policy Making in India: Issues and Remedies,” February 2005. Can be accessed at: [http://www.cprindia.org/admin/paper/Public\\_Policy\\_Making\\_in\\_India\\_1420\\_5\\_TV\\_SOMANATHAN.pdf](http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_1420_5_TV_SOMANATHAN.pdf).
- Debroy, Bibek, “Why we need law reform,” Seminar January 2001.
- Mehta, Pratap Bhanu, “India’s Unlikely Democracy: The Rise of Judicial Sovereignty,” Journal of Democracy Vol.18, No.2, pp.70-83.
- <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>
- Sanyal, K. Strengthening Parliamentary Committees PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>
- Celestine, A. How to read the Union Budget PRS, Centre for Policy Research, New Delhi, 2011. can be accessed at: <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-unionbudget-1023/>

## SEMESTER-III

**Course Title** : Perspectives on International Relations and World History  
**Course Code** : PSCC3  
**Nature of Course** : Major  
**Total Credits** : 4  
**Distribution of Marks: 60 (End -Sem) +40 (In-Sem)**

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

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

ILO1.1: Outline the emergence of the international state system–  
 ILO 1.2: Explain the thesis of levels of analysis

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

ILO 2.1: Explain realist and liberal approaches to international relations  
 ILO 2.2: Relate current international developments to the appropriate theoretical perspectives

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

ILO 3.1: Outline the alternate theories to the study of international relations  
 ILO 3.2: Assess the relevance of mainstream and alternate theories in analyzing the international system

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

ILO4.1: Discuss the causes and consequences of World War I and World War II  
 ILO 4.2: Interpret the significance of the Bolshevik Revolution, Rise of Fascism / Nazism

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

ILO 5.1: Examine the major political developments in the Cold War period  
 ILO 5.2: Explain post-Cold War developments  
 ILO 5.3: Identify various challenges of newly independent countries

Unit	Course Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Studying International Relations-</b> Emergence of the International State System–Pre-Westphalia; Post-Westphalia Understanding International Relations: Levels of Analysis (Domestic, Regional and Systemic)	10	2	12
<b>II</b>	<b>Theoretical Perspectives</b> Classical Realism & Neo-Realism Liberalism & Neo-liberalism	10	2	12

<b>III</b>	<b>Critical Perspectives</b> Marxist Approaches Feminist Perspectives Perspectives from the Global South Green Theory in International Relations	10	2	12
<b>IV</b>	<b>An Overview of Twentieth-Century IR History</b> World War I: Causes and Consequences Significance of the Bolshevik Revolution, Rise of Fascism / Nazism World War II: Causes and Consequences	10	2	12
<b>V</b>	<b>Cold War and Post-Cold War</b> Cold War: Different Phases Decolonization and the Emergence of the Third World Collapse of the USSR and the End of the Cold War Post-Cold War Developments and Emergence of Other Centers of Power	10	2	12

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

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

#### Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C05	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20

2. Any two of the activities listed below : 10+10=20

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

### **Suggested Reading List:**

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3<sup>rd</sup> Edition, Oxford: Oxford University Press, pp. 2-7
- S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
- C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
- M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp.1-17.
- J. Baylis and S. Smith (eds), (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp.33-68.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.
- S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp.21-60.
- J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol.14 (1), pp. 77-92.
- B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.
- K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8<sup>th</sup> Edition, New York: Pearson Longman, pp.7-14.
- T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.
- K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th edition, New York: Pearson Longman, pp.29-49.

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.
- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp.115-124.
- T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp.108-123.
- R. Keohane and J. Nye, (2000) 'Trans governmental Relations and the International Organisation', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and approaches*, 3<sup>rd</sup> Edition, Oxford: Oxford University Press, pp. 97-128.
- Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.
- S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp.142-149; 155-158.
- J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- Modern History Sourcebook: Summary of Wallenstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.
- F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166.
- M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp.120-122.
- J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 138-148.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
- Acharya and B. Buzan, (2007) 'Why Is There No Non-Western IR Theory: Reflections on and From Asia', *International Relations of the Asia-Pacific*, Vol 7 (3), pp. 285-286.
- T. Kayaoglu, (2010) 'Westphalian Euro centrism in IR Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.

- O. Weaver and A. Tickner, (2009) 'Introduction: Geo-cultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.
- R. Kanth (ed), (2009) *The Challenge of Eurocentris: Global Perspectives, Policy & Prospects*, New York: Palgrave-McMillan.
- S.Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.
- Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*.London: Abacus, pp. 22-35.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.
- Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*.NewYork: Palgrave, pp.197-231 and 258-278.
- Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin, pp. 29-65.
- Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S.(eds.) (2008) *The Globalisation of World Politics. An Introduction to International Relations*. 4thedn. Oxford: Oxford University Press, pp. 76-84.
- Calvocoressi, P.(2001) *World Politics:1945—2000*.Essex: Pearson, pp.3-91.
- Baylis, J and Smith, S.(eds.) (2008) *The Globalisation of World Politics, An Introduction to International Relations*, 4th edn. Oxford: Oxford University Press, pp.93-101.
- Brezeznski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34
- Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalisation of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press, pp. 93-101.
- Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.
- Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo-Liberalism in Asia*. London: Routledge,pp.23-37.

**Course Title** : **Classical Political Philosophy**  
**Course Code** : **PSCC4**  
**Nature of Course** : **Major**  
**Total Credits** : **4**  
**Distribution of Marks** : **60 (End -Sem) +40 (In-Sem)**

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

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

ILO 1.1: Explain Marxian, Totalitarian, Psychoanalytic perspectives

ILO 1.2: Analyse Feminist, Straussian, postmodernist interpretations

**CO2: Evaluate Ancient Political Thought**

ILO 2.1: Interpret Plato's Ideas and Philosophy

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

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

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

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

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

ILO 4.1: Explain atomistic individualism and the State of Nature

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

**CO5: Evaluate Lockean discourse**

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

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

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



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

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

### Mapping of Course Outcomes with Programme Outcomes:

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C02	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C03	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C04	✓	✓	✓	✓	✓	x	✓	x	✓	✓
C05	✓	✓	✓	✓	✓	x	✓	x	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20

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

### Suggested Reading List:

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.
- J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
- Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press.

- D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50
- J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258
- J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers
- Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53
- C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214

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

**Course Code : MINPSC3**  
**Nature of Course : Minor**  
**Total Credits : 4**  
**Distribution of Marks : 60 (End -Sem) +40 (In-Sem)**

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

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

ILO1.1: Explain nation-building and the planning process in India  
ILO1.2: Assess the trajectory of Liberalization

**CO2: Assess the implications of the Industrial Development Strategy on Social Structure**

ILO 2.1: Explain the practice of mixed economy and impact of privatization  
ILO 2.2: Analyse the role of organized and unorganized labour in the Indian economy  
ILO 2.3: Outline the emergence of the new middle-class

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

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

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

ILO4.1: Examine the nature of social movements by marginalized sections  
ILO 4.2: Outline the social movements by Civil rights organizations and Women's groups  
ILO 4.3: Explain contemporary Ecological Movements  
ILO 4.4: Identify the underlying rationales and implications of social movements in Indian society

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Development Process Since Independence</b> a. State and planning b. Liberalization and reforms	10	2	12
<b>II</b>	<b>Industrial Development Strategy and its Impact on the Social Structure</b> a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class	10	2	12
<b>III</b>	<b>Agrarian Development Strategy and its Impact on the Social Structure</b> a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers	10	2	12

<b>IV</b>	<b>Social Movements-I</b> a. Tribal, Peasant, Dalit b. Maoist challenge	10	2	12
<b>V</b>	<b>Social Movements-II</b> a. Civil rights movements, Women's movements b. Environmental and Ecological Movements	10	2	12

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

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

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

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	x	✓	✓	✓	✓	✓	x	✓	✓
C02	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	x	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	x	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

**Suggested Reading List:**

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- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.
- A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi
- F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161- 169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.
- K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.
- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
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- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
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- S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.
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- R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.
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<b>Course Title</b>	:	<b>Public Policy in India</b>
<b>Course Code</b>	:	<b>GECPC3</b>
<b>Nature of Course</b>	:	<b>GEC</b>
<b>Total Credits</b>	:	<b>3</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) +40 (In-Sem)</b>

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

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

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

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

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

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

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

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

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

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

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

ILO4.1: Identify the role of legislature and Executive in the policy-making process

ILO 4.2: Explain various views on policy-making

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

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	<b>Public Policy and Analysis:</b> Meaning and Concept, Models and Approaches	6	3	15
<b>II</b>	<b>State and Public Policy in India:</b> Nature of State and Public Policy, State-Directed Policy in India: Pre and Post Economic Reform (1991) periods	8	4	15
<b>III</b>	<b>Political Economy and Public Policy in India-Interest Groups and Social Movements:</b> Global Financial Institutions and Public Policy; Interest Groups, Peoples' Movements and Public Policy	8	4	15



<b>IV</b>	<b>Policy Making Process in India:</b> Legislative and Executive Processes; Issues and Challenges in Policy Making; Nehruvian Vision; Economic Liberalisation; Recent Developments: UPA and NDA Regimes	8	4	15
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#### Mapping of Course Outcomes with Bloom's Taxonomy:

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

#### Mapping of Course Outcomes with Programme Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C02	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C03	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C04	✓	×	✓	✓	✓	✓	✓	✓	✓	✓
C05	✓	×	✓	✓	✓	✓	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

#### SUGGESTED READING LIST:

- Jenkins, B. (1997) 'Policy Analysis: Models and Approaches' in Hill, M. (1997) The Policy Process: A Reader (2nd Edition). London: Prentice Hall, pp. 30-40.
- Dye, T.R. (2002) Understanding Public Policy. Tenth Edition. Delhi: Pearson, pp.1-9, 32-56 and 312-329.
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<b>Course Title</b>	:	<b>E-Governance in India</b>
<b>Course Code</b>	:	<b>SEC307</b>
<b>Nature of Course</b>	:	<b>SEC</b>
<b>Total Credits</b>	:	<b>3</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) +40 (In-Sem)</b>

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

**CO1: Analyse the practice of E-Governance**

- ILO 1.1: State the nature and scope of E-governance
- ILO 1.2: Examine the contributions of E-Governance to Good-Governance
- ILO 1.3: Outline the global trends in the growth of E-Governance

**CO2: Assess the role of E-Governance in India:**

- ILO 2.1: Describe the National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance
- ILO 2.2: Assess the significance of E-Governance implement
- ILO 2.3: Evaluate the various modes of e-governance

**CO3: Assess various mechanisms for e-governance**

- ILO 3.1: Identify the utility of ICT applications in e-governance
- ILO 3.2: Apply the knowledge of various mechanisms in government service delivery

**CO4: Analyse the significance of information technology for e-governance**

- ILO 4.1: Identify legal provisions concerning informational technology and e-governance
- ILO 4.2: Identify transparency and accountability measures in e-governance

Unit	Contents	Instructional hours per week		Total Marks
		L	T	
<b>I</b>	E-Governance: Meaning, nature, scope and significance; E-Governance and Good-Governance- global trends in the growth of E-Governance	6	3	15
<b>II</b>	E-Governance in India: National E-Governance Plan (NeGP)- National Informatics Centre- Strategies for E-Governance- E-Governance implementations; Required Infrastructure of Network, Computing, Cloud-governance, Data System, Human Resources, Legal and Technological Infrastructure	8	4	15
<b>III</b>	Role of Information and Communication Technology in Administration, Effective delivery of Public Utility Services- Online Filing of Complaints, Application	8	4	15

	Registration, Issuance of Certificates, Issuance of Land Records, Online Payment of Fees etc., E-tendering, Bio-Metric Authentication through Aadhar			
<b>IV</b>	E-Governance under Information Technology Act- Legal Status for Digital Transactions, E-Governance-Transparency and Accountability	8	4	15

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

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

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

C0/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
C01	✓	x	✓	✓	✓	x	✓	x	✓	✓
C02	✓	x	✓	✓	✓	x	✓	✓	✓	✓
C03	✓	x	✓	✓	✓	x	✓	✓	✓	✓
C04	✓	x	✓	✓	✓	x	✓	✓	✓	✓

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

1. Two Unit Test : 10+10=20
2. Any two of the activities listed below : 10+10=20
  - a. Group Discussion
  - b. Home Assignment
  - c. Fieldwork/Project
  - d. Viva-Voce

**Suggested Reading List:**

- B.Sreenivas Raj, E-Governance Techniques-Indian and Global Experiences, New Century Publications, New Delhi, 2008
- Subhash Bhatnagar, Unlocking E-Government Potential-Concepts, Cases and Practical Insights, Sage Publications, New Delhi, 2009
- Y. Parthasaradhi, E-Governance and Indian Society, Kanishka Publications, New Delhi, 2009

- R.P. Sinha, E-Governance in India, Initiatives and Issues in India, Centre for Public Policy, 2006. Anil Kumar Dhiman, E-Governance-Good Governance using ICTS, S.K. Book Agency, New Delhi,2017.
- Ashok Aggarwal, Governance-Case Studies, University Press India Pvt. Ltd, Hyderabad,2017.
- Web resources suggested by the Teacher concerned and the College Librarian including reading material.