

B.A. HONS. (POLITICAL SCIENCE)

Department of Political Science

School of Liberal Education

**Syllabi of [UG Programme for Bachelor in Political Science (Honours) degree] under
School of Liberal Education to be implemented from the Academic Year 2024-25.**



SANSKARAM UNIVERSITY

Patauda, Jhajjar, Haryana, 124108

About the School of Liberal Education:

School of Liberal Education of Sanskaram University offers programs at undergraduate, post-graduate and doctoral levels in various disciplines such as English, Economics, Psychology, Political Science. These programmes are prepared meticulously keeping in mind the exigency of the contemporary world. The School is an amalgamation of education, creativity, innovation and entrepreneurship. We endeavour to excel students in making reformation and advancement in society and prepare the students for outside world, competitive exams, and so on. The reasons that make us distinctive in the field of Humanities are: Inter-disciplinary courses; Inter-disciplinary projects; student-centric approach; value-added courses; Field and research projects; Exposure to write and publish research articles; Internships and placements with reputed organisations; Focus on soft skills and e-learning.

Concept Note (of the Political Science (Hons.) - as a 4 Year Undergraduate Programme

Political science is that branch of the social sciences that studies the state, politics, and government. Political Science deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behaviour. Additionally, Political science is not a standalone field and it intersects many other branches like sociology, economics, history, anthropology, public policy among others. Political science offers the nuances of the changing landscape of politics across the world and understanding of how the political world works, and the political economy. Moreover, the subject studies of the matters concerning the allocation and distribution as well as the transfer of power and examines the multifaceted and multilayered factors at work that contribute to good or bad governance.

Political Science Programme of 4 Years (on the basis of NEP 2020) will help learners to develop analytical abilities and learn social scientific approaches at an undergraduate level, and beyond. Students in this stream can analyse political documents, conduct research, and even publish their findings after they reach the graduate, masters and the research level. Studying political science grounds students in the importance of political participation and prepares them to take part in the political life of their communities and the nation. Political Science is a subject which teaching students to pose questions about social construction and an especially powerful way to help them become critical thinkers.

With the overview of the above discussion, in short, Sanskaram University and the School of Liberal Education of the University introduces Political Science (Hons.) 4 Year Undergraduate Programme (NEP, 2020) :

1. Political Science (Hons.) programme, highlighting how it aims to equip students with a deep understanding of political theories, institutions, and processes, and an examination of key theories and concepts within Political Science (Hons.).
2. An exploration of the core courses offered in the Political Science (Hons.) programme, emphasises their importance in developing analytical and critical thinking skills and providing a comprehensive understanding of national and international politics, research abilities, and effective communication, which make graduates valuable in various professional settings.
3. The programme advances the graduates with a Political Science (Hons.) towards the career prospects focusing on the wide range of job opportunities available in fields such as government, non-profit organisations, international organisations, think tanks, and advocacy groups. Moreover, it equips the learners for an exploration of the different career paths and job prospects.
4. The programme brings research opportunities and internships, networking opportunities or connections available to students in the Political Science (Hons.) programme, enhance their practical experience and increase job prospects after graduation.

Programme Educational Objectives (PEO)

PEO 1: To cultivate a comprehensive knowledge of political events, processes, and developments, and to acquaint with the basic normative and contemporary concepts and ideas of Political Science and Theory; to assess the contribution of key Indian and Western political thinkers, theories and their relevance to contemporary times.

PEO 2: To familiarise with the legal and philosophical framework of the political system in India, and simultaneously study in detail the political structure both Constitutional and Administrative including Public and Local Administration.

PEO 3: To provide comprehensive introduction to the most important multilateral political organisation in 'International Relations' along with the various issues in recent (and in past) world politics viz, human rights, environmental issues, climate change, foreign policies and so on.

PEO 4: To learn how to study the major political systems of the world by adopting a comparative and contemporary approach. Furthermore, to understand the contemporary issues of gender power relations, roles in private and public spaces.

PEO 5: To enhance their analytical skills, critical thinking, so that students will critically evaluate political events, evidence, theories, and interpretations, enabling them to discern biases, assess source reliability, and construct well reasoned arguments.

PEO 6: To encourage critical thinking, students will engage with contemporary debates, challenge conventional narratives, and develop nuanced perspectives by analysing societal issues, problems from multiple angles and evaluating different interpretations.

PEO 7: To foster research proficiency, students will learn to conduct independent investigations using primary and

secondary sources, employing diverse methodologies and utilising appropriate tools and technologies for research inquiry, in accordance with the subject.

PEO 8: To promote effective communication and presentation skills, students will learn to articulate complex the subject ideas ('politics') and arguments through well-structured essays, reports, and presentations, tailored to diverse audiences.

PEO 09: To instill ethical awareness, students will develop a thoughtful understanding of societal bias, cultural diversity, and the ethical responsibilities of a political scientist, recognising the impact and implications of historical research on contemporary society.

PEO 10: To instil in student-teachers a commitment to professional ethics and values, and to prepare them to be responsible and ethical educators.

PEO 11: Additionally, to equip student-teachers with the knowledge and skills needed to create a positive and inclusive learning environment, and to effectively manage classroom behaviour.

PEO 12: To foster in student-teachers an appreciation for equity, justice, gender equality, subaltern studies, intersectionality, diversity, marginalised communities' rights and entitlements, and multiculturalism.

PROGRAMME OUTCOMES (POs)

Students of the School of Humanities enrolled in a B.A. (Honours) Political Science programme at the time of graduation will be able to equip themselves with:

PO1: Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.

PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

PO3: Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.

PO4: Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

PO5: Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.

PO6: Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.

PO7: Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

PROGRAM SPECIFIC OUTCOMES (PSOs)

After completion of BA Honours (Political Science), the students will be able to possess:

PSO1: Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.

PSO2: Comprehensive and interdisciplinary knowledge by emphasizing interlinkages between various political, economic and social issues and challenges.

PSO3: Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.

PSO4: Training in theoretically rich and empirically grounded knowledge and inculcation of problem-solving techniques.

PSO5: Development of the overall personality of students as critical thinkers and researchers and scholars.

PSO6: Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.

PSO7: Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.

PSO8: Equipping students on how to transit from the level of policy to the practice of politics and vice versa. PSO9: Extensive understanding of International Relations and Global Politics.

PSO10: Learning about the concepts of organisation and management and their application relevant to unravelling the intricacies of large public organizations and corporate bodies.

PSO11: Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, and marketing bureaucracy.

Pool of Discipline Specific Electives (DSE):

1. Citizenship in a Globalizing World
2. Human Rights in a Comparative Perspective
3. Development Process and Social Movements in Contemporary India
4. Public Policy in India
5. Understanding Global Politics
6. India's Foreign Policy in a Globalizing world
7. Women, Power and Politics
8. Dilemmas in Politics

Pool of Generic Elective Courses (GECs):

1. Nationalism in India
2. Contemporary Political Economy
3. Feminism: Theory and Practice
4. Gandhi and the Contemporary World
5. Understanding Ambedkar
6. Governance: Issues and Challenges
7. Politics of Globalization
8. United Nations and Global Conflicts

Pool of Skill Enhancement Courses (SECs):

Course	Serial no
Communication in Everyday Life	1
Communication in Professional Life	2
Creative writing	3
Business Communication	4

Negotiation and Leadership	5
PERSONALITY DEVELOPMENT AND COMMUNICATION	6
POLITICAL COMMUNICATION AND LEADERSHIP	7
Public Speaking in English Language and Leadership	8
Rangmanch	9
IT Skills and Data Analysis – I	10
IT Skills and Data Analysis- II	11
Basic IT tools	12
Advanced Spreadsheet Tools	13
Financial Database and Analysis Software	14
R Programming for Business Analytics	15
Essentials of Python	16
Analytics with Python	17
Business Intelligence and Data Visualisation	18
Digital Marketing	19
Social Media Marketing	20
Digital Film Production	21
Graphics Design & Animation	22
Programming using Python	23
Document Preparation & Presentation Software	24
Front End Web Design and Development	25
Back-End Web Development	26
APP Development using Flutter	27
Big Data Analytics-I	28
Big Data Analytics-II	29
Introduction to Blockchain	30
Introduction to Cloud Computing (AWS)	31
Biofertilizers	32
Bioinoculants for Agriculture and Sustainable Development	33
Organic Farming	34
Horticulture	35
Floriculture	36
Hydroponic and Aeroponic Farming	37
Green Belt Development for Smart Cities	38
Nursery Gardening and Landscaping	39
Basic Analytical Techniques	40
Essential Food Nutrients	41

Environmental impact and Risk Assessment	42
Sustainably Reporting	43
Environmental Auditing	44
Developing SUSTAINABILITY PLANS FOR A BUSINESS	45
Healthy and Sustainable Food Choices	46
Dairy Processing	47
Innovation and Entrepreneurship	48
Museum and Museology	49
Life Skill Education	50
Finance for Everyone	51
Personal Financial Planning	52
Yoga in Practice	53
Cyber SPHERE AND SECURITY GLOBAL CONCERNS	54

Pool of Value Addition Courses:

1. Ayurveda and Nutrition
2. Constitutional Values and Fundamental Duties
3. Culture and Communication
4. Digital Empowerment
5. Emotional Intelligence
6. Ethics and Culture
7. Ethics and Values in Ancient Indian Traditions
8. Financial Literacy
9. Fit India
10. Gandhi and Education
11. Ecology and Literature
12. National Cadet Corps-I
13. Panchkosha: Holistic Development of Personality
14. Reading Indian Fiction in English
15. Science and Society
16. Social and Emotional Learning
17. Sports for Life-I
18. Swachh Bharat
19. The Art of Being Happy

20. Vedic Mathematics-I
21. Yoga: Philosophy and Practice
22. Bhartiya Bhakti : Parampra and Manav mulay
23. Sahithiyak Sanskriti and Cinema
24. सजनात्मक लेख के आयाम

Note: *AEC and VAC will be offered from university pool.

Proposed Course Structure of Four-Year Undergraduate Program in Political Science

Bachelor in Arts (Hons. with Research) in Political Science with Minor Courses from Human Resource Management/Psychology

First Semester

Sr. No	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1 + CAT2	Theory	
1	070501001	Constitutional Government and Democracy in India	Major (DSC)	4	3	1	0	40	60	100
2	070501002	Introduction to Political Theory – I	Major (DSC)	4	3	1	0	40	60	100
3	070501003	International Relations – Overview, Concepts, and Challenges	Major (DSC)	4	3	1	0	40	60	100
4		Psychology/HRM	Minor	4	3	1	0	40	60	100
5		Constitutional Values and Fundamental Duties*	VAC I	2	2	0	0	20	30	50
6		Environmental Science*	AEC I	3	3	0	0	20	30	50
7		Cyber Sphere and Security: Global Concerns	SEC I	2	2	0	0	20	30	50
Total Credit = 23										550

*AEC and VAC will be offered from university pool.

Second Semester

Sr. No	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1+ CAT2	Theory	
1	070502001	Introduction to Political Theory – II	Major DSC	4	3	1	0	40	60	100
2	070502002	Political Process and Governance in India	Major (DSC)	4	3	1	0	40	60	100
3	070502003	Understanding Peace and Conflict Resolution	Major (DSC)	4	3	1	0	40	60	100
4		Psychology/HRM	Minor	4	3	1	0	40	60	100
5		1 from pool of University	VAC - II	2	2	0	0	20	30	50
6	070502004	1 from pool of dept.	GEC - I	3	3	0	0	20	30	50
7		University Pool	AEC - II	3	3	0	0	20	30	50
Total Credit = 24										550
Certificate in Political Science with Minor (Psychology/HRM (Total Credit =47)										

Third Semester

Sr. No.	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1+ CAT2	Theory	
1	070503001	Nationalism in India	Major (DSC)	4	3	1	0	40	60	100
2	070503002	Comparative Government and Politics	Major (DSC)	4	3	1	0	40	60	100
3		Psychology/HRM	Minor	4	3	1	0	40	60	100
4		1 from pool of University	VAC - III	2	2	0	0	20	30	50
5		1 from pool of dept.	GEC - II	3	3	0	0	20	30	50
6		Personality Development & Professional Ethics	AEC - III	3	3	0	0	20	30	50
7	070503003	Summer Internship/ Project Evaluation	Project/SI	2	-	-	-	20	30	50
Total Credit = 26										500

Fourth Semester

S.No	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1 +CAT 2	Theory	
1	070504001	Women, Power and Politics – A Global Perspective	Major (DSC)	4	3	1	0	40	60	100
2	070504002	Global Politics and Rise of Asian Century	Major (DSC)	4	3	1	0	40	60	100
3	070504003	Politics and Problems of Globalisation	Major (DSC)	4	3	1	0	40	60	100
4		Psychology/HRM	Minor	4	3	1	0	40	60	100
5	070504004	1 from pool of dept.	GEC -III	3	3	0	0	20	30	50
6		1 from pool of University	VAC IV	2	2	0	0	20	30	50
7		Basic IT Skills	SEC II	2	2	0	0	20	30	50
Total = 23										550
Certificate in Political Science with Minor (Psychology/HRM) (Total Credit = 96)										

Fifth Semester

Sr. No.	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1 +CAT2	Theory	
1	070505001	Indian Political Thought	Major (DSC)	4	3	1	0	40	60	100
2	070505002	Public Administration – Concepts and Debates	Major (DSC)	4	3	1	0	40	60	100
3	070505003	Your Laws, Your Rights	Major (DSC)	4	3	1	0	40	60	100
4		Psychology/HRM	Minor	4	3	1	0	40	60	100
5	070505004	One DSE from the pool of course provided in the program	Major DSE	4	3	1	0	40	60	100
6		Finance for Everyone	SEC III	2	2	0	0	20	30	50
7	070505005	Project/Summer Internship Evaluation	Project/SI	2	-	-	-	20	30	50
Total Credit = 24										600

Sixth Semester

Sr. No.	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1+ CAT2	Theory	
1	070506001	Public Policy in India – Perspectives and Challenges	Major DSC	4	3	1	0	40	60	100
2	070506002	Western Political Thought	Major DSC	4	3	1	0	40	60	100
3	070506003	Indian Foreign Policy – Evolution and Changing Dynamics	Major DSC	4	3	1	0	40	60	100
4		Psychology/HRM	Minor	4	3	1	0	40	60	100
5	070506004	One DSE from the pool of course provided in the program	Major DSE	4	3	1	0	40	60	100
6	070506005	Minor Project/ Entrepreneurship	SEC - IV	2	2	0	0	20	30	50
Total Credit = 22										550

Certificate in Political Science with Minor (Psychology/HRM)

(Total Credit = 142)

Seventh Semester

Sr. No	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1+ CAT2	Theory	
1	070507001	Research Methodology– Qualitative and Quantitative Methods	Major DSC	4	3	1	0	40	60	100
2		Psychology/HRM	Minor	4	3	1	0	40	60	100
3	070507002	Social Exclusion Theory and Practice	Major DSC	4	3	1	0	40	60	100
Total Credit = 12										300

Eighth Semester

Sr. No	Course Code	Course Name	Category of Course	Credit	L	T	P	Internal	External	Total
								CAT1+ CAT2	Theory	
1	070508001	Dissertation/ Research Project	Research Project	12	-	-	-	20 (viva)	80 (Dissertation)	100

2		Psychology/HRM	Minor	4	3	1	0	40	60	100
	Total Credit = 16									200
	Certificate in Political Science with Minor (Psychology/HRM)									
	Total Credit = 170									

Annexure I

Summary Sheet

S. No.	Category of Course		Credit Per Course	Total Credit		No. of Courses in the Entire Program		Placement in Semester
				3 Year UG	4 Year UG	3 Year UG	4 Year UG	
				1	Major	Theory	4	
2	Minor	Theory	4	24	32			All Semester
3	Generic Elective		3	9	9	3	3	II, III and IV Semester
4	AEC		3	9	9	3	3	I, II and III Semester
5	SEC		2	8	8	4	4	I, II, III, and V semester
6	VAC		2	8	8	4	4	I, II and III and IV Semester.
7	Summer Internship/ Minor Project		2	6	6	3	3	At the end of 1 st Year and 2 nd Year. An additional Minor Project/Internship at the end of 3 rd year
8	Research Project/Dissertation		12	-	12	-	1	VIII Semester
	Total Credits			128	166			

1st Semester

Constitutional Government and Democracy in India

Credit 4

Core Courses (CC)

Constitutional Government and Democracy in India	L	T	P	C
070501001	3	1	0	4

Course Objective: The students will be able to:

1. Comprehend the basic structure of the Indian Constitution.
2. Critically understand the three primary organs of the Indian government.
3. Critically examine of quasi-federal features of the Indian state enshrined in our constitution.
4. Understand the various national security laws and their constitutional validities

Course Outcomes

CO1: The students will have a theoretical and analytical understanding of the basic structure of the Indian Constitution with some critical understanding of some constitutional amendments.

CO2: The students will have a theoretical and critical understanding of the three basic organs of the Indian Constitution.

CO3: The students will critically understand the quasi-federal features of the Indian state enshrined in our constitution.

CO4: The students will critically understand various national security laws and their constitutional validities.

Course Description

This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates

conflicting impulses (of liberty and justice, territorial decentralization and a strong union) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages the study of state institutions in their mutual communication and interaction with the larger extra-constitutional environment.

UNIT 1: The Constituent Assembly and the Constitution

- Historical Context, composition and functions of Constituent Assembly
- Preamble and Basic Structure Doctrine
- Fundamental Rights
- Directive Principles of State Policy
- Debates on Citizenship which includes CAA

UNIT 2: Organs of Government

- The Legislature: Power and Functions of Parliament
- The Executive: Election, Power, Functions and the changing role of President and Prime Minister
- The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.
- Judicial Review, Judicial Activism, PIL

UNIT 3: Federalism and Decentralization

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities
- Schedule and Tribal Areas: 5th and 6th Schedule

UNIT 4: Constitutional Provisions and National Security Laws

- Emergency Provisions
- Preventive Detention and National Security Laws
- Discussions on UAPA
- Consequences of National Security Laws

References

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), 'Introduction: Outline of a Political Theory of the Indian Constitution', in

R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford:

Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship

The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), *The Indian Constitution*, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

S. Kashyap (2017), *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), *Citizenship in India*, New Delhi: Oxford University Press, Ch.1 and Ch.2. A.Roy

(2016), 'Ambivalence of Citizenship in Assam' in *Economic and Political Weekly*, Vol.LI, .26 and 27, pp.45-51.

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

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.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam, (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), *Performing Representation: Women Members in the Indian Parliament*, New Delhi: Oxford University Press [Ch.4: Representative Women?]

Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch. VIII: The Union Government I: The Executive, pp.100-131].

J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 33-66.

J. Manor (1994), 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehru to the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), *Independence and Accountability of the Indian Higher Judiciary*, New Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), *The Indian Supreme Court and Politics*, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

P. Khanna (2008), (second impression 2015), 'The Indian Judicial System' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy: An Introduction to Law in India*, Oxford University Press, New Delhi.

B. Chakrabarty (2017), *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

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

M.P.Singh and Rekha Saxena (2013), *Federalising India in the Age of Globalisation*, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

K. Mathur (2013), *Panchayati Raj*, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 61-79.

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.

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VI: The Emergencies, pp.243-249]

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.

A.G. Noorani (2011), *Challenges to Civil Rights Guarantees in India*, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

U.K. Singh (2015), 'Anti-terror laws and Human Rights' in Kamala Sankaran and Ujjwal Kumar Singh (ed.) *Towards Legal Literacy*, Oxford University Press, New Delhi. pp181-197.

G Haragopal, B Jagannatham (2009), 'Terrorism and Human Rights: Indian Experience with Repressive Laws', in *Economic and Political Weekly*, Vol. 44(28), pp. 76-85.

SAHRDC (2006), *Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure*, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All

Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), *Gandhian Constitution for Free India*, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), *The Framing of India's Constitution, A Study*, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by N.M. Tripathi Pvt.Ltd, Bombay.

Additional Readings:

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

D.D. Basu (2012), *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S.K. Chaube (2009), *The Making and Working of the Indian Constitution*, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), *India After Independence, 1947-2000*, [Ch.4. The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights –II, pp.84-115].

II. Organs of Government

a. The Legislature

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.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary

U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

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.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a. Federalism

Louise Tillin (2013) *Remapping India: New States and their Political Origins*, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi. D.P.Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), *Global Anti-Terrorism Law and Policy*, 2nd Edition, Cambridge, Cambridge University Press, pp.420-446.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

Introduction to Political Theory [I]

Credit 4

Core Courses (CC)

Introduction to Political Theory [I]	L	T	P	C
070501002	3	1	0	4

Course Objective

2. To make the learners understand the nature and relevance of political theory.
3. To enable them to assess the conventional as well as contemporary approaches to comprehend politics.
4. To enable the learners critically examine different ideas of political community.
5. To enable the learners to comprehend the significance and application of theory into practice.

Course Outcomes

After reading the course, the learner would-

- CO1: Critically understand the nature and various traditions and approaches of political theory.
- CO2: Understand the significance of theorising and of applying theory into practice. CO3: Understand multiple frames by which the idea of political community is debated
- CO4: Have a critical comprehension of important debates in Political Theory.

Course Description

This course introduces basic concepts and theories of political science to students. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This includes an understanding of the evolution of the modern state system and sovereignty and the key elements of prominent political schools of thought. This course aims to introduce certain vital aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concept.

UNIT I: Introducing Political Theory

- What is Politics? (Theorising the 'Political')
- What is Political Theory and its relevance?
- Why do we need Political Theory?
- Approaches to Political Theory: Normative, Historical and Empirical
- The Idea of Political Community: Political Obligation

UNIT II: Major Concepts in Political Theory

- Liberty
 - Evolution of the concept
 - Negative and positive liberties
 - Concept of liberty in India
- Justice
 - Procedural and distributive justice
 - John Rawls: Justice as fairness
 - Communitarian critique

- o Feminist critique
- Equality
 - o Evolution of the concept
 - o Why and what equalize?
 - o Politics of equality

Unit III: Traditions in Political Theory

- Liberal
- Marxist
- Anarchist

Unit IV: Critical Perspectives

- Feminist
- Post Modernism

References:

Unit 1

McKinnon, C. (2008) 'Introduction'. Issues in Political Theory. New York: Oxford University Press.

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.

Bhargava, R. (2008) 'Why do we need Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 17 -36.

The Idea of Political Community: Political Obligation

Shorten, A. (2016). 'Political Community', in Contemporary Political Theory. Palgrave, pp. 18- 45.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 241-264.

Roy, A. (2008) 'Citizenship', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-146.

Hyums, K. (2008) 'Political Authority and Obligation', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 9-26.

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew (eds), Political Concepts. Manchester: Manchester University Press, pp. 41 -51.

Knowles, D. (2001). 'Political Obligation', in Political Philosophy. London: Routledge, pp. 239-298.

Unit 2

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) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 58-75.

Ball, T. (2004). 'History and the Interpretation of Texts', in Gerald F. Gaus and Chandran Kukathas (eds), Handbook of Political Theory. London, Thousand Oaks, New Delhi: Sage Publications, pp. 18-30.

Unit 3

Heywood, A. (1992) Political Ideologies. Basingstoke: Macmillan Turner, R. (1993) 'Anarchism: What is it?' Politics Review 3 (1): 28-32.

Unit 4

Chapman, J. (1995) 'The Feminist Perspective', in in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 94 -114.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 265-288.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, C. and Gaus G. F.

(eds), Handbook of Political Theory. New Delhi: Sage, pp. 46 -54.

Additional Resources:

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.), Theory and Concepts of Politics. New York: Manchester University Press, pp. 1-14. Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press.

Jaggar, A. (1983) Feminist Politics and Human Nature. Forbes Boulevard: Rowman and Littlefield.

Vattimo, Gianni, 1988 [1985], The End of Modernity: Nihilism and Hermeneutics in Postmodern Culture, Jon R. Snyder (trans.), Baltimore: Johns Hopkins University Press.

Klosko, G. (2005) Political Obligations. Oxford: Oxford University Press.

Topic 1

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58-73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An

Introduction. New Delhi: Pearson Longman, pp. 74-82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 170-187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 188-205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224-235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 33-55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 241-288.

Swift, A. (2001) *Political Philosophy: A Beginners Guide for Students and Politicians*, Cambridge: Polity Press.

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 444-446.

Prezowski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) *The Democracy Sourcebook*. Cambridge, Massachusetts: MIT Press, pp. 447-454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) *Political Theory:*

An Introduction. New Delhi: Pearson Longman, pp. 298-307. Frances E O. (1985) 'The Myth of

State Intervention in the Family', *University of Michigan Journal of Law Reform*. 18 (4), pp.

835-64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

International Relations - Overview, Concepts, and Challenges
Credit 4 Core
Courses (CC)

International Relations - Overview, Concepts, and Challenges	L	T	P	C
070501003	3	1	0	4

Course Objective

- The following paper aims to give students the fundamental knowledge needed to comprehend international relations. Some of the most significant theoretical frameworks for the study of international relations are introduced to students in this course.
- Before exploring the agent-structure dilemma using the levels-of-analysis method, the course begins by historically situating the development of the international state system. After the bounds of the discussion have been established, students are introduced to several international relations theories.
- It offers a reasonably thorough review of the significant political movements and occasions beginning in the 20th century. The major turning points in world history should be taught to students, along with the skills necessary to appreciate and examine them from many angles.

Course Learning Outcomes

- The students will have a thorough grasp of both traditional and contemporary methods used in international relations.
- Students' critical thinking will be expanded by major theoretical perspectives, which will also help them comprehend the importance and challenge of studying international relations.
- The article will go past Euro-centrism in international affairs and take perspectives from the global South into consideration.
- It will improve one's analytical skills and enable the continued study of significant theoretical and practical turning points in international relations.

Unit 1: Origin and Growth of International Relations, Meaning and Scope

- Understanding IR: Levels of Analysis
- Emergence of the International State System and Westphalia

Unit 2: Major Theories of International Relations

- Liberal Theory and its Variants
- Realist Theory and its Variants

- Marxist Theory
- Feminist Theory
- Perspectives from the Global South

Unit 3: An Overview of Twentieth Century IR History

- World War I and II: Causes and Consequences
- Cold War: Origins and Outline
- Non-Proliferation Regime

Unit 4

- Decolonisation and Emergence of the Third World
- Post-Cold War Era and Globalization
- Aftermath of COVID 19 and Prospects in International Politics

References

- M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd 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 Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
- R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.
- Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.
- 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 Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
- 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.

- 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. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.
- E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.
- H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.
- T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization 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.
- R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.
- I. 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.
- A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.
- 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.
- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
- A. 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.

Value Addition Course 1 (VAC 1) Constitutional Values and Fundamental Duties

Credit Distribution

Course Title and Code	Credits	Credit Distribution of the Course		
		Lecture	Tutorial	Practical
Constitutional Values and Fundamental Duties	2	2	0	0

COURSE OBJECTIVES:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

LEARNING OUTCOMES:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

Syllabus

Unit I: The Constitution of India – an Introduction (5 lectures)

Federal Republic, Rule of Law, Separation of Powers

Sovereignty, Socialism, Democracy

Secularism and *Sarva Dharma Sama Bhava*

Unit II: Constitutional Values (5 lectures)

Justice: Social, Political, Economic

Liberty: Thought, Expression, Belief, Faith, Worship

Equality: Equality before law & equal application of laws

Fraternity: Dignity, Unity and Integrity

Unit III: Fundamental Duties (5 lectures)

Reflecting on the ancient Indian notions of righteousness and duty consciousness

Fundamental Duties- Article 51A [(a) – (k)]

Legal status of Fundamental Duties - Judicial approach

Practical/ Practice Component (15 sessions of 2 hours each= 30 hours)

Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.

Conduct workshops to spread awareness on the Fundamental Duties and Values.

Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.

Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.

Any other Practical/Practice as decided from time to time

Essential Readings

Preamble to the Constitution of India, 1950.

The Constitution of India, Articles - 14, 19, 21.

The Constitution of India, Fundamental Duties [Ar. 51 A (a) – (k)].

Suggested Readings

Durga Das Basu, *et al.*, *Introduction to the Constitution of India* (LexisNexis, 26th edn, 2022).

Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).

Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13th revised edn. 2017)

B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) *available at:*

https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

Formative Assessment:

Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 20 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 30 Marks
Grand Total	– 50 Marks

AEC 1: Environmental Science: Theory into Practice – I

Credit distribution

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical
AEC 1: Environmental Science I	3	3	0	0

Learning Objectives

- The Ability Enhancement Course on Environmental Science: Theory into Practice I aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

Disciplinary knowledge

- Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.

Critical thinking

- Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.

Moral and ethical awareness/reasoning

- Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

Learning outcomes

- After the course the students will be empowered and able to:
- Analyse natural processes and resources that sustain life and govern economy.
- Predict the consequences of human actions on the web of life, global economy, and quality of human life.
- Think critically and develop appropriate strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- Demonstrate values and show compassionate attitudes towards complex environmental-economic-social challenges, and participate at national and international levels in solving current environmental problems and preventing the future ones.
- Adopt sustainability as a practice in life, society, and industry.

Teaching Learning process

- The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. Some of the theoretical concepts related to practicals/outreach activities, etc. should be covered during practical sessions. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

SYLLABUS OF AEC-1: Environmental Science: Theory into Practice – I

UNIT – I (1 -2 Weeks)

Introduction to Environmental Studies (1 lecture and 1 practical/ outreach activities)

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere

Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

UNIT – II (3-7 Weeks)

Ecosystems (5 lectures and 7 practical/ outreach activities)

Definition and concept of Ecosystem

Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India

Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

UNIT – III (8-11 Weeks)

Natural Resources (5 lectures and 6 practical/ outreach activities)

Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities

Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter- state conflicts over water

Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National

Solar Mission, Cauvery River water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

UNIT – IV (12-15 Weeks)

Environmental Pollution and Control (4 lectures and 6 practical/ outreach activities)

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards

Nuclear hazards and human health risks

Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal

Pollution control measures: Introduction to legal, biological, and physico-chemical methods; Role in sustainability

Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

(The total number of weeks should add up to 15 only)

Practical component (if any) – (15 Weeks)

Unit 1

Introduction to Environmental Studies (1 practical/ outreach activity)

Practical/Exercises/Experiential activities/Outreach activities

Analysis of achievement of Sustainable Development Goals of any country.

Gain insights of sustainability framework for an industrial activity using activity worksheets

Use of environmental activity worksheets to understand interdependence and interactions between different environmental components.

Unit 2

Ecosystems (7 practical/ outreach activities) **Practical/Exercises/Experiential activities/Outreach activities**

Schematic collection of data for depicting ecological pyramids in the College campus

Differentiation of natural and managed ecosystems using Google Earth/Google Map

Field visit to terrestrial and aquatic ecosystems (a) forests, (b) grasslands, (c) wetlands,

(d) biodiversity parks, etc.

Develop a working model of any ecosystem

Use of worksheets to identify structure and function of different ecosystems.

Unit 3

Natural Resources (6 practical/ outreach activities)

Practical/Exercises/Experiential activities/Outreach activities

Visit to a paper recycling unit/rainwater harvesting plant/solar plant/biogas plant in the College campus

Develop and understand working model of renewable/non-renewable sources of energy

Mapping of natural resources of a given study area using Google Earth

Time-series analysis of natural resource consumption of a given country using publicly available data

Comparison of energy demand and consumption of a particular state over the years using graphical tools

Assessing the consumption pattern of a natural resource in the dominant industry at local scale and status of natural resource in areas supplying it

Unit 4

Environmental Pollution (6 practical/ outreach activities) **Practical/Exercises/Experiential activities/Outreach activities**

Determine water quality of a given location using rapid pollution monitoring kits

Assess air quality index (AQI) of any location using real-time air quality parameters

Determine magnitude of solid waste generated in a home/college on a monthly basis

Develop and maintain compost/vermicompost using biodegradable waste in the College

Identify suitability of given water samples for various purposes using given kits

Prepare water audit report of the college/house/locality/colony.

Map solid and liquid discharge of the college/colony and develop a management plan

(show it using schematic diagram, and photographs).

Repurpose waste for economic and environmental benefits in your college/nearby area/colony (submit a small video).

Analyze river-society-economy nexus based on primary or secondary data (use quantitative data, and show it using photographs on a poster).

Essential/recommended readings:

Unit 1

Introduction to Environmental Studies

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8thEdition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).

Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

Unit 2

Ecosystems

Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9thEdition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).

Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

Unit 3

Natural Resources

Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).

McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9thEdition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages:272-275); **Chapter 15** (Pages: 286-289).

Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

Unit 4

Environmental Pollution

Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rdEdition.

Academic Press, USA. **Chapter 16** (Pages: 243-255); **Chapter 18** (Pages: 280-305); **Chapter 21** (Pages: 352-358); **Chapter 22** (Pages: 365-374); **Chapter 23** (Pages: 378-388); **Chapter 25** (Pages: 416-426).

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). Environment, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 359-381); **Chapter 21** (Pages: 401-421); **Chapter 23** (Pages: 440-453).

Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: 445-535).

Suggested readings:

Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). Environment, 9th Edition. Wiley Publishing, USA.

Carson, R. (2002). Silent Spring. Houghton Mifflin Harcourt, USA.

Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

SEC 1: Cyber Sphere and Security: Global Concerns

CREDIT DISTRIBUTION

Course title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice

Cyber Sphere and Security: Global Concerns	2	2	0	0
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Learning Objectives

- To spread awareness and enlightening visions of the indiscriminate and diversified students to ensure their immediate and basic cyber safety and prevent loss due to sheer ignorance.

Learning Outcomes

After studying this course, students will be able to:

- After studying this course, students will be able to apprehend key terms of cyber domain and identify cyber threats.
- After studying this course, students will be able to understand cyber law concepts, intellectual property and Digital Rights Management.
- After studying this course, students will be able to diagnose and examine basic security loopholes, anomalous behavior in internet.
- After studying this course, students will be able to understand principles of web security.
- After studying this course, students will be able to secure and protect personal data with safe Internet usage.
- After studying this course, students will be able to assimilate approaches for incident analysis and response, risk management and best cyber security practices.
- go for publishing their own work.

SYLLABUS

Course Contents:

Unit I: Introducing Cyber ‘Sphere’ and ‘Security’ (3 hours)

- Cyber Terminologies: Cyber Sphere, Cyber Security, Cyber Crime, Cyber Attack, Cyber Espionage, Cyber Warfare, Cybernetics
- Cyber Security and Paradigms
- Cyber Security: Objectives and Roles

Unit II: Cyber Crime: Insight, Mitigation and Control (3 + 6 hours)

- Cyber Crime and Cyber Activism: An Overview
- Typologies of Cyber Crimes: Generic Cyber Crimes, Advanced Persistent Threats (APTs), Cyber Threat in Mobile Technology, Cloud Computing and BYOD
- Cyber Crime Identification, Risk Assessment, Management and Control

Unit III: Cyber Policies and Cyber Law (3 + 6 hours)

- Cyber Policies and Cyber Law: Dimensions, Determinants, Dilemmas
- Existing Cyber Policies and Must Follow Up Actions

- Grey Areas in Cyber Laws

Unit IV: Security Tools and Usage

(3 + 6 hours)

- Knowledge and Identification of Security Tools
- Cyber Security Aspects
- Cyber Security Toolkits

Unit V: Cyber Security: Case Studies

(3 + 6 hours)

- Government Institutions
- Banks and Financial Institutions, Commercial Websites, Point of Sale issues and Online Payment
- Real Time Cases

Suggested Readings

- Bertrand Venard (2019). ‘Cyber Security: The New Art of War’, Lecture delivered at Developing Countries Research Centre [dcrc], University of Delhi, 1 April 2019.
- Bertrand Venard (2019). ‘The Determinants of Cybersecurity Behaviours: Qualitative Research Among French Students’ in C. Onwubiko, X. Bellekens, A.Erola, M. Jaatun and C. Nogueira (eds.), Proceedings of the Cyber Science 2019: Cyber Situational Awareness for Predictive Insight and Deep Learning. UK: University of Oxford.
- Bertrand Venard (2019). Cybersecurity Among students. UK: Wolfson College, University of Oxford.
- Bertrand Venard (2019). Cyber Aggressions in the XXIst Century: Equation of a Crisis. UK: University of Oxford.
- Cristopher Hadnagy (2018). Social Engineering: The Science of Human Hacking, 2nd Edition. New York: Wiley
- John Erickson (2008). The Art of Exploitation (2nd Edition). San Francisco: No Starch Press.
- Kevin Mitnick and Robert Vamosi (2017). The Art of Invincibility. Boston: Little, Brown and Company.
- Kevin Mitnick (2012). The Ghost in the Wires: My Adventures as the World’s Most Wanted Hacker. New York: Back Bay Books.
- Yogesh Atal and Sunil K Choudhary (2013). Combating Corruption: The Indian Case. Hyderabad and New Delhi: Orient Blackswan.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 20 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 30 Marks
Grand Total	– 50 Marks

2nd Semester

Introduction to Political Theory (II)

Credit 4

Introduction to Political Thought [II] (Political Theory: Concepts and Debates)	L	T	P	C
070502001	3	1	0	4

Course Objective:

1. To understand the nature and relevance of political theory and political concepts.
2. To understand the myriad concepts such as state, democracy, power and rights.
3. To familiarise students with the normative concepts in political theory and encourage them to understand how they manifest in social practices.
4. To understand the concepts of political theory helps in organizing our social living.

Course Outcomes

After reading the course, the learner would

CO1: Critically understand the nature and various traditions and concepts of political theory.

CO2: Understand the different concepts such as state, democracy, power and rights.

CO3: Understand multiple frames by which the idea of political community is contested.

CO4: The students will critically understand important political theory debates.

Course Description

This course will familiarise students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organising our social living. Political concepts and theories are an essential part of political science that explores what a world should look like by incorporating various political theories and concepts. It is mainly concerned with the foundations of political institutions, human nature and the moral and ethical purpose of the political communities in light of human behavior. This paper gives a strong theoretical base to the study of political science.

Freedom (3 weeks)

- a) Liberty: Negative and Positive
 - b) Freedom, Emancipation, *Swaraj*
- Debate:* Free speech, expression and dissent

Unit 2

Equality (2 weeks)

- a) Equality of opportunity and Equality of Outcome
 - b) Egalitarianism: Background inequalities and differential treatment
- Debate:* Affirmative action

Unit 3

Justice (2 weeks)

- a) Justice: Procedural and Substantive
 - b) Rawls and his critics
- Debate:* Scope of Justice – National vs Global

Unit 4

Rights (2 weeks)

- a) Rights: Natural, Moral and Legal
 - b) Rights and Obligations
- Debate:* Human Rights - Universalism or Cultural Relativism

Unit 5

Democracy (3 weeks)

- a) Democracy: Idea and Practice
 - b) Liberal Democracy and its critics
 - c) Multiculturalism and Toleration
- Debate:* Representation vs Participation

References

I. Freedom

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 103-125.

Knowles, D. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, A. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge:

Polity Press, pp. 51-88.

Carter, I. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 4-15.

Smits, K. (2009). 'Should Offensive Speech be Regulated?', In *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, PP. 152-170.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308- 319.

II. Equality

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, P. and William, A. (2008) 'Equality', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 149-165.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

Smits, K. (2009). 'Is Affirmative Action Fair?', in *Applying Political Theory: Issues and Debates*. Palgrave Macmillan, pp. 65-85.

III. Justice

Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 172-193.

Brock, G. (2008) 'Global Justice', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 289-312.

IV. Rights

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds), *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, C. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Campbell, T. (2008) 'Human Rights', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 194-217.

V. Democracy

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, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 105-117.

Christiano, T. (2008) 'Democracy', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 80-102.

Mookherjee, M. (2008) 'Multiculturalism', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 218-240.

Seglow, J. (2003) 'Multiculturalism', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Galeotti, A. E. (2008) 'Toleration', in McKinnon, C. (ed), *Issues in Political Theory*. New York: Oxford University Press, pp. 126-148.

Additional Resources:

Mill, J. S. (1991) *On Liberty and Other Essays*. Ed. Jon Gray. Oxford: Oxford University Press. Berlin, I. (1969) 'Two Concepts of Liberty', in *Four Essays on Liberty*. England: Oxford University Press, pp. 118-172.

Rawls, J. (1971) *A Theory of Justice*. Harvard: Harvard University Press.

Dworkin, R. (1981) 'What is equality? Part I: Equality of Welfare', *Philosophy and Public Affairs* 10 (3), pp. 185-246.

Dworkin, R. (1981) 'What is equality? Part II: Equality of Resources', *Philosophy and Public Affairs* 10 (3), pp. 185-243.

Dworkin, R. (1977) *Taking Rights Seriously*. London: Duckworth.

Dryzek, J. (2000) *Deliberative Democracy and Beyond*. Oxford: Oxford University Press.

Miller, D. (2006) *The Liberty Reader*. Edinburgh: University of Edinburgh Press.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge.

Swift, Adam. (2001) *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity Press

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Mendus, S. (ed.) (1999) *The Politics of Toleration*. Edinburgh: University of Edinburgh Press.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	

Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

Political Process and Governance in India

Credit 4 Core

Courses (CC)

Political Process and Governance in India	L	T	P	C
070502002	3	1	0	4

Course Objective

The students will be able:

- To understand the nature and trend of the Indian political party system. To have a critical
- analysis of electoral processes and reforms in India.
- To have a critical examine the role of caste and religion in Indian politics. To have
- a critical evaluation of various regional politics and regionalism in India.

Course Outcomes

CO1: The students will have an understanding of the nature and trend of the Indian political party system.

CO2: The students will have a critical understanding of electoral processes and reforms in India.

CO3: The students will have a critical examination of the role of caste and religion in Indian politics.

CO4: The students will have a critical evaluation of various regional politics and regionalism in India.

Course Description

This course acquaints students with the political process in India. The student is given a detailed understanding of the origin, development, nature and changing trends of the political system in India. In the Indian multi-party system, from the dominance of one party government to a coalition government, the Indian party system has its pros and cons. The students are then introduced to the

electoral process in India. They are given a critical analysis of electoral frauds and electoral reforms in India. Caste and religion have become an integral part of Indian politics. The people's voting behaviour based on caste and religion has been an interesting part of Indian politics; communal and caste identities are fanned during elections in certain parts of India. The students were made to critically analyze whether the existence of caste and religion within politics helps or hinders democratic growth in India. Finally, the Indian political process is being transformed by regional aspirations, regionalism and regional parties. Despite all these challenges, Indian democracy is considered one of the vibrant democracies in the world.

Unit I: Political Parties in India

- Political Parties: Meaning, Nature, Functions, and Types of Political Party System
- Origin and Development of the Indian Party System Nature and
- Trends of the Indian Party System
- Coalition Politics and Importance of Regional Parties in Federalism

Unit II: Electoral Process in India

- Representation: Meaning, Nature, Models of Representation Election
- Commission: Various roles of Election Commission
- Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money

Unit III: Role of Caste and Religion in Indian Politics

- Caste and Indian Constitutional Provisions in Political Representation Caste and
- Politics and Politicization of Caste
- Case Studies of Political Mobilization Based on Caste Identities Secularism and
- Communalism in India
- Religion and Voting Behaviour in Indian Electoral Process

Unit IV: Regionalism and Regional Aspirations

- Regionalism: Meaning, Connotations, and Causes of Regionalism in India
- Positive and Negative Regionalism
- Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement

Reference:

Niraja Gopal Jayal & Pratap Bhanu Mehta, *The Oxford Companion to Politics in India*, Oxford University Press, New Delhi, 2010.

Rajni Kothari, *Politics in India* Orient Longman, Hyderabad, 1970.

Subrata K. Mitra, *Politics in India: Structure Process and Policy*, Routledge, New York, 2017

Partha Chatterjee (ed.), *State and Politics in India*, Oxford University Press, New Delhi, 2002.

Atul Kohli & Prerna Singh (eds.) *Routledge Handbook of Indian Politics*, Routledge, New York, 2016.

Bidyut Chakrabarty *Indian Politics and Society since Independence Events, processes and ideology*, Routledge, New York, 2008

Achin Vanaik and R. Bhargava (eds.), *Understanding Contemporary India: Critical Perspectives*, Orient Blackswan, New Delhi, 2010

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)

Chakravarty, B. & Pandey, K. P. (2006) *Indian Government and Politics*. New Delhi: Sage.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: *Seminar*, No.677, pp. 54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in *Gendering Caste Through a Feminist Lens*. Calcutta: Stree, pp.139-317.

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409- 422.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India after Independence. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

Understanding Peace and Conflict Resolution
Credit 4 Core Courses

(CC)

Understanding Peace and Conflict Resolution	L	T	P	C
070502003	3	1	0	4

Course Objective

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Learning Outcomes

- The paper will equip students with an in-depth understanding of theoretical and actual observations on both domestic and international sources of conflict and war, conflict resolution and conflict transformation.
- The students will enhance their analytical ability by learning about different models employed in conflict resolution.
- The course will develop analytical outlook in conflict resolution on equitable, cooperative and non-violent techniques of conflict resolution and transformation.
- Further deliberations on peace movements across the world and especially in war torn regions will help students develop independent perspective on conflict resolution.
- The study of issues like migration, information flow and normative concepts will augment students, understanding and knowledge.

Unit 1

International Peace and Conflict Resolution Sources of War

International and Domestic Issues and Trends

Unit 2

What is Conflict?

Introduction to International Conflict Resolution

Unit 3

International Conflict Resolution Theory

Models developed by - Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 4

Conflict Resolution:

Background of Various Peace Movements and Concepts Principle

Is used to resolve conflict

Unit 5

Cross-border relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit 6

Conflict Transformation: Is Peace Possible?

Resolve problems through conflict analyses and instrumentation of peace concepts

References

Charles Webel & Jorgen Johansen (ed). 2012. *Peace and Conflict Studies: A Reader*. Routledge. New York.

Johan Galtung et al. 2000. *Searching for Peace: The Road to Transcend*. Pluto Press in Association with Transcend. p. xiii.

Johan Galtung. 1990. "Violence and Peace" in Paul Smoker, Ruth Davies & Barbara Munske (eds.) *A Reader in Peace Studies*. Pergamon Press: Oxford. 9-14.

Terry Terriff et al, 1999. 'Peace Studies', *Security Studies Today*, Polity press.

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150.

Ramsbotham, O., Woodhouse, T., & Miall, H. (2016). *Contemporary Conflict Resolution* (Fourth ed.). (Chapter One, pp. 3-37). Cambridge: Polity Press.

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- Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29.
- Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24.
- Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.
- Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996, pp. 3-25.
- Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205.
- Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74.
- Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606.
- Galtung, Johan, "The Basic Need Approach", in *Human Needs: A Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126.
- Saunders, Harold H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York, 1999, pp. 1-80.
- Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973, pp. 1-123.
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- Quackenbush Stephen L., *International Conflict: Logic and Evidence*, Sage: CQ press, Washington, 2015.
- Louis Kriesberg and Bruce W. Dayton, *Constructive Conflicts: from Escalation to Resolution* (5th edition), Rowman & Littlefield Publishers; Fifth edition, 2016.
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- Young, N. (1987). Peace movements in history. In Barash, D.P. (ed.) (2000), *Approaches to peace: A reader in peace studies* (pp. 228-237), New York: Oxford University Press.
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Formative Assessment:	
Attendance	
Assignments/Presentation/etc.	
Mid-term Exam	
(Need to conduct 2 Mid-term Exams and put the average marks)	
Total	– 40 Marks
Summative Assessment:	
Semester End Exam	
End Exam	– 60 Marks
Grand Total	– 100 Marks

