

**ADAMAS UNIVERSITY**  
**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES DEPARTMENT**  
**OF POLITICAL SCIENCE**

**ACADEMIC SESSION: 2022-23**

**STRUCTURE OF THE MAJOR: POLITICAL SCIENCE**

B.A (Hons.) **Political Science**

Academic Session: 2022-23

Program Code: POS3301



**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES****UNDERGRAGUATE COURSE STRUCTURE****B.A. (H) POLITICAL SCIENCE****BATCH 2022-25**

<b>S. No</b>	<b>Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Cr</b>	<b>Remarks</b>
1	MC	FLA11001	Linguistic Proficiency	2	0	0	2	Major (Core)
2	MC	FLA11002	Introduction to Art and Social Sciences	2	0	0	5	Major (Core)
3	MC	FLA11003	Evolution of Traditions of Knowledge	2	0	0	2	Major (Core)
4	MC	FLA11007	Social and Political Formation	2	0	0	2	Major (Core)
5		FLA11009	French	2	0	0	0	
6	MC	FLA13001	Critical Thinking and Reasoning	2	0	1	3	Major (Core)
7	MC	FLA12003	Public Speaking and Presentation Skills	1	0	1	2	Major (Core)
8	MC	FLA13003	Creativity and Technology	1	0	1	2	Major (Core)
9	MC	FLA13004	Unsung and Unknown Art and Craft of West Bengal	1	0	1	2	Major (Core)
10	MC	DGS11001	Design Thinking	2	0	0	2	
<b>Semester Credits</b>							<b>22</b>	


## Semester-II

S. No	Type	Course Code	Course Title	L	T	P	Cr	Remarks
1	MC	FLA13005	Introduction to Data Analysis	3	0	0	3	Major (Core)
2	MC	FLA13017	Science, Technology and Society	3	0	0	3	Major (Core)
3	MC	FLA13106	Media, Communication and Culture	3	0	0	3	Major (Core)
4	MC	FLA11011	Diversity and Inclusion	3	0	0	3	Major (Core)
5	MC	FLA11012	Human Rights and Legal Awareness	3	0	0	3	Major (Core)
6	MC	FLA11013	Basics of Finance and Accounting	2	0	1	3	Major (Core)
7	MC	EIC11001	Venture Ideation	2	0	0	2	Major (Core)
8	MC	EVS1106	Environmental Studies	2	0	0	2	Major (Core)
9	MC	FLA13004	French	2	0	0	0	Major (Core)
<b>Semester Credits</b>							<b>22</b>	

## SEMESTER III

S. No	Type	Course Code	Course Title	L	T	P	Cr	Remarks
1	MC	POS11041	Understanding Political Theory	3	1	0	4	Major (Core)
2	MC	POS 11042	Political Process in India	3	1	0	4	Major (Core)
3	ME	POS 11043	Political Discourse on Nationalism in India: Past and Present	3	1	0	4	Major (Elective)
4	MS	POS 11044	Governance Issues and Challenges	3	1	0	4	Minor (SOLACS)
5	IDC	IDP14001	INTER-DISCIPLINARY PROJECT (IDP)	2	0	1	3	Interdisciplinary Course (AU)
6	SEC		Computer Application	0	0	4	2	Skill Enhancement Courses / Internship /Dissertation

								(Across SOLACS)
7	VAC	SOC11065	Social Responsibility and Community Engagement	1	0	1	2	Value Added Course
<b>Semester Credits</b>							<b>23</b>	
<b>SEMESTER IV</b>								
1	MC	POS11045	Introduction to Comparative Government and Politics	3	1	0	4	Major (Core)
2	MC	POS11046	Political Theory: Concepts and Debates	3	1	0	4	Major (Core)
3	ME	POS11047	Public Policy and Administration in India	3	1	0	4	Major (Elective)
4	MS	POS11048	Gandhi and the Contemporary World	3	1	0	4	Minor (SOLACS)
5	IDC		IDC	2	0	1	3	Interdisciplinary Course (AU)
6	AEC		Communicative English	2	0	1	3	Ability Enhancement Courses (Across SOLACS)
7	SEC		Advertising and Digital Marketing	1	0	1	2	Skill Enhancement Courses / Internship /Dissertation (Across SOLACS)
8	VAC		Human Values and Professional Ethics	2	0	0	2	Value Added Courses
<b>Semester Credits</b>							<b>26</b>	
<b>SEMESTER V</b>								
1	MC	POS11049	Political Processes and Institutions in Comparative Perspective	3	1	0	4	Major (Core)
2	MC	POS11050	Research Methodology	3	1	0	4	Major (Core)

3	ME	PO11051	Political Sociology 	3	1	0	4	Major (Elective) Any One
4	MS	POS11054	MSEI-3	3	1	0	4	Minor (SOLACS)
5	MS	POS11055	MSEI-4	3	1	0	4	Minor (SOLACS)
6	IDC		IDC	2	0	1	3	Interdisciplinary Course (AU)
8	SEC		Internship	0	0	2	2	Skill Enhancement Courses / Internship /Dissertation (Across SOLACS)
9	VAC		Yoga and Wellness	2	0	0	2	Value Added Courses
<b>Semester Credits</b>							<b>25</b>	
<b>SEMESTER VI</b>								
1	MC	POS11056	Ancient and Medieval Political Thought	3	1	0	4	Major (Core)
2	MC	POS11057	Modern Political Thought	3	1	0	4	Major (Core)
3	ME	POS11058	Development process and social movement	3	1	0	4	Major (Elective)
5	MS	POS11062	MSEI-5	3	1	0	4	Minor (SOLACS)
6	IDC		IDC	2	0	1	3	Interdisciplinary Course (AU)
7	SEC	POS11063	Dissertation	0	0	8	8	Skill Enhancement Courses / Internship /Dissertation (Across SOLACS)
<b>Semester Credits</b>							<b>27</b>	

<b>Total Credits of the Program after 3<sup>rd</sup> Year</b>	<b>145</b>	
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**MINOR OFFERED BY DEPARTMENTS IN SOLACS**

**List of Minors**

Sem 3	Sem 4	Sem 5	Sem 6
<b>History Of Literature (BEG11056 )</b>	<b>Bengali Sci-Fi (BEG11069)</b>	<b>Culinary Culture In Bengal (BEG11082)</b>	<b>Bengali Subaltern Literature (BEG11096 )</b>
<b>Bengali Film Appreciation (BEG11057 )</b>	<b>Bookmaking (BEG11070)</b>	<b>Travel Literature In Bengali (BEG11083 )</b>	<b>Art In Bengal (BEG11097 )</b>
<b>Shishu-Kishor Sahitya (BEG11058)</b>	<b>Comparative Literature (BEG11071)</b>	<b>Stylistics (BEG11084 )</b>	<b>Foreign Language And Bengali (BEG11098)</b>
<b>Creative Writing (BEG11059)</b>	<b>History Of Bengali Music (BEG11072)</b>	<b>Media Studies (BEG1108)5</b>	<b>Theatre In Bengal (BEG11099 )</b>
<b>Bengali Popular Literature (BEG11060)</b>	<b>Selected Bengali Stories And Novels (BEG11073 )</b>	<b>Gender In Language (BEG11086)</b>	<b>Study Of Biographies (BEG11100 )</b>
<b>Crafts of Bengal BEG11061</b>	<b>Tagore Literature BEG11074</b>	<b>Chhanda and Alankar BEG11087</b>	<b>Partition Literature BEG11101</b>
<b>Fundamentals Of Sociology (SOC11045)</b>	<b>Indian Society: Issues And Perspectives (SOC11049)</b>	<b>Rural And Urban Sociology (SOC11054)</b>	<b>Social Problems And Social Welfare- (SOC11060)</b>
		<b>Sociological Theories (SOC11055)</b>	
<b>Psychology Of Individual Differences(PSC1601)</b>	<b>Stress Management (PSC1602)</b>	<b>Psychology In Organization And Industry (Psc1603)</b>	<b>Elements Of Applied Psychology(PSC1605)</b>
		<b>Psychopathology And Psychological Management (PSC1604)</b>	
<b>Introduction to Language, Literature And Culture</b>	<b>Academic And Professional Writing</b>	<b>Editing And Publishing: An Introduction (ENG11098)</b>	<b>Text And Performance</b>

<b>(ENG11028)</b>	<b>(ENG11097)</b>		<b>(ENG11031)</b>
		<b>Translation: an introduction (ENG11099)</b>	
<b>Myth And Reality: Understanding The Indian Epics (HST11064)</b>	<b>Margins Of History: Caste And Tribes In Modern India (HST11070)</b>	<b>Indian Art And Architecture (HST11076)</b>	<b>Making Of Contemporary India (HST11082)</b>
		<b>Popular Movements In India (HST11075)</b>	
<b>Governance Issues and Challenges (POS11071)</b>	<b>Gandhi and Contemporary World (POS11072)</b>	<b>Dilemmas in Politics (POS11073)</b>	<b>Digital Governance (POS11075)</b>
		<b>Feminism Theory and Practice (POS11074)</b>	

# **SEMESTER I**

**Foundation Courses**



<b>FLA13005</b>	<b>Unsung and Unknown Art and Craft of West Bengal</b>	L	T	P	C
<b>Version 1.0</b>		0	1	1	2
<b>Pre-requisites/Exposure</b>	None				
<b>Co-requisites</b>	-				

## Course Objectives

1. To generate the basic idea of art in Bengal.
2. To practice the application of art and craft.
3. To apply the theoretical knowledge in practical projects.
4. To develop the idea of Tradition, Culture, Folk and their relation with society.
5. To understand the importance of Culture Studies.

## Course Outcomes

On completion of this course, the students will be able to

- CO1. Discuss the Elements, Tools & Methods of lesser-known arts in Bengal.  
CO2. Recognize the Fundamentals of art and craft.  
CO3. Construct the analysis of the relation between art and society  
CO4. Create projects under industry resource persons.

## Catalog Description

This paper will talk about the lesser-known arts and crafts of Bengal which paved the path of today's culture study. Folk Art is an ancient form of expression in Bengal. This Does not only produce quality and authentic natural product but also narrates the story of rural Bengal for ages. Through this paper we will go for a time travel and understand how arts and crafts are worth preserving and how it leads to ultimately to preserve our society.

### UNIT 1: Introduction to Arts and Crafts of Bengal

- 1.1 Tradition of Art and Craft – History, evolution, Philosophy.
- 1.2 Understanding of various Arts 1 – Performing Arts (Music, Dance, Drama, Kathakata)
- 1.3 Understanding of various Arts 2 – Fine Arts (Patachitra, Scroll painting, Pottery, Alpona, Wall Art, Putul)

### UNIT 2: Understanding Crafts of Bengal

- 2.1 Dokra, Batik, Weaving (Clothing and household), Copper, Kantha, Jute
- 2.2 Terracotta, Mask, Conch Shell, Shola, Bamboo, Leather, Horns
- 2.3 Culinary culture

### UNIT 3: Practical

- 3.1 Art related fieldwork and project
- 3.2 Craft related fieldwork and project
- 3.2 Workshop with resource person

### UNIT 4: DIY

- 4.1 Assignments
- 4.2 Presentation
- 4.3 Pick your own form.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**  
**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>-</b>	<b>30</b>	<b>50</b>


**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Discuss the Elements, Tools & Methods of lesser-known arts in Bengal.	<b>PO1, PO10, PO11, PO7</b>
<b>CO2</b>	Recognize the Fundamentals of art and craft.	<b>PO1, PO11, PO10, PO12</b>
<b>CO3</b>	Construct the analysis of the relation between art and society.	<b>PO2, PO10, PO11, PO12</b>
<b>CO4</b>	Create projects under industry resource persons.	<b>PO4, PO7, PO10, PO12</b>

		Knowledge of literature	Critical analysis	Conceptualizing intertextuality	Leadership skill	Communication	Application of theories	Literature, language and society	Ethical value	Individual and team effort	Building research aptitude	Industry friendly skill development	Life-long learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
FLA13005	Unsung and Unknown Art and Craft of West Bengal	2	1	-	1	-	-	1	-	-	4	3	3

1=weakly mapped  
 2= moderately mapped 3=strongly  
 mapped

## Model Question Paper

<b>Name:</b>  <b>Enrolment No:</b>	 <p style="text-align: center;"><b>ADAMAS</b> UNIVERSITY <small>PURSUING EXCELLENCE</small></p>		
<b>Course:</b> – <b>Unsung and Unknown Art and Craft of West Bengal (FLA13005)</b> <b>Program: B.A</b> <span style="float: right;"><b>Time: 03 Hrs.</b></span> <b>Semester: 1</b> <span style="float: right;"><b>Max. Marks: 50</b></span>			
<b>Instructions:</b> Attempt any three questions from <b>Section A</b> (each carrying 4 marks); any <b>Two Questions</b> from <b>Section B</b> (each carrying 10 marks). <b>Section C</b> is Compulsory (carrying 8 marks).			
1.	Define the difference between Art and Craft. (U)	<b>4</b>	<b>CO2</b>
2.	Discuss the importance of Nakshi Kantha. (U)	<b>4</b>	<b>CO1</b>
3.	Specify 4 important culinary icons of West Bengal. (R)	<b>4</b>	<b>CO3</b>
4.	Discuss how Mukhosh has changed its way in society. (Ap)	<b>4</b>	<b>CO3</b>
SECTION B (C C C C 'nj 57m *w) )			
5.	Analyse how alpana reflects the symbols of everyday lives. (Ap)	<b>10</b>	<b>CO1</b>
6.	a) Discuss 4 types of Saree exclusive to Bengal. (u)  b) Discuss 3 types of		<b>CO1 CO3</b>

	Folk Songs.	4 6	
7.	<p>a) What is Chhou? What is the storytelling of this dance? (U)</p> <p>b) Discuss about few folk elements of Bengal which made way to Bollywood. (R)</p>	4  6	CO2 CO3
	<b>SECTION C is Compulsory</b>		
8.	<p>a) Mention 2 Patuas of west Bengal. (U)</p> <p>b) Analyse any 1 Brata ritual elaborately you're your understanding of society through the story. (Ap)</p>	2 6	CO1 CO3

<b>FLA13003</b>	<b>Creativity and Technology</b>	L	T	P	C
<b>Version 1.0</b>		1	0	1	2
<b>Pre-requisites/Exposure</b>	Graduation in English Literature				
<b>Co-requisites</b>	-				

## Course Objectives

1. To introduce the students to interdisciplinary aspects of creativity and technology.
2. To provide the students with technical skills required for creative problem solving.
3. To facilitate the making of social technocrats.
4. To critically analyze the concepts and theories of creative technology.

## Course Outcomes

On completion of this course, the students will be able to

- CO1. **Explain** and demonstrate the relevance of technology in the field of humanities.
- CO2. **Recognize** the development and growth of technology through the ages.
- CO3. **Evaluate** the importance design and creativity in efficient problem solving.
- CO4. **Assess** and analyze the development of technology in relation to the socio- political and religious contexts of the time.
- CO5. **Identify** the problem areas of the society and design solutions.

## Catalog Description

The society progresses by overcoming difficulties and problem situations. In doing so humans have resorted to technological development. From the earliest age of the Neanderthals to the Contemporary age, the Human Species have seen progress in time through advances in technology. This course proposes to chart the development of technology down the ages and situate it in the context of the contemporary culture. The birth of the network society and the cyberspace has

influenced every aspect of human life starting from communication to learning to performance, play and self-identity. The respective modules of the course will focus on particular aspects of the digital technology and the culture of performance. The course will be run in the hybrid mode, combining, both a theoretical and practical approach. The course will provide theoretical knowledge and state its practical implementation. It proposes to provide students a hands-on training on basic web development, game development, prototyping and Digital archiving.

## Course Content

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### Module I 6 Hours

#### Introduction:

Introduction to creativity, Types of creativity, meaning of technology, ‘techne’ and the Greek thought. Technological Determinism.

### Module II: 6 Hours

Introduction to New Media, Culture in New Media, Audience and Spectacle, New Media Narratives

### Module III 8 Hours

Introduction to Digital Humanities, Gaming and theory, Electronic Literature

### Module IV 10 Hours

Introduction to Design and Development, Storyboarding, Prototyping, HTML coding, Gaming with TWINE and Unity.

#### Text and Reference Books:

1. John Adair. *The Art of Creative Thinking*. Kogan Page. 2009
2. N. Katherine Hayles. *Electronic Literature: New Horizons for the Literary*. University of Notre Dame Press. 2008
3. Pramod. K. Nayar. *An Introduction to New Media and Cybercultures*. Wiley Blackwell.2010
4. Adam Hammond. *Literature in the Digital Age:An Introduction*. Cambridge University Press, 2016.
5. Prof. Satish Jain and M.Geetha Iyer.*Web Designing and Publishing*. BPB Publications. 2020.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination**

<b>FLA13001</b>	Critical Thinking and Reasoning	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

**Course Objectives:**

After studying this course the students will be able to:

- Identify the assumptions needed to analyze any problem.
- Identify relevant information presented in a case or problem.
- Identify the alternative solutions to the problem or cases.
- Attempt to figure something out, to settle questions, to solve problems.

**Course Outcomes:**

**CO1:** Outline the concepts of critical thinking and reasoning and illustrate the relationship between the two.

**CO2:** Discuss the phases of development of critical thinking.

**CO3:** Explain reasoning in the light of the classical approach and the new paradigm.

**Course Content:**

**UNIT I**

- i. Introduction: Concept of critical thinking and reasoning.
- ii. Nature and importance of critical thinking and reasoning.
- iii. Relationship between critical thinking and reasoning.

**UNIT II**

- i. Dispositions and skills towards critical thinking.
- ii. Training and development of critical thinking.
- iii. Why can good critical thinking be difficult?

**UNIT III**

- i. Explaining reasoning: the classical approach and the new paradigm.
- ii. Logical reasoning and its types.
- iii. Role of the different types of reasoning in problem solving.

**UNIT IV**

Mini class project on the applications of critical thinking and reasoning.

## **References:**

- Cognitive Psychology (8th Edition) by Robert L. Solso, Otto H. MacLin, M. Kimberly MacLin
- Farmer, T. A., & Matlin, M. W. (2019). *Cognition*.
- Manktelow, K., & Galbraith, N. (2012). *Thinking and Reasoning* (1st ed.). Taylor and Francis. Retrieved from <https://www.perlego.com/book/2192385/thinking-and-reasoning-pdf> (Original work published 2012)



<b>FLA13008</b>	<b>Language French</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	0
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### **Course Objectives:**

1. This course acquaints students with the culture and lifestyle of France.
2. Enables students for basic conversation in French
3. Students will have a basic outline of French grammar.

### **Course Outcomes:**

On completion of this course, the students will be able to CO1-

Understand the elementary level of French grammar.

CO2 -Know and understand to communicate in French and give their introduction to others. CO3 -

Develop the basic knowledge of French culture and civilisation.

CO4 - Assist the students in securing varied job opportunities and for higher studies

### **Course description:**

The course provides an understanding of one of an important international language. This course provides a peek into the culture, Language speaking world. Students will develop a skill and ability to communicate in real life situations by acquiring reading , \writing , listening and speaking skills.

### **Course content:**

#### **Unit : 1**

- a) Les alphabets, La prononciation, Les accents
- b) Saluer, S'adresser poliment
- c) Les nombres (cardinaux, ordinaux), Compter, Communiquer en classe, demander et donner les informations, La date, demander/dire l'heure, Les jours de la semaine et les mois de l'année, Les couleurs

#### **Unit :2**

- a) Les articles définis et indéfinis, Les pronoms sujets.
- b) Les Pays et Les adjectifs de nationalité

c) Les verbes être, avoir, aller, s'appeler, Regular Verbe : ER, IR, RE, La négation

### **Unit :3**

- a) La culture et la civilisation français : Vin, Parfums, Les personnes célèbres français, Le drapeau français
- b) A propos de la France.
- c) Les fromages, Les villes, La Francophone.

### **Unit :4**

- a) Se présenter,
- b) Présenter quelqu'un
- c) La conversation de base

Suggested Readings :

Jumelage

Apprenons Le Français 0,1,2 textbook & workbook La

saison

Entre Jeune

Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor

<b>FLA11003</b>	<b>Evolution of Traditions of Knowledge</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience: philosophy, medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. Concepts and technical vocabularies of these traditions are still a part of the thinking and the languages of modern India.

**Aims and Objectives of the course:**

Students will be able to:

- get familiar with Indian thought in different disciplines. • get familiar with major Indian thinkers in different disciplines.
- get familiar with the primary texts of Indian thought through an organized study of short extracts in translation of those texts.
- develop a better appreciation and understanding of not only the Knowledge Traditions and Practices of India but also of many contemporary questions and issues that they handle in their course work in related disciplines.
- enhance self-awareness and self-esteem.

**Unit I: Indian Philosophical Systems**

- a. Evolution of philosophical questioning
- b. Six Philosophical Schools
- c. Buddha and Jainism
- d. Sankracarya and Ramanuja

**Unit II: Indian Medical Traditions**

- a. Introduction to Indian Medical Traditions
- b. Ideas of Caraka Samhita
- c. Practices in Sustruta Samhita
- d. Ayurvedic Medicine

**Unit III: Dance, Drama and Theatre**

- a. Different Dance Forms
- b. Drama through the ages
- c. Evolution of Theatre

## Reading List

- Atlekar, A.S. (1957). Education in India, Varanasi: Vawal Kishore and Bros.
- Agaham, Williard (1964). A 'rime yf Teaching, New York: liarper and Row.
- Aiyar, S.P. (1965). "Education and the Traditional Society in India", General Education Quarterly (Vol. 111, No. I), October 1965.
- Appadorai, A. (1968). "Integration Council and its Task," The Hindustan Times, June 20, 1968.
- Biddle, Brue J., et. al. (1966). Essays on the Social Structure of Education, Missouri: University of Missouri.
- Butts, Robert I.; (1947). A Cultural History of Education: Reassessing our Educational Traditions, 1<sup>st</sup> ed., New York and London: McGraw Hill
- Book Co., Inc.
- Cale, Luella (1950). A History of Education: Socrates to Montessori, New York, Holt, Rinehart & Winston, Inc.
- Damle, Y.B. (1966). "Socialisation for an Unknown Future" --paper presented to the Seminar on "Higher Education, Technology and Social Change"
- (December 1-3, 1966). New Delhi, Indian Institute of Technology,

<b>FLA11001</b>	<b>Linguistic Proficiency</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

**Course Objectives:**

- Gain technical mastery over the tools of linguistic analysis.
- Gain understanding of linguistic theory as it applies in these areas.
- Learn how to investigate linguistic data and analyse it.
- Develop strong problem-solving skills in linguistics.

**Course Outcome:**

- Students will reason about language
- Identify how incorrect or irrational assumptions and prejudices distort understanding of language
- Demonstrate knowledge about language in the world including a sophisticated understanding of linguistic and cultural variation and evaluate popular views on the nature of human languages and their speakers.

**Course Content:**

1. What is Linguistics?
  - 1.1 Language Acquisition; Language, Mind, and Society;
  - 1.2 Language as a system of signs;
  - 1.3 Competence, Performance, I-Language, and E-Language.
2. Phonetics and Phonology
  - 2.1 Mechanism of Speech Production;
  - 2.2 IPA transcription; Internal Structure of Speech Sounds;
  - 2.3 The External Organization of Speech Sounds.
3. Morphology
  - 3.1 Morpheme, Morph, Allomorph;

### 3.2 Word Formation Process;

3.3 Morphophonemics.

4. Syntax and Semantics

4.1 Generative Grammar; Parts of Speech and IC Analysis:

4.2 Trees and Phrase Structure Rules; Some Basic Concepts of Meaning;

4.3 Sentence Meaning, Stylistics

**Suggested Reading**

1. Akmajian A., R.A. Demers and R.M. Harnish, *Linguistics: An Introduction to Language and Communication*. Cambridge, Mass: MIT Press. (Indian ed. 1996. Prentice Hall.).
2. Lever J. *Principles of Phonetics*. Cambridge University Press. 1994.
3. Katamba F. *An Introduction to Phonology*. 1989.
4. Katamba F. *Morphology*. London. 1993.
5. Carnie A. *Syntax A Generative Introduction*. Wiley Blackwell. 2021.



<b>FLA13002</b>	<b>Public Speaking and Presentation Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### Course Objectives:

- Analyze verbal and nonverbal communication in your own and others' speeches that enhance or hinder clear communication.
- Effectively deliver informative, extemporaneous, demonstrative, and persuasive speeches to small and big audiences.
- Employ the process of preparing, outlining, writing, delivering, recording, reviewing, and gathering feedback to improve your own speech performance through practice and refinement.

### Course Outcome:

- Students will gain core speech competencies by learning about and applying key public speaking knowledge and skills.
- Students will analyze professional and peer speeches by applying what they learn about aspects of verbal and nonverbal communication.
- Learn about barriers to clear communication and focus on elements which enhance clear communication in public speaking.
- Students will gain confidence in their ability to deliver speeches both publicly and online.

### Course Content:

#### Unit 1: Yourself and Public Space

Texts:

1. "Home" Carson Ellis <https://www.carsonellis.com/>

The class will be given a brief introduction to how to look at this painting. How are reading a book and reading a film unique experience? Where we can place paintings here. The thought of black and white letters to a colorful frame.

- They are asked to look at the painting and observe it and describe the painting by mentioning minute details. They are asked to try interpreting some they see in the painting. (150 words)

2. *Just Walk on by Black Men and Public Space* by Brent Staples (1986).

The class will read an article which will discuss about identity in a broader sense. The students are during the discussion are supposed to share their individual opinions and experience once they are responding to ideas like Racial and ethnic discrimination happening in public space. To deepen the discussion the class will watch few videos from YouTube.

- <https://www.youtube.com/watch?v=POzOM0FT8IE> Branded by law:
- <https://www.youtube.com/watch?v=xTQTcfk5Bmw> *The truth behind the TV show Cops* (2019) by Vox
- <https://www.youtube.com/watch?v=JuwcKZghg8Y> *Racist Things People from the Northeast are Tired of Hearing* (2020) by The Quint
- *India's denotified tribes* (2016) by The Hindu

### **Classroom discussion and responding exercise:**

The focal texts would be read by them and responding to few questions posed by the teacher. Following are the questions to which students would respond.

- • What argument is Staples making about identity?
- • What strategies and details does he use to strengthen and support his position?
- • Do you think this happens in your surroundings?
- • What aspect of your own identity most often defines you in the eyes of others in such a way that it affects how they not only see but respond to?
- • How is it shaped the way you look at yourself? Have you experienced or seen similar incidents while you are moving around?

3. Understanding Communication, Verbal and Non-verbal communication, Barriers of communication (Theoretical and classroom discussion).

## **Unit 2: Placing as citizens/individuals**

Texts:

### **3. Where's Sandra (2006) Dir Paromita Vohra**

<https://www.youtube.com/watch?v=ZnsAjSZSzUw>

The concept of woman in a public space, how the society ends up creating stereotypes for women who are independent and outgoing into the public space. How the idea of labour and work creates a different image for women? Does the society look at some employees and their profession as “specific kind”? The discussion will be covering their individual experiences focusing on how gender functions in public space.

#### **Speaking exercise:**

Explain one scene or shot in detail and find a few ideas to see how it adds to your personal experience.

### **3. A Lover's Embrace – Suketu Mehta (1997) excerpted from 'Mumbai', Granta no.57, India: The Golden Jubilee.**

The class will read the passage individually and respond to it. As the earlier text creates a space for placing students in the context of what is public space, the current text will be extending it. The students are encouraged to read and identify public space where people from diverse strata come together and accept the differences. Does the essay in any way relate to current times? How religion, class and caste diminish in a public transport? Do they? They are asked to specifically locate portions which substantiate this.

#### **Secondary Materials**

<https://www.youtube.com/watch?v=FCyJ9WdSTxY> My First Train Journey

- Director's Cut (advertisement for Paper boat)

**4. Persuasive Speech:** 7–9-minute speech, in which you propose several practical solutions to a significant social problem. Six sources required. Classmates should evaluate your peer's persuasive speech and explain their logic for marking. Teacher should initiate discussion on persuasion and public speaking.

### Unit 3: The Question of Choice

Texts:

1. ***The Road not Taken* by Robert Frost (1916)**

<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>

2. ***Three Simple Statements* by Saadat Hasan Manto (1997)**

**Classroom discussion:** Understanding

- How easier is the process of choosing?
- Did you find any change happening in the way you look at “choice”?
- Does this process involve any complexities or is it a comparatively plain/straight forward act?

**3. Group discussion and presentation:**

The class is divided into groups and are asked to find a musical piece. Each group can select two songs which have social, political and cultural significance and respond to it by introducing them to the class. It is not necessary that it should be released in any platforms. You can find songs which are not given tune but existing in written format, explore all the possibilities. 15 min presentation for each group.

### Unit 4: Creating Perspective from Where You Belong.

Texts:

1. **Don't Trust the Applause** by Nisha Giridharan (2013)

[https://www.sciencemag.org/news/2013/06/dont-trust-applause / #ChangeTheClap](https://www.sciencemag.org/news/2013/06/dont-trust-applause/#ChangeTheClap) by We Are APTN (2017) [https://www.youtube.com/watch?v=vGsNPHj\\_ZdA](https://www.youtube.com/watch?v=vGsNPHj_ZdA) / **Transgenders in Kochi Metro Work Force by Kerala Government**

[https://www.facebook.com/keralainformation/videos/183501910681\\_7702/](https://www.facebook.com/keralainformation/videos/183501910681_7702/)

Show these videos and include a classroom discussion where individual students register their opinion for 5 minutes.

2. **Find meaning of these words-** gender, heteronormativity, queer, masculinity, LGBTQ+, womxn and womyn, Sze. You can use any resources to find the meaning. (Group activity and presentation)

3. What's So Great About "Being a Man"? by The Swaddle (2020)

<https://www.youtube.com/watch?v=0S8v0A51HXU>

**Reference:**

Morreale, S. (2010). *The competent public speaker*. New York, NY: Peter Lang.

Jensen, K. & Williams, D. (1998). Teaching the honors public speaking course. *Basic Communication Course Annual*, 10(1), 133-157.

Lucas, S. E. (2012). *The Art of Public Speaking*. 11th edition. New York, NY: McGraw Hill

<b>FLA11002</b>	<b>Introduction to Arts and Social Sciences</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

### **Unit-I: Literature and Perceptions**

- a) Literary terms and theories: Important Literary movements in Literary History
- b) Comparative methodology: Interdisciplinary approach, importance of translation
- c) Textual Analysis:
  - Indian writing in English (Any one)
  - Indian Literature in English Translation (Any One)

### **Unit-II: Meaning and Nature of Sociology**

- a) Emergence of Sociology
- b) Meaning Nature and Scope, Subject matter
- c) Science or not; Sociological imagination.

### **Unit-III: Indian Constitution: Rights and Duties**

- a) Introduction to Constitution of India: Evolution & Salient Features
- b) Fundamental Rights & Constitutional Remedies
- c) Directive Principles of State Policy and Fundamental Duties

### **Unit IV: Why Study History?**

- a. The reason for studying history
- b. The nature of the historical discipline, its development and scope
- c. Issues in historiography, past and present

### **UNIT V: Fundamentals of Human Behaviour**

- a) Introduction: Definition and schools of psychology.
- b) Perspectives on behaviour; Subfields of psychology
- c) Methods of psychology

### **SUGGESTED READINGS:**

- Abrams, M.H. Glossary of Literary Terms, Cengage India Private Limited; 11th edition (1 February 2015)
- Wellek and Warren, Theory of Literature, Mariner Books; 3rd edition (1 June 1956)
- Raymond Williams, Culture and Society: Essential Writings, SAGE Publications Ltd; 1st edition (23 January 2014)

- Select Essays by Meenakshi Mukherjee and Tuntun Mukherjee on Translation
- R.K. Narayan, Swami and Friends, Indian Thought Publications; Edition (1 December 2008) /Malgudi Days, Indian Thought Publications; 1st edition (1 December 1982)
- Ruskin Bond, Uncle Aunts and Elephants, Puffin (21 August 2014) / The Adventures of Rusty,Penguin India; 2012th edition (24 January 2012)
- Sukumar Ray, Ha ja ba ra la, Lulu.com (7 August 2005)
- Panchatantra, Rupa & Co (1 December 1991) / Katha Sarit Sagar, CreateSpace IndependentPublishing Platform (August 18, 2014)
- Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories. OxfordUniversity Press.
- Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen andUnwin (India).
- Giddens,A., 1993.*Essentials of Sociology*, UK: Polity Press
- The Constitution of India (Govt. of India Publication - Latest Edition)
- M. V Pylee, India's Constitution.
- D. D. Basu, Introduction to the Constitution of India.
- E H Carr, *What is History?* Penguin, UK, 1991.
- Collingwood, R.G. *The Idea of History*, Oxford University Prees, London, 1946.
- Mark T. Gilderhus, History & Historians: A Historiographical Introduction
- David Hackett Fisher, The Fallacies of History: Toward a Logic of Historical Thought
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: PearsonEducation.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI LearningPrivate Limited.

<b>FLA11007</b>	<b>Social and Political Formation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	10 + 2 knowledge				
<b>Co-requisites</b>	-				

**Course Objectives:**

1. The students would get acquainted with some key concepts about the formation of society.
2. The students would be able to develop critical thinking skills regarding contemporary social issues.
3. To enable the students to ponder and think critically.
4. To help the students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

**Course Outcomes:**

On completion of this course, the students will be able to:

- CO1. **Understand** key concepts regarding society and think sociologically.
- CO2. **Identify** the changes in the social structure over time.
- CO3. **Analyse** the factors involved in the process of the state formation and its types.
- CO4. **Evaluate** the role of state and non- state actors in the process of political decision-making.

**Course Description:** This course introduces the students to critical concepts in the formation of society and polity. Students will be able to understand key terminology in the area, as well as develop an idea about how society works. This course will also create awareness among the students about participatory democracy. They will be able to grasp the meaning and elements of the State.

**Course Content**

**Unit 1: Thinking Sociologically**

**7 hours**

- 1.1 Cultural diversity and sociological perspectives

1.2 Social Structure- Social groups, community, role and status Social control and deviance

**Unit 2: Conceptualizing gender and modernity**

**8 hours**

2.1 Socialization

2.2 Stratification and society

2.3 Liquid modernity- Liquid love, transformation of intimacy, plastic sexuality

**Unit 3: Conceptualizing the State**

**7 hours**

3.1 Origin of the State

3.2 Elements/ factors and Perspectives

3.3 Types of State- Authoritarian, Democratic, Liberal, Socialist, Welfare and so on.

**Unit 4: Voters, Public opinion, and Political Mobilization**

**8 hours**

4.1 Political Institutions and Organizations

4.2 Participation of Voters in democratic affairs

4.3 Role of social media in Political Mobilization

**Suggestive Readings:**

Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University Press.

Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

[Giddens](#), A., 1993.Essentials of Sociology, Uk: Polity Press

Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.

Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.

Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

Rawat, H.K., 2015, Sociology: Basic Concepts, Rawat Publications

Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

Christiano, Th. (2008). Democracy, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Owen, D. (2003). Democracy, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Mathur, Kuldeep (2018) Government to Governance, NBT, India.

Chakrabarty. &Bhattacharya. (eds.) (1998) The Governance Discourse, New Delhi:Oxford University Press,

Munshi S. and Biju P. A. [eds.], Good Governance, Democratic Societies AndGlobalisation, Sage Publishers.

United Nation Development Programme, (1997) “Reconceptualising Governance”, NewYork,

Smith, B. C (2007). Good Governance and Development, Palgrave.

Heywood, A. (2011). Global Politics, New York: Palgrave, 2011, pp. 383-411.

Baviskar, A (1995). The Politics of the Andolan’, in the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Oxford University Press, Delhi, pp.202-228.

Hardiman, D. (1981). The Kheda Satyagraha, in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Oxford University Press, Delhi, pp. 86-113.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>



<b>Course Code</b>	<b>DESIGN THINKING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Pre-requisites/Exposure</b>	Knowledge of analyzing society problems and product usage problems and a zeal to improve the current situation, in addition to knowing to using laptop/computers, internet, social media interaction, file sharing and uploading, email and communication etiquettes.				
<b>Co-requisites</b>	--				

### Course Objectives

1. To enable students to acquire knowledge, imagination and be more assertive on opinions on problems in society.
2. To enable students to learn basics of research, data collection, analysis, brainstorming to find solutions to issues.
3. To make them understand Design Thinking methodologies to problems in field of study and other areas as well.
4. To help students to understand future Engineering positions with scope of understanding dynamics of working between inter departments of a typical OEM.

### Course Outcomes

On completion of this course, the students will be able to

- CO1. Examine design thinking concepts and principles
- CO2. Practice the methods, processes, and tools of design thinking
- CO3. Apply the Design Thinking approach and model to real world scenarios
- CO4. Analyze the role of primary and secondary research in the discovery stage of design thinking

### Catalog Description

Design thinking course is a completely online course offered to the first year UG programs across all streams. This course is designed to help understand the steps followed in the process of designing a solution to a problem.

### Course Content

#### UNIT I: WHAT IS DESIGN THINKING

**2 hours**

Designers seek to transform problems into opportunities. Through collaboration, teamwork, and creativity, they investigate user needs and desires on the way to developing human-centered products and/or services. This approach is at the very heart of design thinking.

#### UNIT II: THE DESIGN THINKING MODEL

**2 hours**

A tool that helps guide you along a design thinking path. The model does this by providing a series of activities that that will help you effectively design a product, service or solution to a user's need. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

**UNIT III: PHASE 1: DISCOVER****4 hours**

Begin the design thinking process with the Discover phase, where you will identify the specific problem your design is intended to solve, as well as important usability aspects from those who will use your design. Discovery can be performed through a variety of different research methods which you will learn in this module.

**UNIT IV: PHASE 2: DEFINE****4 hours**

In the Define phase, you come to understand the problem. We often refer to this as framing the problem. You can do this by using a variety of tools, including storytelling, story boarding, customer journey maps, personas, scenarios.

**UNIT V: PHASE 3: DEVELOP****4 hours**

Turn your attention to solving the problem. In this phase you brainstorm custom creative solutions to the problems previously identified and framed. To do this, you conceptualize in any way that helps, putting ideas on paper, on a computer, or anywhere whereby they can be considered and discussed.

**UNIT VI: PHASE 4: DELIVER****4 hours**

This phase is all about testing and building concepts. Here you take all of the ideas that have been discussed to this point and bring them a little closer to reality by building a concept; something that makes it easier for a user to experience a design. This concept is referred to as a prototype.

**UNIT VII: PHASE 5: ITERATE****4 hours**

You will test the prototype of your design solution, collecting and acting on feedback received. These actions may mean minor or major revisions to your design, and are repeated as often as necessary until a solution is reached. Tools such as focus groups and questionnaires are used to help you collect feedback that can help with your final design.

**UNIT VIII: BEYOND DESIGN THINKING****2 hours**

The Design Thinking Model is a tool that helps guide you along a design thinking path. The model does this by providing a series of activities that that will help you effectively design a product, service or solution to a user's need. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

**Reference Books**

1. Brown, Tim. "What We Can Learn from Barn Raisers." Design Thinking: Thoughts by Tim Brown. Design Thinking, 16 January 2015. Web. 9 July 2015.
2. Knapp, Jake. "The 8 Steps to Creating a Great Storyboard." Co.Design. Fast Company & Inc., 21 Dec. 2013. Web. 9 July 2015.
3. van der Lelie, Corrie. "The Value of Storyboards in the Product Design Process." Journal of Personal and Ubiquitous Computing 10.203 (2006): 159–162. Web. 9 July 2015. [PDF].
4. Millenson, Alisson. "Design Research 101: Prototyping Your Service with a Storyboard." Peer Insight. Peer Insight, 31 May 2013. Web. 9 July 2015.

**Modes of Evaluation: online discussion and assignment:**

**Examination Scheme: Continuous evaluation**

All evaluation on the online course is done based on continuous basis for each of the 8 units/modules throughout the semester. The assignment submission formats are in the form of qualitative discussion boards and online submissions of research data and developed product lifecycle and originally designed/redesigned prototype images.

## **SEMESTER-II**

<b>Course Code EIC11001</b>	<b>Venture Ideation</b>	L	T	P	C
<b>Version 2.0</b>		2	0	0	2
<b>Pre-requisites/Exposure</b>	Basic knowledge of English and computer applications such as Internet Explorer and MS Office				
<b>Co-requisites</b>	--				

### Course Objectives

1. To help the students understand the way to be an Entrepreneur
2. To identify the right business opportunity
3. To empower students to perform a technical feasibility study and thereby developing a prototype
4. To help students in identifying their customers using primary and secondary research methods.
5. Expose students to various factors of market and competition with the help of market feasibility study, forecasting techniques, business model canvass and insights about financial statements.
6. To prepare students with finalizing their entrepreneurial Portfolio

### Course Outcomes

On completion of this course, the students will be able to:

- CO1. Assess personal capacity in the context of the entrepreneurial process
- CO2. Assess characteristics of successful entrepreneurs and entrepreneurial forms and processes
- CO3. Apply resources, research and tools for Entrepreneurial ventures
- CO4. Analyze and apply opportunity identification techniques, feasibility terminology, processes and models
- CO5. Develop Ideation and planning documents for entrepreneurial venture

### Catalog Description

Over the last decade, the core of our economy has been transitioning from one of industrial might, large monolithic corporations and mass production towards one of networks, flexible enterprises comprising many smaller units and unique value. This new economy is based on innovation originating in creativity and design; it is also disrupting long-standing and established employment patterns and bringing to the fore the importance of entrepreneurship. This core unit will bring together creativity, design and entrepreneurship at the conceptual and more practical level. It aims to explore the nature, determinants and consequences of creativity, design and entrepreneurship as well as the interaction between them.

## Course Content

### Unit 1. Introduction

6 hours

Preview of the Course, Introduction to the Course, Guest Lecture with U.S. Secretary of Commerce Penny Pritzker – Meaning of Innovation, Entrepreneurial opportunities, Factors influencing the feasibility of an innovation, Innovation strategy: technology-push or market-pull, Product-market fit, How to develop a business model, Walkthrough of the business model canvas, Welcome to Innovation for Entrepreneurs: From Idea to Marketplace.

### Unit 2. Customer Discovery and Validation

6 hours

Customer types, Customer archetypes, Customer segments and business models, Customer segments, value propositions, product features, value mapping, interviewing customer, insights of your customers.

### Unit 3: Product Understanding and Marketing.

6 hours

Customer value, The DNA of customer-centricity, Crossing the chasm, Qualitative and quantitative marketing research, importance and methods of market segmentation, Focusing on the target market, Beyond the chasm, Strategic implications of beyond the chasm, E-commerce: The internet as a selling platform.

### Unit 4. Prototyping and Testing.

6 hours

Planning for prototyping, Rapid prototyping and development, Lean startup MVPs, Choosing a wire framing/UX prototyping tool, Anatomy of an experience map, What you'll learn from user testing, Analytics and insight, Troubleshooting your customer discovery, Levels of a product/service.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

#### Examination Scheme:

Components	Continuous Assessment (course era)	Summative Assessment (Video pitch for a business venture concept, Business model for a start-up using theories on creativity, design and entrepreneurship.)
Weightage (%)	50 %	50 %

#### Relationship between the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	-	-	-	-	-	2	-	-	-	-	2	-	-	-
CO2	-	-	-	-	-	3	-	-	-	-	3	-	-	-
CO3	-	-	-	-	-	3	-	3	-	-	3	-	-	-
CO4	-	-	-	-	-	2	-	3	-	-	3	-	-	-

C05	-	-	-	-	-	3	-	3	-	-	2	-	-	--
Average	-	-	-	-	-	2.6	-	3	-	-	2.6	-	-	--

1=Weakly mapped

2= Moderately mapped

3=Strongly mapped

**French**  
**Course code:FLA11009**

<b>FLA11009</b>	<b>FRENCH</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		0	0	0	0
<b>Pre-requisites/Exposure</b>	N/A				
<b>Co-requisites</b>	N/A				

**Course description:**

The course provides an understanding of one of an important international language. This course provides a peek into the culture, Language speaking world. Students will develop a skill and ability to communicate in real life situations by acquiring reading, writing, listening and speaking skills.

**Course Objectives:**

1. To provide the ability to speak in French and to comprehend any French writing of A1 level.
2. To make students enable to get the French accents and apply the same while speaking.
3. To develop understanding of basic concepts of French grammar and write small paragraph and conversation.

**Course Outcome:**

On completion of this course, the students will be able to:

CO1: Develop basics understanding of the language CO2:

Illustrate language skills for basic communication

CO3: Identify avenues and interest in the foreign language.

**Course content:**

**Unit :1**

- a) L'arbre généalogique, Ma vie quotidienne
- b) La salle de classe
- c) A la maison



## **Unit :2**

- a) Les adjectifs, Le futur proche, Le passé récent
- b) Les adjectifs possessifs, Les verbes pronominaux
- c) Verbe en « RE », Faire, Prendre, Mettre, Lire, Venir, Voir, Boire, Savoir, Connaître, écrire

## **Unit :3**

- a) La civilisation française : Le marché de France.
- b) Les fêtes, Les sports, Les journaux
- c) Les chaînes télévisées

## **Unit :4**

- a) La traduction
- b) La compréhension écrite
- c) La rédaction

## **Suggested Readings :**

2. Édito 1, Marion Alcaraz, Céline Braud, Aurélien Calvez
3. Apprenons le français 1, 2 – Mahitha Ranjit & Monica Singh
4. A Propos- 1, Christine Andant, Catherine Metton, Annabelle Nachon, FabienneNugue
5. Modern French Course , Dondo Mathurin, Mathurin Marius Dondo
6. Le Nouveau Sans Frontières- 1, Philippe Dominique, Jacky Girardet
7. Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor

<b>FLA13005</b>	<b>INTRODUCTION TO DATA ANALYSIS</b>	L	T	P	C
Version 1.0	Contact Hours - 45	2	0	1	3
<b>Pre-requisites/Exposure</b>	Introduction to data analysis and interpretation				
<b>Co-requisites</b>	--				

### Course Objectives:

1. To impart knowledge and develop skills on different forms of data.
2. To introduce data collection methods and data analysis tools.
3. To learn how to apply statistical tools for data analysis.
4. To understand the importance of data analysis for research.

### Course Outcomes

On completion of this course, the students will be able to:

CO1: **Construct** the statistical analysis base required for research about any social issue.

CO2: **Illustrate** skills regarding primary and secondary data collection required for research.

CO3: **Identify** different tools of data interpretation and analysis.

### Course Description:

This course will provide firsthand knowledge on different forms of data, methods of data collection, data analysis, and its storage. The students will get to know about various statistical tools and techniques –central tendency and the application of those in research and also will be provided with practical knowledge of computer and other software relevant for research. Most importantly, students will be given training on SPSS and MS-Excel for data analysis and they will be involved in data analysis projects of department.

### Course Content

#### UNIT I Lecture

**Hours:10**

1.1 Introduction and Understanding of Data -Primary, Secondary

1.2 Data Collection, Data Storage and Data Processing

1.3 Techniques of Data Collection:

- a) Questionnaire and Interview Schedule

- b) Observation
- c) Case study
- d) Content Analysis

## **UNIT II**

**Lecture Hours:10**

### 2.1 Societal Impacts

- a) Data Protection
- b) Cyber Crime
- c) Impact on Health

### 2.2 Indian Information Technology Acts (IT Act 2000, 2008)

### 2.3 Ethical issues and data management

## **UNIT III**

**Lecture Hours:12**

### 3.1 Types of Data Analysis

- a) Descriptive analysis
- b) Exploratory analysis

### 3.2 Statistical Techniques for Data Processing- (Measures of Central Tendency- Mean, Median and Mode).

### 3.3 Introduction to SPSS and MS-Excel

## **UNIT IV**

**Lecture Hours:13**

### 4.1 Emerging Trends: Social media and digital space

### 4.2 Big Data and Google Analytics

### 4.3 Group Project

## **Suggested Readings:**

1. Blalock. Social Statistics McGraw Hill Series in Sociology 2<sup>nd</sup> Edition. Delhi:1979
2. Elifson and others. Fundamentals of Social Statistics (Chs. 1-8) Mc Graw Hill Delhi:1990
3. R Mark Sirkin. Statistics for the Social Science 3<sup>rd</sup> Edition Sage Publications. London:2005
4. S. Landau and S. Everitt, A handbook of Statistical analysis using SPSS, Chapman and Hall/CRC, 2004
5. Arthur Aron and Eliot Coups. Statistics for the Behavioural and Social Sciences: A

brief Course 5<sup>th</sup> Edition. Pearson Publisher. 2010.

6. Levin, Jack and James A.F Elementary Statistics in Social Research. Pearson Publisher. 2006.
7. Babbie, E. 2004. The Practice of Social Research. Thomson and Wadsworth.
7. Baker, T.L. 1990. Doing Social Research. McGraw-Hill.
8. F.G. 2007. Methods of Social Research. Free Press
9. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70
10. Kothari, C.R Research Methodology: Methods and Techniques, New Delhi: New Age. 2004.
11. Ganis, Matthew and Kohirkar, Avinash, *Social Media Analytics*, Pearson Education India (2016), 304 pages, ISBN-10 : 9789332578463, ISBN-13 : 978-9332578463
12. Hurwitz, Judith; Nugent, Alan; Halper, Fern; Kaufman, Marcia, *Big Data for Dummies*, Wiley (2013), 336 pages, ISBN-10 : 9788126543281, ISBN-13 : 978-8126543281
13. Kelsey, Todd, *Introduction to Google Analytics: A Guide for Absolute Beginners*, APress (2017), 141 Pages, ISBN-10 : 9781484228289, ISBN-13 : 978-1484228289

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	*	*	*	*

**\*subject to be amended,**

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Construct</b> the statistical analysis required for research about any social issue	
CO2	<b>Illustrate</b> skills regarding primary and secondary data required for research	
CO3	<b>Identify</b> different tools of data interpretation and analysis.	

		Knowledge of Data	Application of Data Analysis	Knowledge of Statistical Techniques	Ethics in Data	Fundamentals of Research	Application of Modern Statistical Tools
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6
<b>FLA13005</b>	<b>INTRODUCTION TO DATA ANALYSIS</b>	3	3	3	2	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>FLA13017</b>	<b>Science, Technology and Society</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours -45</b>	2		1	3
<b>Pre-requisites/Exposure</b>	Higher Secondary				
<b>Co-requisites</b>	Basic knowledge of Science and Society				

**Program Outcome:**

1. To introduce the students to the studies in science and technology and the foundational literature in the discipline of science and technology
2. To elucidate the presented narrative of technology as a major force in social transformation.
3. To introduce the students to the social shaping and construction of scientific knowledge and technology.
4. To equip the students with major sociological debates on science and technology.

**Course Outcome:**

1. Understand the process of innovation and production of technology from a sociological perspective.
2. Have a basic knowledge of the core literatures and empirical works in the area of science and technology.
3. Have a nuanced understanding of society and technology interplay in bringing about change in society.
4. Relate to the material production of technology with that of the social and cultural context.
5. Develop an interdisciplinary understanding of science, scientific knowledge and technological production.

## **Course Content:**

### **Unit I: *People***

1. Conventional Agriculture,
2. Smart agriculture and IoT application
3. Education
4. Public health,
5. Balanced diet,
6. Probiotics and prebiotics Practice 1: Measure soil moisture level  
Practice 2: Assignment on health/education-related issues

### **Unit II: *Planet***

1. Composition of Atmosphere and different layers,
2. Sources of environmental pollution,
3. Global Warming and its impact
4. Marine Ecosystems,
5. Marine flora and fauna
6. Concept of Biosphere,
7. Ecosystem functions,
8. Food chain and food web.

Practice 3: Identify different plants with medicinal values

### **Unit III: *Outcomes***

9. Garden City movement,
  10. Urban Green belt,
  11. Smart city: Indian case studies.
  12. Circular economy
  13. Gender equality
  14. Current water, energy and Food consumption status;
  15. Requirement of responsible consumption;
  16. Sustainable Development Goals: An overview
- Practice 4: Activity related to any one SDG

#### Unit IV: Enablers

17. Conventional energy sources,
18. Renewable Energy sources
19. Green Energy
  
20. E-vehicles in the Indian context
  
21. Economic growth: different indicators
22. Effect of water contaminants on human health
23. Techniques to purify water
24. Rainwater harvesting

Practice 5. Use of solar panels

Practice 6. Activity on water treatment

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understand the process of innovation and production of technology from a sociological perspective.	<b>PO2, PO3</b>
<b>CO2</b>	Have a basic knowledge of the core literatures and empirical works in the area of science and technology.	<b>PO1, PO2</b>
<b>CO3</b>	Have a nuanced understanding of society and technology interplay in bringing about change in society.	<b>PO3, PO4</b>
<b>CO4</b>	Relate to the material production of technology with that of the social and cultural context.	<b>PO3, PO1</b>
<b>CO5</b>	Develop an interdisciplinary understanding of science, scientific knowledge and technological production.	<b>PO1, PO2</b>



		To introduce the students to the studies in science and technology and the foundational literature in the discipline of science and technology	To elucidate the presented narrative of technology as a major force in social	To introduce the students to the social shaping and construction of scientific knowledge and technology.	To equip the students with major sociological debates on science and technology.
Course Code	Course Title	PO1	PO2	PO3	PO4
	Science, Technology and Society	3	1	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Books and references

1. B. Barnes and D. Edge (eds.), Science in Context: Readings in the Sociology of Science, The Open University Press, 1983.
2. G. Basalla, The Evolution of Technology, Cambridge University Press, 1988.
3. C.A. Alvares, Homo Faber: Technology and Culture in India, China and the West, 1500 to the Present Day, Allied Publishers, 1979.
4. A.F. Chalmers, What is this Thing called Science?, The Open University Press, 1980.
5. R. MacLeod and D. Kumar (eds.), Technology and the Raj: Western Technology and Technical Transfers to India, Oxford University Press, 1995.
6. I. Hacking, The Social Construction of What?, Harvard University Press, 2001.
7. E.J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008.
8. J.R. Kloppenberg Jr., First the Seed: The Political Economy of Plant Biotechnology, 1492-2000, The Macmillan Press, 1988.
9. D. Lyon, Information Society: Issues and Illusions, Polity Press, 1988.
10. D. MacKenzie and J. Wajcman (eds.), The Social Shaping of Technology, The Open University Press, 1999.
11. H. Rose and S. Rose, The Political Economy of Science: Ideology of/in the Natural Sciences, The Macmillan Press Ltd., 1976.
12. W. Bijker, T.P. Hughes and T. Pinch (eds.), The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology, The MIT Press, 1989.

<b>EVS11113</b>	<b>Environmental Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hours - 30</b>	2	0	0	2
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### **Course Objectives:**

1. To impart basic knowledge about the environment and its problem.
2. To create awareness and concern about environmental resources protection.
3. To feel connected to the intrinsic relation between humans and the environment, our position in the ecosystem around us.
4. To make the students familiar with the good civic practices and policies pertaining to the environment.
5. Understanding the multidimensional complex nature of environmental problems and policies.
6. To motivate students for active participation in minimizing the environmental damage caused due to our action.

### **Course Outcomes**

On completion of this course the students will be able to:

CO 1: Distinguish between various types of ecosystem dynamics, perceive and appreciate the surrounding nature.

CO 2: Feel connected with the intrinsic relationship between humans and the environment, our position in the ecosystem around us, and the importance of biodiversity.

CO 3: Comprehend the presence of various pollutants, their significance, and impacts, and develop the underlying concepts involved in various air pollution prevention and mitigation measures.

CO 4: Build in-depth knowledge about natural resources including energy resources.

CO 5: Understand the legal framework in our country for safeguarding the environment including pollution prevention, control, management, and wildlife management.

### **Course Description:**

We can survive without everything except food, which includes fuel and other nutrients and oxygen. For these two basic requirements, we must depend on our environment. But, over exploitation of resources, polluting the media around us, has resulted in environmental backlashes of both global and local scales. We are going through the sixth mass extinction event, the Holocene Extinction, which makes studying this subject as a compulsory course even more relevant, to develop the students into responsible citizens of the future.

### **Detailed syllabus:**

### **Unit I : Resources**

Renewable and non-renewable resources; Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people, Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems, Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies, Land resources: Land as a resource, land degradation, soil erosion and desertification, Energy Resources: renewable and nonrenewable energy resources, fossil fuel types and their environmental impact, solar, wind, hydropower, biomass energy and geothermal energy

**Unit II: Ecosystems& Biodiversity**

Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Food chains, food webs and ecological pyramids, Energy Flow

Levels of Biodiversity: genetic, species and ecosystem diversity, Values of biodiversity, India as a mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity, In-situ and Ex-situ conservation of Biodiversity

**Unit III: Environmental Pollution**

Environmental pollution: types, causes, effects and controls; Air, water and noise pollution, Pollution case studies

**Unit IV: Environmental issues and policies**

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act.

International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity(CBD).

Human population growth: Impacts on environment, human health and welfare. Environmental

movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures

in environmental conservation. Sustainable development, Water conservation, rainwater harvesting,

watershed management; its problems and concerns. Environmental communication and public

awareness, case studies; Swachh Bharat Mission

<b>Text Books:</b>	
1.	Principles of Environmental Science, 4 <sup>th</sup> edition by Cunningham, W.P. and Cunningham, M.A. (2002), Tata McGraw-Hill Publishing Company, New Delhi
2.	Basic Environmental Engineering & Elementary Biology by Monidranath Patra and Rahul Kumar Singha, Aryan Publishing house
3.	Introduction to Environmental Engineering and Science, by Masters, G.M., Prentice Hall of India, Second Indian Reprint.
<b>Reference Books:</b>	
1	Wastewater Engineering: Treatment and Reuse, 4 <sup>th</sup> Edition, Metcalf and Eddy, Inc. McGraw-Hill, Inc., New York, 2002
2	Environmental Engineering”, Howard S. Peavy, Donald R. Rowe and George Tchobanoglous, McGraw-Hill Education (India) Private Limited, New Delhi
3	Introduction to Environmental Engineering, 2 <sup>nd</sup> Ed. by Davis, M. L. and Cornwell D. A. McGraw Hill, Singapore.

4	Environmental Sciences: The Environment and Human Impact by Jackson, A.R.W. and Jackson, J.M., , Longman Publishers
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**Examination: Assignment/Quiz/Project/Presentation/Written Exam Examination**

**Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

<b>FLA13016</b>	<b>Media, Communication and Culture</b>	L	T	P	C
<b>Version 1.0</b>		2	0	2	3
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	-				

## Course Objectives

1. To generate the basic idea of media.
2. To apply the knowledge in the study of understanding culture.
3. To create effective communication in various fields.
4. To understand the relation between liberal arts and media.

## Catalog Description

What is communication, why do we communicate, how do we communicate, and to what end, are all questions we ask in the study of communication. At its most basic, communication is the exchange of information and meaning. However, to understand communication, we need to understand the place of communication in culture. The media plays a very important role in ensuring that societal norms, ideologies and customs are disseminated. Socialization has been made possible and much simpler because of the media. Through socialization, different societies are able to share languages, traditions, customs, roles and values. This paper aims to define the relationship between these three and create an analytical mind to approach any problem related to society.

## Course Content

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### Unit- 1- Media

#### 1.1 Introduction to Media

*Media- Types of Media, Mass Media- The Fourth Pillar of Democracy, Introduction to Mass Media, New Media and Folk Media, Media Literacy.*

#### 1.2 Role of Media in Society

*Normative theories: Social Responsibility and Democratic Participant media theories; Denis' McQuail's 4 theories of Communication, Mc Quail's 4 Models of Communication.*

#### 1.3 Media and Liberal Arts

#### 1.4 Post Globalization and New Media

*Globalization, Foreign Direct Investment (IDP), Information Communication Technology (ICT), New media and Metaverse- Blogging, SEO, Hashtag.*

### Unit 2- Communication

## 2.1 Introduction to Communication

*Definition of Communication, Types of communication, Barriers to communication, 7 Cs of communication, Role of communication in socialization, Difference between Journalism and Mass Communication.*

## 2.2 Soft Skills

### 2.3 Theories and Models of Communication

*Aristotle's Model – Lasswell's Model – Shannon and Weaver Model – Osgood's Model. Advertising-Diversity of Personal Selling – AIDA Theory in Selling; Public Relations: Types of Public by Grunig, defining corporate identity, Integrating corporate identity into communication process.*

### 2.4 Communication and Society

*Interactive Theory: One-Step Flow – Two-Step Flow (Opinion Leaders) – Multi-Step Flow – Relevance of Communication Theories to Practice – Persuasion – Perception – Diffusion of Innovations – Social Learning – Participatory Communication.*

## **Unit 3- Society and Culture**

### 3.1. Introduction to Culture

*Culture- Ideology, Popular Culture, Mass Culture, Colonialism, Post Colonialism, Marxism, Structuralism, Post Structuralism; Modernism, Post Modernism; Gender, Sexuality, Race- Racism-Representation.*

### 3.2 Media and Development Communication

*Development Dichotomies – Gap between Developed Societies and Developing Societies – Third World Countries – Growth v/s Development, UN Millennial Development goals and Sustainable Development Goals, Role of Folk Media in Development Communication.*

### 3.3 Case Studies

### 3.4 Writing for Media

## **Unit 4- Practical**

### 4.1 Script Writing

### 4.2 Anchoring and News Reading

### 4.3 Photography and Videography

### 4.4 Documentary Film

## **Reference Books**

1. *Baran, S. J., Davis, D. K., & Striby, K. (2012). Mass communication theory: Foundations, ferment, and future.*
2. *Fiske, J. (2010). Introduction to communication studies. Routledge.*
3. *Srinivas R Melkote, H Leslie Steeves (2001) Communication for Development in*

*the ThirdWorld: Theory and Practice for Empowerment Sage publications.*

4. *McQuail, D. (2010). McQuail's mass communication theory. Sage publications.*

5. *Storey, J. (2018). Cultural theory and popular culture: An introduction. Routledge.*

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Discuss the Elements, Tools & Methods of media.	<b>PO5, PO6, PO11, PO12</b>
<b>CO2</b>	Recognize the Fundamentals of communication.	<b>PO5, PO8, PO9, PO12</b>
<b>CO3</b>	Construct their own analysis on media, communication and society.	<b>PO9, PO10, PO11, PO12</b>
<b>CO4</b>	Develop the skills to understand a multi-cultural society.	<b>PO6, PO7, PO10, PO8</b>
<b>CO5</b>	Apply the theories into problem solving.	<b>PO7, PO11, PO10</b>

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PO12
		Knowledge of literature	Critical analysis	Conceptualizing intersexuality	Leadership skill	Communication	Application of theories	Literature, language and society	Ethical value	Individual and team effort	Building research aptitude	Industry friendly skill development	Life-long learning
FLA13016	Media, Communication and Culture	-	-	-	-	2	2	2	2	2	3	3	3

1=weakly mapped



<b>FLA11011</b>	<b>Diversity and Inclusion</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	-				
<b>Co-requisites</b>	-				

### **COURSE DESCRIPTION**

The interdisciplinary course Diversity and Inclusion intends to introduce the two pertinent, interconnected concepts. While diversity is about representation or the make-up of an entity, inclusion is about how well the contributions, presence and perspectives of different groups of people are valued and integrated into an environment. In a culturally diverse country and an increasingly polarized world, the significance and relevance of inter-sectionalist, protective discrimination, equity, accessibility and social justice will be elaborated in the course. The course will develop awareness around different kinds of social discrimination/marginalization that exist globally. It will also inform about the various legal and provisions present particularly in the Indian context, protecting the rights of marginalized individuals and communities. Besides building up a discourse through discussing critical readings and arranging invited lectures, the course will strive to create a socio- culturally embedded understanding of the concepts by sharing literary texts, graphic narratives, fiction/non-fiction films as well as performances.

### **COURSE OBJECTIVE**

- To introduce students to the ideas of social diversity, marginality and inclusion.
- To develop in the students an understanding of social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- To generate in the students an awareness regarding the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- To inform the students about the existing Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

### **COURSE OUTCOME**

- CO1 Explain the ideas of social diversity, marginality and inclusion.
- CO2 Recognize and evaluate social discrimination, globally, based on language, caste,

- class, race, religion, indigeneity and disability.
- CO3 Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
  - CO4 Identify the Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.

**COURSE CONTENT (Total Lecture Hours: 45/Per Week Lecture Hours: 3)**

**Unit 1: Introduction to the Concepts (Lecture Hours: 18)**

1.1 Diversity, Marginality and Inclusion.

1.2 Intersectionality.

1.3 Discrimination/Protective Discrimination.

1.4 Equity.

1.5 Social Justice

1.6 Accessibility

**Unit 2: Communal Discriminations (Lecture Hours: 12)**

2.1 Race.

2.2 Caste/Untouchability.

2.3 Religion (Education).

2.4 Language.

**Unit 3: The Subalterns (Lecture Hours: 6)**

3.1 Marxist idea of Class.

3.2 Economic Approach or Communist Legal Theory

**Unit 4: Marginal Identities (Lecture Hours: 9)**

4.1 Gender and Sexuality.

4.2 Physical and Psycho-social Disability.

#### 4.3 Indigeneity (Education).

#### **READINGS**

- *Orality and Language*. Eds. G.N. Devy and Geoffrey V. Davis. Routledge. Taylor and Francis Group. London and New York, 2021 (Introduction)
- *Language and Culture on the Margins: Global/Local Interactions*. Edited by Sjaak Kroon and Jos Swanenberg. Routledge. 2018 (Introduction)
- Tiwari, Badri Narayan. *The Making of the Dalit Public in North India: Uttar Pradesh, 1950–Present*. Oxford University Press. 2011. (Excerpts).
- *Sensitisation Module For The Judiciary On Lgbtqa+ Communit*. e-Committee, Supreme Court of India November 2022 (selections).
- “Tribes as Indigenous People of India”. Author(s): Virginius Xaxa Source: Economic and Political Weekly, Dec. 18–24, 1999, Vol. 34, No. 51 (Dec. 18–24, 1999), pp. 3589-3595
- Caste and Race: Discrimination Based on Descent. EPW Engage, 20 August 2021. <https://www.epw.in/engage/article/caste-and-race-discrimination-based-descent>
- The Annihilation of Caste by B.R.Ambedkar. Introduction by Arundhati Ghosh. Navayana Edition.
- Excerpts from J.K. Das, *Human Rights Law and Practice* (PHI Learning Private Limited, Delhi, 2022).
- Excerpts from *Rethinking Disability in India*. Anita Ghai. Routledge. 2015
- Marx's Theory of Social Class and Class Structure. <https://uregina.ca/~gingrich/s28f99.htm>
- Center for Intersectional Justice. <https://www.intersectionaljustice.org/what-is-intersectionality>

#### **MOVIE & PERFORMANCES SCREENING (Selected from the List)**

- Jai Bhim Comrade by Anand Patwardhan
- Chipko Movement by Sundarlal Bahuguna from the Prasar Bharati Archives
- Beyond The Blues by Debaleena Majumdar
- Aakrosh by Shyam Benegal
- Shahid by Hansal Mehta
- Court by Chaitanya Tamhane
- Milk by Gus Van Sant
- Rainbow Jelly by Soukrya Ghoshal

- Draupadi by Heisnam Kanhailal

**LITERARY TEXTS/GRAPHIC NARRATIVES (Selected from the List)**

- Draupadi by Mahashweta Devi
- Selections from "Monologues: lesbian Narratives of Bangladesh and West Bengal "
- Selections from Bhimayana by Subhash Vyam and S. Anand
- Selections from Fun Home by Alison Bechdel
- The Morality play of the Blind and the Cripple by Dario Fo.

**Mode of Evaluation: Assignments, Projects, Presentations and End Term Examination.**

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Explain the ideas of social diversity, marginality and inclusion.	PO11, PO110, PO12
CO2	Recognize and evaluate social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.	PO1, PO3, PO7, PO8, PO11, PO12
CO3	Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.	PO1, PO8, PO9, PO11, PO12
CO4	Identify the Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community.	PO8, PO2



<b>FLA11012</b>	<b>Human Rights and Legal Awareness</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
☒ <b>Version 1.0</b>	<b>CONTACT HOUR--45</b>	2	1	0	3
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course objectives:

1. To develop in students the conceptual, philosophical, theoretical and historical aspects of human rights and duties.
2. To focus on the normative and institutional aspects of human rights and duties against the backdrop of society in India.
3. To develop basic legal awareness among the students of this course.

### Course Outcomes

On completion of this course, the students will be able to--

CO1. Understand the nature and concept of Human Rights.

CO2. Identify the rights and duties of an Indian citizen.

CO3. Develop the concepts of International human rights.

CO4. Acquire key skills in the application of human rights to their research.

**Catalogue description:** The course aims to provide a basic introduction to international human rights, their conceptual and historical foundations, as well as the main international legal instruments and institutions aimed at protecting and promoting human rights worldwide. The course will offer a variety of disciplinary perspectives on the subject of human rights from the perspective of international laws. Throughout the course, concrete case studies will be used to illustrate the range of human rights problems as well as the solutions accordingly. The combination of theoretical approaches, legal analysis and an investigation into specific historical events and concrete case studies will enable students to acquire key skills in the application of human rights to their research.

### Course Content

Unit I:

#### Theoretical Foundations of Human Rights Law

- a. Definition of Human Rights
- b. Development of International Human Rights Law

c. Development of Human Rights Law in India

d. Unit II:

**Human Rights and Indian Constitution**

Enforcement of Human Rights in India

- a. Rights under Indian Constitution
  - i) Right to Equality and Non-Discrimination
  - ii) Right to Life
  - iii) Right to Die
  - iv) Right to Privacy
  - v) Right to freedom of speech and expression

Unit III:

**Human Rights and Protection of Environment:**

- a. Protection of environment and human rights;
- b. Human Rights and Sustainable Development-
- c. Precautionary Principle,
- d. Polluter Pays Principle

Unit IV:

**Human Rights Law and Protection of Vulnerable communities:**

- a) Protection of women under International Human Rights Law and Constitution of India;
- b) Protection of children under International Human Rights Law and Indian Constitution;
- c) Protection of persons with disabilities under International Human Rights law and Indian constitution.

## **Case laws**

- AK Gopalan Vs State of Madras AIR 1950  
SC 27 Maneka Gandhi Vs Union of India  
AIR 1978 SC 597 Vineet Narain Vs Union of  
India 1 SCC 226
- Kharak Singh Vs State of Uttar Pradesh 1963  
AIR 1295 Sunil Batra Vs Delhi Administration  
[576 H-577 A] 10. Pramanada Katara Vs Union  
of India 1989 AIR 2039
- Chameli Singh Vs State of Uttar Pradesh AIR 1996  
SC 1051 Vishakha Vs State of Rajasthan AIR 1997  
SC 3011
- Shayara Bano Vs Union of India AIR 2017 SC 4609
- Indian Young Lawyer's Association Vs State of Kerala  
(2019) SCC 1 Joseph Shine Vs. Union of India AIR 2018 SC  
4898

## **References:**

Kashyap, Lina D., "The Persons with Disabilities Bill, 1994," 56, Indian Journal of Social Work (1995), pp. 257-258.

Kashyap, Subhas C. (Ed.), The Framing of India's Constitution: A Study (Universal Publishing Co., Delhi, 2004)

Kayess, R. and French, P., "Out of Darkness into Light? Introducing the Convention on the Rights of Persons with Disabilities," 8 (1), Human Rights Law Review (2008), pp.1-34.

Kelly, Joan B., "The Determination of Child Custody," 4 (1), The Future of Children (1994), pp. 121-142.

Kane, Pandurang Vaman, History of Dharmasastra, (Bhandarkar Oriental Research Institute, 1962).

Jain, M.P., Indian Constitutional Law (Wadhawa and Company, Nagpur, 2007).

Jain, S.N., Child and the Law (N.M. Tripathi, Bombay, 1979).

Jain, Saurabh, "Effectiveness of the Indian Disability Law to Enforce Human Rights of Persons with Disabilities," 91, All Indian Reporter (Journal, 2004), pp. 118-127.



FLA11013	<b>BASICS OF FINANCE AND ACCOUNTING</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	-				
<b>Co-requisites</b>	-				

### Course Description:

The course is designed to enhance and upgrade the learners' basic accounting and finance knowledge, skills and aptitude by giving them the key inputs in the concerned areas through interactive lectures, case discussions, role-plays and self-learning exercises.

### Course Objective:

1. To understand the meaning and basic concepts of financial accounting.
2. To have a better understanding of financial and accounting transactions.
3. To acquaint with process of finalization of accounts including error rectification
4. To develop reasonable grip over depreciation accounting in business.

### Course Outcome:

At the end of this course the student will able to:

CO1: Understand various theoretical concepts of Financial Accounting.

CO2: Understand the rules of recording financial transactions.

CO3: Develop the ability to classify transactions

CO4: Prepare final accounts on normal basis

### COURSE CONTENTS:

#### Unit 1: Meaning and Scope of Accounting

(Lecture Hours: 7)

- 1.1: Meaning and definition of accounting; Objectives of accounting.
- 1.2: Need and development of business accounting.
- 1.3: Branches of accounting.

#### Unit 2: Basic Concepts and Conventions

(Lecture Hours: 8)

- 2.1 : Entity, Money measurement, Accounting Period, Going concern, Cost, Realization, Accruals, Periodicity, Matching Concept.

2.2: Consistency, Prudence, Conservatism, Money measurement, Materiality and full disclosures, Cost of Goods Sold.

2.3: Debits & Credits; Accounts Receivable & Accounts Payable; Capital; Depreciation; Equity, Expenses.

**Unit 3: Basics of Accounting and Finance (Lecture Hours: 20)**

3.1. Concept of Accounts, Classification of Accounts, Golden Rule  
3.2: Process of recording transactions in the books of Accounts  
3.3: Journal, Ledger, Trial Balance, Cash Book.

**Unit 4: Basic Accounting for Business (Lecture Hours: 10)**

4.1: Types of Business organization  
4.2: Importance of Finance in Business

4.3: Opening a Bank Account; Tracking Income Expenses Assets Liabilities

**Suggested Readings:**

2. Anthony, RN. and Reece. J.S.: Accounting Principles: Richard Irwin Inc.

3. Gupta. R.L. and Radhaswamy. M: Financial Accounting; Sultan Chand and Sons, New Delhi.

4. Monga J.R., Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back. Nokia.

5. Shukla. M.C., Grewal T.S., and Gupta, S.C.: Advanced Accounts: S. Chand & Co. New Delhi.

6. Compendium of Statement and Standards of Accounting : The Institute of Chartered Accountants of India, New Delhi.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	Mid Term	Class Assessment	End Term	Total
Weightage (%)	20	30	50	100

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand various theoretical concepts of Financial Accounting.	PO2, PO3, PO4, PO6
CO2	Understand the rules of recording financial transactions.	PO1, PO5
CO3	Develop the ability to classify transactions.	PO2, PO3, PO6
CO4	Prepare final accounts on normal basis.	PO3, PO5

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**Modes of Evaluation: Quiz/Assignment/ presentation/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
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Semester III

POS11041	<b>Understanding Political Theory</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic social science knowledge				
<b>Co-requisites</b>	--				

### Course Objectives:

The paper aims –

1. To give a precise understanding of the subject by using various theories and approaches.
2. To highlight the dynamics of political theory by incorporating the recent changes in the edifice.
3. To make critical minds.
4. To enable the students to ponder and debate.
5. To help the students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

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### Course Outcomes

On completion of this course, the students will be able to--

**CO1.** Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.

**CO2.** Offer students the analytical and research skills needed to understand and explain politics, governments in different countries, and international relations.

**CO3.** Understand the semantic and classical perspective to the political theory and thereby understanding rationale to study the subject in this changing world of pedagogy.

**CO4.** Illustrate the relevance and significance political theory in contemporary society.

**Course Description:**

This course is divided into two sections. Section A introduces the students, the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

**Course Content:**

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**Unit I: INTRODUCING POLITICAL THEORY:**

- A. Meaning, Nature and Diverse Approaches of Political Theory
- B. Great Debates of Political Theory:
- C. Different Models to the Study of Politics

**Unit II: KEY CONCEPTS AND IDEAS OF POLITICAL THEORY:**

- A. Key Concepts 1: Power, Authority, Legitimacy
- B. Key Concepts 2: State, Society, Sovereignty, Nation
- C. Key Ideas: Rights, Equality, Liberty, Justice

**Unit III: TRADITIONS AND RECENT DEVELOPMENTS IN POLITICAL THEORY**

- A. Traditions of Political Theory 1: Liberalism, Socialism, Marxism
- B. Traditions of Political Theory 2: Fascism, Conservatism, Gandhism, Anarchism.
- C. Recent Developments in Political Theory: Republicanism, Post-Modernism, Feminism, Multiculturalism

## Unit IV: POLITICAL THEORY AND PRACTICE:

- A. The Meaning and Evolution of Democracy
- B. Theories of Democracies:
- C. Challenges to Democracy

### Essential Readings

Bannett, J. (2004). *Postmodern Approach to Political Theory*, in Kukathas, Chandran and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

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.

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, „Why Do We Need Political Theory“, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36. Porter, C. (1980). *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

Brighouse, H. (2008). *Citizenship*, in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258. Bryson, V. (1992). *Marxist Feminism in Russia' in Feminist Political Theory*, London: Palgrave Macmillan. Menlowe, M.A. (1993). *Political Obligations*, in Bellamy Richard.(ed.) *Theories and Concepts of Politics*, New York: Manchester University Press, pp. 174-194.

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

Christiano, Th. (2008). *Democracy*, in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Cunning, F. (1987). *Democratic Theory and Socialism*, Cambridge University Press.

Held, D. (2006). *Models of Democracy*, Stanford University Press.

Macpacrson, G.B. (1977). *Life and Times of Liberal Democracy*, Oxford University Press

Owen, D. (2003). *Democracy*, in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Riley, Jonathan. (2008). Liberty in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

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

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

Swift, A. (2001). *Political Philosophy: A Beginners Guide for Student“s and Politicians*. Cambridge: Polity Press, pp. 51-88.

Wolf, J. (2008). *Social Justice*, in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 172-187.

### **Essential Readings**

Bannett, J. (2004). *Postmodern Approach to Political Theory*, in Kukathas, Chandran.and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

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.

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, „Why Do We Need Political Theory“, in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36. Porter,C. (1980). *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children“s Books.

Brighouse, H. (2008). *Citizenship*, in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

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

Christiano, Th. (2008). *Democracy*, in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Cunning, F. (1987). *Democratic Theory and Socialism*, Cambridge University Press.



Held, D. (2006). *Models of Democracy*, Stanford University Press.

Macpacrson,G.B. (1977). *Life and Times of Liberal Democracy*, Oxford University Press

Owen, D. (2003). *Democracy*, in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

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

Bryson,V. (1992). „*Marxist Feminism in Russia*’ in *Feminist Political Theory*, London: Palgrave Macmillan. Menlowe, M.A. (1993). *Political Obligations*, in Bellamy Richard.(ed.) *Theories and Concepts of Politics*, New York: Manchester University Press, pp. 174-194.

Riley, Jonathan. (2008). *Liberty* in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

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

Swift, A. (2001). *Political Philosophy: A Beginners Guide for Student’s and Politicians*. Cambridge: Polity Press, pp. 51-88.

Wolf, J. (2008). *Social Justice*, in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 172-187.

### **Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

#### **Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Attendance</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>30</b>		<b>20</b>	<b>50</b>

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Make the students pursue the professional degree programs in fields such as law, government, education, politics, policy, and business and Masters in the same as well as allied disciplines.	<b>PO3, PO4, PO5</b>
<b>CO2</b>	Educate students about political processes, theories, and governments in different countries and offer students the	<b>PO1. PO2, PO3</b>

	analytical and research skills needed to understand and explain politics, government, and international relations.	
<b>CO3</b>	Understand the semantic and classical perspective to the political theory and thereby understanding rationale to study the subject in this changing world of pedagogy.	<b>PO1, PO2, PO3</b>
<b>CO4</b>	Illustrate the relevance and significance political theory in contemporary society.	<b>PO3 &amp; PO4</b>

		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
POS11041	<b>Understanding Political Theory</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>POS11042</b>	Political Discourse on Nationalism in India: Past and Present	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic knowledge of Indian Nationalist movement and Gandhian activism				
<b>Co-requisites</b>	--				

### Course Objectives:

Locating nationalism in a global frame, the course seeks to elaborate thoughts on nation-building and examine its practical implications. It will introduce students to key instances of its continuing influence right up to the contemporary period and enable them to critically evaluate its application in post-modern states.

### Course Outcomes:

On completion of this course, the students will be able to-

CO1. Engage students with theoretical explanations of colonialism and nationalism in India

CO2. Understand the meaning, approaches and various related concepts of colonialism and nationalism

CO3. Develop an understanding of Gandhi's legacy, his international views on racism, casteism and the modern notion of *Gandhigiri*.

CO4: Provide students with the modern understanding of nationalism in view of the changing concepts of the body politic of India

**Course Description:** The purpose of this course is to help students historically understand the advent of colonialism in India and the emergence of the discourse on nationalism as a response to it. The aim is to engage with theoretical explanations of colonialism and nationalism in India while at the same time study the social, political and institutional

practices that unfolded in that period, gradually paving way towards independence and democracy in India

<p><b>Unit I: Nature of Colonialism and Nationalism</b></p> <p>I.1 Views on Colonialism – Orientalism and Utilitarianism</p> <p>I.2 Theories and Perspectives on Nationalism</p> <p>I.3 Historiography of Nationalism</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit II: The Colonial State and rise of Nationalism in India</b></p> <p>II.1 Land revenue, Industry and Empire</p> <p>II.2 1857 and the ‘peasants in uniform’</p> <p>III.3 Emergence of the New Middle Class</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit III: Indian National Congress and Gandhian Politics</b></p> <p>III.1 Birth of INC: Myth or Reality?</p> <p>III.2 Moderate Politics and Economic Nationalism</p> <p>III.3 Gandhian Movements</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit IV: Nationalism - Past and Present</b></p> <p>IV.1 Ultra-Nationalism in the 21st century</p> <p>IV.2 Nationalism and the ‘queer’ citizens of India</p> <p>IV.3 Future of Indian Nationalism</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit I: Nature of Colonialism and Nationalism</b></p> <p>I.1 Views on Colonialism – Orientalism and Utilitarianism</p> <p>I.2 Theories and Perspectives on Nationalism</p> <p>I.3 Historiography of Nationalism</p>	<p><b>15 lecture hours</b></p>

### Essential Readings:

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi:Orient Longman, pp. 227-323; 405-438.

Chandra, B. (1999) Essays on Colonialism, Hyderabad. Orient Longman, pp.1-22.

Chandra, B. (1988) India's Struggle for Independence, New Delhi. Penguin, pp.13-30.

Datta, G. Sobhanlal. (2007) 'Imperialism and Colonialism: Towards a Postcolonial Understanding', in Dasgupta, Jyoti Bhusan (ed.) Science, Technology, Imperialism and War. New Delhi: Centre for Studies in Civilization Publication and DK, pp 423-466.

Fulcher, J. (2004) Capitalism: A Very Short Introduction. Oxford: Oxford University Press.

Guha, Ranajit. (1982). Subaltern Studies, I. Oxford University Press. Delhi. pp.1-8.

Metcalf, T. (1995) 'Liberalism and Empire' in Metcalf, Thomas. Ideologies of the Raj. Cambridge: Cambridge University Press, pp.28-65.

Thapar, R. (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in DeSouza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage, pp. 25-36.

Sarkar, S. (1983) Modern India (1885-1847). New Delhi: Macmillan.

Jalal, A. and Bose, S. (1997) Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, pp. 109-119; 128-134; 135-156.

Young, R. (2003) Post-colonialism: A Very Short Introduction. Oxford: Oxford University Press, pp. 9-68.

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/Group Discussion/ Presentation/Written Exam**

**Examination Scheme:**

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

**Mapping between COs and Pos**

	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Engage students with theoretical explanations of colonialism and nationalism in India	<b>PO1, PO4</b>
<b>CO2</b>	Understand the meaning, approaches and various related concepts of colonialism and nationalism	<b>PO1, PO4</b>
<b>CO3</b>	Develop an understanding of Gandhi's legacy, his international views on racism, casteism and the modern notion of <i>Gandhigiri</i> .	<b>PO1, PO4</b>
<b>CO4</b>	Provide students with the modern understanding of nationalism in view of the changing concepts of the body politic of India	<b>PO1, PO3, PO4</b>

		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>POS11042</b>	Political Discourse on Nationalism in India: Past and Present	3	1	2	3	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>POS11071</b>	<b>Governances Issues and Challenges</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		5	1	0	6
<b>Pre-requisites/Exposure</b>	Basics of Civics from 12th Std				
<b>Co-requisites</b>	Co-requisites Basics of Political Science from 12th Std				

### **Course Objectives:**

1. After going through this course student will be able to: explain the meaning of state, government, and administration; describe the structure and functions of Indian administration;
2. The student will be able to discuss the concept and key characteristics of governance; identify the governance strategies in Indian context;
3. The student will be able to analyze the major issues and challenges of governance.
4. To comprehend the changing paradigms of Public Administration.
5. To understand the role of public services in the emergence and development of welfare-oriented state.

### **Course Outcomes**

**CO1:** The course will comprehensively introduce the concept and significance of public policy, the history of policy sciences and the governance process.

**CO2:** The student will develop critical understanding of the policy process as well as capacity to undertake policy analysis in substantive areas for governance

**CO3:** The student will have the rural and urban governance knowledge

**CO4:** Participation lectures, class room discussions, presentations and field trips will deepen the understanding and analytical and presentation skills of the student

**Course Description:**

We are familiar, with the meaning of state and society with particular reference to India. States, as you all know attempts to achieve set goals and objectives for the welfare of its citizens. These are accomplished through the instrument of government. The government through plans, policies and programmes attempts to deliver the essential services to the people. In simple words, this is the meaning of governance and this is a major task of the government. Since independence, the government has been the sole provider of goods and services in several areas. But over the past two decades, many changes are taking place at the global level and these are affecting India also. We have now a strong private sector, which along with the government provides services to the people. Also, people's associations or civil society is playing an active role. Presently, we are moving from governing almost exclusively by the formal 'government' to governance, which is broader in nature comprising government, private sector and people's associations and civil society groups.

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**Course Content:**  
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**Unit I:** [15 lecture hours]  
Government and Governance: Role of State in the Era of Globalisation State, Market and Civil Society

**Unit II:** [15 lecture hours]  
Governance and Development: Changing Dimensions of Development Democracy through Good Governance

**Unit III:** [15 lecture hours]  
Environmental Governance: Human-Environment Interaction Green Governance: Sustainable Human Development

**Unit IV:** [15 lecture hours]  
Local Governance: Democratic Decentralisation People's Participation in Governance



**Unit V:**  
Good Governance Initiatives in India: Best practices

[15 lecture hours]

**Unit VI:**  
Public Service Guarantee Acts: Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility

[15 lecture hours]

### Reference Books

- Agarwal, Bina (2013). Gender and Green Governance, Oxford University Press, Oxford,
- Mathur, Kuldeep (2018) Government to Governance, NBT, India.
- Chakrabarty, B. & Bhattacharya, M. (eds.) (1998) The Governance Discourse, New Delhi: Oxford University Press,
- Munshi S. and Biju P. A. [eds.] , Good Governance, Democratic Societies And Globalisation, Sage Publishers.
- Chandhoke, N. (1995). "State And Civil Society Explorations In Political Theory", Sage Publishers.
- United Nation Development Programme, (1997) "Reconceptualising Governance", New York,
- Santiso, C. (2001). Good Governance and Aid Effectiveness: The World Bank and Conditionality, Johns Hopkins University,
- Nayar, B. (ed.) (2007). Globalization and Politics in India, Oxford University Press, Delhi, pp. 218-240.
- Smith, B. C (2007). Good Governance and Development, Palgrave.
- Dreze, J. & Sen, A. (1995). India: Economic Development and Social Opportunity. New Delhi: Oxford University Press.
- Volger, J. (2011). Environmental Issues, in J. Baylis, S. Smith and P. Owens (eds.)
- Globalization of World Politics, New York: Oxford University Press, pp. 348-362.
- Heywood, A. (2011). Global Politics, New York: Palgrave, 2011, pp. 383-411. N. Carter,
- The Politics of Environment: Ideas, Activism, Policy, Cambridge: Cambridge University Press, 2007, pp. 13-81.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	The course will comprehensively introduce the concept and significance of public policy, the history of policy sciences and the governance process.	<b>PO-1, PO-2</b>
<b>CO2</b>	The student will develop critical understanding of the policy process as well as capacity to undertake policy analysis in substantive areas for governance.	<b>PO-1,PO-3,PO-4</b>
<b>CO3</b>	The student will have the rural and urban governance knowledge.	<b>PO-3, PO-4</b>
<b>CO4</b>	Participation lectures, class room discussions, presentations and field trips will deepen the understanding and analytical and presentation skills of the student.	<b>PO-3, PO-4, PO-5</b>

		Demonstrate critical thinking, research	Managing diversity issues	Demonstrating the integrative knowledge, skills, and ethics	Policy and Society:	Leadership Skills and opinion makers
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
POS11071	Governances Issues and Challenges	3	2	3	1	2

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1=weakly mapped

2= moderately mapped

3=strongly mapped

POS11042	Political Process in India (CC)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

### Course Objective:

Politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

### Course Outcomes

On completion of this course, the students will be able to—

CO1. Study groups in politics: political parties and pressure groups.

CO2. Examining social stratification through the index of class, caste, and elite.

CO3. Evaluating the impact of Religion on society.

CO4. Establishing State –society interrelationship.

### Course Content:

- I. Political parties and the party system.
  - a. Trends in the party system.
  - b. From the `Congress System` to multi-party coalitions
  - c. Determinants of voting behaviour, caste, class, gender, and religion

## II. Determinants of Voting Behaviour

- a. Caste and the politicization of caste
- b. Cult/Charisma/Personality
- c. Voting behaviour of Rural-Urban India

## III. Religion and politics.

- a. Debates on secularism.
- b. Minority and majority communalism
- c. Affirmative action policies; women and class.

## IV. The Changing Nature of the Indian State; developmental, welfare and coercive dimensions.

- a. Developmental Dimensions
- b. Welfare Dimensions and
- c. Coercive Dimensions

### **Essential Readings**

- Deshpande,R. (2004). How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, 39 (51), pp. 5431-5436.
- Deshpande,R. (2005). *State and Democracy in India: Strategies of Accommodation and Manipulation*, Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.
- Galanter, M. (2002). The Long Half-Life of Reservations, in Z. Hasan, E. Sridharan and R.
- Jaffrelot, C. (2008). Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604619.
- Kothari,R. (2002). The Congress System, in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp. 39-55.
- Kothari, R. (1970). Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25.
- Weiner, M (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.
- Kumar,S. (2009).Religious Practices Among Indian Hindus, *Japanese Journal of Political Science*. 10 (3), pp. 313-332.
- Omvedt,G. (2002). *Ambedkar and After: The Dalit Movement in India*. G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.
- Palshikar,S. (2008).*The Indian State: Constitution and Beyond*. R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.
- Pantham, T. (2004). Understanding Indian Secularism: Learning from its Recent Critics', R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.
- Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

- Yadav, Y. (2000). ‘Understanding the Second Democratic Upsurge’, in F. Frankel, Z. Hasan, and R. Bhargava (eds.) Transforming India: Social and Political Dynamics in Democracy, New Delhi: Oxford University Press, pp. 120-145.
- Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam
- Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Studying groups in politics: political parties and pressure groups.	PO1, PO2, PO3
CO2	Examining social stratification through the index of class, caste, and elite.	PO2, PO3, PO5
CO3	Evaluating the impact of Religion on society.	PO1, PO3
CO4	Establishing State –society interrelationship.	PO2, PO1, PO5

		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5

<b>POS11042</b>	<b>Political Process in India</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>
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1=weakly mapped

2= moderately mapped

3=strongly mapped

# SEMESTER IV

POS11045	<b>INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>					

### **Course Objectives:**

1. To expose students to the major trends in the study of Comparative Politics through an understanding of important thoughts and thinkers
2. To acquaint the students with the theoretical and methodological foundations of the sub-discipline.
3. To help students for understanding the difference between Comparative Government and Politics.
4. To apply basic perspectives behind understanding issues relating to Comparative Government and Politics

### **Course Outcomes**

On completion of this course, the students will be able to

CO 1. Understand the Tools and Methods of studying politics of different countries.

CO2. Make a comparative analysis of the constitution of different countries and their socio economic perspectives.

CO3. Develop ideas about differences in the concepts and vocabularies associated with the constitutional characteristics of different countries

CO4 Students will learn about the framework of the constitutional variation and the difference between the concept Comparative Government and Comparative Politics.

### **Course Description:**

The course will highlight on the introductory part of Comparative Politics. This paper will acquaint the students about the salient features of the constitution of different countries and the distinctiveness of its approach among the countries. The paper will deal with nature and



history of the constitution and also make students understand about the different characteristic features associated with the constitutional provisions of different countries their sociological perspective which gives them better understanding of the societal changes associated with the constitutional differences observed in different countries. They learn about the ideological differences associated with the constitutional framework, study of the salient features of certain constitutional pattern prevalent in different countries. Students` willingness in understanding of the various basic concepts of society, institutions, constitutional features etc. along with major components of constitutional variation culture, values, beliefs as the essence of constitutionalism will be considered important for the socio-economic structure of the society.

**Course Content:**

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<p><b>Unit I: Understanding Comparative Politics</b></p> <ul style="list-style-type: none"> <li>• Key concepts – state, government, politics</li> <li>• Various traditions of Comparative Politics</li> <li>• From Comparative Government to Comparative Politics</li> <li>• Importance of the Comparative approach</li> </ul>	<p><b>10 lecture hours</b></p>
<p><b>Unit II: Theoretical approaches</b></p> <ul style="list-style-type: none"> <li>• Institutional approach</li> <li>• Systems Approach</li> <li>• Structural Functional Approach</li> <li>• Post-Behavioural Approach</li> </ul>	<p><b>10 lecture hours</b></p>
<p><b>Unit III: Emergence of the State</b></p>	<p><b>10 lecture hours</b></p>

<ul style="list-style-type: none"> <li>• Origin and evolution of the state – early modern to postcolonial developments</li> <li>• Theories of state</li> <li>• Democracy and totalitarianism</li> <li>• Future of the state</li> </ul>	
<p><b>Unit IV: Structures and Institutions</b></p> <ul style="list-style-type: none"> <li>• Constitutions and the legal framework; Constitutional and Institutional theories</li> <li>• The political executive</li> <li>• Governments and bureaucracies</li> <li>• Multilevel Governance</li> </ul>	<b>15 lecture hours</b>
<p><b>Unit V: Comparative study of Political structures and constitutional developments</b></p> <ul style="list-style-type: none"> <li>• United States of America</li> <li>• Great Britain</li> <li>• India</li> <li>• China</li> </ul>	<b>15 lecture hours</b>

**Essential Readings:**

Blondel, J. (1996). *Then and Now: Comparative Politics*, in *Political Studies*, 47 (1), pp. 152-160.

Brown, A. (2009). *The Idea of Communism'*, in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25.

Chandhoke, N. (1996). *Limits of Comparative Political Analysis*, in *Economic and Political Weekly*, 31 (4).

Chiryankandath, J. (2008). *Colonialism and Post-Colonial Development*, in P. Burnell, et. al., *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

Duara, P. (2004). *Introduction: The Decolonization of Asia and Africa in the Twentieth Century*, in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

Grant, M. (2009). *United Kingdom Parliamentary System in The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43.

Kopstein, J. & Lichbach, M. (eds), (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, Cambridge: Cambridge University Press, pp.1-5.

McCormick, J. (2007). *Communist and Post-Communist States, in Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

Mohanty, M. (1975). *Comparative Political Theory and Third World Sensitivity, in Teaching Politics*, 1 (2), pp. 22-38.

Roy, A. (2001). *Comparative Method and Strategies of Comparison, in Punjab Journal of Politics*, 2, pp. 1-15.

Ritzer, G. (2002). *Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization, in Globalization: A Basic Text*. London: Wiley- Blackwell, pp. 63-84.

Rutland, P. (2007). *Britain', in J. Kopstein and M. Lichbach. (eds.) Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

Suresh, R. (2010). *Economy & Society - Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188.

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/Group Discussion/ Presentation/Written Exam**

**Examination Scheme:**

Components	Mid Term	Class Assessment	End Term
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<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>
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**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the Tools and Methods of studying politics of different countries.	<b>PO1, PO4</b>
<b>CO2</b>	Make a comparative analysis of the constitution of different countries and their socio economic perspectives.	<b>PO1, PO4</b>
<b>CO3</b>	Develop ideas about differences in the concepts and vocabularies associated with the constitutional characteristics of different countries	<b>PO1, PO4, PO5</b>
<b>CO4</b>	Construct environmental evaluation of the politico- social concept associated with the understanding of the politico economic issues and events	<b>PO1, PO3, PO4</b>

POS11045		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
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POS11046	<b>Political Theory : Concepts and Debates (CC)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	0	1	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course Objectives:

The paper aims –

1. To give a precise understanding of the subject by using various theories and approaches.
2. To highlight the dynamics of political theory by incorporating the recent changes in the edifice.
3. To make critical minds.
4. To enable the students to ponder and debate.
5. To help the students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective.

### Course Outcomes

On completion of this course, the students will be able to--

**CO1.** Understand the fundamentals of ‘Politics’- Political Theory, Political Philosophy, and Comparative Politics

**CO2.** Understand the semantic and modern perspective to the political theory and thereby understanding rationale to study the subject in this changing world of pedagogy.

**CO3.** Construct an understanding of the major concepts and theoretical perspectives of political systems and practices.

**CO4.** Identify the reasons behind social construction of Politics.

**CO5.** Illustrate the significance of the concept of policy making in contemporary society.

## **Course Description:**

This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

## **Course Content:**

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### **Section A: Core Concepts**

- I. Liberty: a) Negative liberty, b) Positive liberty: Freedom as Emancipation and Development
- II. Equality: a) Formal Equality: Equality of opportunity b) Political equality  
c) Egalitarianism: inequalities and differential treatment, Important Issue: Affirmative action
- III. Justice and Capital punishment: a) Procedural Justice, b) Distributive Justice c) Global Justice
- IV. Rights: a) Natural rights, b) Moral and legal rights c) Three generations of rights, d) Rights and obligations, e) Rights of the girl child

### **Section B: Major Debates**

- I. Issues of political obligation and civil disobedience.
- II. Human Rights and Cultural relativism.
- III .Diversity in Plural Society ;Issues of multiculturalism and Toleration

## Essential Readings

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

Amoah, J. (2007). *The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity*, in *Essex Human Rights Review*, 4(2), pp. 1-23.

Campbell, T. (2008). Human Rights in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

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

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

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

McKinnon, C. (ed.) (2008). *Issues in Political Theory*, New York: Oxford University Press, pp. 289-305. 15 Menlowe, M.A. (1993). Political Obligations, in Bellamy Richard.(ed.) *Theories and Concepts of Politics*, New York: Manchester University Press, pp. 174-194.

Riley, Jonathan. (2008). Liberty in McKinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

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

Swift, A. (2001). *Political Philosophy: A Beginners Guide for Student“s and Politicians*. Cambridge: Polity Press, pp. 51-88.

Wolf, J. (2008). *Social Justice*, in McKinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 172-187.

### **Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

#### **Examination Scheme:**

<b>Components</b>	<b>Internal</b>	<b>Attendance</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>30</b>	<b>10</b>	<b>20</b>	<b>40</b>

### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

**Mapping between COs and Pos**

	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Understand the fundamentals of ‘Politics’- Political Theory, Political Philosophy, and Comparative Politics	<b>PO1, PO2,PO3</b>
<b>CO2</b>	Understand the semantic and modern perspective to the political theory and thereby understanding rationale to study the subject in this changing world of pedagogy.	<b>PO2, PO3, PO5</b>
<b>CO3</b>	Construct an understanding of the major concepts and theoretical perspectives of political systems and practices.	<b>PO1, PO3</b>
<b>CO4</b>	Identify the reasons behind social construction of Politics.	<b>PO2, PO1, PO5</b>

		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>POS110 46</b>	<b>Political Theory- Concepts and Debates (CC)</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>

1=weakly mapped

2= moderately mapped

3=strongly mapped



POS11047	Public Policy and Administration in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

### Course Objectives:

1. This course provides a theoretical and practical understanding of the concepts and methods that can be employed in the analysis of public policy.
2. It uses the methods of political economy to understand policy as well as understand politics as it is shaped by economic changes.
3. The course will be useful for students who seek an integrative link to their understanding of political science, economic theory and the practical world of development and social change.
4. The course will help student to use democratic values, such as equality, security, justice, and order in public policy.

### Course Outcomes

**CO1:** The course aims to enable the students to develop a comprehensive understanding of the various dimensions of public policy and the role of governance in its implementation.

**CO2:** The major objective of the program is to provide students with intellectual insights, critical perspectives, professional competence, and analytical tools crucial to their understanding of the field of public policy and public administration.

**CO3:** Analyses real world issues in public policy and public administration in context to such as poverty, social exclusion and global governance. It centers on understanding and addressing public issues in society and examines the formation and implementation of policy, and how this affects people's wellbeing.

**CO4:** The course provides study of a broad range of fields from social, economic and political standpoints. These include citizenship, education, health and social care, international

development and urbanization as well as cross-cutting dimensions such as gender, ethnicity and the impact of globalization.

**CO5:** Students will be able to exhibit effective decision-making skills, employing analytical and critical thinking ability for planning, development and management of soft and hard policies.

**Course Description:**

It provides an insight into the management of affairs of the government at all levels-national, state and local. This will also help us to understand: how human and material resources can be used to reach its desired goals. This course will also highlight the formulation and implementation of public policies, organisational structures and machinery of administration as well as administrative practices. Moreover, it addresses a relationship between government, organisations and its environment.

This course will help the students to understand the key themes, debates, and socio-political significance of issues, which are influencing the study of public policy and administration. It will be of interest to even students of other disciplines, like law, history, sociology etc. It is not only useful for Under Graduate students but is also important for research scholars and students who are appearing for competitive examinations.

**Course Content:**

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**Unit I:** [10 lecture hours]  
Public Policy: a. Definition, characteristics and models; b. Public policy process in India

**Unit II:** [10 lecture hours]  
Decentralization: a. Meaning, significance and approaches and types; b. Local self-governance: rural and urban

**Unit III:** [12 lecture hours]  
Budget: a. Concept and Significance of Budget; b. Budget cycle in India; c. various approaches and types of budgeting

**Unit IV:** [13 lecture hours]  
Citizen and administration interface: a. Public Service Delivery b. Redressal of public grievances: RTI, Lokpal, Citizens' Charter and E-Governance

**Unit V:** [24 lecture hours] Social Welfare Administration- a. Concept and Approaches of Social Welfare b. Social Welfare Policies: Education: Right to Education, Health: National Health Mission, • Food: Right To Food Security, Employment: MGNREGA .

## Reference Books

- Anderson, J. (1975).PublicPolicy Making.New York: Thomas Nelson and sons Ltd.
- Basu, R. (2015).Public Administration in India Mandates, Performance and Future Perspectives, New Delhi, Sterling Publishers.
- Chaturvedi , P. (1997)Women And Food Security: Role Of Panchayats, Concept Publishers.
- Denhardt, R.B. &J.V. Denhardt, (2009).Public Administration, New Delhi: Brooks/Cole.
- Dye, T. (1984).Understanding Public Policy, 5th Edition. U.S.A: Prentice Hall.
- Dye, T. (2002).Understanding Public Policy, New Delhi: Pearson Y. Dror, (1989) Public Policy Making Reexamined. Oxford: Transaction Publication.
- Howlett, M., Ramesh, M. &Perl, A. (2009).Studying Public Policy: Policy Cycles and Policy subsystems, 3rd edition, Oxford: Oxford University Press
- Jugal, K. (2005).NationalHealth Programs of India: National Policies and Legislations, Century Publications, 1983, The Economic Of Health In Developing Countries, Oxford: Oxford University Press.
- Mukhopadhyay, M. & Parhar, M. (ed.) (2007).Education in India: Dynamics of Development, Delhi: Shipra Publications.
- Sharma, P. (2004).E-Governance: The New Age Governance, APH Publishers.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

### Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	The course aims to enable the students to develop a comprehensive understanding of the various dimensions of public policy and the role of governance in its implementation.	PO-2, PO-3.
CO2	The major objective of the program is to provide students with intellectual insights, critical perspectives, professional competence, and analytical tools crucial to	PO-1, PO-2, PO-3

	their understanding of the field of public policy and public administration.	
<b>CO3</b>	Analyses real world issues in public policy and public administration in context to such as poverty, social exclusion and global governance. It centres on understanding and addressing public issues in society and examines the formation and implementation of policy, and how this affects people's wellbeing.	<b>PO-4, PO-5</b>
<b>CO4</b>	The course provides study of a broad range of fields from social, economic and political standpoints. These include citizenship, education, health and social care, international development and urbanisation as well as cross-cutting dimensions such as gender, ethnicity and the impact of globalization.	<b>PO-2, PO-3.</b>
<b>CO5</b>	Students will be able to exhibit effective decision-making skills, employing analytical and critical thinking ability for planning, development and management of soft and hard policies.	<b>PO-4, PO-5.</b>

		<b>Critical thinking</b>	<b>Team Spirit and Diversity</b>	<b>Integrative Knowledge</b>	<b>Policy and Society:</b>	<b>Leadership Skills and opinion makers</b>
POS11047	Course Title	PO1	PO2	PO3	PO4	PO5

<b>POS11072</b>	<b>Gandhi and the Contemporary world</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>	Basic knowledge of Indian Nationalist movement				
<b>Co-requisites</b>	--				

### Course Objectives:

Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

### Course Outcomes:

On completion of this course, the students will be able to-

**CO1.** Understanding Gandhian ideas of development and its ethics.

**CO2.** Locate Gandhi's core idea of Satyagraha and his idea of Trusteeship and communal harmony

**CO3.** Develop an understanding of Gandhi's legacy, his international views on racism, pacifist movement and the modern notion of *Gandhigiri*.

**CO4:** provide student with Gandhi idea of Swaraj and Swadeshi and its relevance today.

**Course Description:** This course introduces the students with the core philosophy of Gandhi with regard to development, his core idea of Satyagraha and trusteeship and his international views on racism, pacifist and the modern notion of *Gandhigiri* and its relevance today.

<p><b>Unit I. Gandhi on Development and Ethics</b></p> <p><b>I.1.</b> Ideas of Gandhi on modern civilization and alternative modernity;  <b>I.2</b> Critique of Gandhi and alternative views on development by M. N. Roy, Subhas Chandra Bose and Rabindranath Tagore;  <b>I.3</b> Critique of Development –</p> <ul style="list-style-type: none"> <li>• Narmada Bachao Andolan;</li> <li>• Chipko Movement;</li> <li>• Bhoodan Movement.</li> </ul>	<p><b>15 lecture hours</b></p>
<p><b>Unit II. Gandhi and the Idea of political;</b></p> <p><b>II.1</b> Swaraj  <b>II.2</b> Swadeshi  <b>II.3</b> Satyagraha</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit III. Gandhism: From theory to praxis</b></p> <p><b>III.1</b> Peasant Satyagraha: Kheda and the Idea of Trusteeship  <b>III.2</b> Gandhi on Social Inequality - Temple Entry Movement  <b>III.3</b> Critique Of Caste System</p>	<p><b>15 lecture hours</b></p>
<p><b>Unit IV Gandhi's Legacy</b></p> <p><b>IV.I</b> Anti - Racism Movements (Anti–Apartheid Movement in South Africa and Martin Luther King in United States Of America)  <b>IV.2</b> The Pacifist Movement  <b>IV.3</b> Women's Movements  <b>IV.4</b> <i>Gandhigiri</i>: Perceptions in popular culture</p>	<p><b>15 lecture hours</b></p>

## Essential Readings

Baviskar, A (1995). *The Politics of the Andolan', in the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Oxford University Press, Delhi, pp.202-228

Parekh, B. (1997). *The Critique of Modernity, in Gandhi: A Brief Insight*, Sterling Publishing Company, Delhi pp. 63-74.

Brown, J. (2000). *Gandhi and Human Rights: In search of True humanity*, in A. Parel (ed) *Gandhi, Freedom and Self-Rule*, Lexington Books, New Delhi, pp. 93-100.

Dalton, D. (1996). *Swaraj: Gandhi's Idea of Freedom*, Mahatma Gandhi: Selected Political Writings, USA: Hackett Publishing, pp. 95-148.

Hardiman, D. (2003). *Narmada Bachao Andolan*, Gandhi in his Time and Ours, Oxford University Press, Delhi, pp. 224- 234.

Hardiman, D. (1981). *The Kheda Satyagraha, in Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Oxford University Press, Delhi, pp. 86-113.

Iyer,R(ed) (1993). *The Essential Writings of Mahatma Gandhi*, Oxford University Press, New Delhi

Ishii, K. (2001). *The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development*, Review of Social Economy,59 (3), pp. 297-312.

Iyer, R. (2000). *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press, New Delhi, pp. 251-344.

Iyer, R (2001). *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

Parekh, B. (1997). *Satyagrah, in Gandhi: A Brief Insight*, Sterling Publishing Company, Delhi,pp. 51-63.

Parekh, B. (1999). *Discourse on Unsociability, in Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, Sage Publication New Delhi.

Parekh, B. (1997). *Religious Thought, in Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

Ramashray, R. (1984). *What Beyond the Satanic Civilization? Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Sarkar, S. (1982). *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

Activities Topic 1:1. Reading of primary texts: M K Gandhi Chapter VI and XIII "*Hind Swaraj*", Navjeevan Trust, Ahmedabad, 1910

2. A site visit to any on-going developmental project preferably in NCT Delhi by students and

submission of report on Environmental Law Violation and Resistance by People in a Gandhian Way.

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/Group Discussion/ Presentation/Written Exam**

**Examination Scheme:**

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understanding Gandhian ideas of development and its ethics.	<b>PO1, PO4</b>
<b>CO2</b>	Locate Gandhiancore idea of Satyagraha and his idea of Trusteeship and communal harmony.	<b>PO1, PO4</b>
<b>CO3</b>	Develop an understanding of Gandhi’s legacy, his international views on racism, pacifist movement and the modern notion of Gandhigiri.	<b>PO1, PO4</b>
<b>CO4</b>	Provide student with Gandhi idea of Swaraj and Swadeshi and its relevance today.	<b>PO1, PO3, PO4</b>



		<b>Critical Thinking</b>	<b>Team spirit and diversity</b>	<b>Integrative knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
POS11072	Gandhi and the Contemporary world	3	1	2	3	1

1=weakly mapped

2= moderately mapped

3=strongly mapped

# **SEMESTER V**

POS11050	RESEARCH METHODOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	A basic knowledge of research in B.A				
Co-requisites					

### Course Objectives:

1. To help to understand the techniques involved in conducting Social Science Research
2. To enable students to understand the research process and the steps involved.
3. To impart detailed knowledge of field research, data collection and sample selection.
4. To demonstrate them both qualitative and quantitative research techniques and data analysis tools
5. To instil the art of academic writing and Publishing research article

### Course Outcomes

On completion of this course, the students will be able to--

CO1. Understand the research philosophy and crucial theories.

CO2. Comprehend the research process and the steps involved in it.

CO3. Conduct independent qualitative and quantitative research and the art of data collection and sampling design.

CO4. Write and publish academic research papers and proposals for research grants, etc.

### Course Description:

The Research methodology course prepares the student toward research. The courses emphasis on every aspect of research techniques that is required for a student of Social Science for his higher studies and for research publication. The course focuses on the theory of research, techniques involved in conducting a research, the methods and methodology that is essential for both qualitative and quantitative research. The course also provides detailed discussion on how to do research publication and to learn the art of academic writing.

## Course Content:

<b>I. Research in Social Sciences</b> Foundations of Research: Meaning, Objectives, Motivation, Utility. Concept of theory, empiricism, deductive and inductive theory. Characteristics of scientific method - Understanding the language of Research - Concept, Construct, Definition, Variable. Research Process.	
<b>II. Research Process</b> Problem Identification & Formulation - Research Question - Investigation Question - Measurement Issues - Hypothesis - Qualities of a good Hypothesis Null Hypothesis & Alternative Hypothesis. Hypothesis Testing - Logic & Importance.	
<b>III. Sampling and Data Collection</b> Sampling: Concepts of Statistical Population, Sample, Sampling Frame, Sampling Error, Sample Size, Non-Response. Characteristics of a good sample. Probability Sample- Simple Random Sample, Systematic Sample, Stratified Random Sample & Multi-stage sampling. Determining size of the sample Practical considerations in sampling and sample size.	
<b>IV. Data Analysis</b> Data Preparation – Univariate analysis (frequency tables, bar charts, pie charts, percentages), Bivariate analysis – Cross tabulations and Chi-square test including testing hypothesis of association.	

## Reference Books:

- Kapalan, D. (2004). *The Sage handbook of quantitative methodology for the social sciences*, London: Sage.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*, New Delhi: New Age.
- Ringer, F. (1997). *Max Weber's methodology: The unification of the cultural and social sciences*, Cambridge, Mass: Harvard University Press.
- Smith, L.T. (2012). *Decolonizing Methodologies: Research and Indigenous Peoples*, Zed Books.

## Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempore/Written Exam

### Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)



		Critical Thinking	Team Spirit and Diversity	Integrative Knowledge	Policy and Society	Leadership skills and opinion makers	Research aptitude
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6
POS11050	RESEARCH METHODOLOGY	3	1	2	3	2	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

POS11051	POLITICAL SOCIOLOGY	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	A basic knowledge of Sociology				
Co-requisites					

### Course Objectives:

1. To understand the central question and research topic in the field of political sociology.
2. To enable students to understand the nature of political power, cultural dimension and the dynamics of politics.
3. To understand the processes of political engagement participation and political behaviour.
4. To study the politicization of class, race, gender, etc.
5. To highlight the consequences of changing social values and attitudes.

### Course Outcomes

On completion of this course, the students will be able to--

CO1. Have a basic understanding of sociological theories of the state.

CO2. Understanding of recent social and political science explanations of political processes and events

CO3. Relate this theoretical understanding to empirical data and analyses for various states

CO4. Apply sociological principles to make sense of current world events and to contribute to social debates.

### Course Description:

The course provides an insight into the contemporary theories of power, social action, change, conflict etc. It enables students to understand deep understanding of the layers of political life. The course also provides a new perspective to study society and politics together and to understand analyses the dynamics of social and political processes

**I:** Political Sociology: Nature and Development

**II:** Social stratification and politics: Class, Elite. Caste in India

**III:** Concept of power: Marx, Weber, Elitist Theory, Pluralist Theory

**IV:** Political culture: Types , Influence , Political socialization: Agencies

**V:** Political participation– concept and types; Electoral Behaviour in India.

**VI:** Political communication, Political development, modernisation and social change: Concepts and Theories

### **Selected Readings**

- Pascual Gisbert, Fundamentals Of Sociology
- M. Rush, Politics and Society.
- Tom Bottomore, Political Sociology.
- Tom Bottomore, Classes in Modern Society.
- Kate Nash, Contemporary Political Sociology.
- Dipankar Gupta, Political Sociology in India
- Amal Kumar Mukhopadhyay, Political Sociology.
- Ali Asraf, L. N. Sharma, Political Sociology.
- Almond and S. Verba, Civic Culture.
- Lucian Pye, Aspects of Political Development.
- C. E. Fuller (ed.), Caste Today. R. Bendix (ed.), State and Society.
- Rakhahari Chatterjee (ed.), Religion, Politics and Communalism.
- Donal E. Smith (ed.), Religion and Political Modernization.
- Brian McNair, An Introduction to Political Communication.
- Ali Ashraf & L.N. Sharma, Political Sociology A New Grammar Of Politics



**Course Content:**

<b>I. Theories of Political Sociology:</b> Marxist, Weberian, Durkheimian and Focauldian theory of political sociology; Neo-Pluralism and Neo-Functionalism	<b>10 lecture hours</b>
<b>II. Conflict Theories in Political Sociology:</b> Class conflict Marx to Hardt and Negri; Class, status and symbolic conflict: from Weber to Bourdieu	<b>10 lecture hours</b>
<b>III. State and Power:</b> European and Post-colonial cases.	<b>10 lecture hours</b>
<b>IV. Politics and Social Movements: Social Movements:</b> Types, Resource Mobilization Theory;	<b>10 lecture hours</b>
<b>V. Politics: New social movement theory, conflict and culture;</b> Global social movements.	<b>10 lecture hours</b>
<b>VI .Politics:</b> Women, gender and state politics; news media, culture knowledge and politics.	<b>10 lecture hours</b>

**References**

Almond & Coleman (1960). *The Politics of Developing Areas*, Princeton University press.

Almond & Powell (1972). *Comparative Politics: A Development Approach*, New Delhi.

Bottomore, T.B. (1971). *Elites and Society*, Penguin, HarmondSwarth.

Choudhary, K. (2007). *Globalization, Governance Reforms and Developoment in India*, New Delhi, Sage Publications.

Easton, D. (1965). *A Framework for Political Analysis*, Englewood Cliffs, Prentice Hall.

Mukhopadhyay, A.K. (1977). *Political Sociology: An Introductory Analysis*, Calcutta: K.P. Bagchi and Company.

Kumar, A. (2010). *Quest for participatory Democracy*, Jaipur: Rawat Publications.

Kumar, A. (2014), *Political Sociology in India*, VIII, Delhi, Sage Publications.

**Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
<b>Weightage (%)</b>			<b>50</b>	<b>50</b>

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Have a basic understanding of sociological theories of the state.	<b>PO1, PO4</b>
<b>CO2</b>	Understanding of recent social and political science explanations of political processes and events.	<b>PO1, PO3, PO4</b>
<b>CO3</b>	Relate this theoretical understanding to empirical data and analyses for various states.	<b>PO1, PO3, PO4</b>
<b>CO4</b>	Apply sociological principles to make sense of current world events and to contribute to social debate.	<b>PO1, PO3, PO5</b>

		<b>Critical Thinking</b>	<b>Team Spirit and Diversity</b>	<b>Integrative Knowledge</b>	<b>Policy and Society</b>	<b>Leadership skills and opinion makers</b>
POS1105 1	Course Title	PO1	PO2	PO3	PO4	PO5

POS11073	<b>Dilemmas in Politics</b>	L	T	P	C	
		3	1	0	4	
<b>Pre-requisites/Exposure</b>	N/A					
<b>Co-requisites</b>	N/A					
HPO52103	POLITICAL SOCIOLOGY	3	1	3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

### **Course description:**

This course is designed to explore, analyze and evaluate some of the central issues, values and debates in the/ contemporary world that has a bearing on normative political inquiry. The eight issues selected as dilemmas, though not exhaustive, are some of the salient ones discussed across societies

### **Course Objectives:**

1. To provide an understanding of current complex issues relating to Human rights, environment, etc.
2. To make students enable to understand the socio economic issues of the vulnerable groups.
3. To develop an understanding of analysis dilemmas and its overall impact in the society.

### **Course Outcome:**

On completion of this course, the students will be able to:

CO1: Develop basics understanding of socio economic and political dilemmas.

CO2: Illustrate issues in the understanding of Global Justice.

CO3: Identify challenges in the empowerment process.

CO4: Learn the basic methods of addressing social, economic and political issues.

# COURSE CONTENT

- I. The Moral Economy of violence
- II. The Politics of exclusion
- III. Debates on human rights
- IV. Ecology and political responsibility
- V. Capabilities and the politics of empowerment
- VI. Global justice and cosmopolitanism
- VII. Feminism and the politics of interpretation
- VIII. Legitimacy of humanitarian intervention

## Suggested Readings:

Sen, A. (2000). Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1 (June), Asian Development Bank.

Sen, A. (1998). Development as Freedom. New Delhi: Oxford University Press, pp. 87-110.  
Jaggar, A. (1983). Feminist Politics and Human Nature. Forbes Boulevard: Rowman and Littlefield, pp. 1-13; 353-394.

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

Byrre, D.J.. (2003). Human Rights, New Delhi: Pearson.

Holzgrefe, J.L. (2003) „The Humanitarian Debate“. Holzgrefe, J. L. and Keohane, R. O. (eds.) Humanitarian Intervention: Ethical, Legal and Political Dilemmas. New York: Cambridge University Press, pp.15-53.

Farer, J.T. (2003). „Humanitarian Intervention before September 9/11: legality and legitimacy“, Holzgrefe, J. L. and Keohane, R. O. (eds.) Humanitarian Intervention: Ethical, Legal and Political Dilemmas. New York: Cambridge University Press, pp. 54-92.

Ungar, M. S., A. Bermantohn, & K. Worcester. (2002). „Violence and Politics“ in Ungar, M., Bermantohn, S. A. and Worcester, K. (eds.) Violence and Politics: Globalization's Paradox. New York: Routledge, pp. 1-12.

Clark, M. (1993). „Environmentalism“, Bellamy, R. (ed.) Theories and Concepts in Politics: An Introduction. New York: Manchester University Press.

Gunn, R. (1993). „Politics and Violence“, Bellamy, R. (ed.) Theories and Concepts in Politics: An Introduction. New York: Manchester University Press, pp. 265-292.

Tilly. (2003). Politics of Collective Violence. New York: Cambridge University Press.

Bryant, R.L. & S. Bailey. (1997). Third World Political Ecology: An Introduction, London: Routledge, pp. 27-47.

Weissberg, R. (1999). *The Politics of Empowerment*. London: Greenwood Publishing Group, pp. 1-86 51

Sypnowich. (2005) „Cosmopolitans, Cosmopolitanism and Human Flourishing“, G. Brock, and H,Brighouse. (eds.) *The Political Philosophy of Cosmopolitanism*. Cambridge: Cambridge University Press, pp. 55-74.

**Modes of Evaluation: Quiz/Assignment/ presentation/ Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop basics understanding of socio economic and political dilemmas.	
CO2	Illustrate issues in the understanding of Global Justice.	
CO3	Identify challenges in the empowerment process.	
CO4	Learn the basic methods of addressing social, economic and political issues.	

POS11073			Critical Thinking	Team spirit and diversity	Integrative knowledge	Policy and Society	Leadership Skills and opinion makers
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Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>Code:</b> POS11072	Dilemmas in Politics	3	1	3	3	2

1=weakly mapped,

2= moderately mapped,

3=strongly mapped

POS11049	Political Processes and Institutions in Comparative Perspective	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political system				
Co-requisites	--				

### Course Objectives:

1. To train students in the application of comparative methods to the study of politics.
2. To understand the methodology to study, both what we study and how we study.
3. To introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative politics.

### Course Outcomes

On completion of this course, the students will be able to-

CO1. Understand the approaches to study comparative politics

CO2. Develop a viewpoint to understand the electoral and party system system in India

CO3. Recognise the evolution of nation state and fundamental process of democratization

CO4: Construct the analysis of federalism and its relevance

### Course Description:

The course introduces student with the political processes involved in the function of a political system from a comparative perspective. The course also provides a detailed understanding of different state and non-state actors that are essential for the functioning of

the system. It also emphasis on the theoretical foundations of the concepts like nations state, etc. and the revolving debates.

<b>I.</b> Approaches to studying comparative politics .	<b>10 lecture hours</b>
<b>II.</b> Electoral system; definition and procedures: types of election system.	<b>10 lecture hours</b>
<b>III.</b> Party system: historical contexts of emergence of the party system and types of parties	<b>10 lecture hours</b>
<b>IV.</b> Nation-state: historical evolution in Western Europe and postcolonial contexts Nation and State: debates	<b>10 lecture hours</b>
<b>V.</b> Democratization: process of democratization in postcolonial, post-authoritarian and post-communist countries	<b>10 lecture hours</b>
<b>VI.</b> Federalism: federation and confederation: debates around territorial division of power.	<b>10 lecture hours</b>

### **Essential Readings**

Baviskar, A (1995). *The Politics of the Andolan', in the Belly of the River: Tribal Conflict*

Burgess, M. (2006). *Comparative Federalism: Theory and Practice*. London: Routledge.

Criddle, B. (2003). *Parties and Party System*, in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publication.

Heywood, A. (2002). *Parties and Party System*, in *Politics*. New York: Palgrave, pp. 247-268.

Heywood, A. (2002), *The State, in Politics*. New York: Palgrave.

Landman, T. (2003). *Transition to Democracy, in Issues and Methods of Comparative Methods: An Introduction*. London: Routledge.

Mukherjee,S,& Ramaswamy ,S (2017).*The modern study of Comparative Politics Emerged in the Late Nineteenth Century*, Orient Blackswan.



Newton, K. & Deth, J. (2010). *The Development of the Modern State* ; in *Foundations of Comparative Politics: Democracies of the Modern World*, Cambridge: Cambridge University Press, pp. 13-33.

Watts, R. (2008). *Introduction in Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press.

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/Group Discussion/ Presentation/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the approaches to study comparative politics	PO1, PO3
CO2	Develop a viewpoint to understand the electoral and party system in India	PO1, PO3, PO4
CO3	Recognise the evolution of nation-state and fundamental process of democratization	PO1, PO4, PO5
CO4	Construct the analysis of federalism and its relevance	PO1, PO3, PO4

		Critical thinking	Team Spirit and Diversity	Integrative Knowledge	Policy and Society:	Leadership Skills and opinion makers
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>POS11049</b>	Political Processes and Institutions in Comparative Perspective	3	1	3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

POS11074	Feminism Theory and Practise	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political system				
Co-requisites	--				

**Course Objective:** The aim of this course is to introduce feminist theory to the students and to explain them about contemporary debates on feminism and the history of feminist struggles. The course is meant to inculcate feminist perspective in the young minds.

**Course Outcomes:** After completing this course, the students will be able to:

- **CO- 1** Understand the concept of patriarchy and different approaches of feminism
- **CO-2** Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.
- **CO-3** Make sense of how patriarchy functions within the family.
- **CO-4** Critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity.

**Course Description:**

In this course we will investigate contemporary feminist thought from a variety of disciplinary perspectives and theoretical orientations. We will focus on key issues in feminist theory such as the sex/gender debate, sexual desire and the body, the political economy of gender, and the construction of masculinity among others. This course aims also to think through the ways in which these issues intersect with race, class, colonialism and the nation. We will discuss why we study “theory” and explore the relation between feminist theory and political practice.

## **Course Content:**

### **Unit: I**

Approaches to understanding Patriarchy: Feminist theorising of the sex/gender distinction. Biologism versus social constructivism, Understanding Patriarchy and Feminism, Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

### **Unit: II**

History of Feminism: Origins of Feminism in the West: France, Britain and United States of America, Feminism in the Socialist Countries: China, and erstwhile USSR, Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

### **Unit: III**

The Indian Experience: Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India, Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights

### **Unit: IV**

Understanding Woman's Work and Labour: Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and care), Underpaid and Paid work, - Methods of computing women's work, Female headed Households.

### **Readings:**

- Arpita Mukhipadhyay, *Feminisms*, Orient Blackswan, 2016.
  - Geetha, V. (2002) *Gender*. Calcutta: Stree.
  - Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.
  - Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350.
- Ray, Suranjita. Understanding Patriarchy. Available at:  
[http://www.du.ac.in/fileadmin/DU/Academics/course\\_material/hrge\\_06.pdf](http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf)

- Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press. *History of Feminism* Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.
- Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.
- Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.
- Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika&Butalia, Urvashi. (eds.) *Women and*

**Modes of Examination: 1-minute video/ Assignment/Quiz/ Project/Group Discussion/ Presentation/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Understand the concept of patriarchy and different approaches of feminism	<b>PO1, PO3</b>
<b>CO2</b>	Understand different trajectories of history of feminism as it developed in western, socialist and Indian contexts.	<b>PO1, PO3, PO4</b>

<b>CO3</b>	Make sense of how patriarchy functions within the family.	<b>PO1, PO4, PO5</b>
<b>CO4</b>	Critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity	<b>PO1, PO3, PO4</b>

		Critical thinking	Team Spirit and Diversity	Integrative Knowledge	Policy and Society:	Leadership Skills and opinion makers
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>POS11074</b>	<b>Feminism Theory and Practise</b>	3	1	3	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

# **SEMESTER VI**

POS11056	Ancient and Medieval Indian Political Thought	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of ancient Indian History				
Co-requisites					

### Course Objectives:

1. To expose the students to the various thinkers to develop a comprehensive understanding of the philosophy and evolution of statecraft.
2. To enable students to develop a comparative analysis of various strands of thought on state-building.
3. Enrich the knowledge database of the young minds with regard to the political developments in India since ancient times.
4. To provide students with direct knowledge about political system of the past and co-relate it with the present.

### Course Outcomes

On completion of this course, the students will be able to--

CO1. Understand the dynamism as well as the dualism of ancient state system and devise ways to develop a welfare state

CO2. Understand the political connectivity between two or more states.

CO3. Apply the lessons learnt from past experiences to build the modern state and formulate appropriate policies for its sustenance.

CO4. Develop a critical assessment of the political developments in the 20<sup>th</sup> century in the light of established paradigms.



## Course Description:

This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of the study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

## Course Content:

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<b>Unit I: Introduction to Ancient Indian Political Thought</b> <ul style="list-style-type: none"><li>• Historiographical approaches to Indian polity</li><li>• Typological divisions of sources</li><li>• Methodological Issues</li></ul>	12 hours
<b>Unit II: Traditional Schools of Ancient Indian Political Thought</b> <ul style="list-style-type: none"><li>• Aspects of Orthodox and Heterodox traditions</li><li>• Orthodox (Brahmanical/Vedic thought)</li><li>• Heterodox (Buddhism, Jainism and Charvak Schools)</li><li>• Beyond Orthodox and Heterodox Schools of thought (Arthashastra)</li></ul>	15 hours
<b>Unit III: Medieval Indian Political Thought – Perso-Arabic Tradition</b> <ul style="list-style-type: none"><li>• Aspects and nature of Islamic political thought</li><li>• Ziauddin Barani and his ideas on the nature of state</li></ul>	18 hours
<b>Unit IV: Medieval Indian Political Thought – Turko-Afghan Tradition</b> <ul style="list-style-type: none"><li>• Nature and fundamentals of Turko-Afghan political thought</li><li>• Abul Fazl and state in Mughal India</li><li>• Syncretic Tradition of Political thought – Kabir’s thoughts on the State</li></ul>	15 hours

## Text Books

Fazl.A (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rous..

Parekh,B (1986) “Some Reflections on the Hindu Tradition of Political Thought’, in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17-31.

Chaturvedi,B. (2006) “Dharma-The Foundation of Raja-Dharma, Law and Governance’, in *The Mahabharata: An Inquiry in the Human Condition*, Delhi: Orient Longman, pp. 418- 464. 46

Francesconi,D.(2007). *Sufism: a guide to essential reference resources*, School of Library and Information Science, Indiana University, Bloomington, Indiana, USA.

Pandey,G. (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

Kautilya. (1997) „*The Elements of Sovereignty*“ in R. Kangle (ed. and trns.), *Arthasastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

Olivelle,P. (2006) „*Introduction*’, in *Manu’s Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

Sharma,R. ( 1991) „*Varna in Relation to Law and Politics (c 600 BC-AD 500)*“, in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233- 251.

Saberwal,S. (2008) “*Medieval Legacy*”, in *Spirals of Contention*, New Delhi: Routledge, pp.131

Ved,V .(2004). (Shantiparva): *Rajadharm The Mahabharata Vol. 7 (Book XI and Book XII, Part II)*, Chicago and London: University of Chicago Press.

Varma,V. (1974). *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass.

V. Mehta. (1992). “*The Cosmic Vision: Manu*”, in *Foundations of Indian Political Thought*, Delhi: Manohar.

Ibid (1992). “*The Pragmatic Vision: Kautilya and His Successor*”, in *Foundations of Indian Political Thought*, Delhi: Manohar.

Ibid. (1992). *The Imperial Vision: Barni and Fazal*, in *Foundations of Indian Political Thought*, Delhi: Manohar.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes

<b>CO1</b>	Understand the dynamism as well as the dualism of ancient state system and devise ways to develop a welfare state	<b>PO1, PO2</b>
<b>CO2</b>	Understand the political connectivity between two or more states.	<b>PO1, PO3, PO4</b>
<b>CO3</b>	Apply the lessons learnt from past experiences to build the modern state and formulate appropriate policies for its sustenance.	<b>PO1, PO2, PO3</b>
<b>CO4</b>	Develop a critical assessment of the political developments in the 20 <sup>th</sup> century in the light of established paradigms.	<b>PO1. PO2. PO4, PO5</b>

		<b>Critical thinking</b>	<b>Team Spirit and Diversity</b>	<b>Integrative Knowledge</b>	<b>Policy and Society</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
POS11056	<b>Ancient and Medieval Political Thought</b>	3	1	2	3	2

1=weakly mapped 2= moderately mapped 3=strongly mapped

POS11058	<b>Development Process and Social Movement</b>	L	T	P	C
		3	1	0	4
<b>Pre-requisites/Exposure</b>	N/A				
<b>Co-requisites</b>	N/A				

**Course description:**

Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

**Course Objectives:**

4. To provide an understanding of the development process.
5. To make students enable to understand the socio economic issues of the vulnerable groups.
6. To develop understanding of basic concepts of conditions, contexts and forms of political contestation over development paradigms.

**Course Outcome:**

On completion of this course, the students will be able to:

CO1: Develop basics understanding of development process

CO2: Illustrate issues in the understanding Globalization.

CO3: Identify challenges in the development paradigm.

CO4: Learn the basic methods of addressing social movement

## COURSE CONTENT

**Unit :1** Development Process since Independence a. State and planning b. Liberalization and reforms

**Unit : II.** Agrarian Development Strategy and its Impact on the Social Structure a. Land Reforms, Green Revolution b. Agrarian crisis since the 1990s and its impact on farmers.

**Unit : III.** Industrial Development Strategy and its Impact on the Social Structure a. Mixed economy, privatization, the impact on organized and unorganized labour b. Emergence of the new middle class

**Unit :4** New Social Movements a. Social movements and New Social movements b. Approaches to the study of social movements : Marxist theory, Gandhian theory, Resource Mobilisation theory, Relative Deprivation theory

**Unit :5.** Social Movements in India a. Environmental movements b. Tribal movements c. Women's movements d. Civil rights movements

### Suggested Readings:

A. Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73- 108.

A. Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Echo 1*, Marion Alcaraz, Céline Braud, Aurélien Calvez *Le Nouveau Sans Frontières- 2*, Philippe Dominique, Jacky Girardet, MichelVerdelhan

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36. B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan. F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-*

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

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

G. Omvedt, (1983) Reinventing Revolution, New Social Movements and the Socialist Tradition in India, New York: Sharpe.

P. Bardhan, (2005) The Political Economy of Development in India, 6th impression, Delhi: Oxford University Press. R. Mukherji, (ed.), (2007) India's Economic Transition: The Politics of Reforms, Delhi: Oxford University Press. R. Ray and M. Katzenstein, (eds.), (2005) Social Movements in India, Delhi: Oxford University Press. S. Chakravarty, (1987) Development Planning: The Indian Experience, Delhi: Oxford University Press.

**Modes of Evaluation: Quiz/Assignment/ presentation/ Written Examination**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)			50	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop basics understanding of development process	
CO2	Illustrate issues in the understanding Globalization.	
CO3	Identify challenges in the development paradigm.	
CO4	Learn the basic methods of addressing social movement	

		Critical Thinking	Team spirit and diversity	Integrative knowledge	Policy and Society	Leadership Skills and opinion makers
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>Code:</b> POS11058	Development Process and Social Movement	3	2	2	3	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

POS11057	Modern Political Thought	L	T	P	C
Version 1.0		3	0	0	4
Pre-requisites/Exposure	Higher Secondary				
Co-requisites	Basic knowledge of political science				

### Course Objectives:

1. The course will help students develop an understanding of the concept and theories of various strands of thoughts with Indian perspective.
2. The course will help student understand existing, contemporary and emerging trends in Politics with reference to how thinkers viewed them in the context of their times
3. The course will help Develop in-depth understanding of the evolution of Indian political thought since independence.
4. The students will be able to critically evaluate the functioning and relevance of the thought of thinkers in current times.

### Course Outcomes

**CO1:** The student will come to know about the ideas of individuals and philosophers on politics and the functioning of government.

**CO 2:** They will be able to interlink the themes on the functioning of the Monarchy to Democracy and its relationship with the people taking the cue from the ideas of individual thinkers.

**CO 3 :** Students will explain the trajectory of ideas on key political questions and institutions of ancient, mediaeval and modern India.

**CO 4:** It facilitates scholarly debates and discussions on contemporary India

**CO 5:** Evaluate different ideologies and its impact on contemporary India

### Course Description:

This course focuses on the political discourse and the actual functioning of the Indian political thought process. It details the political philosophy & structure from Ancient to Modern India. This course shows how their thought process had been by local influences & time frame and critically assesses its impact on political functioning. The significant contradictions of the different Political thoughts are to be seriously analyzed and assess their successes and failures.



## **Course Content:**

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**I.** Introduction to Modern Indian Political Thought

**II.** Rammohan Roy

**III.** Pandita Ramabai

**IV.** Vivekananda

**V.** Gandhi:

**VI.** Ambedkar

**VII.** Tagore

**VIII.** Iqbal

**IX.** Savarkar

**X.** Nehru

**XI.** Lohia

## **Reference Books:**

- Himanshu Roy and M.P.Singh, Indian Political Thought, Pearson, New Delhi 2017.
- Bidyut Chakarborty and Rajesndra Pandey, Modern Indian Political Thought., New Delhi, Sage 2012.
- Appadorai, A., Indian Political Thinking in the Twentieth Century from Nauroji to Nehru (London: OUP, 1971).
- Brown, D.M. (ed.), The White Umbrella: Indian Political Thought from Manu to Gandhi(Bombay,Jaico, 1970).
  
- Dallmayr, F.R. and Devy, G.N. (eds.), Between Tradition and Modernity: India's Search for Identity (London, Sage, 1998).
- Dalton, D.G., Indian Idea of Freedom (Gurgaon, Academic Press, 1982).
- Doctor, Adhi H., Political Thinkers of Modern India (New Delhi, Mittal, 1997).
- Karunakaran, K.P., Religion and Political Awakening in India (Meerut, Meenakshi, 1969), 2nd Edition.

- Mahadevan, T.M.P. and G.V. Saroja, Contemporary Indian Philosophy (New Delhi, Sterling, 1981).. Mehta, V.R., Foundations of Indian Political Thought (New Delhi, Manohar, 1996).
- Naravane, V.S., Modern Indian Thought (Bombay, Asia, 1964).
- Pantham, Thomas and K.L., Deutsch (eds.), Political Thought in Modern India (New Delhi, Sage,1986).
- Verma, V.P., Modern Indian Political Thought (Agra, Laxminarayan, 1996), Eleventh RevisedEdition).
- Verma, V.P., Ancient and Medieval Indian Political Thought (Agra, 1996).
- . Nandy, Ashis, The Intimate Enemy: Loss and Recovery of Self under Colonialism, Delhi, Oxford,1983.
- Guha, Ramachandra, 'The Absent Liberal', Economic and Political Weekly, December 15 2001.
- Christopher Jaffrelot (edited), Hindu Nationalism: A Reader, Ranikhet, Permanent Black, 2007.
- Quayum, Mohammad A, 'Imagining "One World": Rabindranath Tagore's Critique of Nationalism', Interdisciplinary Literary Studies, Vol 7, No 2, Spring 2006.
- Jahanbegloo, Ramin, 'Tagore and the Idea of Civilization', India International Centre Quarterly, Vol 34, No. 1, Summer, 2007.
- Chakravarti, Uma, Rewriting History: The Lives and the Times of Pandita Ramabai, Delhi, Kali for Women, 1998.
- Kosambi, Meera, 'Women, Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', Economic and Political Weekly, October 29, 1988.
- Lamba Rinku, 'Bringing the State Back in, Yet Again: The Debate on Socio-religious Reform in Late-Nineteenth-Century India', Comparative Studies of South Asia, Africa and the Middle East, Volume 29, Number 2, 2009.
- Zachariah, Bhikhu, 'Nehru' Routledge, 2004
- Parekh, Bhikhu, 'Nehru and the National Philosophy of India', Economic and Political Weekly, January 5 1991
- Deshpande G. P. (ed.),Selected Writings of Jotirao Phule, Delhi, Leftword Books, 2002.
- Omvedt, Gail, Seeking Begumpura, Delhi, Navayana, 2008.
- Gopal, S, 'The Formative Ideology of Jawaharlal Nehru', Economic and Political

Weekly, May 22 1976.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>		<b>50</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	The student will come to know about the ideas of individuals and philosophers on politics and the functioning of government.	<b>PO-1, PO-2.</b>
<b>CO2</b>	They will be able to interlink the themes on the functioning of the Monarchy to Democracy and its relationship with the people taking the cue from the ideas of individual thinkers.	<b>PO-1, PO-3, PO-4</b>
<b>CO3</b>	Students will explain the trajectory of ideas on key political questions and institutions of ancient, mediaeval and modern India.	<b>PO-3, PO-4</b>
<b>CO4</b>	It facilitates scholarly debates and discussions on contemporary India	<b>PO-4, PO-5.</b>
<b>CO5</b>	Evaluate different ideologies and its impact on contemporary India	<b>PO-5</b>

1=weakly mapped

2= moderately mapped 3=strongly mapped

		<b>Critical thinking</b>	<b>Team Spirit and Diversity</b>	<b>Integrative Knowledge</b>	<b>Policy and Society:</b>	<b>Leadership Skills and opinion makers</b>
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
POS11057	Modern Indian Political Thought	3	2	1	2	1

POS11075	<b>Digital Governance</b>	L	T	P	C
		3	1	0	4
<b>Pre-requisites/Exposure</b>	N/A				
<b>Co-requisites</b>	N/A				

### **Course description:**

Digital government is now a worldwide phenomenon and raises important questions about how government works and how policy gets made in an increasingly digital world. This course will look at digital government experiences and movements.

### **Course Objectives:**

7. To provide an understanding of digital government approaches.
8. To make students enable to understand the principles of digital governance.
9. To develop applied policy skills.

### **Course Outcome:**

On completion of this course, the students will be able to:

CO1: Develop basics understanding of digital governance.

CO2: Illustrate the nuances of e governance.

CO3: Identify challenges in the process of e governance.

CO4: Learn how to address social, economic and political issues through online mechanism.

### **COURSE CONTENT**

- I. Introduction to E-Governance What is digital government?
- II. E-Governance Approaches in India-The National E-Governance Plan
- III. E-Governance Project Development and Management
- IV. Digital Meets Bureaucracy: Understanding the structures and aims of digital government
- V. Making Policy: what policy design is, and how it works

## Suggested Readings:

C.S.R.Prabhu : E-Governance: Concepts and Case Studies, Prentice Hall of India Pvt. Limited (2004).

Backus, Michiel : EGovernance in Developing Countries, IICD Research Brief, No. 1 (2001).

Aitken, K. (2020). Government in the Connected Era. in Dubois, E. and Martin-Bariteau, F. (eds.), Citizenship in a Connected Canada: A Research and Policy Agenda, Ottawa, ON: University of Ottawa Press, 2020.

Clarke, A. (2020). "Digital government units: what are they, and what do they mean for digital era public management renewal?" International Public Management Journal, 23(3): p.358-379.

Mergel, I., Edelmann, N., Haug, N. (2019). "Digital Transformation in the Public Sector: Results from Expert Interviews". Government Information Quarterly, 36(4).

Howlett, M (2019). "Basic concepts and vocabulary", chapter 1 of The Policy Design Primer Choosing the Right Tools for the Job. New York: Routledge \*available via UofT libraries

Peters, B.G. Chapter 1: The logic of policy design, in Policy Problems and Policy Design. London: Edward Elgar.

## Modes of Evaluation: Quiz/Assignment/ presentation/ Written Examination

### Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20		30	50

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Develop basics understanding of digital governance.	
CO2	Illustrate the nuances of e governance	
CO3	Identify challenges in the process of e governance.	
CO4	Learn how to address social, economic and political issues through online mechanism.	

		Critical Thinking	Team spirit and diversity	Integrative knowledge	Policy and Society	Leadership Skills and opinion makers
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5
<b>Code:</b> POS11075	<b>Digital Governance</b>	1	2	3	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped