POS101	Introduction to Political Science	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

This course serves as an introduction to the field of Political Science, providing students with a foundational understanding of the key concepts, theories, and methods used in the study of politics. By examining various political systems,ideologies, and actors, students will gain insight into the complexities and dynamicsof political processes at local, national, and international levels. Throughout the course, critical thinking and analytical skills will be fostered to enable students to engage with political issues in a thoughtful and informed manner.

Course Objectives:
The paper aims –

1. Familiarize students with the fundamental concepts and theories of PoliticalScience.
2. Analyze and compare different political systems and structures around theworld.
3. Understand the significance of political ideologies, the role of political actors,including governments, institutions, and citizens in shaping politics.
4. To develop critical thinking and research skills to understanding public policymaking and process.

Course Outcomes:
On completion of this course, the students will be able to--
CO1. Articulate the fundamental concepts and theories of Political Science

CO2. Evaluate major concepts and theoretical perspectives to analyze political systems and practices critically.

CO3. Employ knowledge about the role of different political actors, institutions, and citizens in shaping politics.

CO4. Identify the significance of different forms of government and implications of public policy making in practical scenario.
CO5. Distinguish between various political ideas and assess their implications for political systems globally.
CO6. Develop and present arguments based on evidence by synthesizing key concepts of political science in written or oral formats.

Course Content:

Module I: Introduction
a) Political Science : Definition, Nature and Scope
b) Relationship of Political Science with History, Economics and Sociology
c) Methods of Political Science : Historical, Experimental, Comparative and Philosophical

Module II: The State
a) Modern State: Nature; Constituent Elements; Sovereignty.
b) Origins of the State: Divine, Force, Contract and Evolutionary Theories
c) Theories of the Sphere of State Activity

Module III: Law, Liberty and Rights
a)Law: Nature, Sources and Kinds
b)Liberty, Equality and Justice
c) Rights and Duties.

Module IV: Forms of Government
a) Democracy and Dictatorship : Meaning, Distinction, Merits and Demerits
b) Parliamentary and Presidential : Meaning, Distinction, Merits and Demerits
c) Unitary and Federal : Meaning, Distinction, Merits and Demerits

Suggested Readings:

- Anderson, James E. Public Policy Making.Praeger, New York, 1975
- Barry, Norman, *An Introduction to Modern Political Theory*, London, Macmillan, 1981
- Bealey, Frank, *The Blackwell Dictionary of Political Science,* Oxford, Blackwell, 1999
- Almond G.and B.Powell, *ComparativePoliticsToday:A WorldView.* Chicago, Foresman, 1988
- Blondel Jean.*Comparative Government.*2nd Edition.London, PrenticeHall, 1995
- Dunn, John, *The History of Political Theory and Other** Essays, Cambridge, Cambridge University Press, 1996.
- Casal, P. & William, A. (2008). Equality, in McKinnon, Catriona. (ed.) *Issues in Political Theory.* New York: Oxford University Press.
- Menon, K. (2008). Justice, in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory:An Introduction,* New Delhi: Pearson Longman.

Modes of Examination:
Assignment/Quiz/Project/Presentation/Written   Exam
Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	3	2	2	3	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	2	0	0
CO4	2	0	0	3	3	3	1	1	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	3	2	2	0	1	3	1	2	0

POS110	Understanding the World: An Introduction to International Relations	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites	Basics in world history				
Co-requisites					

Course Description:

This course aims to provide the students with a basic yet interesting and insightful way of knowing and thinking about International Relations. The objective of this course is to make the students aware ofInternational Relations concepts, theories, and approaches.This course aims to familiarize the students with the basic ideas and significant approaches and theories in International Relations. It seeks to ensure that the students understand the nuances of International Relations which would help them to understand the significance of these in the national and global contexts. This course wants to equip them to critically relate the theoretical aspects and major concepts of International Relations tothe socio-economic and political realities of contemporary times.

Course Objective:

1. To make the students aware of the concepts, theories, and approaches of International Relations.

2. To ensure that the students will be able to relate the different theories and approaches with practical scenarios in contemporary world order.

3. To increase the students' theoretical and practical knowledge about national interest, power, and war in International Relations.

4. To strengthen the students' ability to grasp the concepts, theories, and approaches from a historical background.

COURSE OUTCOMES -With this course the students will come to know-

CO1-Gain a foundational understanding of information retrieval principles, including the structure of search engines, indexing, and ranking algorithms.

 CO2 -Develop the ability to design and process user queries effectively, including query expansion, term weighting, and relevance feedback techniques.

CO3-Learn how to evaluate information retrieval systems using standard metrics such as precision, recall, F1-score, and Mean Average Precision (MAP).

CO4-Acquire the skills to design and implement basic IR systems, including document parsing, tokenization, and inverted index construction.

CO5- Understand real-world applications of information retrieval, such as web search, digital libraries, and recommender systems, and explore challenges like scalability and user personalization.

CO5- Reflect on ethical and social implications of information retrieval, including bias in search results, privacy concerns, and fairness in system design.

Course Content:

Module I: Introduction to International Relations
Unit I - Why Study International Relations?
Unit II - Evolution of IR as an Academic Discipline
Unit III - Key Concepts: National Interest, Power, State and Non-state actors
Module II: Major Theories of International Relations – Mainstream Approaches
Unit I – Realism and Neo-Realism
Unit II - Liberalism and Neo-Liberalism
Unit III - Constructivism
Module III: Major Theories of International Relations – Critical Approaches
Unit I – Marxism, Frankfurt School, Neo-Marxism
Unit II – Post-structuralism
Unit III – Feminism
Unit IV – Green Politics
Module IV: Ethics in International Relation and Corresponding Challenges
Unit I – Background and Theories
Unit II – Concepts and Applications – Reality and Divergence

Suggested Readings:

1.Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*: fifth Edition, Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.

2. Jackson, R. and Sorenson, G, (2008) *Introduction to International Relations: Theories and Approaches*, New York: Oxford University Press pp. 59-96.

3.William, P., Goldstein, D.M. and Shafritz, J.M. (eds.) (1999) *Classic Readings of International Relations,* Belmont: Wadsworth Publishing Co., pp. 30-58; 92-126.

4.Angell, Norman (1912) 'The Influence of Credit Upon International Relations', in *The Foundations of International Polity* (London: Heinemann).

5.Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*, 5TH Edition, New York: Longman, pp., 7-14; 29-49; 119-126.

6.Goldstein, J. and Pevehouse, J.C. (2009) *International Relations*, New Delhi: Pearson, p.p. 81-111.

7.Ghosh, P (2020), *International Relations*, Fourth Edition, PHI Learning Private Limited, ISBN: 9788120352407

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

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	50	-	-	50

CO-PO MATRIX-

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	1	2
CO2	2	2	1	0	3	3	2	2	2	1
CO3	3	1	2	1	2	1	3	1	1	2
CO4	2	2	1	3	3	2	2	2	2	3
CO5	1	3	2	1	1	2	1	3	3	3
CO6	1	2	1	3	0	1	2	1	2	1

	Constitutional Government and Politics in India	L	T	P	C
Version		2	1	0	3
Pre-requisites/Exposure	Basic knowledge of civics				
Co-requisites	--				

Course Description:

This course introduces the students with the basic philosophy behind the Indian Constitution, debate, deliberations, discussion in the formation of the constitution. It explains the Fundamental Rights and Directive principles of the state policy, fundamental duties, etc. that is important for the individual and the State at large. The course also provides the conceptual clarity of state and central relationship (Federalism), local self-government (Panchayati Raj Institution, etc.) and functional understanding of different organs of the government and its associated government bodies.

Course Objectives:

1. To acquaints students with the constitutional design of state structures, institutions and their actual working
2. To show how organs of government have played out in the political practice
3. To encourages and develop an understanding of state institutions in their mutual interaction and with the larger extra-constitutional environment.

Course Outcomes

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

CO1. Understand the basic philosophy behind the formation of the constitution.

CO2. Know and understand their Fundamental rights and duties

CO3. Develop a better understanding of government functioning of three organs of the government

CO4: Understand the governance mechanism between the center and state and the grassroot level democratic system and people's participation and representation.

Course Content:

UNIT I   **The Constituent Assembly and the Constitution:**

1 Philosophy of the Constitution, the Preamble, and Features of the Constitution
2.Fundamental Rights and Directive Principles,
3.Constitutional Assembly Debates (overview)

UNIT II   **Organs of Government:**

1. The Legislature: Parliament
2. The Executive: President and Prime Minister
3. The Judiciary: Supreme Court

UNIT III   **Federalism and Decentralization:**

1. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules of the constitution.
2. Panchayati Raj
3.Municipalities

Essential Readings:

1. Austin, G. (2010). *The Constituent Assembly: Microcosm in Action*, in The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print, pp.125.
2. Basu, D. (2012). *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.
3. Bhargava, R. (2008). *Introduction: Outline of a Political Theory of the Indian Constitution*, in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 1-40.
4. Chaube, S. (2009). *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.
5. Kapur.A.C. K.K.Misra,.(204) Select Constitution.S .Chand
6. Sibal, A. (2010). *From Niti to Nyaya*, Seminar, Issue 615, pp. 28-34.
7. The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

POS104	Understanding Political Concepts	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

This course is divided into two sections. Section A helps the student understand 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 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 enable the students to ponder and debate.

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. Articulate the core principles of political theory, political philosophy and comparative politics, demonstrating foundational knowledge in the discipline.

CO2. Evaluate semantic and modern approaches to political theory, and justify the significance of studying these perspectives in contemporary educational contexts.

CO3. Employ major concepts and theoretical perspectives to analyze political systems and practices critically.

CO4. Identify and critically assess the factors influencing the social construction of politics.

CO5. Distinguish between various political ideologies and assess their implications for

political systems globally.

CO6. Develop and present arguments based on evidence by synthesizing key concepts of political science in written or oral formats.

Course Content:

Section A: **Core Concepts**

I. Liberty:

a) Negative liberty, b) Positive liberty

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) GlobalJustice

Section B: Major Debates

IV. Major and Modern Debates:

a) Issues of political obligation and civil disobedience,

 b) Human Rights and Cultural relativism;

c) Diversity in Plural Society; Issues of multiculturalism and Toleration.

Suggested 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*, NewYork: Oxford University Press, pp. 172-187.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written ExamExamination

Scheme:

Components	Class Assessment	End Term
Weightage (%)	**50**	**50**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

Course Code VAC105	Community Engagement and Social Responsibilities	L	T	P	C
Version1.0		1	0	2	2
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Description: This course explores the concepts of social responsibility, community engagement, and civic participation, empowering students to become active contributors to society.

Course Outcomes

Knowledge (Remembering):

CO1: Define social responsibility, community engagement, and civic participation. Identify local and global social issues (e.g., poverty, inequality). Recall historical and cultural contexts shaping social responsibility.

Comprehension (Understanding):

CO2 : Compare and contrast different theoretical frameworks for social responsibility. Analyze the role of individuals, organizations, and governments in community engagement. Explain the importance of cultural competence in community interactions.

Application (Applying):

CO3: Apply social responsibility principles to real-world scenarios. Develop a community engagement plan for a selected social issue. Design a volunteer program for community service.

Analysis (Analyzing):

CO4: Critique the impact of social media on community engagement and social responsibility. Evaluate the effectiveness of community-based initiatives. Examine the intersectionality of social issues (e.g., race, gender, class)

Evaluation (Evaluating):

CO5: Assess the ethical implications of community engagement initiatives. Evaluate the impact of social responsibility on personal and professional growth. Critique the role of policy and advocacy in promoting social change.

Synthesis (Creating):

CO6: Demonstrate a commitment to lifelong learning and community engagement. Students will be able to reflect on their own values and beliefs, identify areas for personal growth, and develop a plan for ongoing learning and community engagement.

COURSE CONTENT

MODULE 1:

Unit I: Appreciation of Rural Society:

Rural and peri-urban life style, rural society, caste and gender relations, rural values with respect to community, rural culture, nature and resources, elaboration of "soul of India lies in villages' (Gandhi), rural infrastructure.

Unit II: Understanding rural and local economy and livelihood:

Agriculture, farming, land ownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets, migrant labourer, impact of COVID-19 on Migrant Labourers.

MODULE 2:

Unit III: Rural and Local Institutions:

Traditional rural and community organizations, local administration and community involvement, Self-help Groups, Panchayat raj, institutions (Gram Sabha, Gram Panchayat, Standing Committees), Nagarpalikas and municipalities, local civil society.

Unit IV: Rural and National Development Programme:

History of rural development in India, Current national programs in India: Sarva Shiksha, Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM AwaasYojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, SHRAM, Jal Jeevan Mission, SFURTI, Atma Nirbhar Bharat, etc.

Various schemes of West Bengal Government: Kanyashree, Rupashree, Lakshmir Bhandar, Yuvasree, Sikshashree, Jai Bangla, Lokprasar, Nijo Griha Nijo Bhumi, Swasthya Sathi, Gatidhara, Gitanjali, Khadya Sathi, Sabooj Sathi, Sabujshree, Sufal Bangla, Shishu Sathi, Sabala etc.

Recommended field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities.
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site.
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP).
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps.
- Participate in Gram Sabha meetings, and study community participation.
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.

- **Attend Parent Teacher Association meetings, and interview school drop outs Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India.**
- **Visit local Anganwadi Centre and observe the services being provided.**
- **Visit local NGOs, civil society organisations and interact with their staff and beneficiaries.**
- **Organize awareness programmes, health camps, Disability camps and cleanliness camps.**
- **Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys.**
- **Raise understanding of people's impacts of climate change, building up community's disaster preparedness.**
- **Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants.**
- **Identifying the small business ideas (handloom, handicaraft, khadi, food products, etc.) for rural areas to make the people self-reliant.**

Recommended Readings

Books:

1. **Singh, Katar, Rural Development: Principles, Policies and Management, Sage Publications, New Delhi, 2015.**
2. **A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayati Raj Studies, 2002.**
3. **United Nations, Sustainable Development Goals, 2015 un.org/sdgs/**
4. **M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.**

Journals:

1. **Journals of Rural development, (published by NIRD & PR Hyderabad)**
2. **Indian Journal of Social Work, (by TISS, Bombay)**
3. **Indian Journal of Extension Education (by Indian Society of Extension Education)**
4. **Journal of Extension Education (by Extension Education Society) Fostering Social Responsibility & Community Engagement in Higher Education Institutions in India**
5. **Kurukshetra (Ministry of Rural Development, GoI)**
6. **Yojana (Ministry of Information and Broadcasting, GoI)**

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

Components	Internal	Attendance	Practical	End Term
Weightage (%)	**50**	**-**	**25**	**25**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	1	2
CO2	2	2	1	0	3	3	2	2	2	1
CO3	3	1	2	1	2	1	3	1	1	2
CO4	2	2	1	3	3	2	2	2	2	3
CO5	1	3	2	1	1	2	1	3	3	3
CO6	1	2	1	3	0	1	2	1	2	1

POS105	UNDERSTANDING POLITICAL THEORY	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	N/A				

Course Description:

This course introduces students to the foundational concepts, ideologies, and applications of political theory, providing a comprehensive understanding of its scope and relevance in contemporary politics. It examines the distinction between normative and empirical approaches, explores fundamental concepts such as liberty, equality, rights, and justice, and investigates their interrelationships. The course further delves into major political ideologies like Liberalism, Marxism, and Socialism, highlighting their core principles and key theorists. Finally, it addresses the evolution and theories of democracy while analysing its challenges in the modern era. By blending theoretical frameworks with practical insights, this course equips students with analytical tools to engage critically with political ideas and issues.

Course Objectives:

1. To define the scope and significance of political theory in understanding contemporary politics.
2. To differentiate between normative and empirical approaches to political theory.
3. To analyse core concepts such as liberty, equality, rights, and justice in political thought.
4. To explore the foundational principles and contributions of major political ideologies like Liberalism, Marxism, and Socialism.
5. To examine the meaning, evolution, and challenges of democracy in theory and practice.

Course Outcomes:

This course aims to:

CO1: Define key concepts and ideologies within political theory and their historical significance.

CO2: Explain the distinctions between normative and empirical approaches in political theory.

CO3: Relate fundamental political concepts to contemporary political issues and scenarios.

CO4: Compare the core principles of Liberalism, Marxism, and Socialism.

CO5: Assess the challenges faced by democracies in the modern era using theoretical perspectives.

CO6: Develop informed arguments or critiques regarding the relevance and application of political theory in addressing real-world political problems.

Course Content:

Unit I: Introduction to Political Theory

- Definition and scope of political theory
- Normative vs. empirical political theory
- Importance and relevance of political theory in contemporary politics

Unit II: Fundamental Concepts in Political Theory:

- Liberty and Equality: Ideas and Implications
- Rights and Justice: Ideas and Implications
- Interrogating the Relationship between the fundamental concepts: Complimentary or Opposite?

Unit III: Major Political Ideologies

- Liberalism: Core principles and key theorists

- Marxism: Core principles and key theorists

- Socialism: Core principles and key theorists

Unit IV: APPLIED POLITICAL THEORY:

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

Essential Readings

- Arblaster, Anthony. *The Rise and Decline of Western Liberalism.* Oxford: Blackwell, 1984.
- Bhargava, Rajeev, ed. *Political Theory: An Introduction.* New Delhi: Pearson Longman, 2008.
- Bhargava, Rajeev, and Helmut Reifeld, eds. *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions.* New Delhi: SAGE Publications, 2005.

- Chatterjee, Partha. *The Politics of the Governed: Reflections on Popular Politics in Most of the World.* New York: Columbia University Press, 2004.
- Chaturvedi, Archana. *Democracy and Its Challenges in Contemporary India.* Jaipur: Rawat Publications, 2014.
- Christiano, Thomas. *The Rule of the Many: Fundamental Issues in Democratic Theory.* Boulder, CO: Westview Press, 1996.
- Dahl, Robert A. *Democracy and Its Critics.* New Haven: Yale University Press, 1989.
- Gandhi, M. K. *Hind Swaraj.* Ahmedabad: Navajivan Publishing House, 1938.
- Goodin, Robert E., and Philip Pettit, eds. *Contemporary Political Philosophy: An Anthology.* Oxford: Blackwell, 1997.
- Gray, John. *Liberalism.* Minneapolis: University of Minnesota Press, 1995.
- Habermas, Jürgen. *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy.* Cambridge, MA: MIT Press, 1996.
- Held, David. *Models of Democracy.* Stanford: Stanford University Press, 2006.
- Kaviraj, Sudipta. *The Imaginary Institution of India: Politics and Ideas.* Ranikhet: Permanent Black, 2010.
- Macpherson, C. B. *The Life and Times of Liberal Democracy.* Oxford: Oxford University Press, 1977.
- Marx, Karl, and Friedrich Engels. *The Communist Manifesto.* New York: Penguin Classics, 2002.
- Menon, Nivedita. *Seeing Like a Feminist.* New Delhi: Zubaan, 2012.
- Oakeshott, Michael. *Rationalism in Politics and Other Essays.* London: Methuen, 1962.
- Rawls, John. *A Theory of Justice.* Cambridge, MA: Harvard University Press, 1971.
- Sen, Amartya. *Development as Freedom.* Oxford: Oxford University Press, 1999.
- Varshney, Ashutosh. *Ethnic Conflict and Civic Life: Hindus and Muslims in India.* New Haven: Yale University Press, 2002.

COS	PO1	PO2	P03	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	1	1	1	1	1
CO2	2	3	3	2	1	1	2	2	2	2
CO3	2	3	2	2	1	1	2	2	2	2
CO4	2	2	2	3	1	1	2	2	2	2
CO5	1	2	3	2	1	3	1	3	2	1
CO6	2	3	1	2	3	3	1	3	1	2

1-WEAKLY MAPPED

2-MODERATELY MAPPED

3 - STRONGLY MAPPED

POS111	Contemporary Global Politics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of International Relations				
Co-requisites	--				

Course Description:

This course is designed to provide a comprehensive understanding of the global issues as well as the interlinkages between international, regional, national as well as local issues that have come to assume a very important role in the 21st century. It starts with elaborating on the basic and fundamental concepts of the 'global' in common parlance as well as in academic discourses followed by the detailed understanding of the state system and its repercussions on the course of developments in the international system, be it social, political, economic or environmental.

Course Objectives

1. To provide a comprehensive understanding of the evolution of global politics and the theoretical approaches that frame its study.

2. To analyze the emergence and development of the international state system, focusing on critical historical milestones such as the Peace of Westphalia.

3. To explore current trends in global politics, including environmentalism, ethnic conflicts, and terrorism, with a critical perspective.

4. To encourage the application of mainstream and critical approaches to real-world international issues and challenges.

Course Outcomes (CO)

CO 1 - Demonstrate a thorough understanding of mainstream and critical theoretical approaches to analyze global politics.

CO 2 - Analyze the evolution of the international state system from ancient times to the contemporary era, including significant events.

CO 3 - Examine the role of environmentalism and climate change debates in shaping contemporary global political discourse.

CO 4 - Evaluate the impact of ethnic conflicts and terrorism on global stability and international relations.

CO 5 - Apply theoretical approaches to assess real-world global challenges, such as power dynamics and international cooperation.

CO 6 - Develop critical thinking and analytical skills to engage with contemporary debates in global politics, contributing to policy-making or academic discourse.

Course Content:

Module I - Understanding the "global": Evolution and Approaches   20 hours

Unit 1 - Mainstream Approaches: Liberalism, Realism, English School

Unit 2 - Critical Approaches: Marxism, Post-Colonialism, Post-Structuralism, Feminism

Module II - Emergence of the international system   20 hours

Unit 1 - Levels of Analysis

Unit 2 – The rise of State System: Ancient to 1648 (Peace of Westphalia)

Unit 3 - Post Westphalia and the rise of the modern state

Module III - Current issues in Global Politics   20 hours

Unit 1 - Environmentalism and debates on Climate Change

Unit 2 – Human Rights and Development Debate

Unit 3 – Rise of NGOs and Civil Society

References:

- Barnett, M and Duvall, R. (2005), *Power in International Politics.* International Organization 59 (1)
- Nexon, D and Wright, T. (2007). *What's at Stake in the American Empire Debate?* The American Political Science Review 101 (2)
- Keane, John. (2003), *Global Civil Society?.* Cambridge University Press.

- Baylis, J. and Smith, S. (eds.) (2011) *The Globalization of World Politics: An Introduction to International Relations*: fifth Edition, Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
- Art, R. J. and Jervis, R. (eds.) (1999) *International Political Enduring: Concepts and Contemporary Issues*, 5TH Edition, New York: Longman, pp., 7-14; 29-49; 119-126.
- Heywood, Andrew and Whitham, Ben (2023). *Global Politics,* Bloomsbury Academic.
- Jackson, Robert J. (2013). *Global Politics in the 21st Century*. Cambridge University Press.
- Elliott, Lorraine (2003), *The Global Politics of the Environment,* New York University Press.

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

Components	Internal	End Term
Weightage (%)	**50**	**50**

Course Outcomes (COs) and Program Outcomes (POs) Co-relation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	3	1	2	1	3	1	2	1	2	1

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

POS112	Governance Issues and Challenges	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basics of Civics from 12th Std				
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:

CO 1: Understand and Describe

Students will be able to describe the fundamental concepts of government and governance, particularly the roles of the state, market, and civil society in the context of globalization.

CO 2: Analyse and Compare

Students will analyse the changing dimensions of development in relation to governance and will be able to compare various governance models and their impact on democratic processes.

CO 3: Evaluate and Assess

Students will evaluate the principles of environmental governance and assess the effectiveness of green governance practices in promoting sustainable human development.

CO 4: Apply and Implement

Students will be able to apply the concepts of democratic decentralization and implement strategies for enhancing people's participation in local governance initiatives.

CO 5: Create and Propose

Students will create a proposal for a good governance initiative in India based on best practices and will be able to propose actionable recommendations for improving public service delivery through electronic governance and citizen engagement.

CO 6: Collaborate and Innovate

Students will collaborate to develop innovative governance solutions integrating technology, policy, and community engagement.

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.

Course Content:

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

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

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

Module IV: [15 lecture hours]
Local Governance: Democratic Decentralization People's Participation in Governance

Module V: **[15 lecture hours]**
Good Governance Initiatives in India: Best practices

Module VI: **[15 lecture hours]**
Public Service Guarantee Acts: Electronic Governance, Citizens Charter & Right to Information, Corporate Social Responsibility

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/Written ExamExamination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

Course Code VAC102	Human Values and Ethics	L	T	P	C
Version1.0		2	0	0	2
Pre-requisites/Exposure	--				
Co-requisites	--				

Course Description: This course explores the fundamental human values and professional ethics essential for individuals in various professions.

Course Objective
To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. To achieve sustainable development goals by fostering a sense of responsibility and awareness among students about the impact of their actions on the world around them.

COURSE CONTENT

Unit I : Value Education, Love, Compassion and Truth

Understanding value education. Love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Affect theory Love and compassion and inter-relatedness: relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Value education to achieve SDGs.
Individuals who are remembered in history or collective memory for practising compassion and love: (such as the Buddha, and Jesus Christ)
What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others)
Individuals who are remembered in history for practising this value (Raja Harishchandra, Dharmaraja Yudhishthira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others)

Unit II : Non-Violence, Righteousness and Peace

Non-violence and its need. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence.
What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness.
What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations).

Unit III Harmony in the Family and Society

Harmony in the human being. Understanding harmony in the self.
Family: Meaning and constitution. Importance of family relationships. Characteristics of a strong family. Build strong family relationships
Trust and Respect as the foundational values of relationship. Understanding the meaning of Trust; Difference between intention and competence; The meaning of Respect; Difference between respect and differentiation; the other salient values in relationship.
Meaning of Society. Social roles — Meaning and various types. Individual as a Social Being. Responsibilities as Social Being. Role conflict versus role strain. Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society - from family to world family.

Unit IV Love and Sensitivity for Nature and Environment

The harmony in the Nature. Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature. Understanding Existence as Co-existence of mutually interacting units in all-pervasive space

Unit V Ethics and Integrity

Ethics and its importance. Ethical decision making. Personal and professional moral codes of conduct. Competence in professional ethics. Ethical human conduct. Strategies for Transition towards Value-based Life and Profession. Creating a harmonious life.
What makes an individual great? Understanding the persona of a leader for deriving holistic inspiration.

Recommended Readings
Books
1. R R Gaur, R Asthana, G P Bagaria, A Foundation Course in Human Values and Professional Ethics, 2nd Revised Edition, Excel Books, New Delhi, 2019.
Other References
1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow.
2. A.N. Tripathy, 2003, Human Values, New Age International Publishers.
3. PL Dhar, RR Gaur, Science and Humanism, Commonwealth Purblishers.

Course Outcomes

Knowledge (Remembering):

CO1: Define and explain human values (e.g., respect, empathy, honesty).
Identify and describe professional ethics principles (e.g., integrity, objectivity).
Recall historical and cultural contexts influencing human values and professional ethics.

Comprehension (Understanding):

CO2 : Compare and contrast different ethical theories (e.g., utilitarianism, deontology).
Analyze the relationship between human values and professional ethics in various professions. Explain the importance of diversity, equity, and inclusion in professional settings.

Application (Applying):

CO3: Apply ethical principles to real-world scenarios in professional contexts.
Develop strategies for resolving moral dilemmas in personal and professional life.
Create a personal code of ethics integrating human values and professional principles.

Analysis (Analyzing):

CO4: Critique the impact of cultural and societal factors on human values and professional ethics. Evaluate the role of empathy and emotional intelligence in professional relationships. Examine the consequences of unethical behavior in professional settings.

Evaluation (Evaluating):

CO5: Assess the effectiveness of ethical decision-making models in professional contexts. Evaluate the impact of human values on professional relationships and outcomes.Critique the role of professional associations in promoting ethics and human values.

Synthesis (Creating):

CO6: Develop a personal code of ethics and values that guides professional behavior Students will be able to articulate their own values and ethics and explain how they inform their professional decisions.

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

Components	Internal	Attendance	Mid-term	End Term
Weightage (%)	50	-	-	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	1	2
CO2	2	2	1	0	3	3	2	2	2	1
CO3	3	1	2	1	2	1	3	1	1	2
CO4	2	2	1	3	3	2	2	2	2	3
CO5	1	3	2	1	1	2	1	3	3	3
CO6	1	2	1	3	0	1	2	1	2	1

POS108	Indian Political System	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

This course helps the student to understand the basic concepts of political ideas. 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. Also, it 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 Objectives:
The paper aims –

1. To give a precise understanding of the subject by using various ideas and concepts.

2. To highlight the dynamics of political concepts by incorporating the recent changes in the edifice.

3. To enable the students to ponder and debate.

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 the fundamentals of 'Politics'- Political Ideas and Concepts.

CO2. Examine the influence of key socio-political movements on India's democratic processes,

development policies, and societal transformation.

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. Critically analyze the roles and interactions of the Indian Parliament, Executive, Judiciary,

and other constitutional bodies in shaping governance and policy-making.

CO6. Understand the semantic and modern perspective to the political concepts and thereby

understanding rationale to study the subject in this changing world of pedagogy.

Course Content:

Unit – I

1. Significance of the Indian Model of Political System

2. Nationalist Movement- Socio-economic and Philosophical foundation of Indian Constitution

3. Federalism and Centre – State Relations

Unit – II

1. Prime minister – Cabinet and Parliament

2. Judiciary and Judicial Review

3. Role of Civil Services

Unit – III

1. Changing Nature of Indian Party System

2. National Regional Parties: Ideology, Organisation, Leadership patterns and factionalism

3. Elections, Political Participation and Voting Behaviour

4. Interest and Pressure Groups

Unit – IV

1. National Integration and Problem of National Building

2. Political Economy of Development

Suggested 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*, NewYork: Oxford University Press, pp. 172-187.

Modes of Examination:
Assignment/Quiz/Project/Presentation/Written ExamExamination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS201	THEORIES AND THINKERS OF INTERNATIONAL RELATIONS	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	N/A				

Course Description:

This course provides a foundational understanding of International Relations (IR) theories and the methodological debates shaping the discipline. It examines the evolution and core tenets of Classical Realism, Neo-Realism, Liberalism, and Constructivism, exploring concepts such as power dynamics, institutional roles, globalisation, and the influence of ideas, norms, and identity in global politics. Additionally, the course engages with methodological debates, contrasting positivist approaches with post-positivist perspectives like Critical Theory and Postmodernism. By linking theoretical frameworks with real-world applications, the course equips students with analytical tools to critically evaluate international issues and global challenges.

Course Objectives:

1. To understand and explain the foundational theories of International Relations, including Realism and Neo-realism, and assess their relevance in contemporary global contexts.
2. To critically evaluate the role of neoliberal institutions in shaping international decision-making and governance structures.
3. To analyse and critique critical and post-modern theories in International Relations, examining their implications for traditional power dynamics.
4. To contextualise the contributions of the English School to the study of International Relations, focusing on the interplay between order and justice.
5. To synthesise theoretical insights and empirical data to formulate informed opinions on contemporary global issues.

Course Outcomes:

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

CO1: Demonstrate different frameworks of international relations theories by grasping the subtleties associated with these theories.

CO2: Understand and analyse specific cases of institutional influence on global cooperation.

CO3: Develop critical perspectives and argumentative ability to critique established theories.

CO4: Explain the historical significance and contemporary relevance of the English School.

CO5: Apply various theoretical perspectives to real-world scenarios in international relations.

CO6: Evaluate the role of ideas, norms, and identities in shaping state behaviour and global interactions.

<div align="center">

COURSE CONTENT

</div>

Course Content:

Unit I:

Introduction to International Relations Theory:

1. Understanding the scope and significance of international relations theories.
2. Classical Realism: Thucydides to Morgenthau, E. H. Carr's Classical Realism.
3. Neo-Realism: Defensive Realism and Offensive Realism, Kenneth Waltz's view on Structural Realism, Kenneth Waltz's balance of power theory.

Unit II:

Liberalism:

1. Historical context and core assumptions of Liberalism.
2. Institutional Liberalism and Democratic Peace Theory.
3. Liberalism and globalisation.

Unit III:

Constructivism:

1. The emergence and growth of Constructivism in IR.
2. The role of ideas, norms and identity in international relations.
3. Fundamental assumptions and critiques of Constructivism.

Unit IV:

Methodological Debates:

a. The rise of methodological debates in IR
b. Positivist Methodology
c. Post-Positivist Methodology: Critical Theory, Postmodernism, Normative Theory.

Essential Readings:

- Ashley, R. K. (1984). The political economy of war: A study of international relations. *Millennium: Journal of International Studies, 13*(3), 307-327.
- Bull, H. (1977). *The anarchical society: A study of order in world politics*. Columbia University Press.
- Buzan, B., & Little, R. (2000). *International systems in world history: Remaking the study of international relations*. Oxford University Press.
- Caporaso, J. A., & Katunich, P. (1997). Theories of international relations. In *International relations: A handbook* (pp. 13-32). Westview Press.
- Carr, E. H. (1946). *The twenty years' crisis, 1919-1939: An introduction to the study of international relations*. Harper & Brothers.
- Cohn, C. (1987). Sexual puzzles: Prostitution and the state. In *Gender and international relations* (pp. 100-121). University of South Carolina Press.
- Dunne, T., & Reus-Smit, C. (2017). The 'practice turn' in international relations theory. In *Theories of international relations: A reader* (pp. 281-300). Routledge.
- Finnemore, M., & Sikkink, K. (1998). International norm dynamics and political change. *International Organization, 52*(4), 887-917.
- Jackson, R. H., & Sørensen, G. (2016). *Introduction to international relations: Theories and approaches* (7th ed.). Oxford University Press.
- Keohane, R. O. (1984). *After hegemony: Cooperation and discord in the world political economy*. Princeton University Press.
- Morgenthau, H. J. (1948). *Politics among nations: The struggle for power and peace*. Alfred A. Knopf.
- Ruggie, J. G. (1998). Constructing the world polity: A conceptual articulation. In *Constructing the world polity: Essays on international institutionalization* (pp. 1-25). Routledge.
- Tickner, J. A. (2001). *Gender in international relations: Feminist perspectives on achieving global security*. Columbia University Press.
- Waltz, K. (1979). *Theory of international politics*. McGraw-Hill.
- Wendt, A. (1999). *Social theory of international politics*. Cambridge University Press.

COS	PO1	PO2	P03	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	1	1	1	1	1
CO2	2	3	3	2	1	1	2	2	2	2
CO3	2	3	2	2	1	1	2	2	2	2
CO4	2	2	2	3	1	1	2	2	2	2
CO5	1	2	3	2	1	3	1	3	2	1
CO6	3	1	1	2	3	1	1	3	2	2

1- WEAKLY MAPPED
2- MODERATELY MAPPED
3 - STRONGLY MAPPED

POS202	Western Political Thought I	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	N/A				

Course description:

This course explores the foundational ideas and evolution of Western Political Thought, examining key concepts, thinkers, and theories that have shaped political philosophy and governance. It begins by introducing the nature, scope, and relevance of political thought, including major ideas like the Polis, the Ideal City, and Justice. The course delves into Ancient Greek Political Thought through the works of Plato and Aristotle, analysing their contributions to political theory. It then moves to Medieval and Early Modern thinkers such as St. Augustine, Thomas Aquinas, Marsilius of Padua, and Niccolo Machiavelli, emphasizing the interplay of religion, state, and power. Finally, the Social Contract Theory is explored through the perspectives of Hobbes, Locke, and Rousseau, focusing on sovereignty, property, and popular will. This course offers students a comprehensive understanding of Western political ideas and their relevance in contemporary political discourse.

Course Objectives:

1. To understand political philosophy in the western context.
2. To critically analyse the ideas of various Western political thinkers from the ancient to the early modern periods.
3. To reflect on their philosophical visions of an ideal political society.
4. To examine the relevance of Western Political thought.

Course Outcome:

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

CO1. Understand the significance and historical context of Western Political Thought.

CO2. Analyse the foundational concepts in Ancient Greek Political Thought.

CO3. Evaluate the relationship between Church and State in Medieval Political Thought.

CO4. Apply principles of Machiavelli's modern political theories to contemporary governance.

CO5. Compare and contrast the Social Contract theories of Hobbes, Locke, and Rousseau.

CO6. Formulate perspectives on sovereignty and governance based on classical and modern ideas.

Course Content :

Unit I : Introduction to Western Political Thought

a. Nature, scope and significance of understanding Political thought

b. Historical context and relevance of western political thought

c. Major concepts in Western Political thought (The Polis, The Ideal City, The Just and the Unjust.

Unit II: Ancient Greek Political Thought

a. Historical background of Greek political thought

b. Plato

c. Aristotle

Unit III: Medieval and Early Modern Thought:

a. St. Augustine – Theory of Two Swords, Justice and the State, church and the state

b. Thomas Aquinas and Marsilius of Padua – Nature and Society, Nature of State, State and Church

c. Niccolò Machiavelli – 'Prince' Modern Political Thought

Unit IV: Social Contract Theory

d. Thomas Hobbes – Absolute Sovereignty, State and Society.

e. John Locke – Limited Government, Theory of Property.

f. Jean Jacques Rousseau – Romanticism; General Will and Popular Sovereignty.

Essential Readings:

- Barker, Ernest (2013). Greek Political Thought. Routledge.
- Ebenstein, William (1967). Great Political Thinkers. University of California.
- Foster & Jones (1949). Masters of Political Thought. Houghton Mifflin.
- Hacker, Andrew (1969). Political Theory: Philosophy, Ideology, Science. MacMillan.
- Sabine, G.H. (1973). A History of Political Theory. Dryden Press.
- Singh, Sukhbir (1980). History of Political Thought Vol. I. Rastogi Publications
- Singh, Sukhbir (1980). History of Political Thought Vol. II. Rastogi Publications
- Roberts, Peri & Peter Sutch (2012). An Introduction to Political Thought. Edinburgh University Press

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written ExamExamination

Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS203	Feminism :Theory and Practise	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	Basic knowledge of Political system				
Co-requisites	--				

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 Objective:

The aim of this course is to

1. To give a precise understanding of the subject by using various theories and approaches.

2. To highlight the dynamics of feminist theory and practise by incorporating the recent changes in the edifice.

3. To enable the students to ponder and debate with regard to the evolution of feminism and its practical application in the contemporary scenario.

4. To help the students to understand core feminist concepts by grounding them in real-world examples and case studies. It also includes comparison between different feminist thought and case studies to ensure a wider and transnational perspective.

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

- **CO1.** Articulate the core concept of patriarchy and different approaches of feminism

- **CO2.** Evaluate different trajectories of history of feminism as it developed in western, socialist and Indian contexts.

- **CO3.** Employ major understanding of how patriarchy functions within the family.

- **CO4.** Critically engage with ongoing feminist debates and struggles across the world in their complexity and diversity.

- **CO5.** Distinguish between various feminist theories and assess their implications in the contemporary scenario.
- **CO6.** Develop and present arguments based on evidence by synthesizing key concepts of feminist thinkers in written or oral formats.

Course Content:

Module: 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

Module: 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

Module: 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

Module: 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.

Suggested Readings:

- ArpitaMukhipadhyay(2016) *Feminisms.*Orient Blackswan.

- Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25- 350.

☐ 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.

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

CO-PO correlation Matrix:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	2	3	2	2	0	0
CO2	3	1	2	3	3	2	3	1	0	0
CO3	3	2	1	2	2	1	1	1	0	0
CO4	3	0	0	2	3	3	2	3	0	0
CO5	1	3	3	2	1	1	0	2	3	2
CO6	2	2	2	3	0	1	3	2	2	0

POS204	Public Policy in India	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge of Social Sciences.				
Co-requisites	--				

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 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.

CO6: Develop evidence-based policy recommendations by analyzing contemporary challenges in India's governance and evaluating the effectiveness of existing public policies.

Course Content:

Unit I:
Public Policy: a. Definition, characteristics and models; b. Public policy process in India

Unit II:
Budget: a. Concept and Significance of Budget; b. Budget cycle in India; c. Types of budgeting.

Unit III:
Citizen and administration interface: a. Public Service Delivery b. Redressal of publicgrievances: RTI, Lokpal, Citizens' Charter and E-Governance.

Unit IV:
Social Welfare Administration- a. Concept and Approaches of Social Welfare b. Social Welfare Policies: Education: Right to Education, Health: National Health Mission.

Reference Books

- Anderson, J. (1975). Public Policy Making. New York: Thomas Nelson and sons Ltd.

- Basu, R. (2015). Public Administration in India Mandates, Performance and FuturePerspectives, 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 ofDevelopment, Delhi: Shipra Publications.

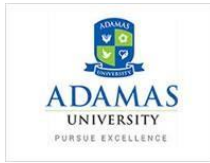- Sharma, P. (2004). E-Governance: The New Age Governance, APH Publishers.
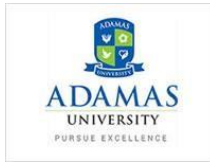
Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	1	0	2	1	3	2	0	1
CO2	1	2	0	3	2	3	2	1	2	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS205	Introduction to International Organizations	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic Knowledge of Social Sciences/Humanities.				
Co-requisites	--				

Course Description:

International Organizations are fast becoming important instruments of conducting International Relations. International Organizations - global or regional, governmental or non- governmental, multi-purpose or dedicated to perform specific functions - constitute important elements of the current global governance structures. This course bases itself on the understanding of international organization as a process and aims to expose students to the diversity and complexity of forms in which this process manifests itself by using the examples of specific international organizations. Although, the United Nations System continues to be regarded ideationally and functionally as the chief reference point in the domain of international organizations, the canvas of this course is spread widely to include multiple forms and multiple levels of international organizations. The course is designed to cover both theoretical and conceptual aspects of international organizations.

Course Objective:

1. To make the students develop a theoretical as well as practical understanding of International Organization(s).

2. To increase the awareness of the students as to why International Organizations exist, controversies surrounding them in the context of the International Relations Theory.

3. To ensure that the students are able to relate with the methods applied by the organizations helping them to understand the nature of global problems.

4. To develop the ability of the students in acquiring knowledge about the functioning of the organisation of different kinds, including the financial ones at the global level.

Course Outcome(s):

CO1: The students will be able to acquire domain knowledge. The students would be able to study and analyze international organization(s) from critical and constructive prospective.

CO2: The students will gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues in the contemporary world order.

CO3: The students will gain an idea to deal with regional and global problems involving regional, multilateral organizations and international non- governmental organizations.

CO4: Critically evaluate the structure, objectives, and operations of key international organizations, such as the United Nations, World Bank, and WTO, in addressing global challenges.

CO5: Examine the influence of international organizations on global governance, conflict resolution, and economic development, and their interactions with nation-states.

CO6: The students will be able to pursue higher education such as Post Graduate Studies and Research in International Organization(s) and in other interdisciplinary areas to provide qualitative insights to create a better world.

Course Content:

Module I: Introduction and Theoretical Perspectives
1. International Organizations: Meaning, Features and Types
2. Relevance and Utility of International Organizations
3. Theoretical Approaches to International Organizations
Module II: Global Governance: The United Nations Organisation
1. The League of Nations and the Origin of the United Nations
2. The Charter and the major organs of United Nations
3. United Nations Organization – Role and evaluation
Module III: Regional and Multilateral Organizations
1. Regional Organizations: EU, ASEAN, SAARC and MERCOSUR.
2. Multilateral Organizations: BRICS, SCO, QUAD and AUKUS.
3. Financial Organizations**:** IMF, WB, WTO, AIIB and ADB.
Module IV: Global Civil Society and International Non -Governmental Organizations
1. The Emergence of Global Civil Society; IGO(s) and INGO(s)
2. International Environmental Institutions
3. International Organizations: Present Trends and Future Scenarios

Essential Readings:

Textbooks:

1. Art, R. J. and Jervis, R. (eds.) (1999) International Political Enduring: Concepts and Contemporary Issues, 5TH Edition, New York: Longman, pp., 7-14; 29-49; 119-126.
2. Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations: fifth Edition, Oxford: Oxford University Press, pp. 90-123; 142-159; 262-277.
3. Goldstein, J. and Pevehouse, J.C. (2009) international Relations, New Delhi: Pearson, p.p. 81-111.
 4. Jackson, R. and Sorenson, G, (2008) Introduction to International Relations: Theories and Approaches, New York: Oxford University Press pp. 59-96.

Other References:

1. Barnett, M.N. and Finnemore, M. (1999). The politics, power, and pathologies of international organizations. International Organization, 53(4), pp.699-732.

2. Boniface, D. S. (2002). Is there a democratic norm in the Americas - an analysis of the Organization of American States. Global Governance 8: p. 365.

3. Brown, B. (2001). IMF governance, the Asian financial crisis and the new international financial architecture. International Law in the Post-Cold War World. Essays in Memory of Li Haopei.

4. Claude, I.L. (1966). Collective legitimization as a political function of the United Nations. International Organization, 20(3), pp.367-379.

5. Haas, E.B. (1961). International integration: The European and the universal process, International Organization 15(3): pp. 366-392.

6. Keohane, R.O. (1998). International institutions: Can interdependence work?. Foreign Policy, pp.82-194.

7. Koremenos, B., Lipson, C. and Snidal, D. (2001). The rational design of international institutions. International Organization, 55(4), pp.761-799.

8. Kuziemko, I. and Werker, E. (2006). How much is a seat on the Security Council worth? Foreign aid and bribery at the United Nations. Journal of Political Economy, 114(5), pp.905-930.

9. McGregor, S. (2005). Structural adjustment programmes and human well- being. International Journal of Consumer Studies, 29(3), 170-180.

10. Mearsheimer, J.J. (1994). The false promise of international institutions. International Security, 19(3), pp.5-49.

11. Mohamedou, M. M. O. (2016). Arab agency and the UN project: the League of Arab States between universality and regionalism. Third World Quarterly 37(7): pp. 1219-1233.

12. O'Neill, B. (1996). Power and satisfaction in the United Nations Security Council. Journal of Conflict Resolution 40(2): pp. 219-237.

13. Pollack, M. A. (1997). Delegation, agency, and agenda setting in the European Community. International Organization 51(1): pp. 99-134.

18. Steinberg, R.H. (2002). In the shadow of law or power? Consensus-based bargaining and outcomes in the GATT/WTO. International Organization 56(2): pp. 339-74.

19. Wendt, A. (1992). Anarchy is what states make of it: the social construction of power politics. International Organization, 46(2), pp.391-425.

20. Woods, N. (2010). Global governance after the financial crisis: a new multilateralism or the last gasp of the great powers? Global Policy 1(1): pp. 51-63.

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

Components	Internal	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	1	0	2	1	3	2	0	1
CO2	1	2	0	3	2	3	2	1	2	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS206	Western Political Thought II	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	N/A				

Course description:

This course examines the development of Modern Western Political Thought, focusing on its key ideas, movements, and thinkers. Beginning with the historical context of modernity, the course explores Reformation political thought through Luther, Calvin, and Hooker, as well as the Enlightenment's transformative influence on political philosophy. It investigates Utilitarianism, highlighting Jeremy Bentham's principles and John Stuart Mill's critique of utilitarian hedonism, and Liberalism's foundational values. The course also delves into the socialist tradition, studying Hegel's dialectics, Marx's historical materialism, and Lenin's theories on imperialism and centralized democracy. Contemporary Western Political Thought is explored through critical perspectives like feminism, postmodernism's critique of modernity, and multiculturalism. Students will gain a thorough understanding of the evolution of political ideas, enabling them to critically assess their relevance to present-day political and social issues. The course integrates historical, philosophical, and contemporary analyses, fostering a comprehensive perspective on modern political thought.

Course Objectives:

This course aims to-

1. Explore history and evolution of Modern western political Thought
2. Provide a comprehensive understanding of reformation political thought
3. Examine the significance of western political thought in the context of liberalism, modernity and socialism
4. Analyse diverse dynamics of contemporary western political thought.

Course Outcomes:

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

CO1. Understand the emergence of modern Western political thought and its historical context.

CO2. Analyse the principles of Utilitarianism and Liberalism.

CO3. Evaluate the role of Hegelian and Marxist theories in the development of socialism.

CO4. Apply feminist and postmodern perspectives to critique modern political structures.

CO5. Compare and contrast different waves of feminism and their contributions to contemporary political thought.

CO6. Create a reflective perspective on multiculturalism and its significance in contemporary society.

Course Content :

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

       a. Overview of modernity in the history of Modern Western Political Thought

       b. Reformation political thought: Luther, Kelvin and Hooker

       c. The Enlightenment and modern Political thought

  II.   **Utilitarian and Liberal Thought**

       a. Overview of Utilitarianism and its elements

       b. Jeremy Bentham – Utilitarianism; Hedonism.

       c. John Stuart Mill – as a critique of utilitarianism

 III.   **Modernity and Socialism**

       a. Hegel – History and Dialectic; State.

       b. Marx – Historical Materialism; Class War and Revolution.

       c. V.I. Lenin – Imperialism and democratic centralism

 IV.   **Contemporary Western Political Thought**

       a. Feminism – Different waves of feminism

       b. Post Modernism – A critique of modernity

       c. Multi-culturalism

Suggested Readings:

- Barker, Ernest (2013). Greek Political Thought. Routledge.
- Ebenstein, William (1967). Great Political Thinkers. University of California.
- Foster & Jones (1949). Masters of Political Thought. Houghton Mifflin.
- Hacker, Andrew (1969). Political Theory: Philosophy, Ideology, Science. MacMillan.
- Sabine, G.H. (1973). A History of Political Theory. Dryden Press.
- Singh, Sukhbir (1980). History of Political Thought Vol. I. Rastogi Publications
- Singh, Sukhbir (1980). History of Political Thought Vol. II. Rastogi Publications
- Roberts, Peri & Peter Sutch (2012). An Introduction to Political Thought. Edinburgh University Press

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written ExamExamination

Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS207	Emerging Global Issues: Challenges and Opportunities	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

This course offers an introduction to the origins, current dilemmas, and future trends of major issues confronting the global community such as energy and resource depletion, food and population, war and terrorism, nuclear arms, human rights, economic interdependence, and international inequality. The role of global institutions and global citizenship will be considered as they relate to global issues.

Course Objectives:

1. Identify major recurring and emerging global issues

2. Examine and analyze one or more specific global problems of international or regional nature, and discuss approaches to its/their solution (from an international perspective)

3. Analyze the interconnections between and among global issues

4. Compare and evaluate the efficacy of national, regional, and international efforts to solve the problems associated with global issues

Course Outcomes:

The student will be able to

CO1. – Defining key concepts such as sustainable development, global health, and geopolitical conflict.

CO2. - Describe the causes and consequences of emerging global issues, such as global pandemics and the rise of artificial intelligence.

CO3. - Apply critical thinking frameworks to evaluate emerging global issues and propose actions for individuals, communities, or organizations**.**

CO4. - Analyze the impact of political, economic, and social forces on emerging global issues, with a focus on how countries interact to address these challenges.

CO5. - Evaluate different policy responses to an emerging global issue, considering their feasibility, sustainability, and potential outcomes.

CO6. - Create an innovative solution to a pressing global issue, such as a new technological approach to addressing water scarcity or an international collaboration to combat cyber threats.

Course Content:

Module I - Theories of Globalization

- Hyperglobalist
- Skeptical
- Transformationalist
- Anti-globalization

Module II - Globalization Debate: merits and demerits

- Noam Chomsky and myths of Globalization
- Mahathir Mohammed and Asian Values Debate

Module III - Global perception of the Developed West vis-à-vis Developing South

- Development Debate;
- Sustainable Development goals – P2P and cross-cultural interjection
- Development and institutional measures
  – IMF, WB, ADB and NDB
  - SCO, BRICS, BIMSTEC, etc.

Module IV: Emerging issues and challenges – the way forward

- Artificial Intelligence
- Energy Security
- Climate Change and COPs – Talkshop or Walking the Talk?

References:

Acharya, A. (2011). „Human Security‟, in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

Appadurai, A. (2000). *Grassroots Globalization and the Research Imagination'*, in Public Culture, Vol. 12(1), pp. 1-19.

Beynon J. & Dunkerley, D. (eds.), (2012).*Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.

Ellwood, W.(2005). The *No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

Heywood, A. (2011). Global *Politics, New York: Palgrave-McMillan*, pp. 1-24.

Heywood, A. (2011).*Global Politics,* New York: Palgrave-McMillan, pp. 112-134.

Keohane, R. (2000). *Sovereignty in International Society'*, D. Held and A. McGrew (eds.) The *Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

Kiras, J. (2011).*'Terrorism and Globalization'*, in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 366-380.

Ritzer, G. (2010).*Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62. M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16. R.

Keohane and J. Nye Jr, (2000) „*Globalization: What's New? What's Not? (And So What?)'*, in Foreign Policy, No 118, pp. 104-119.

Tadjbakhsh, S. Chenoy, &A. (2007) *Human Security*, London: Routledge, pp. 13-19; 123127; 236-243. 31

Vanaik, A. (2007).*Masks of Empire*, New Delhi: Tulika, pp. 103-128.

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

Components	Internal	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	3	1	2	1	3	1	2	1	2	1

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

POS208	Foreign Policy of India: Theory and Praxis	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basics of Political Science				
Co-requisites	--				

Course Description:

India's foreign policy has been subject to various pulls and pushes since its inception. This paper aims to teach students the domestic sources and the structural constraints on the genesis, evolution, and practice of India's foreign policy in a globalized world. The endeavour of this course is to highlight integral linkages between the 'domestic' and 'international' aspects of India's foreign policy by stressing the shifts in its domestic identity and the corresponding changes at the international level. It also aims at giving students knowledge of the evolution, characteristics, and principles of Indian foreign policy and how India is gradually shifting its identity from a postcolonial state to an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, its relations with its neighbours and beyond, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations, and its maritime security policy in the Indian Ocean region would be thoroughly discussed for a clear understanding of the changing positions and development of India's role as a global player since independence.

Course Objectives:

The course objective of this paper is to highlight the interrelationship between the internal and external dynamics of Indian foreign policy against the backdrop of political developments around the world. The paper is also to highlight to the students the formal and informal concepts and processes of the way Indian foreign policy has performed over the years by shifting its identity from a postcolonial state to an 'aspiring power' in the emerging global order.

Course Outcomes:

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

CO1. Understand the historical evolution of Indian polity and its impact on the policy formulation process.

CO2. Analyze the key theories, principles, and factors influencing the formulation and implementation of foreign policy across different political systems.

CO3. Comprehend the dynamics of Neighbourhood policy of India.

CO4. Analyse the geo-strategic position of the Indian subcontinent in world politics.

CO5: Develop a comprehensive idea about determinants of foreign policy formulation.

CO6: Examine the effectiveness of specific foreign policy decisions and strategies in addressing global challenges and advancing national interests.

Course Contents:

Unit I: Historical evolution of Indian Foreign Policy

- 'Asian Relations Conference' and the onset of non-alignment

- Strategic managements in the Cold War years

- 'Act East' and rules-based order in the Indo-Pacific

Unit II: Institutions and Actors in Indian Foreign Policy Making: From Past to Present

- Kautilya's *Arthasastra* vis-à-vis Realist and Liberal interpretation of IFP

- Ministry of External Affairs, National Security Council

- Parliament, Public Opinion and Media

Unit III: Major Doctrines of India's Foreign Policy

- Principles of Non-Alignment (Cold War)

- Aspects of Liberalisation (post-Cold-War)

- Aspects of India's Nuclear and Maritime Doctrine

Unit IV: India's approach to Multilateralism: New Pathways

- India and regional organisations (SAARC, ASEAN, EU)

- India and sub-regional organisations (BIMSTEC, MGC, SCO)

- Global Governance with special reference to Climate Change Negotiations and India

Essential Readings:

- Appadorai, Domestic Roots of India's Foreign Policy, New Delhi, Oxford University Press, 1981.

- Appadorai, National Interest and Non-Alignment, New Delhi, Kalinga Publications, 1999.

- R. Babu, Globalization and South Asian States, New Delhi, South Asian Publishers, 1998.

- J. Bandhopadhyaya, The Making of India's Foreign Policy, Calcutta, Allied, 1979. 11

- S. Bhattacharya, Pursuit of National Interest through Non-Alignment, Calcutta, University Press, 1978.

- R .Bradrock, India's Foreign Policy Since 1971, London, Royal Institute for International Affairs, 1990.

- W. Brands, India and the United States: The Cold Peace, Boston, Twayne Publishers, 1990.

- M. Brecher, India and World Affairs: Krishna Menon's View of the World, New York, the Free Press, 1968.

- R. Chakravarty, The Political Economy of Foreign Policy, Calcutta, Allied, 1983. C. Dasgupta, War and Diplomacy in Kashmir: 1947-48, New Delhi, Sage, 2002.

- P. Dutt, India's Foreign Policy in a Changing World, New Delhi, Vikas, 1999.

- S. Ganguly, US Policy towards South Asia, Boulder Colorado, Westview Press, 1990.

- Hill, Changing Politics of Foreign Policy, Hamsphire, Macmillan, 2001.

- T. Chakraborti and M. Chakraborty, *India's Strategy in the South China Sea,* Routledge, London, 2020

- N. Jetley, India's Foreign Policy: Challenges and Prospects, New Delhi, Lancer Books, 1999.

- K. S.Murthy, India's Foreign Policy, Calcutta, Scientific Book Agency, 1954.

- R. Nanda, India's Foreign Policy: The Nehru Years, Delhi, Radiant Publishers, 1990. 13

- J. Nehru, India's Foreign Policy: Selected Speeds, September 1946-April 1961, New Delhi Publications Division Government of India, 1971.

- Bimal Prasad, The Origins of India's Foreign Policy: The Indian National Congress and World Affairs 1885-1947, 2ndn, Calcutta, Orient Longam, 1962.

- India's Foreign Policy: A Study in Continuity and Changes, New Delhi, Vikas, 1980

- M. S. Rajan, Non-alignment and the Non-alignment Movement in the Present World Order, Delhi, Konark, 1994.

- N.V. Rajkumar, The Background of India's Foreign Policy, New Delhi, AICC, 1953.

- A .P. Rana, Imperatives of Non-alignment: A Conceptual Study of India's foreign Policy in the Nehru Period, New Delhi, 1976.

- L.E. Rose, and R. Sisson, War and Secession: Pakistan India and the Creation of Bangla Desh, Berkeley, University of California Press, 1990.

- P. Sehadavan, Conflict and Peace Keeping in South Asia, New Delhi, Lancers Books, 2001

- Ramesh. Thakur, Politics and Economics of India's Foreign Policy, Delhi, Oxford University Press, 1993.

- T. Chakraborti and M. Chakraborty,*India's Southeast Asia Policy during the Cold War: Identity, Inclination and Pragmatism 1947-1989,* Routledge, London, 2023

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS301	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 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 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 ways to develop a welfare state

CO2. **Recall** key concepts and ideas from ancient Indian political thought, including the theories of kingship, governance, and statecraft.

CO3. **Explain** the historical context and significance of ancient Indian political thought in

shaping governance and societal structures in South Asia.

CO4. **Analyze** the principles of ancient Indian political thought to contemporary issues in international relations and world history.

CO5. **Apply** the lessons learnt from past experiences to build the modern state and formulate appropriate policies for its sustenance.

CO6. Formulate public policies on the basis of knowledge gained through an analysis of textual sources and material cultures.

Course Content:

Module I: **Introduction to Ancient Indian Political Thought** • Historiographical approaches to Indian political thought • Typological divisions of sources – Archaeological and Textual • Methodological Issues	10 hours
Module II: **Traditional Schools of Ancient Indian Political Thought** • Orthodox or Brahmanical school of thought – Vedas, Dharmasastras, *Santi Parva* • HeterodoxThoughts (Buddhism, Jainism and Charvak Schools) • Aspects of Orthodox and Heterodox traditions • Beyond Orthodox and Heterodox Schools of thought (Arthsastra tradition) • A comparative analysis of State and Authority from textual sources	20 hours
Module III: **Medieval Indian Political Thought – *Perso-Arabic* Tradition** • Aspects and nature of Islamic political thought • Ziauddin Barani and his ideas on the nature of state	15 hours
Module IV: **Medieval Indian Political Thought – Turko-Afghan Tradition** • **N**ature and fundamentals of Turko-Afghan political thought • Abul Fazl and state in Mughal India • Syncretic Tradition of Political thought – Kabir's thoughts on the State	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 Mahabharta: 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): Rajadharma *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.

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

- - (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	Class Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2

CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	2	1	3	0	1	3	1	3	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

POS302	Political Sociology	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of civics				
Co-requisites	--				

Course Description:

This course introduces the interdisciplinary field of Political Sociology, examining the dynamic relationship between society and politics. It begins with an exploration of foundational theories, including the Marxist, Weberian, Durkheimian, and Foucauldian perspectives, to understand the interplay of power, institutions, and social structures. Core concepts such as power, authority, resistance, social classes, elites, state dynamics, democracy, and citizenship are studied to provide a robust framework for analysing political phenomena. The course also focuses on the unique political and societal interplay within the Indian context, addressing the complexities of India's socio-political structures, diverse institutions, and democratic processes. Students will develop analytical skills to critically assess political systems and societal interactions, both theoretically and empirically. By integrating classical theories with contemporary case studies, the course equips students to understand and evaluate the sociopolitical challenges of modern societies.

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. Understand key theories in political sociology.

CO2. Analyse the interconnections between power, authority, and resistance.

CO3. Evaluate the roles of classes and elites in shaping political systems.

CO4. Apply concepts of state, democracy, and citizenship to contemporary political issues.

CO5. Compare and contrast political sociology perspectives in the Indian context.

CO6. Create informed perspectives on the future of democracy and citizenship in diverse societies.

Course Content:

Unit 1. Introducing Political Sociology:

Theories of Political Sociology: Marxist, Weberian, Durkheimian and Foucauldian theory of political sociology

Unit 2. Conceptual Moorings

2.1 Power, Authority and Resistance

2.2 Classes and Elites

2.3 State, Democracy and Citizenship

Unit 3. Politics and Society in India

Essential Readings

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42
Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596
Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266
Lukes, Steven. 2005. Power: A Radical View, 2nd edition, Hampshire: Palgrave, pp.14-49
Foucault, Michel. 2002. 'The Subject and Power', in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348
Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27
Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94
Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27

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

Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS303	**Introduction to Comparative Government and Politics**	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

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

CO1. 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. Analyze the similarities and differences between various political systems, structures, and institutions across countries to understand their influence on governance and policy-making.

CO5. Students will learn about the framework of the constitutional variation and the difference between the concept Comparative Government and Comparative Politics**.**

CO6. Critically assess major theories and concepts in comparative politics to interpret political dynamics and developments in diverse socio-political contexts.

Course Content:

Unit I: Understanding Comparative Politics

- Key concepts – state, government, politics

- Various traditions of Comparative Politics

- From Comparative Government to Comparative Politics

- Importance of the Comparative approach

Unit II: Theoretical approaches
- Institutional approach
- Systems Approach
- Structural Functional Approach
- Post-Behavioural Approach

Unit III: Structures and Institutions

- Constitutions and the legal framework; Constitutional and Institutional theories

- The political executive

- Governments and bureaucracies

• Multilevel Governance

Unit IV: Comparative study of Political structures and constitutional developments

- United States of America

- Great Britain

- India

- China

Suggested 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,inTeachingPolitics*, 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	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS304	GLOBAL POLITICS OF SPORTS	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	N/A				

Course Description:

This course explores the intricate relationship between sports and politics, examining how these domains intersect, influence each other, and shape global dynamics. From ancient origins to contemporary issues, students will analyze the role of sports in national identity formation, diplomacy, and social change. Through case studies and critical analysis, learners will gain insights into the political dimensions of major sporting events and the evolving landscape of sports governance.

Course Objectives:

1. To Identify significant historical events and figures in the global politics of sports and describe the historical intersections of politics and sports from ancient to modern times, focusing on key events such as the Cold War and globalization.
2. To explain how sports, contribute to shaping national identities, using case studies of cricket, football, and other sports as lenses for understanding cultural and nationalistic expressions.
3. To analyse the role of sports as a tool for diplomacy and soft power, investigating how athletes and major sporting events influence global perceptions and geopolitical relations.
4. Critically examine current challenges such as gender equality, race relations, and institutional responses within the realm of sports and politics, identifying progressive measures and ongoing trends.
5. Develop informed arguments about the future of sports in relation to social change and international relations.

Course Outcomes:

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

CO1: Recount the historical events and influential figures in the relationship between sports and politics, identifying key turning points and their significance.

CO2: Demonstrate an understanding of how sports contribute to national identity construction and global diplomacy.

CO3: Apply theoretical frameworks to real-world case studies, illustrating the global impact of sports on cultural exchanges, international relations, and the geopolitical landscape.

CO4: Analyse and discuss the implications of ethical dilemmas related to governance, social justice, and the role of athletes in advocating for political and social change within the sporting arena.

CO5: Assess the evolving role of sports in fostering social change and shaping international relations and accordingly, formulate and present well-reasoned perspectives.

CO6: Investigate the role of international organizations in mediating the relationship between sports and politics.

COURSE CONTENT

Module I: Global Politics and Sports: An Introduction

1. Early intersections of politics and sports: Ancient Olympics to the 19th century
2. The politicization of sports during the Cold War and the contemporary century
3. Globalization, and commercialization of sports

Module II: Sports and National Identity

1. Role of Sports in Shaping National Identity
2. Case Studies: Role of Cricket and Football in Nation-Building
3. The Global-Local interplay in sports

Module III: Sports Diplomacy

1. Sports as a political tool of soft power and cultural diplomacy
2. Role of athletes as global influencers
3. Mega sporting events and their geopolitical implications

Module IV: Contemporary Issues in Sports and Politics

1. Challenges and progress in gender equality in sports
2. Intersection of race, politics, and sports activism
3. Institutional Responses to social and political issues in sports

Essential Readings:

- Allison, L., & Thorpe, H. (Eds.). (2018). Sport, social development and peace. Palgrave Macmillan.
- Andrews, D. L., & Carrington, B. (Eds.). (2019). A global history of sport and nationalism. Routledge.
- Bairner, A. (Ed.). (2001). Sport, nationalism, and globalization: European and North American perspectives. SUNY Press.
- Bandyopadhyay, K. (2018). The politics of sports in colonial India. Routledge.
- Black, D., & Hobson, D. (Eds.). (2016). Mega-events and globalization: Capital and spectacle in a changing world order. Routledge.
- Darnell, S. C., & Hayhurst, L. M. C. (Eds.). (2011). Olympic games, mega-events and civil societies: Globalization, environment, resistance. Emerald Group Publishing Limited.
- Giulanotti, R., & Robertson, R. (Eds.). (2014). Globalization and football. Sage Publications.
- Guttmann, A. (2004). Games and empires: Modern sports and cultural imperialism. Columbia University Press.
- Horne, J., & Manzenreiter, W. (Eds.). (2006). Sports mega-events: Social scientific analyses of a global phenomenon. Blackwell Publishing.
- Ribeiro, G. L. (2018). Sport and diplomacy: Games within games. Georgetown University Press.
- Scheer, M., & Schneider, A. (Eds.). (2011). Sport, politics and society in the Middle East. Routledge.
- Sugden, J., & Bairner, A. (Eds.). (2013). Sport, politics and society in the Arab world. Palgrave Macmillan.
- Sugden, J., & Tomlinson, A. (Eds.). (2018). Sport and peace-building in divided societies: Playing with enemies. Palgrave Macmillan.
- Tomlinson, A., & Young, C. (Eds.). (2006). National identity and global sports events: Culture, politics, and spectacle in the Olympics and the football World Cup. State University of New York Press.
- Woodward, K. (2017). Understanding identity and organizations. Sage Publications.

COS	P1	P2	P03	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	1	1	1	1	1
CO2	2	3	3	3	1	1	2	2	2	2
CO3	2	3	3	2	1	1	2	2	2	2
CO4	2	3	2	3	1	1	2	3	2	2
CO5	1	2	2	2	1	3	1	2	2	1
CO6	2	1	1	2	1	3	3	1	2	1

1- WEAKLY MAPPED
2- MODERATELY MAPPED
3 - STRONGLY MAPPED

POS306	Border Studies	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	--				

Course Description:

This interdisciplinary course explores the complex and multifaceted concept of borders, focusing on their political, social, and cultural dimensions. The course examines how borders—both physical and metaphorical—shape human societies, identities, and global relationships. Students will engage with various theories and methodologies to understand borders not just as lines on a map, but as dynamic spaces that reflect power, conflict, security, migration, and belonging.

Module I: Basic Concepts of borders, boundaries and frontiers

- Historical evolution of borders – Westphalia and post-Westphalia
- Types of Borders – International, Administrative (border technologies and border regimes)

Module II: Theories of Border Studies

- Integration theory
- Decision-making theory
- Post-Colonial Theories
- Theories on 'Borderlands'

Module III: Border and Conflicts – Maritime and territorial

Issues regarding borders

- Issues arising during Cold War – Vietnam-Cambodia and Korean Conflicts
- Issues post Cold War – US-Mexico border problem
- South China Sea and UNCLOS
- Border issues in South Asia – India-Pakistan; India-China.

Module IV: Current issues and challenges

- forced migration and asylum law,
- conflict and warfare,
- economic development
- nationalist political agenda

Essential readings:

- Angew, J. (2008) Borders on the mind: Re-framing border thinking. Ethics and Global Politics 1 (4).
- Anzaldúa, Gloria (1987). *Borderlands.* Aunt Lute Books.
- Baud, Michel and Schendel, Willem van (1997). Towards a Comparative History of Borderlands, Journal of World History, 8 (2), pp. 211-42.
- Nail, T. (2016) Theory of the Border. Oxford: OUP.
- Foucault, M. (1977) Discipline and Punish. New York: Vintage Books.
- Newman, D. (2017) Borders, Boundaries and Borderlands. International Encyclopedia of Geography.
- Brown, W. (2010) Walled States, Waning Sovereignty. Brooklyn, NY: ZONE Books.
- Paasi, A. (2003). Boundaries in a Globalizing world. Handbook of Cultural Geography. London:SAGE.
- Sahoo, Prasanta (2017). Borders: The Main Barrier to South Asian Integration, World Affairs , 21(3), pp. 80-97.
- Wastl-Walter, Doris ed. (2016). The Ashgate Research Companion to Border Studies. Routledge, New York.
- Wilson, Thomas M. And Hastings Donnan eds. (2016). A companion to Border Studies, John Wiley and Sons.

References:

1) Dear, M. (2013) Why Walls Won't Work. Oxford: OUP.
2) Chester, L. (2010) Borders and Conflict in South Asia. Manchester University Press.
3) Weizman, E. (2017) Forensic Architecture: Violence at the Threshold of Detectability. New York: ZONE Books.
4) Jones, R. (2016) Violent Borders: Refugees and the Right to Move. New York: Verso.
5) Vaughn-Williams, N. (2009) Border Politics. Edinburgh: Edinburgh University Press.
6) Donnan, H and Wilson, T. (eds) (2010) Borderlands: Ethnographic approaches to security, power and identity.
7) Brunet-Jailly, E. (2007) Borderlands: Comparing Border Security in North America and Europe.
8) Sparke, M. (2006) A neoliberal nexus: citizenship, security and the future of the border, Political Geography 25(2), 151-180

9) Caldeira, T. (2000) City of Walls. Berkeley: University of California Press.
10) Nash, C., Reid, B., Graham, B. (2013) Partitioned Lives: The Irish Borderlands. London: Ashgate
11) Butalia, U. (ed) (2015) Partition: The Long Shadow. London: Penguin
12) Zaminder, V. (2010) The Long Partition and the Making of Modern South Asia. New York: Columbia University Press.
13) Jones, R. (2012) Border Walls. New York: Zed Books
14) Jones, R. and Johnson, C. (2016) Placing the Border in Everyday Life. New York: Routledge
15) Nicol, H. and Townsend-Gault, I. (2005) Holding the Line: Borders in a Global World. Vancouver: UBC press
16) Rose, B. (2005). The Lost Border: the landscape of the Iron Curtain. New York: Princeton Architectural Press.

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

Components	Internal	End Term
Weightage (%)	**50**	**50**

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	3	1	2	1	3	1	2	1	2	1

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

POS307	Modern Indian Political Thought	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	N/A				
Co-requisites	N/A				

Course Description:

This course examines how political ideas have developed in contemporary India. It discusses important political thinkers, movements, and ideologies that have influenced the development of modern Indian politics. Students will acquire a more profound comprehension of the philosophical currents that have impacted Indian politics from the colonial era to the present by examining diverse texts and settings.

Course Objectives:

1. To understand the historical and socio-political context of modern Indian political thought.
2. To critically analyze the contributions of key Indian political thinkers.
3. To explore the impact of political ideologies on contemporary Indian politics.
4. To develop the ability to engage with and evaluate political ideas and their practical implications.
5. The course will develop a comparative understanding of Indian political thought in relation to political ideologies around the world.

Course Outcome:

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

CO1: Demonstrate knowledge of major themes and figures in modern Indian political thought.

CO2: Analyze and interpret primary and secondary texts related to Indian political ideologies.

CO3. Examine the Relationship between Tradition and Modernity and analyze how thinkers tried to reconcile India's cultural heritage with the demands of modern political systems.

CO4: Formulate informed arguments about contemporary political issues in India using insights from the course.

CO5: It facilitates scholarly debates and discussions on contemporary India.

CO6: Apply Indian Political Thought to contemporary issues, such as governance, the role of the state, social justice, environmental challenges, and India's place in the global political arena.

Course Content:

Module I: Fundamentals of Indian Political Thought in the 19th century

Unit I: Advent of colonialism and Historiography on the emergence of Indian nationalism:

- Nationalist,
- Cambridge,
- Marxist
- Subaltern Schools

Unit II: Indian responses to colonial dominance:

- Bengal Renaissance and social reformism - Raja Ram Mohan Roy
- Jyotiba Phule and his thoughts on Indian society
- Bankim Chandra Chattopadhyay and Religious Nationalism
- Swami Vivekananda, Nationalism and Internationalism.

Module II: Various strands of Indian Nationalist Thoughts in the 20th century

Unit I: Rabindranath Tagore's critique of Nationalism

Unit II: Gandhian critique of modernity and ideals of *Ramrajya*

Unit III: Ambedkar's vision of social justice and equality; Gandhi – Ambedkar Debate

Unit IV: Periyar, Savarkar and Jinnah

Module III: Revolutionary and Socialist Strands

- Conceptualizing Subhas Chandra Bose's political ideology and his vision for independent India

- Jawaharlal Nehru and the idea of democratic socialism

- M N Roy's Radical Humanism;

- Ram Manohar Lohia and the concept of Decentralized Socialism;

- Jayaprakash Narayan and Total Revolution.

Module IV: Colonialism and the 'Woman Question'

- Tarabai Shinde
- Pandita Ramabai
- Begum Rokeya
- Sarojini Naidu

Module V: Contemporary Indian Political Thought, Thinkers and activists

- Kanshiram and Bahujan Political Thought.

- Kamla Bhasin and contemporary Feminism

- Amartya Sen and idea of Development theory

Suggested Readings:

- Ambedkar, B. R. (2014). Annihilation of Caste: The Annotated Critical Edition. Verso.

- Bose, S. C. (2004). The Indian Struggle: 1920-1942. Oxford University Press.

- Chakrabarty, B., & Pandey, R. K. (2009). Modern Indian Political Thought: Text and Context. Sage Publications.

- Chatterjee, P. (1986). Nationalist Thought and the Colonial World: A Derivative Discourse? University of Minnesota Press.

- Gandhi, M. (1993). *Hind Swaraj and Other Writings* (A. Parel, Ed.). Cambridge University Press.

- Gangoli, Gitanjali (2012). *Indian Feminisms: Law, Patriarchies and Violence in India*. Ashgate Publications.

- Guha, R. (2007*). India after Gandhi: The History of the World's Largest Democracy*. HarperCollins.

- Iyengar, S. (2015). *Non-Violence in Peace and War*. Cambridge University Press.

- Lohia, R. M. (2010). Marx, Gandhi and Socialism. Aakar Books.

- Omvedt, Gail (2004). *Jyotirao Phule and the Ideology of Social Revolution in India*. Crital Quest; New Delhi

- Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political Thought in Modern India. Sage Publications.

- Parekh, B. (1999). Gandhi's Political Philosophy: A Critical Examination. Palgrave Macmillan.

- Roy, H. (Ed.). (2017). Indian Political Thought: Themes and Thinkers. Pearson.

- Sen, Samita. (1999). Women and Labour in Late Colonial India: The Bengal Jute Industry. Cambridge University Press: Cambridge.
- Tagore, R. (2009). On Nationalism. Penguin Books.
- Tharoor, S. (2016). An Era of Darkness: The British Empire in India. Aleph Book Company.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	2	1	3	0	1	3	1	3	2	2

1 = weakly mapped

2 = moderately mapped

3 = strongly mapped

1=weakly mapped

2= moderately mapped

3=strongly mapped

POS308	Foreign Policy: Perspectives and Dynamics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of India's Engagement with the World				
Co-requisites	--				

Course Description:

This paper aims to teach students the domestic sources and the structural constraints on the genesis, evolution, and practice of India's foreign policy in a globalized world. The endeavor of this course is to highlight integral linkages between the 'domestic' and 'international' aspects of India's foreign policy by stressing the shifts in its domestic identity and the corresponding changes at the international level. It also aims at giving students knowledge of the evolution, characteristics, and principles of Indian foreign policy and how India is gradually shifting its identity from a postcolonial state to an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, its relations with its neighbours and beyond, bargaining strategy, and positioning in different international issues The continuity and change of India's foreign policy over the years, from Non-Alignment to Maritime Diplomacy in the present global order, would be thoroughly discussed for a clear understanding of India's role as an emerging global player.

Course Objectives:

The course objective of this paper is to
1. Highlight the interrelationship between the internal and external dynamics of Indian foreign policy against the backdrop of political developments around the world.
2. Highlight to the students the formal and informal concepts and processes of policymaking.
3. Analyze the way in which Indian foreign policy has performed over the years by shifting its identity from a postcolonial state to an 'aspiring power' in the emerging global order.
4. Explore the internal and external intricacies impacting the domain of Indian foreign policy.

Course Outcomes:

At the end of the course students will be able to have acquire a comprehensive understanding of the following:

CO1. Understand the evolution of state system in the Indian subcontinent in the post-colonial world and to make the students relate the various disciplines to develop a comprehensive understanding of the history of the subcontinent.

CO2. Undertake a critical study on the internal political dynamics of the state of India with its repercussions on external affairs and to highlight the interrelationship between the internal and external dynamics of state policies.

CO3. Enrich the knowledge database of the young minds with regard to the political developments around the world and explain the dynamics of India's evolving status in global politics.

CO4. Students will be able to understand how Indian foreign policy is functioning at multiple domain and to instruct students on India's shifting identity as a postcolonial state.

CO5. Evaluate the socio-economic transformations in post-colonial India and their influence on the state's policy-making and governance frameworks, fostering critical analysis of developmental challenges.

CO6. Develop an informed perspective on India's role in international organizations and multilateral forums, emphasizing its contributions to global peace, security, and sustainable development.

Course Content:

Unit I. Approaches to the study of Indian Foreign Policy	
i) Historical basis with special reference to Kautilya ii) Basic determinants iii) Continuity and Change in India's foreign policy – contemporary challenges and India's response	**15 lecture hours**
Unit II. India's Foreign Policy during Cold War era - Impact of Great Power Politics	**15 lecture**

i) The Nehru phase ii) Indira Gandhi era iii) Janata Govt. Era iv) Rajiv Gandhi and the end of Cold war	**hours**
Unit III. India's Foreign Policy in Post-Cold War era: Continuity and Change i) Structural changes in foreign policy ii) India's approach towards the Neighbourhood iii) Impact of coalition politics on foreign policy iv) India's negotiation strategies in global politics	**15 lecture hours**
Unit IV: Doctrines of India's Foreign Policy – Strategies and Discourses i) Indira Gandhi Doctrine ii) Gujral Doctrine iii) Nuclear Doctrine iv) Indian Maritime Doctrine v) Modi Doctrine	**15 lecture hours**

Suggested Readings:

- Anant, A. (2011). India and International Terrorism, in Scott D. (ed.), Handbook of India's International Relations, London: Routledge, pp. 266-277.

- Anderson, W. (2011).Domestic Roots of Indian Foreign Policy, in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

- Bandhopadhyaya, J. (1970). The Making of India's Foreign Policy, New Delhi: Allied Publishers.

- Cohen, S. (2002). The World View of India's Strategic Elite, in S. Cohen, India: Emerging Power, Brookings Institution Press, pp. 36-65.

- Dubash, N. (2012). The Politics of Climate Change in India: Narratives of Enquiry and Cobenefits, Working Paper, New Delhi: Centre for Policy Research.

- Ganguly, S. & Pardesi, M. (2009).Explaining Sixty Years of India's Foreign Policy, in India Review, 8 (1), pp. 4–19.

- Hathaway, R. (2003). The US-India Courtship: From Clinton to Bush, in S. Ganguly (ed.), India as an Emerging Power, Frank Cass: Portland.

- Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, Trysts with Democracy: Political Practice in South Asia, Anthem Press: University Publishing Online.

- Raja Mohan, Crossing the Rubicon: The Shaping of India's New Foreign Policy, New Delhi: Penguin Books, 2005.

- N. Dixit, Indian Foreign Policy and its Neighbours, New Delhi: Gyan Publishing, 2001. Ganguly, Sumit, ed., India's foreign Policy (2010)

- Anjali Ghosh, Tridib Chakrobroti, Anindyo Jyoti Majumdar and Shibashis Chatterjee, eds., India's Foreign Policy, New Delhi: Pearson, 2009.

- Jawaharlal Nehru, India's Foreign Policy: Selected Speeches, September 1946-April 1961, New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1961.

- Nancy Jetly and Rajendra Prasad, India's Foreign Policy: Challenges and Prospects, New Delhi: Vikas Pub. House, 1999.

- Muni, S.D., India's foreign Policy, The Democracy Dimension, Foundation Books, 2011

- Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System, Palgrave Macmillan: London.

- Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington. S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.

- Cohen, (2002) India: Emerging Power, Brookings Institution Press.

- Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the United States, New Delhi: Sage.

- Scott (ed.), Handbook of India's International Relations, London: Routeledge, 2011 Tridib Chakraborti and Mohor Chakraborty, Expanding Horizon of India's Southeast Asia Policy: 'Look', 'Move' and 'Act' East Links to an external site., K.W. PUBLISHERS, New Delhi, India, 2018

- Suranjan Das, Tridib Chakraborti and SubhadeepBhattachary, Indo-Vietnam Relations in the Emerging Global Order, K.W. PUBLISHERS, New Delhi, India, 2019

- Tridib Chakraborti and Mohor Chakraborty, India's Strategy in the South China Sea, Routledge, London, 2020

- Tridib Chakraborti, "China's growing strategic influence in South Asia: The impact on national securities and insecurities: A comment", in Sagarika Dutt and Alok Bansal (eds.), South Asian Security: 21st Century Discourses, Routledge Contemporary South Asia Series, Routledge (Taylor and Francis Group), London and New York, 2012, pp.83-96

- Tridib Chakraborti, "India-China in the Post-Cold War Years: Dexterous Quest for Competitive Edge in Southeast Asia", in Y. Yagama Reddy(Ed.), India-China Relations: Changing Profile in the 21stCentury,Gyan Publishing House, New Delhi,2012,pp.231-245

- T. Chakraborti and M. Chakraborty, India's Southeast Asia Policy during the Cold War: Identity, Inclination and Pragmatism 1947-1989, Routledge, London, 2023

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

CO-POcorrelationMatrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS309	Contemporary Political Ideologies: Isms and Debates - I	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Indian Nationalist movement				
Co-requisites	--				

Course Description:

In the annals of world history, the concept of political ideology always played an important role in the formulation of society, people and the state. The course will examine major political ideologies that have evolved over the centuries from a theoretical perspective and its impact on human civilization.. The course aim to put these ideologies into the context of social and political practice. Beside some classic ideologies (liberalism, conservatism, socialism, anarchism, fascism, nationalism, globalism etc.), which had significant impact in the history of ideas, will be discussed in broad academic perspective.

Course Objectives:

1. Introduce students to the concept of ideology and its relationship with other political concepts such as power, legitimacy and society.

2. Explore several features of political ideologies, evolving over the years.

3. Highlight the traditional concept of ideologies and also newly coined concepts evolved in the present global scenario.

4. Identify how these ideologies have created an impact on regular lives in a political system.

Course Outcomes:

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

CO1. To develop an understanding of and analyze different political arguments in their ideological context.

CO2. Inculcate sophistication in dealing with the cultural, ideological and social embeddedness of political actions, discourses, and rhetorics.

CO3. Enhance critical thinking ability in revealing and uncovering ideology, as an important component of politics.

CO4. Evaluate the contemporaneity of the various ideologies that have evolved through the ages and establish the relevance of the same.

CO5. Apply their understanding of contemporary ideologies to current political events, movements, and policy debates on a global scale.

CO6. Conduct independent research on contemporary political ideologies, utilizing academic sources and critical methods to investigate political theories and practices.

Course Content:

Module I. Ideologies – Concepts and their relevance in contemporary society i) Understanding political ideologies – Marxist views and non-Marxist views ii) Political ideologies and why it matters iii) end of ideology	**15 lecture hours**
Module II. Liberalism i) Historical overview ii) Types of Liberalism and their future iii) Neo-liberalism	**15 lecture hours**
Module III. Marxism i) Nature and fundamentals of Marxist philosophy ii) Historical and Dialectical Materialism iii) Theory of Class Struggle and the Role of State iv) Neo-Marxism	**15 lecture hours**

	Module IV: Nationalism and Ultra Nationalism	15 lecture hours
	i) Roots of 'nationalism' ii) Types of nationalism – Liberal Nationalism, Conservative Nationalism, anti-colonial and post-colonial Nationalism iii) Fascism and Nazism	

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	2	1	3	0	1	3	1	3	2	2

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

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

POS401	Indian Economy	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Economy.				
Co-requisites	--				

Course Description:

This course provides a comprehensive understanding of the Indian economy's evolution and its current challenges. It begins with an exploration of India's economic history and development since independence, emphasizing the significance of natural resources such as land, water, forests, minerals, and metals. The role of population dynamics and human development, including education, health, and demographic dividend, is critically analysed. Students will examine trends in national income, sectoral composition, and regional disparities, while understanding the linkage between savings, investment, and growth. The course delves into India's economic planning processes, highlighting the transition from the Planning Commission to NITI Aayog and the concept of cooperative federalism. Economic reforms such as liberalization, privatization, and globalization are discussed, focusing on their implementation and impact. Finally, the course addresses major challenges like poverty, inequality, unemployment, and environmental degradation, fostering analytical insights into sustainable development and policymaking in India.

Course Objectives:

- To explore the economic history of India, assess development since independence, and analyse the natural resource base and its role in economic growth.
- To evaluate the impact of population growth on economic development, examine population policies, and study demographic trends in relation to education, health, and malnutrition.
- To study the composition of national income, sectoral growth patterns, and the linkages between savings, investments, and growth while addressing regional disparities.
- To understand the evolution of economic planning, the objectives and outcomes of Five-Year Plans, and the transition to NITI Aayog, including its contribution to cooperative federalism.
- To investigate the implementation of liberalization, privatization, and globalization policies, analyse their impact on economic growth, and appraise structural adjustment programs.

- To study poverty, inequality, unemployment, and environmental issues, understand their causes, and evaluate corrective measures and policy interventions.

Course Outcomes:

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

CO1: Identify the main features of Indian Economy.

CO2: Discuss the demographic trends and issues.

CO3: Develop an understanding of economic planning in India.

CO4: Focus the role of Planning Commission and NITI Aayog.

CO5: Analyse economic reforms in India.

CO6: Anticipate major trends and challenges in Indian Economy.

Course Content:

Unit I

Introduction to Indian Economy: Economic history of India, economic development since independence, features of Indian economy, natural resource base: land, water, forest, mineral and metal resources

Unit II

Population and Human Development: Population growth and economic development – size, growth and future of population, population policy, demographic trends and issues- education; health and malnutrition, demographic dividend, human resource development – indicators and importance

Unit III

National Income in India- Past Growth and Current Challenges: National income in India trends and growth, sectoral composition –trend and growth, regional disparities, savings, investment and growth linkage, current challenges

Unit IV

Economic Planning in India: Economic planning, Planning Commission and its functions, Five-Year Plans: objectives, strategies, resource allocation, targets and achievements, NITI Aayog- composition, functions and objectives, differences between NITI Aayog and planning commission, cooperative federalism

Unit V

Economic Reforms: Liberalization, Privatization and Globalization- concept, implementation and impact on Indian Economy, features of economic reforms and structural adjustment programme, appraisal of Economic reform programs

Unit VI

Major Challenges: Poverty: definition and estimate, poverty line, poverty alleviation programs, Inequality: income and regional inequality – causes and corrective measures, Unemployment: concepts, measurement, types, causes and remedies, Environmental challenges: Land, water and air

References:

1. Singh, Ramesh. (2023). *Indian Economy*. McGraw Hill Education.
2. Jalan, Bimal. (2021). *The Indian Economy: Problems and Prospects*. Penguin Books. (Relevant chapters: 1-5)
3. Kapila, Uma. (2023). *Indian Economy: Performance and Policies*. Academic Foundation. Part I (Economic History and Development), Part III (Sectoral Analysis), Part V (Economic Reforms)
4. Sen, Amartya. (2000). *Development as Freedom*. Anchor Books. Chapters 6-8 (Focus on human development, health, and education)
5. Chalam, K. S. (2017). *Population and Human Development*. Sage Publications. Chapters on Population Policy and Human Resource Indicators
6. Ray, Subhash C. (2019). *Economic Growth and Development in India*. Oxford University Press. Chapters on national income trends and growth
7. Dandekar, V. M. & Rath, Nilakantha. (2022). *Planning in India: Concepts and Practices*. Sage Publications. Chapters 2-4 (Five-Year Plans, NITI Aayog)
8. Patel, S. J. (2020). *Economic Reforms in India: A Decade of Liberalization*. Oxford University Press. Chapters 3-5 (Liberalization, Privatization, Globalization)
9. Subramanian, S. (2021). *Poverty and Inequality in India.* Oxford University Press. Chapters on Poverty Line, Inequality
10. Kurien, C.T. (2020). *Employment and Unemployment in India*. Orient Black Swan.
11. Rao, P.K. (2019). *Environmental Challenges in India.* Springer Nature. Chapters on Land, Water, and Air Pollution
12. Mukherji, Rahul (2021). *India's Economic Transition: The Politics of Reforms*. Oxford University Press. Focus on economic reforms (Chapters 3-6)
13. Misra and Puri (2022). *Indian Economic Development.* Himalaya Publishing House. Chapters on Indian economic history, natural resource base
14. Dyson, Tim (2021). *The Great Indian Demographic Transition.* Oxford University Press. Chapters on demographic dividend and trends.

15. Kumar, Dharma & Desai, Meghnad (Ed.) (2021). *The Indian Economy Since Independence*. Oxford University Press. Part I (Economic History), Part III (Economic Planning)

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam
Examination Scheme:

Components	Continuous Class Assessment	End Term
Weightage (%)	**50**	**50**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS402	Diplomacy and Foreign Policy	L	T	P	C
		3	1	0	4
Pre-requisites/Exposure	Basic social science knowledge				
Co-requisites	N/A				

Course Description:

This course provides an in-depth understanding of diplomacy and foreign policy as essential instruments in international relations. It examines the historical evolution, types, tools, and techniques of diplomacy alongside the development and implementation of foreign policy. The course explores various forms of diplomacy, such as public, economic, and multilateral, and delves into regional and global foreign policy challenges through case studies. By blending theoretical frameworks with practical applications, students will develop the analytical skills to assess foreign policy strategies and the complexities of contemporary global dynamics.

Course Objectives:

1. To define and trace the historical evolution of diplomacy and foreign policy.
2. To understand the tools, techniques, and types of diplomacy in international relations.
3. To analyze the domestic and international factors influencing foreign policy decisions.
4. To explore the implementation and outcomes of foreign policy strategies in varied contexts.
5. To investigate contemporary foreign policy challenges through regional and global case studies

Course Outcomes:

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

1. To recall the historical evolution, types, and tools of diplomacy and foreign policy.
2. To explain the factors influencing foreign policy decisions at domestic and international levels.
3. To illustrate the application of diplomacy techniques in real-world international scenarios.
4. To Compare different types of diplomacy, such as public, economic, and multilateral.
5. To assess the effectiveness of foreign policy strategies in addressing regional and global challenges.
6. To formulate innovative foreign policy recommendations to tackle contemporary international challenges.

Course Content:

Unit I:

Understanding Diplomacy

1. Definition, Origin and history of diplomacy
2. Evolution of Diplomacy Practices and institutions
3. Types, tools and techniques of diplomacy

Unit II:

Understanding Foreign Policy

a. Definition, history and evolution of foreign policy
b. Factors affecting foreign policy decision: domestic and international
c. Foreign policy implementation and outcome

Unit III:

Types of Diplomacy in International Relations

a. Public Diplomacy
b. Economic Diplomacy
c. Multilateral Diplomacy

Unit IV:

Regional and Global Foreign Policy Challenges: Case Studies

a. Regional dynamics and foreign policy strategies: Case Studies
b. Global dynamics and foreign policy strategies: Case Studies
c. Contemporary challenges and future trends in foreign policy: Case Studies

Essential Readings:

- Bajpai, Kanti, and Harsh V. Pant, eds. *India's Foreign Policy: A Reader.* New Delhi: Oxford University Press, 2013.
- Barston, R. P. *Modern Diplomacy.* 4th ed. London: Routledge, 2019.
- Bell, Duncan. *The Idea of Greater Britain: Empire and the Future of World Order, 1860–1900.* Princeton: Princeton University Press, 2007.
- Berridge, G. R. *Diplomacy: Theory and Practice.* 5th ed. New York: Palgrave Macmillan, 2015.
- Bhargava, Rajeev, and Helmut Reifeld, eds. *Civil Society, Public Sphere and Citizenship: Dialogues and Perceptions.* New Delhi: SAGE Publications, 2005.

- Cohen, Stephen P. *India: Emerging Power.* Washington, DC: Brookings Institution Press, 2001.
- Cooper, Andrew F., Jorge Heine, and Ramesh Thakur, eds. *The Oxford Handbook of Modern Diplomacy.* Oxford: Oxford University Press, 2013.
- Dutt, V. P. *India's Foreign Policy in a Changing World.* New Delhi: Vikas Publishing House, 2009.
- Freedman, Lawrence. *Strategy: A History.* New York: Oxford University Press, 2013.
- Ganguly, Sumit. *India's Foreign Policy: Retrospect and Prospect.* New Delhi: Oxford University Press, 2016.
- Gupta, Amitabh. *Foreign Policy of India: A Historical Analysis.* New Delhi: Pearson Longman, 2010.
- Hocking, Brian, and Andrew Cooper. *Global Governance and Diplomacy: Worlds Apart?* London: Palgrave Macmillan, 2008.
- Jackson, Robert H., and Georg Sørensen. *Introduction to International Relations: Theories and Approaches.* 7th ed. Oxford: Oxford University Press, 2019.
- Kapur, Harish. *India's Foreign Policy, 1947–92: Shadows and Substance.* New Delhi: SAGE Publications, 1994.
- Kissinger, Henry. *Diplomacy.* New York: Simon & Schuster, 1994.
- Malone, David M. *Does the Elephant Dance? Contemporary Indian Foreign Policy.* Oxford: Oxford University Press, 2011.
- Mishra, Vivek. *India and the Indo-Pacific: An Emerging Geography of Strategy.* New Delhi: Pentagon Press, 2020.
- Nye, Joseph S. *Soft Power: The Means to Success in World Politics.* New York: PublicAffairs, 2004.
- Rana, Kishan S. *21st Century Diplomacy: A Practitioner's Guide.* London: Continuum, 2011.
- Tharoor, Shashi. *Pax Indica: India and the World of the 21st Century.* New Delhi: Penguin India, 2013.

COS	P1	P2	P03	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	1	1	1	1	1
CO2	2	3	3	3	1	1	2	2	2	2
CO3	2	3	3	2	1	1	2	2	2	2
CO4	2	3	2	3	1	1	2	3	2	2
CO5	1	2	2	2	1	3	1	2	2	1
CO6	2	1	1	2	1	3	3	1	2	1

1- WEAKLY MAPPED

2- MODERATELY MAPPED

3 - STRONGLY MAPPED

POS403	Human Rights in a Comparative Perspective	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of rights				
Co-requisites	--				

Course Description:

The course introduces students to the theoretical and practical knowledge of human rights in the 21st Century. The course provides a detailed understanding of the need for human rights.It also brings in the debate and discussion by emphasizing human choice, liberty, and freedom. The course provides a peek into violation of human rights in developing and developed countries and issues of structural violence.

Course Objectives:

- To build an understanding of human rights among students through a study of specific issues in a comparative perspective.
- To see how debates on human rights have taken distinct forms historically and in the contemporary world and in the Indian context.
- To use a range of resources, including films, biographies, and official documents to study each theme.
- To have thematic discussion of sub-topics and to understand state response to issues and structural violence questions.

Course Outcomes

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

CO1.Understand the meaning and approaches to human rights from an international perspective.

CO2. Develop a viewpoint and understanding of human right issues and violation is countries like India, China and USA

CO3. Recognize the importance of human right in modern day system of censorship and terrorism.

CO4: Construct an analysis of Structure violence in name of caste, race, gender and issues of aboriginals in India and other parts of the world.

C05. Examine contemporary issues such as discrimination, migration, and conflict, and evaluate the effectiveness of international and regional mechanisms in addressing these challenges.

CO6. Analyze and evaluate human rights systems, principles, and practices across different countries to understand their variations and commonalities.

I.Human Rights: Theory and Institutionalization   a. Understanding human rights   b. Three generations of rights   c. Institutionalization: Universal Declaration of Human Rights;   d Rights in national constitutions: South Africa and India
II. Issues   a. Torture: USA and India   b. Surveillance and Censorship: China and India;   c. Terrorism and insecurity of minorities: USA and India
III. Structural violence   a. Caste and race: South Africa and India   b. Gender and violence: India and Pakistan;   c. Adivasis/Aboriginals and the land question: Australia and India

IV. Challenges to Institutional Effectiveness:
 	
   a.   Political interference and lack of enforcement power
 	
   b. Balancing state sovereignty with international norms
 	
   c. Addressing emerging human rights issues (e.g., digital rights, climate justice)

Essential Readings

Khan A & Hussain, R. (2008*). Gender and Violence: India and Pakistan, 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence'*, Asian Studies Review, Vol. 32.

O'Byrne, D. (2007). „Torture‟, in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

O.Byrne, D. (2007). *Surveillance and Censorship: China and India*, „Censorship‟*, in Human Rights: An Introduction*, Delhi: Pearson.

Nickel, J. (1987). *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press. Goldman, J. (2005). „*Of Treaties and Torture: How the Supreme Court Can Restrain the Executive'*, in Duke Law Journal, Vol. 55(3), pp. 609-640.

Lokaneeta, J. (2011). „*Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan, Kannabiran,K. (2012). „*Rethinking the Constitutional Category of Sex', in Tools of*

Justice:Non-Discrimination and the Indian Constitution, New Delhi, Routledge, pp.425-443 Lippman.M. (1979). „*The Protection of Universal Human Rights: The Problem of Torture' Universal Human Rights,* Vol. 1.

Cranston,M. (1973). *What are Human Rights?* New York: Taplinger

Ishay,M. (2004). *The History of Human Rights: From Ancient Times to the Globalization Era,*

Delhi: Orient Blackswan.

Menon,N. (2012). „*Desire', Seeing Like a Feminist,* New Delhi: Zubaan/Penguin, pp. 91-146.

Modes of Examination:
Assignment/Quiz/Project/Presentation/Written ExamExamination Scheme:

Components	Class Assessment	End Term
Weightage (%)	**50**	**50**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

	Research Methods: Quantitative Analysis	L	T	P	C
Version 1.0		**3**	**1**	**0**	**4**
Pre-requisites	**Ethics of research**				
Co-requisites					

Course Description:

Subject research methods are essential for systematic and accurate investigation within any field of study. These methods provide structured frameworks for gathering, analysing, and interpreting data, ensuring reliability and validity in findings. By employing appropriate research methods, scholars can explore complex problems, uncover trends, and develop evidence-based solutions. They enable researchers to minimize biases, enhance reproducibility, and validate theoretical concepts. Moreover, subject-specific methods cater to the unique requirements of various disciplines, fostering innovation and deeper understanding. Whether qualitative, quantitative, or mixed methods, selecting the right approach is critical for achieving meaningful insights and advancing knowledge in academic, professional, and practical contexts.

Course Objective: The paper aims in-

1. Understanding the research methods
2. Development of research skills
3. Mastering research methodologies
4. Encouraging research ethics and integrity

Course Outcome- With the course students will come to know-

CO1 - Demonstrate an understanding of the key principles, methodologies, and applications of quantitative research.

CO2-Formulate research questions and hypotheses, and design appropriate quantitative research studies to address them.

CO3 -Learn to implement various data collection methods such as surveys, experiments, and structured observations, ensuring reliability and validity.

CO4 -Acquire skills in analysing quantitative data using statistical techniques and software, interpreting results accurately.

CO5- Understand and apply ethical considerations in conducting quantitative research, including informed consent and data privacy.

CO6 -Develop the ability to present quantitative research findings clearly and effectively through written reports, visualizations, and oral presentations.

Course Content:

Module I: Introduction to Research Methods
Unit I - Defining Need for Research, Defining Research Problem, Setting Research Objectives
Unit II -Determining Research Design, Exploratory Research, Descriptive Research, Causal Research, analytical research, empirical research.
Unit III - Information Types and Data Sources, Sample Plan, Data Collection Data Analysis and Research Report
Module II: Approaches to Research Methodology
Unit I – Quantitative Approach,
Unit II - Quantitative Tools-Statistical Inference, Data Analysis-SPSS
Unit III – Ethnographical research methods
Module III:
Unit I – Time Series, Panel Data, Factor analysis, Discriminant analysis
Unit II – Quantitative Data Analysis-SPSS
Unit III – Hypothesis Testing, Goodness of fit research area
Unit IV -Questionnaire, types of questionnaires and formats
Module IV:
Unit I – Comparative research analysis, data analysis
Unit II – Research gaps, secondary data analysis.

Suggested Readings:

1.Kapalan, D. (2004). The Sage handbook of quantitative methodology for the social sciences, London: Sage.

2.Kothari, C.R. (2004). Research Methodology: Methods and Techniques, New Delhi: New Age.

3.Ringer, F. (1997). Max Weber's methodology: The unification of the cultural and social sciences, Cambridge, Mass: Harvard University Press.

4.Smith, L.T. (2012). Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books.

Modes of Examination: Assignment/Quiz/Film review (documentary/Project/Group Discussion/ Presentation/Extempo/Written Exam
Examination Scheme:

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	**50**	**-**	**-**	**50**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	2	3	3	2	2	1	1	0
CO2	3	1	1	3	3	3	2	1	0	1
CO3	3	1	3	2	2	1	1	2	1	0
CO4	3	0	1	3	3	2	2	2	0	1
CO5	1	2	3	2	1	0	1	2	3	3
CO6	1	2	2	3	1	1	3	1	2	0

POS405	Democracy and Governance	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Concepts related to International Relations.				
Co-requisites	--				

Course Description:

This course helps the student to understand the basic concepts of political processes. Each concept is related to a crucial political issue thatrequires 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. Also, it 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 perceivingand interpreting the world around us, we inaugurate new modes of political debates.

Course Objectives:

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the way political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complemented by institution building.

Course Outcomes:

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

CO1. Demonstrate knowledge of the constitutional structure of democracy in India.

CO2. Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.

CO3. Show awareness of policy making process within democratic institutions.

CO4. Show awareness of institutional practices of regulation, lobbying, etc.

CO5. Examine various models of governance and their impact on policy-making, public administration, and the delivery of services in democratic systems.

CO6. Critically assess the principles, structures, and practices of democracy in relation to governance, focusing on their effectiveness in ensuring accountability, transparency, and participation.

Course Content:

Unit 1 Structure and Process of Governance (15 Lectures):

Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy) Political Communication - Nature, Forms, and Importance.

Unit 2 Ideas, Interests, and Institutions in Public Policy (25 Lectures)

a. Contextual Orientation of Policy Design b. Institutions of Policy Making c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3 Contemporary Political Economy of Development in India (10 Lectures):

Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Unit 4 Dynamics of Civil Society (10 Lectures):

New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

Suggested Readings:

- Agarwal B, Environmental Management, Equity and Ecofeminism: Debating India's Experience, Journal of Pesant Studies, Vol. 25, No. 4, pp. 55-95.
- Atul Kohli (ed.), The Success of India's Democracy, Cambridge University Press, 2001.
- Corbridge, Stuart and John Harris, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy OUP, 2000.
- J. Dreze and A. Sen, India: Economic Development and Social Opportunity,Clarendon, 1995
- Saima Saeed, Screening the Public Sphere: Media and Democracy in India,2013 Nick Stevenson, Understanding Media Cultures, 2002 Fuller, C.J. (ed.) Caste Today, Oxford University Press, 1997 Himat Singh, Green Revolution Reconsidered: The Rural World of Punjab, OUP, 2001.
- Jagdish Bhagwati, India in Transition: Freeing The Economy, 1993.
- Joseph E. Stiglitz, Globalisation and its Discontents, WW Norton, 2003.
- Patel, I.G., Glimpses of Indian Economic Policy: An Insider View, OUP, 2002.
- Rajni Kothari and Clude Alvares, (eds.) Another Revolution Fails: an investigation of how and why India's Operation Flood Project Touted as the World's Largest Dairy Development Program Funded by the EEC went off the Rails, Ajanta, New Delhi, 1985.
- Smitu Kothari, Social Movements and the Redefinition of Democracy, Boulder, Westview, 1993. Qah, John S.T., Curbing Corruption in Asia: A Comparative Study of Six Countries, Eastern University Press, 2003.
- Vasu Deva, E-Governance In India: A Reality, Commonwealth Publishers, 2005
- M.J. Moon, The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality, American Society For Public Administration, Public Administration Review, Vol 62, Issue 4, July –August 2002
- Pankaj Sharma, E-Governance: The New Age Governance, APH Publishers, 2004 Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.

- Ghanshyam Shah [ed.], Social Movements and The State, Sage Publication, 2002
- Su H. Lee, Debating New Social Movements: Culture, Identity, and Social Fragmentation, Rawat Publishers, 2010
- S. Laurel Weldon, When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups, Michigan Publishers, 2011 Richard Cox, Production, Power and World Order, New York, Columbia University Press, 1987.

Modes of Examination:

Assignment/Quiz/Project/Presentation/Written ExamExamination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS406	Contemporary Political Ideologies: Isms and Debates - II	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Ideologies				
Co-requisites	--				

Course Description

Since the end of the Second World War, different political ideologies have taken centre stage in global politics and have seriously influenced the politics of developing countries at different points in time. Most of these developing countries, in order to function in their own way, gradually developed their own ideas based on different political ideologies and their implications for politics. This course will highlight non-western political theories by reflecting on political theory traditions that developed in Asia, Africa, and Latin America in the twentieth and twenty-first centuries to underline their distinctiveness. This course will attempt to establish a close link between different ideas and their actual realization in the current environment and critically focus on enabling the students to get acquainted with various ideologies.

Course Objectives:

1. Introduce students to multiple concepts and ideologies as evolved by Third World leaders during the Cold War years.
2. Explore several features of political ideologies that have evolved over the years.
3. Highlight the traditional concept of ideologies and also the newly coined concepts that have evolved in the present global scenario.
4. Identify how these ideologies have had an impact on regular lives in the overall global system.

Course Outcomes:

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

CO1. To develop an understanding of and analyze different political arguments in their

ideological context.

CO2. Inculcate sophistication in dealing with the cultural, ideological and social embeddedness of political actions, discourses, and rhetorics.

CO3. Enhance critical thinking ability in revealing and uncovering ideology, as an important component of politics.

CO4. Evaluate the contemporaneity of the various ideologies that have evolved through the ages and establish the relevance of the same.

CO5. Critically assess and evaluate contemporary political ideologies, considering both their strengths and weaknesses in relation to political, economic, and social realities.

CO6. Identify and explain the fundamental principles, goals, and historical contexts of major contemporary political ideologies, including liberalism, conservatism, socialism, feminism, nationalism, environmentalism, and others**.**

Course Content:

Module I. Rise of the Third World Ideologies and Debates • National liberation movements. • Anti-colonialism. • Non-Aligned Movement. • Anti-racism. • Anti-Zionism.	**15 lecture hours**
Module II: Leaders and Ideologies of the Third World • J L Nehru and his legacy • Mao Tse Tung and Cultural Revolution • Che Guevara and the Cuban Revolution • Nelson Mandela and anti-Apartheid Movement	**15 lecture hours**
Module III: Third World Political Theories • Development Debates – Modernisation Theory and Eurocentrism • Dependency School of thought; World System Theory • Post-colonialism and Subaltern perspectives	**15 lecture hours**
Module IV: **Contemporary Ideologies –Isms and Debates** • Globalisation and counter-Globalisation debates • Critical theories – Environmentalism; Feminism • Concept of Global South with special reference to pan-Arabism, pan-Africanism, pan-Americanism and pan-Asianism.	**15 lecture hours**

• Euro-Communism	

Suggested Readings:

- Amin, Samir. 1988. *Eurocentrism: Modernity, Religion and Democracy - A Critique of Eurocentrism and Cultiralism.* Monthly Review Press. New York.
- Carlos, Rangel. 1986. *Third World Ideology and Western Reality: Manufacturing Political.* Routledge. New York.
- Chilcote, Ronald H. (2018). *Theories of Comparative Politics – The Search for a Paradigm Reconsidered*. Routledge; New York.
- Paul E Sigmund. Ed.1967.*The Ideologies of the Developing Nations.*Praeger, Publishers. New York, Washington,London
- Gary Y.,Okihiro, 2016. *Third World studies: Theorizing Liberation*. Duke University Press. Durham.
- H, John. 1962. Political *Change in Underdeveloped Countries. : Nationalism and Communism*. Wiley and Sons. New York.
- Goodin, R. E., Pettit, P. and Pogge, T., 2007. *A Companion to Contemporary Political Philosophy*. Malden, Mass.; Oxford: Blackwell Publishing. Part II.
- Heywood, A., 2007a. *Political Ideologies: An Introduction.* Basingstoke: Palgrave Macmillan.
- Festenstein, M. and Kenny, M., eds., 2005. Political Ideologies. Oxford: Oxford University Press.
- Held, David et.al.(2005) *Debating Globalisation*. Polity Press: Cambridge.
- Heywood, A., 2007b. Politics. Basingstoke: Palgrave Macmillan.
- Paul S. Landau.2022. Spear: *Mandela and the Revolutionaries*. Ohio University Press. USA. 2022
- Shahid. Amin.2001. *National Liberation Movements in International Encyclopedia of the Social & Behavioral Sciences*, 2001. Elsevier. Oxford. London.
- J. Bandhopadhyaya. 2003. *Making of India's Foreign Policy*, (third Edition), New Delhi. Allied Publishers.
- Russo, Alessandro.2020. *Cultural Revolution and revolutionary culture*. Durham: Duke University Press.
- Richard Curt Kraus.2012. *The Cultural Revolution: A Very Short Introduction*. New York: Oxford University Press
- AbhilashChaubey. 2023.*Che Guevara: The Cuban Style of Revolution.* Notion Press.
- Jon Lee Anderson. *Che Guevara: A Revolutionary Life*. Grove Press / Atlantic Monthly Press. 1997.
- M.N. Das.2022. *The Political Philosophy of Jawaharlal Nehru*. Routledge. New York.2022
- R.P. Dube.1988. *Jawaharlal Nehru: A Study in Ideology and Social Change*. New Delhi. Mittal Publications.
- S.R. Bakshi.1988. *Nehru and His Political Ideology*. Criterion Publications.
- Andrew Kennedy.2011. *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy*.Cambridge University Press. London.

- Roger Eatwell and Anthony Wright (Eds.). 2003. *Contemporary Political Ideologies.* Jaipur and New Delhi. Rawat Publications.
- Said, Edward. 1978. *Orientalism – Western Conceptions of the Orient.* Pantheon Books: Michigan.
- Steve Smith John Baylis. 2021. *Globalization of World Politics: An Introduction to International Relations*, 8th Edition. London. Oxford University Press.
- Joseph E. Stiglitz.2002. *Globalization and its Discontents*. New York. W.W. Norton & Company.

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

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	0	3	3	3	3	2
CO2	2	1	3	1	0	2	1	3	2	0
CO3	3	3	2	1	0	2	2	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	2	1	3	0	1	3	1	3	2	2

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

POS407	Global Justice and the South	L	T	P	C
Version1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Political Concepts.				
Co-requisites	--				

Course Description:

This course will study debates surrounding global justice from the perspective of the global south. A distinctive aspect of the course will involve using the voices of the global south as vital inputs toward a revaluation of contemporary debates in global justice. The course will probe themes of global distributive justice, human rights, migration, climate change, the politics of aid and trade, and global institutions against the backdrop of increasing global inequality and current efforts underway to democratize institutions of global governance.

Course Objectives:

1. Understand debates on Global Justice from the perspective of the Global South.

2. Discuss the implication of global problems on the international order

3. Understand the emergence of the Global South and subsequent political debates.

4. Analyse the theoretical relevance of International Relations theories on Global Justice

Course Outcomes:

CO1. Students will be able to develop an idea of current debates on global justice

CO2. Evaluate the contemporary discourses on Colonialism, Imperialism and post-colonial debates on the rise of Global South.

CO3. Analyse the existing parameters of deprivation and resolutions for mitigation of the same.

CO4. Demonstrate the critical insights on global justice in the developing economies.

CO5. Assess the contributions and challenges faced by countries in the Global South in shaping global justice frameworks and addressing systemic disparities in international relations.

CO6. Critically evaluate key theories of global justice and their applicability to issues such as inequality, human rights, and development in the Global South.

Course Content:

UNIT 1. Justice in the Global South	15 lecture hours
• Justice in the Domestic sphere • Justice in the Global Sphere	
UNIT 2. Global Inequality • Concepts and Debates on Poverty and Inequality • John Rawls and ideas on Distributive Justice • Human Rights and Global Justice	15 lecture hours
Unit 3. The Politics of Aid and trade - Illicit financial flows • The making of modern illicit trade – 1800CE to 1990s • The transformation of illicit trade in the 20th century • Illicit trade and sustainability • Illicit trade and cyber world	15 lecture hours
Unit 4. Democratising Global norms and institutions • Historical evolution of the idea of Democracy • Democracy and the Political community • Contemporary democratic politics	15 lecture hours

Suggested Readings:

- Andrew Robinson, and Simon Tormey, Resisting 'Global Justice': Disrupting the Colonial 'Emancipatory' Logic of the West, Third World Quarterly 30(8), pp. 1395–1409, 2009

- Aziz Choudry, and Dip Kapoor, Learning from the Ground Up: Global Perspectives on Social Movements and Knowledge Production, New York: Palgrave MacMilllan, 2010.

- Baogang He, and Hannah Murphy, Global Social Justice at the WTO? The Role of NGOs in Constructing Global Social Contracts, International Affairs 83, pp. 707–727, 2007.

- Bell, Derek, Justice and the Politics of Climate Change, in Constance Lever-Tracy, ed., Routledge Handbook of Climate Change and Society, New York: Routledge, 2010.
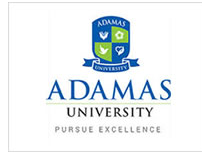
- Charles Beitz, Does Global Inequality Matter?, Metaphilosophy, 32, 2001.

- Charles Jones, The Human Right to Subsistence, Journal of Applied Philosophy 30 (1), 2013.

- David Crocker, Ethics of Global Development: Agency, Capability, and Deliberative Democracy, Cambridge: Cambridge University Press, 2009.

- David Miller, Justice and Boundaries, Politics, Philosophy, & Economics 8, pp. 291-309. 2009

- David Schlosberg, Reconceiving environmental justice: Global movements and political theories, Environmental Politics 13(3), pp. 517–540, 2004.

- Gillian Brock, Global Justice: A Cosmopolitan Account, Oxford: Oxford University Press, 2009.

- Heather Widdows, Global Ethics, New York: Acumen, 2011. Joseph Carens, Aliens and Citizens: The Case for Open Borders, The Review of Politics, 49, 1987.

Modes of Examination: Assignment/Quiz/Project/Group Discussion/ Presentation/Extempo/Written Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	1	1	3	3	2	2	1	0	0
CO2	1	1	1	3	3	3	2	1	0	0
CO3	1	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	2	3	3	2	1	0	0	2	3	3
CO6	0	2	2	3	0	1	3	1	2	0

POS408	PEACE AND CONFLICT RESOLUTION	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic level knowledge in humanities				
Co-requisites	Fundamentals of International politics				

Course Description:

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

Course Objectives:

1. To help to understand the root causes of war and conflicts
2. To enable students to analyse the mechanism of conflict resolution as well as confidence building measures.
3. To introduce the students to various perspectives on peace and conflict resolution
4. To make the students aware of the current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.
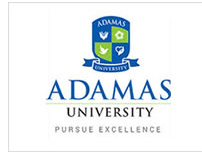
Course Outcomes

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

CO1. Understand the history and subsequently causal factors along with resolution to conflicts around the world

CO2. Evaluate the effectiveness of different peace-building interventions and conflict resolution strategies in promoting sustainable peace.

CO3. Critically assess the ethical implications and challenges of peace and conflict resolution efforts.

CO4. Evaluate the socio-politico-economic as well as the environmental issues behind the global-regional and local movements and their impact on the overall well-being of the body-politic.

CO5. Investigate peacebuilding strategies at both the grassroots level (community-based peacebuilding) and the political level (international diplomacy).

CO6. Design and implement comprehensive peacebuilding programs that integrate conflict analysis, dialogue facilitation, and reconciliation processes.

Course Content:

Module 1. **Introduction and basic concepts** • Definitions of Peace; Historical experiences – Zones of Peace and Conflict; • Three Notions of Peace • Understanding Violence – Structural, Cultural, Direct and Indirect Violence, Feminist Understanding of Violence	15 lecture hours
Module 2. **Origins of Peace Studies** • Evolution of Peace Studies • Nature of Peace Studies • Methods and Approaches	15 lecture hours
Module 3. **Understanding Conflict and Conflict Analysis** • Approaches to Conflict Analysis • Conflict Analysis tools • Conflict Resolution and ADR • Conflict Transformation	15 lecture hours
Module 4. **Conflict Resolution in South Asia** • Conflict Zones in South Asia - Inter and Intra-state rivalry in South	15 lecture hours
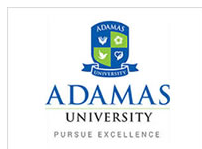
Asia – role of women in conflict resolution. • Case studies – India-Pakistan relation; India and the North-East; Sri Lanka; • UNO and Conflict Resolution		

Suggested Readings:

Crocker, Chester A. et. al. (2007), Leashing the Dogs of War: Conflict Management in a Divided World, Washington D. C.: US Institute of Peace Press.

Deutsch, Morton (1973), The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press

Galtung, Johan (2004), Transcend and Transform: An Introduction to Conflict Work, New York: Pluto Press.

Galtung, Johan (1996), Peace by Peaceful Means: Peace and conflict, Development and Civilization, London: Sage.

Kriesberg, Louis (1998), Constructive Conflicts: From Escalation to Resolution, Maryland: Rowman and Littlefield.

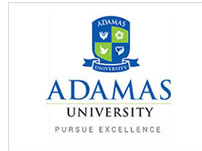Zartman, William (ed.) (1995), Elusive peace: Negotiating an End to Civil Wars, Washington: The Brookings Institution.

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

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	1	1	3	3	3	3	2
CO2	3	3	1	1	1	2	1	3	2	3
CO3	3	3	2	1	2	2	1	1	1	2
CO4	3	3	3	2	2	3	1	3	3	1
CO5	3	2	3	1	3	3	2	1	2	1

CO6	1	3	2	1	3	2	1	3	2	3

POS 409	Research methods-qualitative analysis	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of research				
Co-requisites	--				

Course Description:

Qualitative research methodology focuses on understanding human experiences, behaviors, and social phenomena through in-depth exploration. It is characterized by non-numerical data collection methods, such as interviews, focus groups, observations, and textual analysis. Researchers typically adopt an interpretive approach, seeking to uncover meanings, patterns, and relationships within the data. Sampling in qualitative research is often purposive, targeting participants who provide rich, relevant insights. Analysis involves coding, categorizing, and identifying themes to construct a comprehensive understanding of the subject. This methodology is iterative, with data collection and analysis occurring simultaneously, enabling flexibility and depth. It is widely used in social sciences, humanities, and healthcare.

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 enable the students to ponder and debate.

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-Develop a comprehensive understanding of the philosophical underpinnings, theoretical frameworks, and key principles of qualitative research.

CO2-Learn to formulate qualitative research questions and choose appropriate methodologies such as ethnography, grounded theory, phenomenology, narrative analysis, or case studies .

CO3-Gain proficiency in qualitative data collection techniques, including in-depth interviews, focus groups, participant observation, and document analysis.

CO4-Learn coding techniques for identifying patterns and themes in qualitative data and use software tools l for managing and analyzing qualitative data

CO5-Understand how to write compelling, coherent, and transparent qualitative research reports and

develop skills for presenting findings in narrative form.

CO6-Learn how to design and execute a complete qualitative research study and explore the application of qualitative research.

Course Content:

Section A: **Core Concepts**

1.Qualitative Approach, Participant and Non-Participant Observation, Ethnography,
2 Grounded Theory, Engaged Theory, Case Studies, Life Histories,
3. Action Research, Phenomenology, Hermeneutics, Content Analysis, Literary Analyses, Qualitative Data Analysis

Section B: Major Debates
1.Measurement and Scaling, Scaling techniques, Questionnaires, Surveys
2.Sampling Techniques, Archives
3.Online Data Collection

Section C :Academic Writing and Publishing: Research

1.Proposal- Review of Literature, Research Questions and Objectives, Reference Systems

2. Peer review, Abstract for Conferences /Book Chapters, Research Grant Proposals

3. Plagiarism, Research Ethics

Suggested Readings:

- 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/Presentation/Written ExamExamination Scheme:

Components	Class Assessment	End Term
Weightage (%)	**50**	**50**

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	1	2

CO2	2	1	1	0	3	3	2	2	2	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	2	0	0	3	3	2	2	2	2	3
CO5	1	3	2	1	1	0	0	3	3	3
CO6	1	2	3	3	0	1	3	1	2	1

Modes of Examination:
 Assignment/Quiz/Project/Presentation/Written　　　　Exam
 Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	2	2	3	0	1	3	1	2	0

POS410	International law and Institutions	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Graduation in Political science				
Co-requisites	--				

Course Description:

International law is both a substantive body of rules and an array of processes by which law is created, interpreted, and enforced. This course is designed to introduce you to both the substance and process aspects of international law. To that end, the course places particular emphasis on the decision-making mechanisms by which international law is developed and carried out, the institutions that serve as deciders, and the legal regimes that take shape as a result. The course will also consider both traditional international law doctrines and contemporary pressures on them. We will begin with the sources of international law and participants in the international system. We will next consider how the system addresses problems related to global interdependence and integration (e.g., environment, economic integration and trade, human rights, crime, climate change, oceans, etc.), and will finally turn to challenges to the international legal order, such as the use of force and conduct of war. Throughout, we will engage in critical reflection on the legitimacy, efficacy and justice of the international system as it is currently configured.

Course Objectives:

The objectives of this course are to give the target students/audience an understanding of:

1. The Course provide high-quality training on a broad range of core subjects of international law, as well as specific subjects of particular interest in a given region.
2. In addition, the interactive nature of the training allows the participants to share experiences and exchange ideas, which promotes greater understanding and cooperation on legal matters in the region.
3. The Courses intends to enable students of international law from developing countries and countries with emerging economies, to deepen their knowledge of international law and of the legal work of the United Nations and its associated bodies.

Course Outcomes

On completion of this course:

CO1- Recall key principles of international law, such as sovereignty, treaty law, and human rights, along with major international institutions like the United Nations and the International Court of Justice.

CO2- Explain the role of international law in regulating the behavior of states, non-state actors, and individuals in areas such as diplomacy, trade, and conflict resolution.

CO3- Apply legal principles and case law to analyze real-world issues in international relations, such as territorial disputes, war crimes, or international trade agreements.

CO4- Examine the structure and functioning of international institutions (e.g., UN, WTO, ICC) and analyze their effectiveness in enforcing international law and maintaining global order.

CO5- Critically assess the strengths and limitations of international law and institutions in addressing global challenges, such as environmental protection, human rights abuses, and armed conflicts.

CO6- Evaluate the role of international law and global institutions in addressing contemporary issues such as conflict resolution, human rights protection, and environmental governance.

Course Content:

Module I:

International law: Definition, nature and sources.

Module II:

Extradition and Asylum under international law.

Module III:

International criminal court.

- Historical Development and Legal Framework

- Functions and Key Cases

- Challenges and Criticisms

Module IV:

War and non-war armed conflicts

- Conceptual Framework and Typologies

- Causes and Dynamics

- Responses and Resolutions

References

- Anthony, C. (2007). Philosophy of International law, Edinburgh University Press.

- Dias , R.W.M. (1994). Jurisprudence, Indian Reprint-Adithya Books, Delhi

- Dhyani, S.N. (1985).Jurisprudence-A Study of Indian Legal Theory.

- Fitzgerald, S. (1999). On Jurisprudence, Tripathi, Bombay.

- kapoor, S.K. (2011).International Law and Human Rights, Central Law Agency, Allahabad.

- Nigro, F. A., &Nigro, C. (1989). Modern Public Administration (7th ed.). New York: Lloyd Harper and Row.

- Shearer, I.A. S., (2007).International Law, International, Student Edition, oxford, Delhi.

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

Components	Class Assessment	End Term
Weightage (%)	50	50

CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	3	3	2	2	1	0	0
CO2	3	1	1	3	3	3	2	1	0	0
CO3	3	1	0	2	2	1	1	1	0	0
CO4	3	0	0	3	3	2	2	2	0	0
CO5	1	3	3	2	1	0	0	2	3	3
CO6	1	0	2	3	2	1	3	2	0	1

POS411	Gandhism: Ideology and Relevance in the Contemporary World	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Basic knowledge of Indian Nationalist movement				
Co-requisites	--				

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. The course also seeks to understand the legacy of Gandhi through the study of various non-violent movements around the world, inspired by Gandhian ideals and analyze the various dimensions of this strategy in a global context.

Course Objectives:

1. Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications.

2. 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. Recall key concepts and events related to nationalism in India, specifically focusing on Gandhi's role in the freedom movement.

CO2. Evaluate different perspectives on nationalism in India, including criticisms and defenses of Gandhi's approach.

CO3. Develop an understanding of Gandhi's legacy and its application in 21st century world.

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

CO5. Analyze the relevance of Gandhian ideas such as non-violence, environmental sustainability, and social justice in addressing current global challenges like war, poverty, climate change, and inequality

CO6. Apply critical thinking skills to analyze contemporary examples of Gandhian nationalism in India and evaluate their impact on society and politics.

Course Content:

Module I. Gandhi on Development and Ethics **I.1**. Ideas of Gandhi on modern civilization and alternative modernity; **I.2** Critique of Gandhi and alternative views on development by M. N. Roy, Subhas Chandra Bose and Rabindranath Tagore; **I.3** Critique of Development – • Narmada Bachao Andolan; • Chipko Movement; • Bhoodan Movement.	**15 lecture hours**
Module II. Gandhi and the Idea of political; **II.1** Swaraj **II.2** Swadeshi **II.3** Satyagraha	**15 lecture hours**
Module III. Gandhism: From theory to praxis **III.1** Peasant Satyagraha: Kheda and the Idea of Trusteeship **III.2** Gandhi on Social Inequality - Temple Entry Movement **III.3** Critique Of Caste System	**15 lecture hours**
Module IV. Gandhi's Legacy **IV.I** Anti - Racism Movements (Anti–Apartheid Movement in South Africa and Martin Luther King in United States Of America) **IV.2** The Pacifist Movement **IV.3** Women's Movements **IV.4** *Gandhigiri*: Perceptions in popular culture	**15 lecture hours**

Suggested 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 Discours*e, 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

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

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	3	3	1	1	3	3	3	3	2
CO2	3	3	1	1	0	2	1	3	2	3
CO3	3	3	2	1	2	2	1	1	1	2
CO4	3	3	3	2	0	3	1	3	3	1
CO5	3	2	3	1	0	3	2	1	2	1
CO6	2	3	3	1	3	2	2	3	1	2

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