SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Proposed Syllabus for B.A Four-Year Honours with Research Programme in Political Science

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Faculty of Art & Social Sciences
Swami Vivekanand Subharti University
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Syllabus Developed by:

S. No.	Name	Designation
1.	Dr. Manoj Kumar Tripathi	Associate Professor & HOD
2.	Dr. Amrita Chaudhary	Assistant Professor
3.	Dr. Dinesh Kumar	Assistant Professor

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INTRODUCTION TO B. A. (HONS.) POLITICAL SCIENCE

The **Department of Political Science** is committed to nurturing informed, engaged, and empowered citizens capable of understanding, analyzing, and contributing to the dynamic world of politics and governance. The **B. A. (Hons.) Political Science** program is a rigorous undergraduate course designed to equip students with a deep and critical understanding of political theory, institutions, governance, public policy, international relations, and contemporary political processes both in India and across the globe.

This program goes beyond textbook knowledge, offering a rich intellectual experience that encourages students to question, debate, and reflect on the fundamental questions of power, justice, rights, liberty, development, and citizenship. It explores how political systems function, how laws are made and implemented, how leaders and institutions influence societies, and how political behaviour evolves over time.

Students are introduced to a wide array of sub-disciplines such as:

- Classical and modern political thought
- Comparative politics
- Indian government and politics
- Public administration and public policy
- International relations and global politics
- Political sociology and political economy

In an age marked by rapid political change, globalization, digital transformation, climate crises, and new movements for rights and justice, this program empowers students with the analytical tools and theoretical foundations necessary to understand and engage with the world around them. Political Science is not only about politics in the narrow sense of elections and governance but is a broader inquiry into how societies organize themselves, resolve conflicts, and pursue collective goals.

Throughout the course, students are trained to develop:

- Critical thinking and analytical skills
- Research aptitude and evidence-based reasoning
- Policy analysis and problem-solving techniques
- Communication and argumentative writing skills
- Interdisciplinary understanding of politics, law, economy, and society

Through lectures, seminars, debates, fieldwork, internships, and research projects, the department fosters an environment that encourages independent thought, civic responsibility, and leadership. The curriculum is designed in alignment with the latest developments in the discipline and aims to prepare students for careers in civil services, law, academia, journalism, international organizations, policy think tanks, non-governmental organizations, and more.

Ultimately, the B. A. (Hons.) Political Science program is not just about understanding politics—it is about shaping the future. It invites students to become thoughtful participants in democratic life, capable of contributing meaningfully to public discourse and transformative change at local, national, and global levels.

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NATURE OF B.A. (HONS.) POLITICAL SCIENCE

The **B.A. (Hons.) Political Science** is a comprehensive four-year undergraduate degree program that provides a profound engagement with the nature, functioning, and dynamics of politics, governance, and public affairs. This program is not confined to the study of government and political institutions alone; it delves into the philosophical foundations, historical developments, and contemporary challenges that shape political life in India and across the world.

The nature of the course is fundamentally **analytical, interpretative, and interdisciplinary**. It encourages students to think critically about power relations, legal frameworks, social justice, democratic institutions, public policies, and global interactions. Rather than accepting political narratives at face value, students are trained to **question assumptions, assess competing ideologies, and analyze complex political phenomena** through evidence-based inquiry.

Core to the program is the **development of critical thinking, independent reasoning, ethical judgment, and academic rigor**. Students are exposed to a wide range of classical and contemporary political thinkers, real-world case studies, and diverse methodological approaches—qualitative and quantitative alike. They are encouraged to interpret political processes through various lenses, such as sociological, economic, legal, and cultural perspectives.

The course places strong emphasis on:

- **Conceptual clarity** in political theories and ideologies
- **Comparative analysis** of political systems and practices
- **Informed engagement** with constitutional principles and legal frameworks
- **Understanding international relations and diplomacy**
- **Interpreting political behavior, public opinion, and electoral dynamics**

This program also fosters **research aptitude, policy understanding, communication skills**, and a **spirit of democratic participation**. It prepares students not just for academic pursuits but also for careers in civil services, law, journalism, development work, public policy, and political consulting.

In sum, the nature of the B.A. (Hons.) Political Science program is **holistic, future-oriented, and intellectually stimulating**. It shapes individuals into socially conscious, analytically sharp, and politically aware citizens who are capable of contributing meaningfully to the development of an inclusive, just, and participatory society.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK

B.A. (HONS.) POLITICAL SCIENCE

The **Learning Outcome-Based Curriculum Framework** for the **B.A. (Hons.) Political Science** program is designed to promote a student-centric, inquiry-driven, and outcome-oriented approach to political studies. It focuses on equipping learners with the conceptual clarity, analytical abilities, ethical sensibility, and practical skills necessary to understand, critique, and engage with the political realities of contemporary society at the local, national, and global levels.

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The Learning Outcome is rooted in the belief that **Political Science is not only an academic discipline** but also a vital tool for active citizenship, leadership, governance, and transformative social engagement. It connects **classroom learning to real-world political processes**, fostering responsible citizenship, democratic values, and critical consciousness among students.

Key Objectives:

- **To provide a comprehensive understanding** of political theory, political institutions, public administration, international relations, Indian politics, and comparative politics.
- **To develop critical and analytical thinking**, enabling students to evaluate political arguments, public policies, constitutional frameworks, and ideological debates.
- **To encourage students to engage with real-world political issues**, current affairs, and emerging global challenges using academic frameworks and methodological tools.
- **To foster independent research skills**, interpretative reasoning, and the ability to synthesize diverse political perspectives and empirical data.
- **To promote democratic values, ethical reasoning, and sensitivity to diversity**, equity, human rights, gender justice, and environmental sustainability.
- **To prepare students for a wide range of professional opportunities**, including civil services, academia, law, journalism, development studies, public policy, diplomacy, and non-governmental work.

Learning Outcomes for Students:

Upon successful completion of the B.A. (Hons.) Political Science program, students will be able to:

1. **Demonstrate in-depth knowledge** of political concepts, institutions, ideologies, governance structures, and international systems.
2. **Critically evaluate political texts, constitutional documents, public policies, and global events** with an informed and analytical perspective.
3. **Understand and interpret the functioning of the Indian political system**, its federal structure, electoral processes, policy-making, and administrative institutions.
4. **Engage in independent research** using qualitative and quantitative methods, analyze data, and construct logical, evidence-based arguments.
5. **Communicate political understanding effectively** through academic writing, policy briefs, presentations, and debates.
6. **Apply political knowledge to contemporary social and political challenges**, contributing to policy design, advocacy, or democratic participation.
7. **Demonstrate civic awareness, inclusive thinking, and commitment to pluralism**, constitutional morality and democratic values.
8. **Pursue lifelong learning and interdisciplinary exploration**, connecting political science with law, economics, sociology, history, and international development.

This outcome-based curriculum is structured to **empower students to be change-makers**, thought leaders, and informed participants in political life—locally and globally. It balances theoretical insights with practical exposure and encourages reflective, responsible, and research-oriented learning throughout the undergraduate journey.

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GRADUATE ATTRIBUTES OF B.A. (HONS.) POLITICAL SCIENCE PROGRAMME

Graduate Attributes refer to the essential qualities, skills, attitudes, and knowledge that students are expected to develop by the end of the **B.A. (Hons.) Political Science** programme. These attributes reflect the core values of liberal education and aim to prepare graduates for academic excellence, professional growth, democratic citizenship, and lifelong learning in a complex and interconnected world.

Key Graduate Attributes:

1. **Political and Interdisciplinary Insight**: Graduates will have a strong understanding of political processes and will be able to integrate perspectives from disciplines such as history, economics, law, sociology, international relations, and public administration.
2. **Effective Communication Skills**: Graduates will demonstrate the ability to present political arguments, research findings, and critical ideas clearly and persuasively in both oral and written formats across academic and public platforms.
3. **Critical and Reflective Thinking**: Graduates will critically assess political events, ideologies, policies, and systems, and demonstrate reflective thinking by connecting theoretical knowledge to contemporary political realities.
4. **Analytical Reasoning and Evidence-Based Judgement**: Graduates will develop the capacity to analyze political structures and phenomena systematically, using data, texts, and comparative frameworks to draw logical, well-reasoned conclusions.
5. **Research Aptitude and Methodological Awareness**: Graduates will be skilled in identifying political research questions, applying qualitative and quantitative research tools, and drawing conclusions that are methodologically sound and ethically responsible.
6. **Democratic Teamwork and Leadership**: Graduates will exhibit the ability to work collaboratively in diverse teams, demonstrate respect for others' viewpoints, and take initiative in democratic decision-making processes.
7. **Problem-Solving and Policy Sensitivity**: Graduates will apply political knowledge and analytical skills to address real-world problems in governance, public service, civic engagement, and policy development.
8. **Digital and Information Literacy**: Graduates will be proficient in using digital tools, online platforms, and information technologies for political analysis, research dissemination, civic participation, and public communication.
9. **Commitment to Lifelong Learning**: Graduates will embrace continuous learning, adaptability, and intellectual curiosity to remain engaged in public affairs and informed about global and local developments throughout their lives.
10. **Ethical and Constitutional Values**: Graduates will uphold democratic ethics, pluralism, equality, justice, and respect for diversity, and act responsibly as global citizens committed to constitutional morality and social harmony.

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PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The **Programme Educational Objectives (PEOs)** of the **B.A. (Hons.) Political Science** programme are designed to provide students with a deep understanding of political systems, theories, institutions, and processes while preparing them for professional success, civic leadership, and lifelong learning. These objectives reflect the long-term goals of the programme in shaping informed and responsible graduates.

Key Educational Objectives:

PEO 1: Develop Politically Aware and Informed Citizens
To equip students with the ability to understand political processes, ideologies, governance structures, and public policies at local, national, and international levels.

PEO 2: Promote Research and Analytical Skills
To develop the capacity for independent research, evidence-based analysis, and logical reasoning in the field of politics, public policy, and international relations.

PEO 3: Encourage Interdisciplinary and Comparative Understanding
To foster appreciation for how political science interacts with disciplines such as law, economics, history, sociology, philosophy, and media studies.

PEO 4: Prepare for Diverse Careers and Higher Studies
To build academic and professional competencies that enable graduates to pursue careers in civil services, public administration, law, teaching, journalism, international organizations, NGOs, and research, as well as advanced study in Political Science or allied disciplines.

PEO 5: Instill Ethical, Democratic, and Civic Responsibility
To nurture socially responsible individuals who value democratic principles, constitutionalism, justice, human rights, and active citizenship.

PEO 6: Inspire Lifelong Learning and Adaptability
To motivate students to engage in continuous learning and adapt to emerging challenges in a rapidly transforming political, economic, and global environment.

PROGRAMME OUTCOMES (POs)

The **Programme Outcomes (POs)** define the broad academic and intellectual competencies that students are expected to acquire upon successful completion of the B.A. (Hons.) Political Science programme. These outcomes emphasize critical engagement with political systems and active contribution to society.

PO 1: Core Disciplinary Knowledge
Students will develop comprehensive knowledge of political theory, Indian government, comparative politics, international relations, and public administration.

PO 2: Analytical and Critical Thinking
Graduates will acquire the ability to critically evaluate political ideas, events, institutions, ideologies, and processes with an analytical mindset.

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PROGRAMME SPECIFIC OUTCOMES (PSOs)

The **Programme Specific Outcomes (PSOs)** outline what students will be specifically able to know, do, and apply after successfully completing the B.A. (Hons.) Political Science programme. These outcomes highlight the distinct academic strengths and real-world applications of the discipline.

Key Programme Specific Outcomes:

PSO 1: Comprehensive Understanding of Political Concepts
Students will acquire a foundational and advanced understanding of key political concepts such as state, sovereignty, justice, liberty, power, and legitimacy.

PSO 2: Analysis of Political Institutions and Processes
Students will be able to study the functioning of political institutions like legislature, executive, judiciary, and electoral systems across democracies and authoritarian states.

PSO 3: Critical Engagement with Political Thought
Students will gain insights into Indian and Western political thinkers and ideologies, enabling critical understanding of political traditions and philosophical debates.

PSO 4: Application of Political Knowledge to Public Policy and Governance
Students will apply their political knowledge to assess governance models, policy frameworks, administrative structures, and public service delivery mechanisms.

PSO 5: Linkage of Political Understanding to Current Affairs
Graduates will be able to interpret current political developments, social movements, conflicts, and policy decisions through an informed political science perspective.

PSO 6: Research and Model Building in Politics
Students will develop skills in creating analytical models, interpreting political behaviour, designing surveys, and evaluating political scenarios using qualitative and quantitative tools.

PROGRAMME DURATION

Name of the Programme	Duration
B. A. Honours with Research in Political Science	4 Years

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EXIT OPTIONS

Exit Option	Certificate/ Graduation Degree/ Diploma/ Graduation Degree With Honours
1st Year	Certificate in Political Science
2nd Year	Diploma in Political Science
3rd Year	Graduation Degree in Political Science
4th Year	Graduation Degree with Honours in Political Science

PROGRAMME MARKING SCHEME

	Internal Assessment		External Assessment	Total
Attendance (5)	Quiz/ PPT/ Assignment (10)	Mid Sem. Test (15)	End Sem. Exam. (70)	
5	10	15	70	100

All UG Courses offered by Department of Liberal Arts & Humanities (Session 2025-26 onwards)

Sem.	I	II	III	IV	V	VI	VII	VIII	Total
Credit	20	20	21	21	22	22	22	22	170
Marks	700	700	700	700	700	700	700	400	5300

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Proposed Syllabus for B.A Four-Year Honours with Research Program in Political Science

Multidisciplinary Subject Basket

1.	MDC-1	Indian Society & Culture
2.	MDC-2	Public Policy in India
3.	MDC-3	Human Rights & Laws

Ability Enhancement Courses Basket

1	AEC-1	English Communication Skills
2	AEC-2	
3	AEC-3	
4	AEC-4	

Skill Enhancement Courses Basket

1	SEC-1	News Presentation & Anchoring
2	SEC-2	
3	SEC-3	

Value Added Courses Basket

1	VAC-1	AI and Public Policy
2	VAC-2	Critical Thinking & Argumentation in Political Science

Semester- 1

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Understanding Political Theory	MJC-1	BAHPOL101	4-0-0	4	100
2.	Indian Political Thought-1	MIC-1	BAHPOL102	3-0-0	3	100
3.	Indian Society & Culture	MDC-1	BAHMDC103	3-0-0	3	100
4.	English Communication Skills	AEC-1	AECENG01	2-0-0	2	100
5.	News Presentation & Anchoring	SEC-1	SEC-NP	1-0-4	3	100
6.	AI and Public Policy	VAC-1	VAC01	1-0-2	3	100
7.	Practical Major 1		BAHPOL101P	0-0-4	2	100
8.	IKS/ Rashtra Bodh	Qualifying Audit Course	IKSRB	1-1-0	0	100
						Total- 20

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Semester- 2

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Indian National Movement & Constitution of India	MJC-2	BAHPOL201	4-0-0	4	100
2.	Political Theory &	MIC-2	BAHPOL202	3-0-0	3	100

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	Concepts					
3.	Public Policy in India	MDC-2	BAHMDC203	3-0-0	3	100
4.		AEC-2		2-0-0	2	100
5.		SEC-2		1-0-4	3	100
6.	Critical Thinking & Argumentation in Political Science	VAC-2	VAC02	1-0-2	3	100
7.	Practical Major 2		BAHPOL201P	0-0-4	2	100
8.	IKS/ Rashtra Bodh	Qualifying Audit Course	IKSRB	1-1-0	0	100
						Total- 20

Semester- 3

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Political Process in India	MJC-3	BAHPOL301	4-0-0	4	100
2.	Introduction to Public Administration	MJC-4	BAHPOL302	4-0-0	4	100
3.	Indian Political Thought-2	MIC-3	BAHPOL303	3-0-0	3	100
4.	Human Rights & Laws	MDC-3	BAHMDC304	3-0-0	3	100
5.		AEC-3		2-0-0	2	100
6.		SEC-3		1-0-4	3	100
7.	Practical Major 3		BAHPOL301P	0-0-4	2	100
						Total- 21

Semester- 4

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Western Political Thought-1	MJC-5	BAHPOL401	4-0-0	4	100
2.	Comparative Government & Politics (UK, USA, Switzerland & China)	MJC-6	BAHPOL402	4-0-0	4	100
3.	Political Sociology	MJC-7	BAHPOL403	4-0-0	4	100
4.	Good Governance: Issues and Challenges	MIC-4	BAHPOL404	3-0-0	3	100
5.		AEC-4		2-0-0	2	100
6.	Practical Major 5		BAHPOL401P	0-0-4	2	100
7.	Practical Major 6		BAHPOL402P	0-0-4	2	100
						Total- 21

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Semester- 5

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	International Politics	MJC-8	BAHPOL501	4-0-0	4	100
2.	Theories of Nationalism and Process of Nation Building	MJC-9	BAHPOL502	4-0-0	4	100

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3.	Law, Crimes & Politics in India	MIC-5	BAHPOL503	3-0-0	3	100
4.	Federalism in India	MIC-6	BAHPOL504	3-0-0	3	100
5.	Internship	INT-1	BAHPSINT501	0-0-4	4	100
6.	Practical Major 8		BAHPOL501P	0-0-4	2	100
7.	Practical Minor 5		BAHPOL503P	0-0-4	2	100
						Total- 20

Semester- 6

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Foreign Policy of India	MJC-10	BAHPOL601	4-0-0	4	100
2.	Western Political Thought-2	MJC-11	BAHPOL602	4-0-0	4	100
3.	Research Methodology	MJC-12	BAHPOL603	4-0-0	4	100
4.	Regional Politics in India	MIC-7	BAHPOL604	3-0-0	3	100
5.	Indian Administration	MIC-8	BAHPOL605	3-0-0	3	100
6.	Practical Major 10		BAHPOL601P	0-0-4	2	100
7.	Practical Minor 7		BAHPOL604P	0-0-4	2	100
						Total- 22

Semester- 7

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Contemporary Discourses in Indian Politics	MJC-13	BAHPOL701	4-0-0	4	100
2.	Politics in South Asia	MJC-14	BAHPOL702	4-0-0	4	100
3.	Human Rights in the Globalized World	MJC-15	BAHPOL703	4-0-0	4	100
4.	Gender and Politics	MIC-9	BAHPOL704	4-0-0	4	100
5.	Practical Major 13		BAHPOL701P	0-0-4	2	100
6.	Practical Major 14		BAHPOL702P	0-0-4	2	100
7.	Practical Minor 9		BAHPOL704P	0-0-4	2	100
						Total- 22

Semester- 8

SL No.	Name of the Course	Type of Course	Codes	L-T-P	Credits	Marks
1.	Development Process and Social Movements in Contemporary India	MJC-16	BAHPOL801	4-0-0	4	100
2.	Peace and Conflict in International Politics	MIC-10	BAHPOL802	4-0-0	4	100
3.	Practical Major 16		BAHPOL801P	0-0-4	2	100
4.	Research Project/Dissertation	RP-1	BAHPOLRP1	0-12-12	12	100
						Total- 22

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SEMESTER-I

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	Political Science				
Course Code	BAHPOL101	Course Title	**Understanding Political Theory**		

Course Learning Outcome-

1. Develop analytical skills to critically evaluate political arguments and their implications for governance and society.
2. Articulate their interpretations and perspectives on political theory through discussions, essays, and presentations.
3. Engage in informed discourse on contemporary political issues with a theoretical grounding.
4. Contribute meaningfully to the advancement of political thought through critical reflection.

Course Learning Objective- The course aims to:

1. Provide a deep understanding of foundational political theories from antiquity to modern perspectives.
2. Foster critical thinking skills for analyzing and evaluating complex political ideas.
3. Enable students to connect theoretical knowledge with real-world governance and societal issues.
4. Prepare students to apply political theory in academic, civic, and professional contexts.

Credits – 4	Max. Marks: 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0

Unit	Topic	No. of Lectures
I	What is Politics: Theorizing the 'Political' Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative	12
II	Approaches to Political Theory: Normative, Historical and Empirical	12
III	Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern	12
IV	Democracy: The history of an idea Procedural Democracy and its critique	12
V	Deliberative Democracy Participation and Representation	12

Suggested Readings:

1. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman.
2. Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
3. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory andMethods in Political Science.* London: Macmillan.
4. Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman.
5. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory:An Introduction.* New Delhi: Pearson Longman.
6. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts.* Manchester and New York: Manchester University Press.

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Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	Political Science				
Course Code	BAHPOL101P	Course Title	**Understanding Political Theory (PRACTICAL)**		

Course Learning Outcome-

1. Develop analytical skills to critically evaluate political arguments and their implications for governance and society.
2. Articulate their interpretations and perspectives on political theory through discussions, essays, and presentations.
3. Engage in informed discourse on contemporary political issues with a theoretical grounding.
4. Contribute meaningfully to the advancement of political thought through critical reflection.

Course Learning Objective- The course aims to:

1. Provide a deep understanding of foundational political theories from antiquity to modern perspectives.
2. Foster critical thinking skills for analyzing and evaluating complex political ideas.
3. Enable students to connect theoretical knowledge with real-world governance and societal issues.
4. Prepare students to apply political theory in academic, civic, and professional contexts.

Credits – 2	Max. Marks: 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 0-0-4

S.No.	Practical	No. of Practicals
I	Students discuss the meaning of politics, major traditions, and approaches, then prepare a chart summarizing key ideas.	4
II	Students conduct a model parliament or survey on participation and representation, linking theory to practical democratic processes.	4

Suggested Readings:

1. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman.
2. Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
3. Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory andMethods in Political Science.* London: Macmillan.
4. Bharghava, R, 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction.* New Delhi: Pearson Longman.
5. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory:An Introduction.* New Delhi: Pearson Longman.
6. Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts.* Manchester and New York: Manchester University Press.

This course can be opted as an elective by the student of any subject.

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Format for developing
syllabus for a course/paper

Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	BAHPOL102	Course Title	**Indian Political Thought-1**		

Course Learning Outcome- By the end of the course, students will be able to:

1. Attain a comprehensive understanding of the evolution of Indian political thought from ancient to modern times.
2. Analyze the contributions of key thinkers, texts, and movements in shaping Indian governance and society.
3. Interpret diverse philosophical traditions within Indian political discourse and evaluate their contemporary relevance.
4. Develop critical insights into the continuity and transformation of Indian political ideas across history.

Course Learning Objective- The course aims to:

1. Introduce the essential elements of Indian political thought spanning over two millennia.
2. Explore the ideas of individual thinkers within broader philosophical and thematic contexts.
3. Familiarize students with selected original texts for deeper classroom discussion and critical engagement.
4. Provide broad streams of Indian political philosophy while encouraging specialized knowledge through additional readings.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) – (3-0-0)

Unit	Topic	No. of Lectures (1 hrs. each)
I	Traditions of Pre-colonial Indian Political Thought a. Brahmanic and Shramanic b. Islamic and Syncretic.	07
II	Shukracharya, Ved Vyasa (Shantiparva): Rajadharma, Vidurniti	11
III	Manu: Social Laws, Kautilya: Theory of State, Aggannasutta (Digha Nikaya): Theory of kingship	12
IV	Barani: Ideal Polity, Abul Fazal: Monarchy, Kabir: Syncretism	15

Reading list :

1. B. Parekh, (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
2. A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass
3. *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
4. V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar
5. R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass
6. S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: *Sahitya Akademi*

This course can be opted as an elective by the student of any subject.

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Format for developing
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Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	BAHMDC103	Course Title	**Indian Society and Culture**		

Course Learning Outcome- By the end of the course, students will be able to:

1. Demonstrate a comprehensive understanding of the historical evolution and socio-cultural dynamics of Indian society.
2. Critically analyze cultural practices, traditions, and societal norms within their historical and contemporary contexts.
3. Evaluate the impact of religious diversity and cultural interactions on India's social and political life.
4. Develop a nuanced appreciation of India's cultural heritage and engage thoughtfully with contemporary societal challenges.

Course Learning Objective- The course aims to:

1. Introduce students to the richness and diversity of Indian culture and its historical foundations.
2. Foster critical thinking to examine cultural phenomena and societal issues through an interdisciplinary lens.
3. Encourage reflection on the relationship between India's cultural heritage and present-day societal complexities.
4. Cultivate an informed appreciation of India's traditions, values, and evolving social structures.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) – (3-0-0)

Unit	Topic	No. of Lectures (1 hrs. each)
I	**Historical Evolution of Indian Society:** Ancient societies: Vedic period, varna system and Changing dynamics and contemporary issues. Tribal communities: Issues of identity, displacement, and development. **Salient Features of Indian Society:** Diversity in India: Caste, religion, language, and regional variations. Unity in diversity: Constitutional provisions, cultural heritage, and national integration.	15
II	**Rural and Urban Society:** Changes in rural society: Agrarian relations, land reforms, and rural transformation. Urbanization	10
III	**Social Movements:** Peasant movements, workers' movements, and environmental movements.	10
IV	**Indian Society and Diversity of Cultures:** Languages, customs, traditions, and festivals. Impact of globalization on Indian society.	10

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Reading list :

7. B. Parekh, (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
8. A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass
9. *The Mahabharata* (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.
10. V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar
11. R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass
12. S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on Whatis Primary (An Annotated Translation from Pali)*, Delhi: *Sahitya Akademi*

This course can be opted as an elective by the student of any subject.

Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	VAC01	Course Title	AI and Public Policy: Innovations in Governance (VALUS ADDED COURSE)		

Course Learning Outcome- The Learning Outcomes of this course are as follows:

1. Students will understand the core AI concepts and their relevance to public policy and governance.
2. Students will be able to analyze the role of AI in evidence-based policymaking and decision-making processes.
3. Students will be able to identify real-life applications of AI in service delivery, e-governance, and public administration.
4. Students will be able to evaluate ethical, legal, and societal implications of AI in governance through case-based analysis.
5. Students will develop AI-integrated policy ideas or governance models to address civic or administrative challenges.

Course Learning Objective- The Course Objectives of this course are as follows:

1. To introduce key concepts of Artificial Intelligence relevant to public policy.
2. To analyze how AI is reshaping governance structures and citizen services.
3. To explore innovations such as predictive analytics, e-governance, and automation.
4. To evaluate ethical, legal, and societal implications of AI in governance.
5. To build practical understanding through real-life case studies and simulations.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) – (2-0-2)

Unit	Topic	No. of Lectures (1 hrs. each)
I	**Foundations of AI and Public Policy:** • Introduction to Artificial Intelligence: Concepts, Types, and Applications • Overview of Public Policy and Governance Mechanisms • Intersection of AI and Public Policy: Why it Matters Today	15

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	• AI in the Policy Cycle: Agenda Setting, Formulation, Implementation, and Evaluation India's AI Strategy: NITI Aayog's National Strategy for Artificial Intelligence	
II	**Applications of AI in Governance and Service Delivery:** • AI in E-Governance: Digital India, Smart Cities, MyGov • Predictive Analytics in Healthcare, Education, and Urban Management • AI in Welfare Schemes: Monitoring, Targeting, and Fraud Detection • Use of Chatbots and Automation in Public Services • Case Studies: Estonia's E-Residency, Singapore's Smart Nation, AI in Indian Governance (e.g., Aadhaar, CoWin platform)	10
III	**Ethics, Challenges, and the Future of AI in Public Policy:** • Ethical Concerns: Bias, Discrimination, and Algorithmic Opacity • Legal Challenges: Data Privacy, Surveillance, and Accountability • Global Frameworks: UNESCO, OECD AI Principles, India's Data Protection Laws • AI and Democratic Governance: Transparency vs. Technocracy • Future Trends: Generative AI, Machine Learning in Policymaking, AI in Diplomacy	10

Reading list :

1. **NITI Aayog.** (2018). *National Strategy for Artificial Intelligence – #AIforAll*. Government of India. https://niti.gov.in
2. **OECD.** (2019). *Artificial Intelligence in Society*. OECD Publishing, Paris. https://doi.org/10.1787/eedfee77-en
3. **UNESCO.** (2021). *Recommendation on the Ethics of Artificial Intelligence*. https://unesdoc.unesco.org/ark:/48223/pf0000381137
4. **Kak, A.** (2019). *Regulating Artificial Intelligence in the Public Interest: A New Role for Administrative Law*. Columbia Law Review, Vol. 119.
5. **Binns, R.** (2018). *Algorithmic Accountability and Public Reason. Philosophy & Technology*, 31(4), 543–556. https://doi.org/10.1007/s13347-017-0263-5
6. **Margetts, H., & Dorobantu, C.** (2019). *Rethink government with AI: Problems and opportunities. Nature*, 568, 163–165. https://doi.org/10.1038/d41586-019-01099-5
7. **World Economic Forum.** (2021). *Global Technology Governance Report: Harnessing Fourth Industrial Revolution Technologies in a COVID-19 World.* https://www.weforum.org/reports/global-technology-governance-report-2021
8. **Kumar, S., & Purohit, H.** (2022). *Artificial Intelligence in Indian Public Governance: Opportunities and Challenges. Indian Journal of Public Administration*, 68(1), 13–29. https://doi.org/10.1177/00195561221078652

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Semester- II

Programme / Class	Certificate	Year	B.A.I	Semester	II
Subject	Political Science				
Course Code	BAHPOL201	Course Title	**Indian National Movement & Constitution of India**		

Course Learning Outcome- By the end of the course, students will be able to:

1. Understand the historical trajectory of the Indian National Movement and its role in shaping the modern Indian state.
2. Analyze the key concepts and provisions of the Indian Constitution in relation to democratic governance.
3. Critically assess the impact of colonialism and the nationalist response on India's political system.
4. Develop as conscientious citizens with a deeper appreciation of India's freedom struggle and constitutional values.

Course Learning Objective- The course aims to:

1. Trace the advent of colonialism in India and examine its political, social, and economic consequences.
2. Explore the emergence of Indian nationalism as a response to colonial rule through movements, ideas, and leaders.
3. Engage students with theoretical explanations of colonialism and nationalism in the Indian context.
4. Study the institutional practices and democratic ideals that evolved during the freedom struggle and culminated in the making of the Indian Constitution.

Credits – 4	Max. Marks: 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0

Unit	Topic	No. of Lectures
I	Birth, Growth and The Political Trends In The Indian National Movement; Stages Of Constitutional Development, Making Of The Constitution, Philosophy Of Indian Constitution	12
II	Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy	12
III	Union Executive & Union Legislature President, Cabinet, Prime Minster Lok Sabha And Rajya Sabha, Speaker	12
IV	State Executive & Legislature: Powers, Functions And The Relationship Between The Governor & Chief Minister, The Legislative Assembly, The Legislative Council	12
V	Judiciary: Composition, Powers & Jurisdiction Of Supreme Court, High Court, District Court	12

Suggested Readings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd. India.
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi (English & Hindi).
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi.
4. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan New Delhi.
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi.
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi.
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.

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Programme / Class	Certificate	Year	B.A.I	Semester	II
Subject	Political Science				
Course Code	BAHPOL201P	Course Title	**Indian National Movement & Constitution of India (PRACTICAL)**		

Course Learning Outcome- By the end of the course, students will be able to:

1. Understand the historical trajectory of the Indian National Movement and its role in shaping the modern Indian state.
2. Analyze the key concepts and provisions of the Indian Constitution in relation to democratic governance.
3. Critically assess the impact of colonialism and the nationalist response on India's political system.
4. Develop as conscientious citizens with a deeper appreciation of India's freedom struggle and constitutional values.

Course Learning Objective- The course aims to:

1. Trace the advent of colonialism in India and examine its political, social, and economic consequences.
2. Explore the emergence of Indian nationalism as a response to colonial rule through movements, ideas, and leaders.
3. Engage students with theoretical explanations of colonialism and nationalism in the Indian context.
4. Study the institutional practices and democratic ideals that evolved during the freedom struggle and culminated in the making of the Indian Constitution.

Credits – 2	Max. Marks: 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 0-0-4

S. No.	Practical	No. of Practicals
I	***Practical 1: Comparative Chart*** **Task:** • Make a chart showing: ○ **Indian National Movement:** Leaders and their methods ○ **Constitution:** Stages of development and main ideas ○ **Fundamental Rights, Duties & Directive Principles** ○ **Union & State Government:** Powers of President, PM, Governor, CM, Parliament, State Legislature ○ **Judiciary:** Supreme Court, High Court, District Court powers	4
II	***Practical 2: Simulation / Case Study*** **Task:** • Do a **mock parliament** or **mock court**: ○ Debate a law in parliament (assign roles: Speaker, PM, MLAs, etc.) ○ OR simulate a court case and discuss the judgment • Write a **short report** on what happened and the rules/laws applied.	4

Suggested Readings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd. India.
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi (English & Hindi).
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi.
4. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan New Delhi.
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi.
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi.
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.

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Programme / Class	Certificate	Year	BA I	Semester	II
Subject	Political Science				
Course Code	BAHPOL202	Course Title	**Political Theory & Concepts**		

Course Learning Outcome- By the end of the course, students will be able to:

1. Recognize the integral role of political theory in the comprehensive study of political science.
2. Demonstrate an understanding of foundational issues and key debates within political theory.
3. Critically analyze and interpret political concepts and arguments for academic and research purposes.
4. Develop a strong theoretical foundation necessary for advanced study and independent research in political science.

Course Learning Objective- The course aims to:

1. Explore the fundamental question of what constitutes the political.
2. Examine core political concepts such as liberty, equality, justice, and democracy.
3. Encourage students to critically and normatively evaluate political arguments and debates.
4. Train students to engage with political theory as a basis for deeper inquiry and research in political science.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) :3-0-0

Unit	Topic	No. of Lectures
I	Political Science: Definition, Nature, Scope ,Methods And Relations With Other Social Sciences	12
II	Traditional approaches: Institutional, Historical, Sociological, Philosophical or Normative. Modern Approaches: Behaviouralism, Post Behaviouralism	12
III	State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. Functions of state: Idealistic theory ,Liberal theory, Socialist theory and Welfare theory	11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment :Theories of punishment	10

Suggested Readings :

1. AC Kapoor, Principals of political science.
2. Eddy Ashirwatham, political theory, S Chand Delhi,2009
3. JC Johari, Modern political theory.
4. CEM Joad, Introduction to modern political theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav& A. Acharya, Political theory: and introduction, pearson 2008
8. Amal Ray &Mohit Bhattacharya, Political Theory : An introduction, Pearson 2008 New Delhi
9. R.G. Aggarwal, Political Therory, S.Chand 2001 New Delhi.
10. O.P. Gauba, An introduction to political Theory, Macmillan 2001 New Delhi.
11. Eddy Ashirvatham, Political theory, S.Chand 2009 New Delhi.
12. J.C. Johri, AdhunikRajnitiVigyanKeSiddhant, Sterling Publication Pvt. Ltd. 1992, New Delhi.
13. RG Gettel. Political Science
14. David Held, Political Theory and the modern state: Essays on state, power and democracy 1989.
15. Andrew Heywood, Politics, Macmillan 2002

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Programme / Class	Degree	Year	B.A.I	Semester	II
Subject	Political Science				
Course Code	BAHMDC203	Course Title	**Public Policy in India**		

Course Learning Outcome: By the end of the course, students will be able to:

1. Understand the interface between public policy and administration in the Indian context.
2. Appreciate how governing philosophies are translated into programmes and policies.
3. Analyze the political process and policy formulation mechanisms in India.
4. Critically evaluate the challenges and limitations in implementing policies and manifesto promises.

Course Learning Objective- The course aims to:

1. Familiarize students with the policy process as a system and its key components.
2. Explain the policy-making process in India, including institutional and political actors.
3. Discuss the major challenges and constraints in policy implementation.
4. Highlight critical issues and debates surrounding policy formulation and governance in India.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as a Emerging field of Study, Impact of Globalization Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non Governmental Organization, Government Agencies, International Agencies	15
II	Working And Role Of Parliament In Actual Public Policy Formulation; Niti Aayog	10
III	Policy Intervention- Case Studies/Mock parliament: Panchayati Raj, NEP, MGNREGA, Environmental Policies, Welfare Plans for Women &Weaker Sections Feedback from Stake Holders.	10
IV	Policy Evaluation: Concept of Policy Evaluation Survey & Sampling Agencies, Independent Studies Groups Criteria for Policy Evaluation: Problems, Needs, Accountability, Good Governance Major Constraints in Policy Formulation & Implementation	10

Suggested Readings:

1. Arora R.K. & Goyal R. 'Indian Public Administration', Vishwa Prakashan 2008 New Delhi
2. Basu Rumki (ed. 2015) 'Democracy and Good Governance: Reinventing the Public Service Delivery System in India' Bloomsbury, New Delhi
3. Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, New Delhi
4. Chakrabarty Bidyut & Chand Prakash (2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd.Hyderabad
5. ChakrabartyBidyut& Chand Prakash (2017) 'Public Administration in a Globalizing World: Theories & Practices' SAGE, NewDelhi
6. Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press, New Delhi
7. Sharma M.P., &Sadan B.L. 'LokPrashasan: Siddhantevam Vyavhar' Kitab Mahal ,Allahabad
8. Singh H. & Singh M. 'Public Administration in India, Theory and Practice', Sterling Publication 1990 New Delhi

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Programme / Class	Certificate	Year	I	Semester	II
Subject	Political Science				
Course Code	VAC02	Course Title	**Critical Thinking & Argumentation in Political Science** (VALUS ADDED COURSE)		

rse Learning Outcome- The Learning Outcomes of this course are as follows:

1. Apply critical thinking frameworks to analyze political ideas, debates, and policy decisions.
2. Differentiate between logical reasoning, evidence-based arguments, and fallacies in political discourse.
3. Demonstrate effective skills in oral and written argumentation through debates, discussions, and policy briefs.
4. Evaluate political speeches, manifestos, and media narratives by identifying biases, misinformation, and propaganda.
5. Develop enhanced communication, debating, and analytical skills useful for research, civil services, media, and public life.

Course Learning Objective- The Course Objectives of this course are as follows:

1. To enhance students' ability to think critically about political ideas, systems, and practices.
2. To equip students with skills in logical reasoning, argument construction, and debate.
3. To develop the capacity to identify fallacies, biases, and propaganda in political discourse.
4. To train students in evidence-based reasoning and effective communication.
5. To strengthen analytical abilities useful for research, competitive examinations, and public life.

Credits – 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) – (2-0-2)

Unit	Topic	No. of Lectures (1 hrs. each)
I	**Foundations of Critical Thinking** • Meaning, nature, and significance of critical thinking in Political Science. • Components of reasoning: claim, evidence, and inference. • Types of reasoning: inductive, deductive, and analogical. • Identifying common fallacies in political debates. Case Study: Constituent Assembly debates in India.	15
II	**Argumentation and Political Discourse** • Structure of an argument: claim, counter-claim, rebuttal. • Argumentation in politics: parliamentary debates, judicial decisions, and policy arguments. • Political communication: rhetoric, persuasion, and framing. • Propaganda, misinformation, and media bias. • Activity: Analysis of political speeches, manifestos, and newspaper editorials.	10
III	**Applied Skills in Critical Thinking and Argumentation** • Writing argumentative essays and policy briefs. • Debating techniques and structured discussion formats. • Simulation: Mock Parliament / Youth Assembly. • Group Discussions on contemporary political issues (e.g., democracy vs. authoritarianism, climate change politics, human rights).	10

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	• Final Assessment: Debate/Presentation + Written Argumentative Paper.	

Reading list :

1. Copi, I. M., Cohen, C., & McMahon, K. (2016). *Introduction to Logic*. Routledge.
2. Weston, A. (2018). *A Rulebook for Arguments*. Hackett Publishing.
3. Browne, M. N., & Keeley, S. M. (2018). *Asking the Right Questions: A Guide to Critical Thinking*. Pearson.
4. Govier, T. (2013). *A Practical Study of Argument*. Cengage Learning.
5. Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. Palgrave Macmillan.
6. Van Eemeren, F. H., & Grootendorst, R. (2004). *A Systematic Theory of Argumentation: The Pragma-Dialectical Approach*. Cambridge University Press.
7. Habermas, J. (1996). *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. MIT Press.
8. Sen, A. (2009). *The Idea of Justice*. Harvard University Press.

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SEMESTER-III

Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	BAHPOL301	Course Title	**Political Process in India**		

Course Learning Outcome: By the end of the course, students will be able to:

1. Understand the practical functioning of the Indian political system and its democratic institutions.
2. Analyze the relationship between citizens and the state, and among various units of the state.
3. Appreciate the historical trajectory and evolution of the Indian political system since independence.
4. Develop insights into the dynamics, challenges, and contradictions inherent in modern Indian democracy.

Course Learning Objective- The course aims to:

1. Examine Indian politics beyond constitutional provisions using political sociology as a lens.
2. Map the working of modern institutions within an individuated society influenced by communitarian solidarities.
3. Analyze the interaction and transformation between society and state in India.
4. Familiarize students with the practical dynamics, contradictions, and power structures of the Indian state.

Credits – 4	Max. Marks: 100	Min. Passing Marks: 40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0

Unit	Topic	No. of Lectures
I	Process of Democratization in Post colonial India, Dimensions of Democracy: Social, Economic, Political, Factors Shaping the Indian Political System since Independence; Quasi- Federalism, Coalition, Political parties &Party System in India	15
II	Impact of Democratic Decentralization: Urban and Local self government, 73rd & 74th Amendment of Indian Constitution	10
III	Pressure Groups, Determinants of Voting Behavior, Caste &Politics, The Politics of Secession and Accommodation	7
IV	Religion & Politics, Affirmative Action Policies With Respect To Women, Caste And Class	6
V	Challenges of Nation Building: Ethnicity, Language, Regionalism, Caste, Corruption, Politics of Defection, Anti Defection Law, Politics of President rule	7

Suggested Readings:

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. Jayal, Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5. Kothari, Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6. Kothari, Rajni, 'Bharat mein Rajneeti: Kal aurAaj' Vani Prakashan New Delhi, 2007
7. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
8. Singh, M.P and Saxena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

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Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	BAHPOL301P	Course Title	**Political Process in India (PRACTICAL)**		

Course Learning Outcome: By the end of the course, students will be able to:

1. Understand the practical functioning of the Indian political system and its democratic institutions.
2. Analyze the relationship between citizens and the state, and among various units of the state.
3. Appreciate the historical trajectory and evolution of the Indian political system since independence.
4. Develop insights into the dynamics, challenges, and contradictions inherent in modern Indian democracy.

Course Learning Objective- The course aims to:

1. Examine Indian politics beyond constitutional provisions using political sociology as a lens.
2. Map the working of modern institutions within an individuated society influenced by communitarian solidarities.
3. Analyze the interaction and transformation between society and state in India.
4. Familiarize students with the practical dynamics, contradictions, and power structures of the Indian state.

Credits – 2	Max. Marks: 100	Min. Passing Marks: 40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 0-0-4

Unit	Topic	No. of Lectures
I	***Practical 1: Comparative and Analytical Chart*** **Task:** • Make a chart covering: ○ **Process of Democratization:** Key developments in post-colonial India ○ **Dimensions of Democracy:** Social, economic, and political ○ **Factors Shaping Indian Politics:** Political parties, coalition, quasi-federalism ○ **Democratic Decentralization:** Urban/local self-government, 73rd & 74th Amendments ○ **Social Issues & Policies:** Caste, religion, gender, affirmative action ○ **Challenges of Nation-Building:** Ethnicity, regionalism, corruption, defection, President's rule	4
II	***Practical 2: Simulation / Case Study*** **Task:** • **Mock Debate or Role-Play:** ○ Debate on a **coalition government or anti-defection scenario** ○ Simulate a **local self-government meeting** discussing a civic issue ○ OR **analyze a case study** of caste, religion, or affirmative action in politics • Write a **short report** including: ○ What happened ○ Key decisions ○ How democracy worked in practice	4

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Suggested Readings:

1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. Jayal, Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5. Kothari, Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6. Kothari, Rajni, 'Bharat mein Rajneeti: Kal aurAaj' Vani Prakashan New Delhi, 2007
7. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
8. Singh, M.P and Saxena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

This Course Can Be Opted as An Elective by The Student Of Any Subject.

Programme / Class	**Degree**		**Year**	**BA II**	**Semester**	III
Subject	**Political Science**					
Course Code	BAHPOL302	Course Title	**Introduction to Public Administration**			

Course Learning Outcome: By the end of the course, students will be able to:

1. Acquire a fundamental understanding of public administration and its role in organizations.
2. Apply administrative principles to analyze and improve existing administrative setups.
3. Develop insights into administrative practices and their theoretical underpinnings.
4. Prepare effectively for administrative examinations with a strong foundation in public administration.

Course Learning Objective- The course aims to:

1. Understand the nature, scope, and significance of Public Administration.
2. Appreciate the methodological pluralism and interdisciplinary approach in Public Administration.
3. Comprehend evolving paradigms, theories, and concepts within the field.
4. Apply administrative theories and principles to make sense of practical administrative processes.

Credits - 4	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0

Unit	Topic	No. of Lectures
I	Meaning, nature, Scope and Significance of Public Administration. Evolution Of Public Administration As A Discipline, Public And Private Administration, Role Of Public Administration In Modern State, Impact of Globalization on Public Administration.	12
II	Types , Bases and Principles of Organization ,Theories of Organization : Scientific Management, Classical theory , Max Weber's Theory of Bureaucracy, Human Relations Theory, Decision Making Theory, Ecological Theory	12
III	Chief Executive :Types and Function, Line, Staff, Auxiliary agencies, Departments, Public Corporation, Boards and commissions Independent Regulatory Commissions,	12
IV	New public administration, New Public Management, New Public Service Approach, Good Governance, E-Governance	12
V	Development administration, Concept of Administrative Development, Relationship Between Political And Permanent Executive	12

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Suggested Readings :

1. Maheshwari&Awasthi, Public Administration, Agra
2. Mohit Bhattacharya, Public admin, Jawahar , New Delhi
3. C.P. Bhamri, LokPrashasanKeSiddhant.
4. A.Avasthi& S.R Maheshwari, Public Administration, Agra
5. F.A Nigro& G.I Nigro, Modern Public Administration, New York, 1980
6. Dimock& Dimock Public Administration.
7. W.F. Willoughby, Principles of Public Administration.

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Format for developing syllabus for a course/paper

Programme /Class	Degree	Year	II	Semester	III
Subject	Political Science				
Course Code	BAHPOL303	Course Title	**Indian Political Thought-II**		

Course Learning Outcome- After completing the course, students will be able to:

1. **Describe** the key political ideas of modern Indian thinkers and their historical significance.
2. **Critically assess** the relevance of Indian political thought in shaping modern India's democracy and governance.
3. **Compare and contrast** different ideological positions held by Indian thinkers on issues like caste, gender, class, and freedom.
4. **Apply** the concepts and theories from Indian political thinkers to current socio-political issues in India.

Course Learning Objective- The course aims to:

1. **Understand** the development of modern Indian political thought in the 19th and 20th centuries.
2. **Introduce** students to the key Indian thinkers who contributed to ideas of democracy, socialism, justice, and human rights.
3. **Analyze** the socio-political context that shaped the political ideologies of thinkers like Ambedkar, Lohia, and Roy.
4. **Encourage critical thinking** on the relevance and application of Indian political thinkers' ideas in contemporary India.

Credits–3	Max.Marks:100	Min.PassingMarks:40

Total No. Of Lectures-Tutorials-Practical (in hours per week):3-0-0

Unit	Topic	No. of Lectures
I	Agganna Sutta, Jaina Traditions, Kautilya	10
II	Ahilyabai Holkar, Pandita Ramabai, TaraBai Shinde, Vivekanand, Rabindranath Tagore, MN Roy	12
III	B.G. Tilak, M. K. Gandhi, Jawaharlal Nehru, Jyotiba Phule, B.R. Ambedkar	10
IV	V.D. Savarkar, Deen Dayal Upadhyay, Jayaprakash Narayan, Dr. Ram Manohar Lohia	13

Suggested Readings:

1. K.P. Jaiswal: *Hindu Polity*(English & Hindi), Banglore: Banglore Printing & Publishing Co., 1955.
2. H.R. Mukhi: Rajniti Shastraka Saral Adhyayan, Surjeet Book Depot.
3. N.C. Bandopadhyaya: *Development of Hindu Polity and Political Theory*, New Delhi: Munshiram & Manoharlal, 1980.
4. S. Collins, (ed), *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, 2001.
5. Mehta, V. R. *Foundations of Indian Political Thought*, Manohar, 1992.
6. T. Pantham and K. Deustch (eds), *Political thought in Modern India*, Sage Publications, Delhi, 1986.
7. Guha Ramachandra, *Makers of Modern India,* Penguin Viking, 2010.
8. Paul. R. Brass: An Indian Political Life : Charan Singh and Congress Politics, Sage 2012
9. H.R. Mukhi: History of Modern Indian Political Thought.

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Format for developing syllabus for a course/paper					
Programme / Class	**Degree**	**Year**	**BA II**	**Semester**	**III**
Subject	**Political Science**				
Course Code	BAHMDC304	**Course Title**	**Human Rights & Laws**		

Course Learning Outcome: After completing the course, students will be able to:

1. Explain the origin, development, and classification of human rights from a legal and philosophical perspective.
2. Identify and interpret key international instruments like UDHR, ICCPR, and ICESCR and their legal implications in India.
3. Analyze the role of the Indian Constitution, judiciary, and statutory bodies in safeguarding human rights.
4. Critically assess contemporary human rights issues such as gender justice, refugee rights, custodial violence, and environmental rights.

Course Learning Objective: The course aims to:

1. Understand the historical evolution, philosophical foundations, and classifications of human rights.
2. Familiarize students with international and national human rights frameworks and legal mechanisms.
3. Examine the role of various institutions, agencies, and NGOs in the protection and promotion of human rights.
4. Analyze contemporary human rights challenges and the legal responses to them.

Credits - 3	Max. Marks : 100	Min. Passing Marks :40

Total No. of Lectures - Tutorials - Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	**Unit I: Conceptual and Historical Background** • Meaning, nature, and classification of human rights • Historical evolution: Magna Carta, French and American Revolutions • Philosophical foundations: Natural Rights, Liberal, Marxist, Feminist perspectives • Generations of Human Rights: Civil, Political, Social, Economic, Cultural, and Environmental Rights	12

II	**International Human Rights Framework**
	• United Nations and Human Rights
	• Universal Declaration of Human Rights (1948)
	• International Covenants:
	  ○ ICCPR (1966)
	  ○ ICESCR (1966)
	• UN Human Rights Council, International Criminal Court (ICC), NGOs and Amnesty International
		11

III	**Human Rights in India** • Constitutional provisions: Fundamental Rights, Directive Principles of State Policy • Role of Judiciary: PIL, Writs, Landmark Judgments • National Human Rights Commission (NHRC) • State Human Rights Commissions (SHRCs) • Human rights laws: Protection of Human Rights Act, 1993	11
IV	**Contemporary Human Rights Issues and Challenges** • Women and child rights • Rights of minorities, SCs, STs • Refugees and internally displaced persons (IDPs) • Custodial violence and police reforms	11

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	• Environmental and climate justice as human rights • Digital rights and freedom of expression	

Suggested Readings :

1. **Donnelly, Jack** (2003). *Universal Human Rights in Theory and Practice*. Cornell University Press.
2. **Ishay, Micheline R.** (2004). *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press.
3. **Alston, Philip & Goodman, Ryan** (2013). *International Human Rights*. Oxford University Press.
4. **Kaushal, Rachna** (2000). *Human Rights in India: Challenges and Achievements*. Kaveri Books.
5. **Basu, Durga Das** (2013). *Human Rights in Constitutional Law*. LexisNexis.
6. **Singh, M.P. & Saxena, R.** (2011). *Human Rights and Indian Values*. Rawat Publications.
7. **NHRC India** (Various Reports). *Annual Reports of the National Human Rights Commission of India*. [Available at: www.nhrc.nic.in]

SEMESTER- IV

Programme /Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	BAHPOL401	Course Title	**Western Political Thought-I**		

Course Learning Outcome- After successful completion of the course, students will be able to:

1. Identify and explain the foundational political ideas from ancient, medieval, and early modern Western thought.
2. Analyze the philosophical and historical contexts of key thinkers like Plato, Aristotle, Machiavelli, Hobbes, Locke, and Rousseau.
3. Evaluate the influence of religious, humanist, and rationalist traditions on the development of political ideas.
4. Apply the theoretical frameworks of classical and early modern thinkers to modern political debates.

Course Learning Objective-

1. To introduce students to the major political thinkers of Western political tradition from antiquity to the early modern period.
2. To understand the origins and evolution of key political concepts like justice, liberty, authority, sovereignty, and law.
3. To trace the historical development of political thought through classical, medieval, and early modern European contexts.
4. To encourage critical engagement with the ideas of Western thinkers in light of contemporary political challenges.

Credits–4	Max. Marks: 100	Min. Passing Marks:40

Total No. of Lectures-Tutorials-Practical(in hours per week):4-0-0

Unit	Topic	No. of Lectures
I	**Origins of Western Political Thought** • **Pre-Socratic Thought**: early naturalism, cosmology, order and logos • **Epicureans and Stoics**: moral and political principles, natural law and universal reason • **Plato**: justice, ideal state, communism, philosopher king • **Aristotle**: classification of governments, citizenship, teleology, politics and ethics	15

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II	**Roman and Medieval Political Thought** • **Cicero**: natural law, mixed government, duty and virtue • **St. Augustine**: City of God vs. City of Man, divine order, role of the church • **St. Thomas Aquinas**: Scholasticism, reason and revelation, natural and divine law • **Renaissance & Reformation**: humanism, secularism, individual conscience, rise of Protestant political thought	15
III	**Transition to Modern Political Thought** • **Niccolò Machiavelli**: realism, statecraft, virtue and fortune, separation of ethics and politics • **Jean Bodin**: theory of sovereignty, absolutism • **John Austin**: legal positivism, command theory of law, separation of law and morality	15
IV	**Social Contractualists and Liberal Thought** • **Thomas Hobbes**: human nature, Leviathan, social contract and absolute sovereignty • **John Locke**: natural rights, limited government, property, consent and revolution • **Jean-Jacques Rousseau**: general will, popular sovereignty, critique of inequality, democracy and freedom	15

Suggested Readings:

1. **Sabine, George H.** (1973). *A History of Political Theory*. Oxford & IBH.
2. **Mukherjee, Subrata & Ramaswamy, Sushila** (2017). *A History of Political Thought: Plato to Marx*. PHI Learning.
3. **Barker, Ernest** (1960). *The Political Thought of Plato and Aristotle*. Dover Publications.
4. **Nelson, Brian R.** (2006). *Western Political Thought: From Socrates to the Age of Ideology*. Pearson.
5. **Strauss, Leo & Cropsey, Joseph** (1987). *History of Political Philosophy*. University of Chicago Press.
6. **Ebenstein, William & Ebenstein, Alan** (2000). *Great Political Thinkers: Plato to the Present*. Cengage Learning.

Programme /Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	BAHPOL401P	Course Title	**Western Political Thought-I (PRACTICAL)**		

Course Learning Outcome- After successful completion of the course, students will be able to:

1. Identify and explain the foundational political ideas from ancient, medieval, and early modern Western thought.
2. Analyze the philosophical and historical contexts of key thinkers like Plato, Aristotle, Machiavelli, Hobbes, Locke, and Rousseau.
3. Evaluate the influence of religious, humanist, and rationalist traditions on the development of political ideas.
4. Apply the theoretical frameworks of classical and early modern thinkers to modern political debates.

Course Learning Objective-

1. To introduce students to the major political thinkers of Western political tradition from antiquity to the early modern period.
2. To understand the origins and evolution of key political concepts like justice, liberty, authority, sovereignty, and law.
3. To trace the historical development of political thought through classical, medieval, and early modern European contexts.

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4. To encourage critical engagement with the ideas of Western thinkers in light of contemporary political challenges.			
Credits–2	Max. Marks: 100	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical(in hours per week):0-0-4			
S. No.	Practicals		No. of Practical

I	***Practical 1: Timeline and Evolution Exercise***
	Task:
	• **Create a visual timeline** of Western Political Thought from **Pre-Socratics to Rousseau**.
	• Include:
	  ○ Key thinkers
	  ○ Their main ideas
	  ○ Historical context
	  ○ Major contributions to political theory
	• Add **brief notes on how each idea influenced later thinkers or modern politics**.
			4

II	***Practical 2: Philosophical Essay Writing***
	Task:
	• **Choose any one thinker** from the syllabus.
	• Write a **short essay (250–300 words)** explaining:
	  ○ The thinker's key political ideas
	  ○ Their relevance to today's politics
	  ○ Examples from modern governance or society
	• Optional: Compare the thinker with **one other related thinker** in 2–3 lines.
			4

Suggested Readings:

1. **Sabine, George H.** (1973). *A History of Political Theory*. Oxford & IBH.
2. **Mukherjee, Subrata & Ramaswamy, Sushila** (2017). *A History of Political Thought: Plato to Marx*. PHI Learning.
3. **Barker, Ernest** (1960). *The Political Thought of Plato and Aristotle*. Dover Publications.
4. **Nelson, Brian R.** (2006). *Western Political Thought: From Socrates to the Age of Ideology*. Pearson.
5. **Strauss, Leo & Cropsey, Joseph** (1987). *History of Political Philosophy*. University of Chicago Press.
6. **Ebenstein, William & Ebenstein, Alan** (2000). *Great Political Thinkers: Plato to the Present*. Cengage Learning.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA II**	**Semester**	**IV**
Subject	**Political Science**				
Course Code	BAHPOL402	**Course Title**	**Comparative Government And Politics UK, USA, Switzerland & China**		
Course Learning Outcome: After completing the course, students will be able to: 1. Explain the meaning, scope, and methods of comparative politics.					

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2. Identify and compare the political systems and institutional frameworks of the UK, USA, Switzerland, and China.
3. Analyze the functioning of executive, legislature, judiciary, and party systems in different political contexts.
4. Evaluate the similarities and differences between parliamentary, presidential, federal, and authoritarian systems.

Course Learning Objective-

1. To introduce students to the nature and scope of comparative politics as a method and subject.
2. To examine political institutions and practices across four major political systems: UK, USA, Switzerland, and China.
3. To analyze different forms of government, federalism, political parties, pressure groups, and electoral systems.
4. To develop a comparative understanding of governance, policy-making, and democratic/authoritarian structures.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to Comparative Government and Politics** • Meaning, nature, and scope of comparative politics • Traditional vs. modern approaches • Constitutionalism and classification of governments • Comparative method: features and limitations	15
II	**UK and USA – A Comparative Study** **United Kingdom (UK):** • Features of parliamentary democracy • Constitutional monarchy • Prime Minister and Cabinet • Parliament and Judiciary • Party System and Pressure Groups **United States of America (USA):** • Features of presidential democracy • Separation of powers and checks and balances • President and Congress • Supreme Court and Judicial Review • Federalism and Political Parties	15
III	**Switzerland and China – A Comparative Study** **Switzerland:** • Features of federalism • Direct democracy and Referendum • Federal Executive and Federal Assembly • Political parties and consensus democracy **China (PRC):** • Features of socialist/authoritarian state • Role of the Communist Party • National People's Congress (NPC) • President and Premier • Judiciary and controlled civil society	15
IV	**Comparative Analysis** • Parliamentary vs. Presidential systems: UK vs. USA • Unitary vs. Federal systems: UK vs. Switzerland • Democracy vs. Authoritarianism: Switzerland/USA vs. China • Role of Political Parties and Electoral Systems • Policy-making processes in democratic vs. authoritarian states	15

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Suggested Readings:

1. **Hague, Rod, Harrop, Martin & McCormick, John** (2019). *Comparative Government and Politics: An Introduction*. Palgrave Macmillan.
2. **Johari, J.C.** (2012). *Comparative Government and Politics*. Sterling Publishers.
3. **Mahajan, V.D.** (2021). *Select Modern Governments*. S. Chand.
4. **Chilcote, Ronald H.** (1994). *Theories of Comparative Politics: The Search for a Paradigm*. Westview Press.
5. **Finer, S.E.** (1997). *Comparative Government*. Penguin Books.
6. **Ray, S.N.** (2006). *Modern Comparative Politics: Approaches, Methods and Issues*. PHI Learning.
7. **Almond, Gabriel A. & Powell, G. Bingham** (1984). *Comparative Politics: A Developmental Approach*. Little, Brown & Co.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA II**	**Semester**	**IV**
Subject	**Political Science**				
Course Code	BAHPOL402P	**Course Title**	**Comparative Government And Politics UK, USA, Switzerland & China (PRACTICAL)**		

Course Learning Outcome: After completing the course, students will be able to:

1. Explain the meaning, scope, and methods of comparative politics.
2. Identify and compare the political systems and institutional frameworks of the UK, USA, Switzerland, and China.
3. Analyze the functioning of executive, legislature, judiciary, and party systems in different political contexts.
4. Evaluate the similarities and differences between parliamentary, presidential, federal, and authoritarian systems.

Course Learning Objective-

1. To introduce students to the nature and scope of comparative politics as a method and subject.
2. To examine political institutions and practices across four major political systems: UK, USA, Switzerland, and China.
3. To analyze different forms of government, federalism, political parties, pressure groups, and electoral systems.
4. To develop a comparative understanding of governance, policy-making, and democratic/authoritarian structures.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

Unit	Practical	No. of Practicals
I	**Practical – I: Comparative Institutional Analysis** **Topics / Activities:** • Preparation of comparative charts/tables on: 1. Executive structures: UK (Prime Minister) vs. USA (President) 2. Legislative frameworks: UK Parliament vs. U.S. Congress 3. Judiciary: Supreme Court (USA) vs. Judicial Committee (UK) 4. Party systems and electoral mechanisms of all four	4

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	countries • Group presentations on differences in democratic functioning. • Short report writing on how the principles of constitutionalism differ among these states.	
II	**Practical – II: Comparative Policy and Governance Simulation** **Topics / Activities:** • Case study analysis of policy-making in: o The USA (Federalism and checks and balances) o Switzerland (Direct democracy and referendums) o China (One-party governance and central control) o UK (Cabinet government and parliamentary sovereignty) • Conducting a **mock parliamentary/legislative session** based on the UK or USA model. • Role-play or simulation: Students represent executive, legislative, and judicial roles from different systems. • Submission of an analytical report on the effectiveness of governance in democratic vs. authoritarian systems.	4

Suggested Readings:

1. **Hague, Rod, Harrop, Martin & McCormick, John** (2019). *Comparative Government and Politics: An Introduction*. Palgrave Macmillan.
2. **Johari, J.C.** (2012). *Comparative Government and Politics*. Sterling Publishers.
3. **Mahajan, V.D.** (2021). *Select Modern Governments*. S. Chand.
4. **Chilcote, Ronald H.** (1994). *Theories of Comparative Politics: The Search for a Paradigm*. Westview Press.
5. **Finer, S.E.** (1997). *Comparative Government*. Penguin Books.
6. **Ray, S.N.** (2006). *Modern Comparative Politics: Approaches, Methods and Issues*. PHI Learning.
7. **Almond, Gabriel A. & Powell, G. Bingham** (1984). *Comparative Politics: A Developmental Approach*. Little, Brown & Co.

Format for developing syllabus for acourse/ paper					
Programme/ Class	**Degree**	**Year**	**BA II**	**Semester**	**IV**
Subject	**Political Science**				
Course Code	BAHPOL403	**Course Title**	**Political Sociology**		

Course Learning Outcome: After successful completion of the course, students will be able to:

1. Understand and explain the nature, scope, and significance of political sociology.
2. Analyze the interrelationship between political institutions and social structures.
3. Critically assess the impact of caste, class, gender, and religion on political processes.
4. Evaluate the role of civil society, political culture, and movements in shaping democracy and governance.

Course Learning Objective-

1. To introduce the interdisciplinary approach of political sociology in understanding power, authority, and society.
2. To analyze the interaction between political institutions and social structures like class, caste, gender, and ethnicity.

3. To examine the role of civil society, social movements, and political participation in shaping political processes.
4. To provide insights into how political behaviour is shaped by social contexts and vice versa.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to Political Sociology** • Meaning, nature, and scope of political sociology • Political sociology vs. political science • Approaches: Functionalist, Marxist, Weberian • Power, authority, and legitimacy (Weber and beyond)	15
II	**Social Bases of Politics** • Political socialization and political culture • Role of caste, class, gender, religion, and ethnicity in politics • Elite theories: Pareto, Mosca, Michels • Political participation and representation • Party System and Pressure Groups	15
III	**Political Systems and Processes** • Types of political systems: democratic, authoritarian, totalitarian • Role of civil society and interest groups • Political parties and pressure groups • Electoral behavior and voting patterns	15
IV	**Social Movements and Change** • Meaning, types, and theories of social movements • Role of movements in political change: Peasant, Dalit, Feminist, Environmental movements • Globalization and its impact on state-society relations • Challenges to democratic participation in contemporary times	15

Suggested Readings:

1. **Haerpfer, Christian et al.** (2009). *Democratization*. Oxford University Press.
2. **Bottomore, T.B.** (1993). *Elites and Society*. Routledge.
3. **Lipset, Seymour Martin** (1983). *Political Man: The Social Bases of Politics*. Johns Hopkins University Press.
4. **Almond, Gabriel & Verba, Sidney** (1963). *The Civic Culture*. Princeton University Press.
5. **Rajni Kothari** (1970). *Politics in India*. Orient Blackswan.
6. **Mukhopadhyay, Amal Kumar** (2013). *Political Sociology*. K.P. Bagchi & Co.

Format for developing syllabus for acourse/ paper					
Programme/ Class	**Degree**	**Year**	**BA II**	**Semester**	**IV**
Subject	**Political Science**				
Course Code	BAHPOL404	**Course Title**	**Good Governance: Issues & Challenges**		

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Course Learning Outcome: After successful completion of the course, students will be able to:

1. Explain the meaning and core elements of good governance in the national and international context.
2. Critically evaluate the structural and functional challenges to governance in India and other developing countries.
3. Analyze policy frameworks, institutional mechanisms, and public sector reforms aimed at promoting good governance.
4. Apply good governance principles to assess the performance of administrative systems and public service delivery.

Course Learning Objective-

1. To introduce students to the concept, principles, and evolution of good governance.
2. To examine institutional, administrative, and legal frameworks that support good governance.
3. To identify the key challenges to governance in democratic and developing societies.
4. To explore innovative practices, reforms, and digital tools that promote transparency, accountability, and citizen participation.

Credits- 3	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	**Concept and Principles of Good Governance** • Definition, nature, and evolution of good governance • Core elements: transparency, accountability, participation, rule of law, responsiveness • Theories and models: New Public Management, E-Governance, SMART Governance • Role of civil society and media in governance	11
II	**Institutional Framework and Legal Mechanisms** • Constitutional provisions related to governance in India • Role of institutions: Executive, Legislature, Judiciary, Lokpal, CAG, NHRC • Right to Information (RTI) Act, 2005 • Citizen's Charters and Public Grievance Redress Mechanisms	12
III	**Challenges to Good Governance** • Corruption, bureaucratic inefficiency, red-tapism • Political interference and lack of political will • Social exclusion: caste, class, gender, regional imbalance • Administrative reforms and capacity building issues • Governance in conflict-prone and disaster-affected areas	11
IV	**Innovations and Best Practices** • E-governance initiatives in India (Digital India, MyGov, UMANG, etc.) • Public-private partnerships (PPP) and citizen engagement • Good governance and Sustainable Development Goals (SDGs) • International experiences: OECD, World Bank, UNDP frameworks	11

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Suggested Readings:

1. **World Bank** (1992). *Governance and Development*. Washington, D.C.: The World Bank.
2. **UNDP** (1997). *Governance for Sustainable Human Development*.
3. **Bhattacharya, Mohit** (2013). *New Horizons of Public Administration*. Jawahar Publishers.
4. **Kumar, A.** (2016). *Good Governance and Development: Challenges and Prospects*. Regal Publications.
5. **Bovens, M., Goodin, R.E., & Schillemans, T.** (2014). *The Oxford Handbook of Public Accountability*. Oxford University Press.

SEMESTER- V

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	V
Subject	**Political Science**				
Course Code	BAHPOL501	**Course Title**	**nternational Politics**		

Course Learning Outcome: After successful completion of the course, students will be able to:

1. Explain the evolution and theoretical foundations of international politics.
2. Critically evaluate the functioning of the international system and global power structures.
3. Analyze foreign policy behaviour, diplomacy, and conflict-resolution mechanisms.
4. Apply concepts of international relations to understand real-world events, challenges, and multilateral cooperation.

Course Learning Objective-

1. To introduce students to the nature, scope, and key concepts of international politics.
2. To explore major theories and approaches used to study international relations.
3. To examine the role of key actors such as states, international organizations, and non-state entities in world politics.
4. To analyze contemporary global issues like war, diplomacy, globalization, terrorism, and climate change.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to International Politics** • Meaning, nature, and scope of international politics • Difference between international politics and international relations • Key concepts: national interest, sovereignty, power, balance of power • The changing nature of the international system in the 21st century	15
II	**Major Theories and Approaches** • Realism and Neo-realism	15

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	• Liberalism and Neo-liberalism • Marxist and Neo-Marxist approaches • Constructivism and Feminist approaches • Game theory and decision-making models	
III	**Major Actors and Institutions** • Nation-states and foreign policy-making • Role of international organizations: United Nations, WTO, IMF, World Bank • Regional organizations: EU, ASEAN, African Union • Non-state actors: MNCs, NGOs, Terrorist groups • Diplomacy and international law	15
IV	**Contemporary Issues in International Politics** • Globalization and its impact on sovereignty • Global security and terrorism • Climate change, migration, and pandemics • Disarmament and nuclear proliferation • Emerging powers and changing world order (China, India, BRICS)	15

Suggested Readings:

1. **Baylis, John, Patricia Owens & Steve Smith** (2023). *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
2. **Morgenthau, Hans J.** (2005). *Politics Among Nations: The Struggle for Power and Peace*. McGraw-Hill Education.
3. **Viotti, Paul R. & Kauppi, Mark V.** (2019). *International Relations Theory*. Pearson.
4. **Jackson, Robert & Sørensen, Georg** (2016). *Introduction to International Relations: Theories and Approaches*. Oxford University Press.
5. **Goldstein, Joshua & Pevehouse, Jon** (2021). *International Relations*. Pearson Education.

Format for developing syllabus for a course/ paper

Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	V
Subject	**Political Science**				
Course Code	BAHPOL501P	**Course Title**	**International Politics (PRACTICAL)**		

Course Learning Outcome: After successful completion of the course, students will be able to:

1. Explain the evolution and theoretical foundations of international politics.
2. Critically evaluate the functioning of the international system and global power structures.
3. Analyze foreign policy behaviour, diplomacy, and conflict-resolution mechanisms.
4. Apply concepts of international relations to understand real-world events, challenges, and multilateral cooperation.

Course Learning Objective-

1. To introduce students to the nature, scope, and key concepts of international politics.
2. To explore major theories and approaches used to study international relations.
3. To examine the role of key actors such as states, international organizations, and non-state entities in world politics.
4. To analyze contemporary global issues like war, diplomacy, globalization, terrorism, and climate change.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

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Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4		
S. No.	Practicals	No. of Practicals

I	***Practical 1: Mapping Global Power and Influence***
	Task:
	• Create a **world map showing major global actors** and their influence:
	  ○ Nation-states (USA, China, India, Russia, EU)
	  ○ Regional organizations (ASEAN, African Union, EU)
	  ○ International organizations (UN, WTO, IMF, World Bank)
	• Indicate:
	  ○ Political, economic, and military influence
	  ○ Alliances and partnerships (e.g., NATO, BRICS)
	• Write **brief notes explaining the role of each actor in global politics**.
		4

II	***Practical 2: Contemporary Issue Analysis Report***
	Task:
	• Pick a **current international issue** (e.g., climate change, migration, global terrorism, trade wars).
	• Prepare a **short report** including:
	  ○ Background and context of the issue
	  ○ Key actors involved and their positions
	  ○ Impact on sovereignty and international relations
	  ○ Suggested solutions or interventions
	• Include **recent examples, data, or news reports** to support your analysis.
		4

Suggested Readings:

1. **Baylis, John, Patricia Owens & Steve Smith** (2023). *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
2. **Morgenthau, Hans J.** (2005). *Politics Among Nations: The Struggle for Power and Peace*. McGraw-Hill Education.
3. **Viotti, Paul R. & Kauppi, Mark V.** (2019). *International Relations Theory*. Pearson.
4. **Jackson, Robert & Sørensen, Georg** (2016). *Introduction to International Relations: Theories and Approaches*. Oxford University Press.
5. **Goldstein, Joshua & Pevehouse, Jon** (2021). *International Relations*. Pearson Education.

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Format for developing syllabus for a course/ paper

Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**V**
Subject	**Political Science**				
Course Code	BAHPOL502	**Course Title**	**Theories of Nationalism and the Process of Nation-Building**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the development and typologies of nationalism across time and geography.
2. Compare different theoretical schools on nationalism such as primordialism, modernism, and ethno-symbolism.
3. Assess the role of state institutions, leadership, and ideology in shaping national identity.

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4. Critically analyze the successes and failures of nation-building efforts globally, especially in Asia and Africa.

Course Learning Objective-

1. To understand the conceptual foundations and historical evolution of nationalism.
2. To explore various theoretical perspectives on nationalism—classical and contemporary.
3. To examine case studies of nation-building across different regions and political contexts.
4. To analyze the challenges and successes in the process of nation-building in post-colonial societies.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Conceptual Foundations of Nationalism** • Definition and meaning of nation, nationalism, and nation-state • Historical origins and evolution of nationalism (French and American Revolutions) • Types of nationalism: civic, ethnic, cultural, religious, linguistic • Nationalism and identity	15
II	**Theories of Nationalism** • Primordialism and Perennialism • Modernism: Gellner, Anderson, Hobsbawm • Ethno-symbolism: Anthony D. Smith • Post-colonial and Feminist critiques of nationalism • Nationalism and globalization	15
III	**Process of Nation-Building** • Nation-building in newly independent states • Role of constitution-making, political leadership, and symbols • State institutions, education, media, and military in nation-building • The role of ideology and political culture • Federalism and decentralization as tools for nation-building	15
IV	**Challenges to Nation-Building** • Ethnic and religious conflicts • Secessionism and separatist movements • Terrorism, migration, and identity politics • Role of international institutions in nation-building (e.g., UN peacekeeping) • Case studies: India, South Africa, Rwanda, Yugoslavia, and Iraq	15

Suggested Readings:

1. **Anderson, Benedict** (2006). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Verso.
2. **Gellner, Ernest** (1983). *Nations and Nationalism*. Cornell University Press.
3. **Smith, Anthony D.** (2009). *Ethno-symbolism and Nationalism: A Cultural Approach*. Routledge.
4. **Hobsbawm, Eric** (1992). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge University Press.
5. **Chatterjee, Partha** (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	V
Subject	**Political Science**				
Course Code	BAHPOL503	**Course Title**	**Law, Crimes & Politics in India**		

Course Learning Outcome: After completing this course, students will be able to:

1. Analyze the complex relationship between legal institutions and political processes in India.
2. Evaluate the role of criminal justice institutions in curbing crime and promoting justice.
3. Identify causes and consequences of criminalization in Indian politics.
4. Critically assess landmark legal cases, policies, and reforms aimed at reducing political crimes.

Course Learning Objective-

1. To understand the interrelationship between law, crime, and politics in India.
2. To explore the nature and impact of political crimes and criminalization of politics.
3. To study the functioning of law enforcement agencies and judicial institutions in addressing crimes.
4. To examine policy responses and reforms needed to strengthen rule of law and democratic governance.

Credits- 3	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	**Law, State and Society in India** • Concept and types of law: civil, criminal, constitutional • Rule of law and constitutionalism • Separation of powers and the Indian judiciary • Role of law in a democratic society • Law as an instrument of social justice	12
II	**Understanding Crime in India** • Definitions and theories of crime • Types of crimes: white-collar, political, communal, gender-based, cybercrime • NCRB data analysis and trends in crime • Socio-economic and political causes of crime • Media and public perception of crime	11
III	**Criminalization of Politics** • Growth of criminal elements in politics • Nexus between politicians, criminals, and bureaucrats • Election-related crimes: Booth capturing, paid news, hate speech • Laws to curb criminalization (e.g., RPA Act, SC judgments) • Role of Election Commission and civil society	11
IV	**Law Enforcement, Justice and Reforms** • Police reforms and accountability • Judicial delays, corruption, and access to justice • Fast track courts and special tribunals • Role of PILs, RTI, and whistle-blower protection laws • Recent legal and policy reforms (e.g., electoral bond transparency, SC on disqualification of MPs/MLAs)	11

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Suggested Readings:

1. **Baxi, Upendra** (1982). *The Crisis of the Indian Legal System*. Vikas Publishing.
2. **Kohli, Atul** (1990). *Democracy and Discontent: India's Growing Crisis of Governability*. Cambridge University Press.
3. **Jaffrelot, Christophe** (2002). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Permanent Black.
4. **Chhibber, Pradeep & Nooruddin, Irfan** (2004). "Do Party Systems Count? The Number of Parties and Government Performance in the Indian States." *Comparative Political Studies*.
5. **Election Commission of India Reports** and **NCRB Reports**

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**V**
Subject	**Political Science**				
Course Code	BAHPOL503P	**Course Title**	**Law, Crimes & Politics in India (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Analyze the complex relationship between legal institutions and political processes in India.
2. Evaluate the role of criminal justice institutions in curbing crime and promoting justice.
3. Identify causes and consequences of criminalization in Indian politics.
4. Critically assess landmark legal cases, policies, and reforms aimed at reducing political crimes.

Course Learning Objective-

1. To understand the interrelationship between law, crime, and politics in India.
2. To explore the nature and impact of political crimes and criminalization of politics.
3. To study the functioning of law enforcement agencies and judicial institutions in addressing crimes.
4. To examine policy responses and reforms needed to strengthen rule of law and democratic governance.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

S. No.	Practicals	No. of Practicals
I	***Practical 1: Crime Data Analysis and Report*** **Task:** • Collect **recent NCRB (National Crime Records Bureau) data** on a type of crime (white-collar, political, communal, gender-based, or cybercrime). • Analyze the data for: ○ **Trends over the last 5–10 years** ○ **Socio-economic or political causes** ○ **Impact on society and public perception** • Prepare a **short report or chart** showing your findings with examples.	4
II	***Practical 2: Case Study on Law, Politics, and Justice*** **Task:** • Choose a **real-life case** related to: ○ Criminalization of politics (e.g., election-related	4

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	crimes) ○ Police or judicial reform (e.g., PIL, fast-track court case) ○ Law as a tool for social justice (e.g., SC judgment on gender or caste issues) • Prepare a **short case study report** including: ○ Background of the case ○ Laws and legal principles involved ○ Outcome and impact on society or governance ○ Lessons for improving law enforcement or justice delivery	

Suggested Readings:

1. **Baxi, Upendra** (1982). *The Crisis of the Indian Legal System*. Vikas Publishing.
2. **Kohli, Atul** (1990). *Democracy and Discontent: India's Growing Crisis of Governability*. Cambridge University Press.
3. **Jaffrelot, Christophe** (2002). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Permanent Black.
4. **Chhibber, Pradeep & Nooruddin, Irfan** (2004). "Do Party Systems Count? The Number of Parties and Government Performance in the Indian States." *Comparative Political Studies*.
5. **Election Commission of India Reports** and **NCRB Reports**

Format for developing syllabus for a course/ paper

Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**V**
Subject	**Political Science**				
Course Code	BAHPOL504	**Course Title**	**Federalism in India**		

Course Learning Outcome: After completing this course, students will be able to:

1. Understand the nature and features of the Indian federal system.
2. Analyze Centre-State relations and institutional mechanisms of coordination.
3. Evaluate the challenges of regionalism, autonomy movements, and cooperative federalism.
4. Examine the role of judiciary, Finance Commission, and political parties in shaping federal dynamics.

Course Learning Objective-

1. To provide a comprehensive understanding of the concept and evolution of federalism in India.
2. To analyze the distribution of powers between the Union and States.
3. To examine the political, administrative, and financial dimensions of Indian federalism.
4. To critically evaluate the challenges and recent trends in Indian federalism.

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Credits- 3	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	**Conceptual Framework of Federalism** • Meaning and types of federalism: dual, cooperative, competitive • Evolution of federalism in India • Comparative perspective: U.S., Canada, and India • Features of Indian federalism under the Constitution	12

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II	**Constitutional and Institutional Structure** • Division of powers: Union, State and Concurrent Lists • Role of Parliament and State Legislatures • Governor and President's Rule (Article 356) • Judiciary and federal disputes	11
III	**Centre-State Relations** • Legislative, Administrative, and Financial Relations • Role of the Inter-State Council and Finance Commission • Planning Commission vs NITI Aayog • Centralization vs Decentralization: Emerging trends	11
IV	**Challenges and Changing Dynamics** • Regionalism and demands for autonomy • Language, identity, and reorganization of states • Coalition politics and impact on federal structure • Cooperative federalism: GST Council, Covid-19 management • Judicial interpretations on federal issues (S.R. Bommai case, etc.)	11

Suggested Readings:

1. **Granville Austin** (1999). *Working a Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
2. **Rajni Kothari** (1970). *Politics in India*. Orient Blackswan.
3. **Basu, D.D.** (2020). *Introduction to the Constitution of India*. LexisNexis.
4. **Arora, Balveer & Verney, Douglas** (1995). *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*.
5. **Chakrabarty, Bidyut & Pandey, Rajendra Kumar** (2008). *Indian Government and Politics*. Sage Publications.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL601	**Course Title**	**Foreign Policy of India**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the principles and evolution of India's foreign policy.
2. Analyze bilateral, regional, and multilateral engagements of India.
3. Assess India's use of soft power diplomacy (cultural, economic, educational, diaspora, digital).
4. Evaluate the emerging role of states, cities, and sub-national actors in para-diplomacy.
5. Critically understand India's strategic position in a shifting global order.

Course Learning Objective-

1. To understand the foundational principles and evolution of India's foreign policy.
2. To analyze India's strategic, soft, and para-diplomatic relations with major powers and regions.
3. To evaluate the role of ideologies, domestic politics, leadership, and non-state actors in shaping foreign policy.
4. To critically examine contemporary issues, new diplomatic tools, and challenges in India's external relations.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Foundations and Institutions of Indian Foreign Policy** • Historical background and evolution • Basic principles: Non-alignment, Panchsheel, Strategic Autonomy • Institutional mechanisms: MEA, PMO, National Security Council • Role of political leadership, Parliament, bureaucracy, media, and think tanks	15
II	**Bilateral and Strategic Relations** • India-USA relations: From suspicion to strategic partnership • India-Russia ties: Traditional allies in a changing world • India-China relations: Border issues, trade rivalry, Indo-Pacific • Relations with South Asian neighbors: Pakistan, Bangladesh Nepal, Bhutan, Sri Lanka, Maldives, Myanmar	15
III	**Regionalism, Multilateralism & Emerging Issues** • India in SAARC, BIMSTEC, IORA, ASEAN, and the Indo-Pacific • India's engagement with BRICS, SCO, G20, UN • Energy security, water diplomacy, climate change negotiations • India's nuclear doctrine and regional security dynamics • Maritime diplomacy and Quad strategy	15
IV	**Soft Diplomacy and Para Diplomacy** • **Soft Power Diplomacy**: Cultural diplomacy (ICCR), Ayurveda and Yoga, Bollywood, education diplomacy,	15

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	diaspora engagement, development aid (ITEC), digital diplomacy • **Economic Diplomacy**: Trade agreements, investments, economic corridors • **Public and Digital Diplomacy**: Social media, communication strategies, global image • **Para Diplomacy**: Subnational diplomacy by Indian states and cities (examples: Gujarat, Tamil Nadu, Kerala, Telangana) • Role of Chief Ministers, Mayors, and business delegations in foreign outreach • City-to-city and state-to-state partnerships in climate, trade, and culture	

Suggested Readings:

1. **David M. Malone** (2011). *Does the Elephant Dance? Contemporary Indian Foreign Policy*. Oxford University Press.
2. **Rajiv Sikri** (2009). *Challenge and Strategy: Rethinking India's Foreign Policy*. Sage Publications.
3. **C. Raja Mohan** (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan.
4. **Shashi Tharoor** (2012). *Pax Indica: India and the World of the 21st Century*. Penguin Books.
5. **Sujit Dutta (Ed.)** (2021). *India's Foreign Policy: Continuity and Change*. Routledge India.

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Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL601P	**Course Title**	**Foreign Policy of India (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the principles and evolution of India's foreign policy.
2. Analyze bilateral, regional, and multilateral engagements of India.
3. Assess India's use of soft power diplomacy (cultural, economic, educational, diaspora, digital).
4. Evaluate the emerging role of states, cities, and sub-national actors in para-diplomacy.
5. Critically understand India's strategic position in a shifting global order.

Course Learning Objective-

1. To understand the foundational principles and evolution of India's foreign policy.
2. To analyze India's strategic, soft, and para-diplomatic relations with major powers and regions.
3. To evaluate the role of ideologies, domestic politics, leadership, and non-state actors in shaping foreign policy.
4. To critically examine contemporary issues, new diplomatic tools, and challenges in India's external relations.

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Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

S. No.	Practicals	No. of Practicals
I	***Practical 1: Mapping India's Foreign Relations*** **Task:**	4

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	• Create a **world map highlighting India's key bilateral and multilateral relations**, including: ○ **Major countries:** USA, Russia, China, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Maldives, Myanmar ○ **Regional & global organizations:** SAARC, BIMSTEC, ASEAN, BRICS, SCO, G20, UN • Indicate **nature of relations** (strategic, economic, cultural) and **key issues** (trade, security, border disputes). • Write **short notes** explaining India's **strategic priorities and challenges** with each actor.	
II	***Practical 2: Analysis of Diplomacy and Policy Tools*** **Task:** • Choose one of the following: ○ **Soft power diplomacy:** Cultural diplomacy, education, Bollywood, yoga, diaspora ○ **Economic diplomacy:** Trade agreements, investments, economic corridors ○ **Para diplomacy:** State/city-to-city partnerships, development cooperation • Prepare a **short report** including: ○ Key initiatives or programs ○ Impact on India's global image and strategic interests ○ Successes and challenges • Optionally, include **examples from Gujarat, Tamil Nadu, Kerala, Telangana, or international collaborations**.	4

Suggested Readings:

1. **David M. Malone** (2011). *Does the Elephant Dance? Contemporary Indian Foreign Policy*. Oxford University Press.
2. **Rajiv Sikri** (2009). *Challenge and Strategy: Rethinking India's Foreign Policy*. Sage Publications.
3. **C. Raja Mohan** (2003). *Crossing the Rubicon: The Shaping of India's New Foreign Policy*. Palgrave Macmillan.
4. **Shashi Tharoor** (2012). *Pax Indica: India and the World of the 21st Century*. Penguin Books.
5. **Sujit Dutta (Ed.)** (2021). *India's Foreign Policy: Continuity and Change*. Routledge India.

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Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL602	**Course Title**	**Western Political Thought- II**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain key concepts and ideas propounded by modern and contemporary Western political thinkers.
2. Compare and contrast classical political theories with modern developments in political thought.
3. Critically assess the contribution of thinkers like Hegel, Marx, and Mill to political science.

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4. Apply modern political theories to understand contemporary political issues and ideologies.		
Course Learning Objective- 1. To explore the modern and contemporary traditions of Western political thought. 2. To analyze the philosophical contributions of Enlightenment and post-Enlightenment thinkers. 3. To critically evaluate the ideas of liberty, justice, democracy, and state from modern Western perspectives. 4. To understand the relevance of Western political philosophy in contemporary political discourse.		
Credits- 4	Max.Marks:100	Min. Passing Marks: 40
Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0		
Unit	Topic	No. of Lectures
I	**Liberal and Utilitarian Thinkers** • **Jeremy Bentham** – Utilitarianism and Principle of Utility • **John Stuart Mill** – Liberty, Representative Government • **Alexis de Tocqueville** – Democracy and Its Dangers	15
II	**Idealist and Dialectical Thinkers** • **Georg Wilhelm Friedrich Hegel** – Dialectics, State and Freedom • **Karl Marx** – Historical Materialism, Alienation, Class Struggle • **Antonio Gramsci** – Hegemony, Civil Society and Intellectuals	15
III	**Contractual and Existential Thinkers** • **John Rawls** – Theory of Justice • **Robert Nozick** – Libertarianism and Minimal State • **Hannah Arendt** – Totalitarianism, Action and the Public Sphere	15
IV	**Modern Challenges and Feminist Political Theory** • **Michel Foucault** – Power/Knowledge, Disciplinary Society • **Jean-François Lyotard** – Postmodern Condition • **Simone de Beauvoir** – Existential Feminism • **Carole Pateman** – Sexual Contract and Critique of Liberalism	15

Suggested Readings:

1. Sabine, George H. (1973). *A History of Political Theory*. Oxford & IBH.
2. Mukherjee, Subrata & Ramaswamy, Sushila. (2021). *A History of Political Thought: Plato to Marx*. PHI Learning.
3. Nelson, Brian R. (2006). *Western Political Thought: From Socrates to the Age of Ideology*. Pearson Education.
4. Boucher, David & Kelly, Paul. (2003). *Political Thinkers: From Socrates to the Present*. Oxford University Press.
5. Catriona McKinnon (Ed.). (2008). *Issues in Political Theory*. Oxford University Press.
6. Susan Moller Okin. (1989). *Justice, Gender and the Family*. Basic Books.
7. Foucault, Michel. (1980). *Power/Knowledge: Selected Interviews and Other Writings 1972–1977*. Pantheon Books.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**

Subject	Political Science		
Course Code	BAHPOL603	Course Title	Research Methodology

Course Learning Outcome: Upon completion of this course, the students will be able to:

1. Define key concepts and types of research in social sciences.
2. Formulate research problems and construct appropriate research designs.
3. Apply qualitative and quantitative methods for data collection and analysis.
4. Prepare a valid, ethical, and well-structured research report or dissertation.

Course Learning Objective-

1. To introduce students to the fundamentals of social science research.
2. To enable understanding of various research methods, tools, and techniques.
3. To train students in formulating research problems and hypotheses.
4. To develop skills for data collection, analysis, interpretation, and report writing.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to Research** • Meaning, nature, and objectives of research • Types of research: Basic, Applied, Action, and Policy Research • Positivism and Post-positivism • Research in Political Science and Social Sciences	15
II	**Research Design and Hypothesis** • Research problem: Identification and formulation • Hypothesis: Meaning, types, formulation, and testing • Research design: Exploratory, Descriptive, Experimental, and Diagnostic • Ethical issues in research	15
III	**Methods and Techniques of Data Collection** • Sources of data: Primary and Secondary • Techniques: Questionnaire, Schedule, Interview, Observation, Focus Group Discussion (FGD) • Sampling: Meaning, types (probability & non-probability), merits and demerits • Case study and Content analysis method	15
IV	**Data Analysis and Report Writing** • Quantitative vs. Qualitative analysis • Statistical tools: Mean, Median, Mode, Standard Deviation, Chi-square (basic understanding) • Use of SPSS/Excel for basic data analysis • Structure and format of a research report/thesis • Citation styles: APA, MLA, Chicago	15

Suggested Readings:

1. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Age International, 2004.
2. Neuman, W. Lawrence. *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson, 2014.
3. Bryman, Alan. *Social Research Methods*. Oxford University Press, 2016.
4. Goode, W.J. and Hatt, Paul K. *Methods in Social Research*. McGraw Hill, 1981.
5. Babbie, Earl. *The Basics of Social Research*. Cengage Learning, 2017.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL604	**Course Title**	**Regional Politics in India**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the key concepts of regionalism and sub-nationalism.
2. Evaluate the impact of regional parties on Indian democracy and governance.
3. Examine the causes and consequences of regional movements.
4. Interpret the evolving dynamics of Centre-State relations in India.

Course Learning Objective-

1. To understand the nature, evolution, and patterns of regional politics in India.
2. To explore how regionalism shapes Indian federalism and democratic processes.
3. To critically assess the role of regional parties and movements in shaping public policy and political discourse.
4. To analyze the relationship between identity, development, and regional aspirations.

Credits- 3	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	**Introduction to Regional Politics** • Concept and meaning of regionalism • Historical evolution of regional politics in India • Causes and forms of regionalism: linguistic, cultural, ethnic, economic • Regionalism vs. Nationalism: Debate and challenges	12
II	**Regional Political Parties and Electoral Politics** • Rise and role of regional parties in Indian democracy • Coalition politics and federal governance • Case studies: DMK, TDP, Shiv Sena, Trinamool Congress, AAP • Impact of regional parties on national policy and identity politics	11
III	**Regional Movements in India** • Linguistic movements and state reorganization • Autonomy and secessionist movements: Punjab, Kashmir, North-East • Movements for separate statehood: Telangana, Gorkhaland, Vidarbha • Role of civil society and identity assertion in regional movements	11
IV	**Centre-State Relations and Regional Development** • Federal structure and regional aspirations • Role of Inter-State Council, Finance Commission, and NITI Aayog • Asymmetrical federalism: Article 370, 371 and Special Provisions • Regional disparities and development policies in India	11

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Suggested Readings:

1. Kothari, Rajni. (2005). *Politics in India*. Orient Longman.
2. Brass, Paul R. (1994). *The Politics of India Since Independence*. Cambridge University Press.
3. Hasan, Zoya (Ed.). (2002). *Parties and Party Politics in India*. Oxford University Press.
4. Yadav, Yogendra and Palshikar, Suhas. (2009). *From Hegemony to Convergence: Party System and Electoral Politics in the Indian States. Journal of Indian School of Political Economy*.
5. Baruah, Sanjib. (2007). *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press.
6. Noorani, A.G. (2010). *Article 370: A Constitutional History of Jammu and Kashmir*. Oxford University Press.
7. Chatterjee, Partha. (2008). *Politics of the Governed*. Columbia University Press.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL604P	**Course Title**	**Regional Politics in India (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the key concepts of regionalism and sub-nationalism.
2. Evaluate the impact of regional parties on Indian democracy and governance.
3. Examine the causes and consequences of regional movements.
4. Interpret the evolving dynamics of Centre-State relations in India.

Course Learning Objective-

1. To understand the nature, evolution, and patterns of regional politics in India.
2. To explore how regionalism shapes Indian federalism and democratic processes.
3. To critically assess the role of regional parties and movements in shaping public policy and political discourse.
4. To analyze the relationship between identity, development, and regional aspirations.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

S. No.	Practicals	No. of Practicals
I	***Practical 1: Debate on Regionalism vs. Nationalism*** **Task:** • **Divide students into two groups**: one supporting **regionalism**, the other supporting **nationalism**. • Debate on points such as: o Cultural, linguistic, and economic reasons for regionalism o How regionalism can strengthen or challenge national unity o Role of regional parties and movements • After the debate, write a **short reflection (1 page)** summarizing key arguments and personal observations.	4
II	***Practical 2: Analysis of a Regional Party or Movement***	4

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	Task: • Choose **one regional party or movement** (e.g., DMK, TDP, Shiv Sena, Telangana, Gorkhaland). • Prepare a **brief report or presentation** including: ○ Origin and main objectives ○ Role in state and national politics ○ Achievements and controversies ○ Influence on policy, identity, or federal governance • Include **recent developments or election results** if applicable.	

Suggested Readings:

1. Kothari, Rajni. (2005). *Politics in India*. Orient Longman.
2. Brass, Paul R. (1994). *The Politics of India Since Independence*. Cambridge University Press.
3. Hasan, Zoya (Ed.). (2002). *Parties and Party Politics in India*. Oxford University Press.
4. Yadav, Yogendra and Palshikar, Suhas. (2009). *From Hegemony to Convergence: Party System and Electoral Politics in the Indian States. Journal of Indian School of Political Economy*.
5. Baruah, Sanjib. (2007). *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press.
6. Noorani, A.G. (2010). *Article 370: A Constitutional History of Jammu and Kashmir*. Oxford University Press.
7. Chatterjee, Partha. (2008). *Politics of the Governed*. Columbia University Press.

Format for developing syllabus for a course/ paper

Programme/ Class	**Degree**	**Year**	**BA III**	**Semester**	**VI**
Subject	**Political Science**				
Course Code	BAHPOL605	**Course Title**	**Indian Administration**		

Course Learning Outcome: Upon completion of the course, students will be able to:

1. Describe the nature, evolution, and basic features of Indian administrative system.
2. Assess the functioning and role of institutions like the UPSC, CAG, Cabinet Secretariat, etc.
3. Analyze administrative processes in Centre-State relations and district administration.
4. Critically examine the role of civil services and the need for administrative reforms in India.

Course Learning Objective-

1. To introduce students to the historical evolution and structural framework of Indian Administration.
2. To understand the role and functions of key administrative institutions at the central, state, and district levels.
3. To analyze the issues and challenges facing Indian administration in contemporary times.
4. To evaluate administrative reforms and the impact of governance innovations like e-governance.

Credits- 3	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	**Evolution and Framework of Indian Administration** • Legacy of British Administration in India	12

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	• Constitutional framework and features of Indian Administration • Role of the Executive, Legislature, and Judiciary in administration • Relationship between politics and administration	
II	**Institutions and Machinery of Indian Administration** • Union Government: Cabinet Secretariat, Prime Minister's Office, Ministries and Departments • State Administration: Chief Minister, Council of Ministers, Secretariat • District Administration: Role of District Collector, Police Administration • Constitutional Bodies: UPSC, Finance Commission, CAG, Election Commission	11
III	**Personnel Administration and Reforms** • Recruitment and Training of Civil Servants: Role of UPSC, Training Institutes (LBSNAA) • Generalists vs. Specialists Debate • Integrity and Accountability: Lokpal, Lokayuktas, CVC, RTI • Administrative Reforms and Committees: ARC I & II, Good Governance, e-Governance	11
IV	**Contemporary Issues and Challenges in Indian Administration** • Centre-State Administrative Relations • Challenges in law and order administration • Role of civil society and NGOs in governance • Issues of corruption, red-tapism, and bureaucratic inefficiency	11

Suggested Readings:

1. Arora, Ramesh K. and Goyal, Rajni. (2011). *Indian Public Administration: Institutions and Issues*. New Age International.
2. Basu, Rumki. (2019). *Public Administration: Concepts and Theories*. Sterling Publishers.
3. Awasthi, A. & Maheshwari, S.R. (2013). *Public Administration*. Lakshmi Narain Agarwal.
4. Maheshwari, Shriram. (2002). *Indian Administration*. Orient Blackswan.
5. Bhattacharya, Mohit. (2008). *New Horizons of Public Administration*. Jawahar Publishers.
6. Government of India. *Report of the Second Administrative Reforms Commission* (selected volumes).
7. Suri, K.C. (2017). *Democracy, Governance and Tribes in India*. Orient BlackSwan.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL701	**Course Title**	**Contemporary Discourses in Indian Politics**		

Course Learning Outcome: After completing this course, students will be able to:

1. Understand and interpret key contemporary political debates in India.
2. Examine how caste, class, gender, and religion influence political processes.
3. Assess the impact of judicial activism, media, and civil society on Indian democracy.
4. Critically engage with themes such as nationalism, secularism, populism, and federalism.

Course Learning Objective-

1. To acquaint students with emerging themes, debates, and ideological shifts in Indian politics.
2. To critically analyze contemporary issues affecting democratic governance in India.
3. To understand the role of identity, media, civil society, and state institutions in shaping Indian politics.
4. To evaluate political challenges from a rights-based and development-centric perspective.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Identity, Citizenship, and Representation** • Caste, Class, and Politics • Politics of Religion and Secularism • Gender and Politics • Citizenship, Migration, and NRC-NPR Debates	15
II	**Democratic Institutions and Challenges** • Electoral Politics and Political Parties • Criminalization of Politics • Role of Judiciary: Judicial Activism vs. Overreach • Federalism and Centre-State Tensions	15
III	**Media, Technology and Political Discourse** • Role of Traditional and Social Media in Politics • Fake News, Misinformation, and Political Polarization • Surveillance, Data Politics, and Privacy Rights • Civil Society, Dissent, and Protest Movements	15
IV	**Emerging Trends and Alternative Politics** • Populism and Leadership Politics • Hindutva and New Nationalism • Development vs. Displacement: Environmental Politics • Youth, Digital Mobilization, and Political Participation	15

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Suggested Readings:

1. Chatterjee, Partha. (2004). *Politics of the Governed: Reflections on Popular Politics in Most of the World*. Permanent Black.
2. Jayal, Niraja Gopal. (2013). *Citizenship and Its Discontents: An Indian History*. Permanent Black.
3. Palshikar, Suhas. (2017). *Indian Democracy*. Oxford University Press.
4. Mehta, Pratap Bhanu. (2003). *The Burden of Democracy*. Penguin.
5. Jaffrelot, Christophe. (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Permanent Black.
6. Varshney, Ashutosh. (2002). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL701P	**Course Title**	**Contemporary Discourses in Indian Politics (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Understand and interpret key contemporary political debates in India.
2. Examine how caste, class, gender, and religion influence political processes.
3. Assess the impact of judicial activism, media, and civil society on Indian democracy.
4. Critically engage with themes such as nationalism, secularism, populism, and federalism.

Course Learning Objective-

1. To acquaint students with emerging themes, debates, and ideological shifts in Indian politics.
2. To critically analyze contemporary issues affecting democratic governance in India.
3. To understand the role of identity, media, civil society, and state institutions in shaping Indian politics.
4. To evaluate political challenges from a rights-based and development-centric perspective.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

Unit	Topic	No. of Lectures

I	***Practical 1: Mock Citizenship Debate / Simulation***
	Task:
	• **Organize a mock parliamentary or assembly debate** on a current citizenship issue, e.g., NRC-NPR, migration policies, or inclusion of minorities.
	• Assign roles to students:
	  ○ MPs/MLAs, Government representatives, Opposition, Civil society groups, Media.
	• Each group must:
	  ○ Present arguments for their stance
	  ○ Respond to counterarguments
	• Prepare a **1-page summary** of the debate and key learnings.
		4

II	***Practical 2: Survey and Analysis on Political Participation*** **Task:** • Conduct a **mini-survey** among peers or local community on: ○ Awareness of caste, religion, gender issues in	4

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	politics ○ Trust in electoral and judicial institutions ○ Role of social media in shaping political opinions • Analyze the survey results and present a **short report or chart** showing trends and observations. • Discuss how these factors **affect representation and participation** in democracy.	

Suggested Readings:

1. Chatterjee, Partha. (2004). *Politics of the Governed: Reflections on Popular Politics in Most of the World*. Permanent Black.
2. Jayal, Niraja Gopal. (2013). *Citizenship and Its Discontents: An Indian History*. Permanent Black.
3. Palshikar, Suhas. (2017). *Indian Democracy*. Oxford University Press.
4. Mehta, Pratap Bhanu. (2003). *The Burden of Democracy*. Penguin.
5. Jaffrelot, Christophe. (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Permanent Black.
6. Varshney, Ashutosh. (2002). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.

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Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL702	**Course Title**	**Politics in South Asia**		

Course Learning Outcome: After completing this course, students will be able to:

1. Comprehend the historical and socio-political developments in South Asia.
2. Analyze democratic processes, military interventions, and political instability in the region.
3. Evaluate issues such as nationalism, federalism, religious extremism, and economic challenges.
4. Interpret regional cooperation initiatives such as SAARC and BIMSTEC.

Course Learning Objective-

1. To introduce students to the political systems and structures of South Asian countries.
2. To understand the commonalities and differences in the democratic experiences of South Asian states.
3. To analyze the impact of colonial legacies, identity politics, and regional conflicts.
4. To develop a critical understanding of bilateral and multilateral relations among South Asian nations.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Introduction to South Asia** • Colonial Legacy and Nation-Building • Political Culture and Democratic Experiments • Regionalism and Identity Politics • South Asia as a Geopolitical and Geo-economic Region	15
II	**Comparative Political Systems in South Asia** • India: Parliamentary Federalism • Pakistan: Military and Civil Bureaucracy • Bangladesh: Political Polarization and Democratic	15

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	Backsliding • Sri Lanka: Majoritarianism and Ethnic Conflict • Nepal and Bhutan: Democratic Transitions and Monarchy • Maldives and Afghanistan: Political Volatility and State Fragility	
III	**Key Issues in South Asian Politics** • Ethnicity, Religion, and Nationalism • Terrorism, Insurgency, and Internal Security • Economic Development and Inequality • Gender Politics and Minority Rights	15
IV	**Regional Cooperation and International Relations** • SAARC: Vision and Challenges • BIMSTEC and Sub-Regional Groupings • India's Role and Influence in South Asia • China's Increasing Footprint in the Region • Cross-Border Water Sharing, Migration, and Trade	15

Suggested Readings:

1. Ghosh, Partha S. (2016). *Politics of Personal Law in South Asia*. Routledge.
2. Baxter, Craig. (2002). *Government and Politics in South Asia*. Westview Press.
3. Muni, S.D. (2003). *Conflict Areas in South Asia*. South Asian Publishers.
4. Jalal, Ayesha. (1995). *Democracy and Authoritarianism in South Asia*. Cambridge University Press.
5. Subrata Mitra & Siegfried Wolf. (2007). *Politics in South Asia: Culture, Rationality and Power*. Routledge.
6. Paul, T.V. (2014). *The Warrior State: Pakistan in the Contemporary World*. Oxford University Press.
7. Samaranayake, Nilanthi. (2019). *China's Engagement with Smaller South Asian Countries*. U.S. Institute of Peace Report.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL702P	**Course Title**	**Politics in South Asia (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Comprehend the historical and socio-political developments in South Asia.
2. Analyze democratic processes, military interventions, and political instability in the region.
3. Evaluate issues such as nationalism, federalism, religious extremism, and economic challenges.
4. Interpret regional cooperation initiatives such as SAARC and BIMSTEC.

Course Learning Objective-

1. To introduce students to the political systems and structures of South Asian countries.
2. To understand the commonalities and differences in the democratic experiences of South Asian states.
3. To analyze the impact of colonial legacies, identity politics, and regional conflicts.
4. To develop a critical understanding of bilateral and multilateral relations among South Asian nations.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40
Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4		
S. No.	Practicals	No. of Practicals

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	Backsliding • Sri Lanka: Majoritarianism and Ethnic Conflict • Nepal and Bhutan: Democratic Transitions and Monarchy • Maldives and Afghanistan: Political Volatility and State Fragility	
III	**Key Issues in South Asian Politics** • Ethnicity, Religion, and Nationalism • Terrorism, Insurgency, and Internal Security • Economic Development and Inequality • Gender Politics and Minority Rights	15
IV	**Regional Cooperation and International Relations** • SAARC: Vision and Challenges • BIMSTEC and Sub-Regional Groupings • India's Role and Influence in South Asia • China's Increasing Footprint in the Region • Cross-Border Water Sharing, Migration, and Trade	15

Suggested Readings:

1. Ghosh, Partha S. (2016). *Politics of Personal Law in South Asia*. Routledge.
2. Baxter, Craig. (2002). *Government and Politics in South Asia*. Westview Press.
3. Muni, S.D. (2003). *Conflict Areas in South Asia*. South Asian Publishers.
4. Jalal, Ayesha. (1995). *Democracy and Authoritarianism in South Asia*. Cambridge University Press.
5. Subrata Mitra & Siegfried Wolf. (2007). *Politics in South Asia: Culture, Rationality and Power*. Routledge.
6. Paul, T.V. (2014). *The Warrior State: Pakistan in the Contemporary World*. Oxford University Press.
7. Samaranayake, Nilanthi. (2019). *China's Engagement with Smaller South Asian Countries*. U.S. Institute of Peace Report.

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Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL702P	**Course Title**	**Politics in South Asia (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Comprehend the historical and socio-political developments in South Asia.
2. Analyze democratic processes, military interventions, and political instability in the region.
3. Evaluate issues such as nationalism, federalism, religious extremism, and economic challenges.
4. Interpret regional cooperation initiatives such as SAARC and BIMSTEC.

Course Learning Objective-

1. To introduce students to the political systems and structures of South Asian countries.
2. To understand the commonalities and differences in the democratic experiences of South Asian states.
3. To analyze the impact of colonial legacies, identity politics, and regional conflicts.
4. To develop a critical understanding of bilateral and multilateral relations among South Asian nations.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40
Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4		
S. No.	Practicals	No. of Practicals

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I	***Practical 1: Comparative Chart of South Asian Political Systems*** **Task:** • Create a **table or chart comparing the political systems of South Asian countries**, including: o India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, Maldives, Afghanistan o Key features: type of government, role of military, electoral system, federalism, monarchy/democracy o Recent political developments or challenges (e.g., democratic backsliding, ethnic conflict) • Include **2–3 lines summarizing the uniqueness or challenges** of each country.	4
II	***Practical 2: Case Study on Regional Issues and Cooperation*** **Task:** • Choose **one major regional issue** (e.g., terrorism, cross-border water sharing, trade, migration, or regional identity politics). • Prepare a **short report** covering: o Countries involved and their positions o Role of regional organizations (SAARC, BIMSTEC) o India's role and policy approach o Challenges and possible solutions	4

Suggested Readings:

1. Ghosh, Partha S. (2016). *Politics of Personal Law in South Asia*. Routledge.
2. Baxter, Craig. (2002). *Government and Politics in South Asia*. Westview Press.
3. Muni, S.D. (2003). *Conflict Areas in South Asia*. South Asian Publishers.
4. Jalal, Ayesha. (1995). *Democracy and Authoritarianism in South Asia*. Cambridge University Press.
5. Subrata Mitra & Siegfried Wolf. (2007). *Politics in South Asia: Culture, Rationality and Power*. Routledge.
6. Paul, T.V. (2014). *The Warrior State: Pakistan in the Contemporary World*. Oxford University Press.
7. Samaranayake, Nilanthi. (2019). *China's Engagement with Smaller South Asian Countries*. U.S. Institute of Peace Report.

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Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL703	**Course Title**	**Human Rights in the Globalized World**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the concept, development, and legal framework of human rights.
2. Assess how globalization affects both the protection and violation of human rights.
3. Analyze human rights issues through case studies and regional/global perspectives.
4. Evaluate the role of international organizations, civil society, and media in the global human rights regime.

Course Learning Objective-

1. To understand the philosophical foundations and historical evolution of human rights.
2. To explore the impact of globalization on the promotion and protection of human rights.
3. To analyze the role of state and non-state actors in the advancement of human rights.
4. To critically examine contemporary challenges to human rights in the context of global governance.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Foundations of Human Rights** • Meaning, Nature, and Characteristics • Historical Evolution: Magna Carta to UDHR • Theories of Human Rights: Natural Rights, Legal Positivism, Marxist and Feminist Perspectives • Generations of Human Rights: Civil-Political, Socio-Economic, and Collective Rights	15
II	**International Human Rights Instruments and Institutions** • Universal Declaration of Human Rights (UDHR), 1948 • ICCPR and ICESCR • Role of UN Human Rights Council, OHCHR, and International Criminal Court (ICC) • Role of NGOs: Amnesty International, Human Rights Watch, etc.	15
III	**Human Rights and Globalization** • Globalization: Meaning and Dimensions • Human Rights and Neoliberalism • Migration, Refugees, and Human Trafficking • Digital Surveillance, Data Privacy, and Human Rights • Corporate Accountability and Business & Human Rights	15
IV	**Contemporary Challenges and Regional Perspectives** • Women, Children and Indigenous Rights • Human Rights in Conflict Zones and Occupied Territories • Environmental Justice and Climate Change • Human Rights in South Asia and the Global South • Role of Media and Civil Society in Promoting Human Rights	15

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Suggested Readings:

1. Donnelly, Jack. (2013). *Universal Human Rights in Theory and Practice*. Cornell University Press.
2. Alston, Philip & Goodman, Ryan. (2013). *International Human Rights*. Oxford University Press.
3. Mohanty, Manoranjan. (2010). *Human Rights Movements in India*. Sage Publications.
4. Falk, Richard. (2000). *Human Rights Horizons: The Pursuit of Justice in a Globalizing World*. Routledge.
5. Baxi, Upendra. (2002). *The Future of Human Rights*. Oxford University Press.
6. Freeman, Michael. (2017). *Human Rights: An Interdisciplinary Approach*. Polity Press.
7. Sen, Amartya. (2004). *Elements of a Theory of Human Rights*. Philosophy & Public Affairs.

Format for developing syllabus for a course/ paper

Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL704	**Course Title**	**Gender and Politics**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the conceptual foundations of gender and its political significance.
2. Critically engage with feminist and gender theories.
3. Examine ancient Indian texts and traditions in relation to gender norms and roles.
4. Analyze gender-based issues in both national and international political contexts.

Course Learning Objective-

1. To introduce key debates in gender and politics through classical and contemporary lenses.
2. To analyze how gender relations have been shaped by political ideologies and cultural traditions.
3. To explore feminist political thought and movements globally and locally.
4. To critically examine ancient Indian perspectives on gender, power, and society.
5. To assess contemporary gender issues from policy, rights, and intersectional frameworks.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Conceptual Foundations of Gender and Politics** • Sex, Gender, and Sexuality: Understanding the Differences • Gender as a Social and Political Construct • Patriarchy and Power: Structures and Ideologies • **Ancient Indian Perspective:** o Concept of *Ardhanarishvara*, *Shakti*, and feminine divine o Role and status of women in Vedic, Epic (Ramayana & Mahabharata), and Smriti periods o Ancient Indian debates on *Stridharma*, education of women, and matriarchal traces	15
II	**Feminist Theories and Movements** • Liberal Feminism • Marxist and Socialist Feminism • Radical and Eco-Feminism • Intersectional and Postmodern Feminism • Women's Movements: Global South and Global North	15

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	• Feminism in India: Early Reform Movements to Contemporary Struggles	
III	**Gender, State, and Law** • Gender and Citizenship • Women in Politics and Representation (Panchayats to Parliament) • Gender and Legal Rights: Personal Laws, Marriage, Inheritance, Property • Gender and Governance: Gender Budgeting, Schemes and Programs • **Ancient Indian Perspective:** o Gendered implications of Manusmriti, Arthashastra, and Dharmashastras o Debates around Sati, Widowhood, Dowry from historical context o Women as advisors, scholars, and warriors in ancient polity (*e.g., Gargi, Maitreyi, Rani Durgavati*)	15
IV	**Contemporary Gender Issues in Politics** • Gender-Based Violence and Justice Mechanisms • Gender in Media and Popular Culture • Global Governance and Gender: UN, SDGs, and Transnational Movements • Emerging Issues: Digital Feminism, Gender and Environment, Gender and Work	15

Suggested Readings:

1. Geetha, V. (2002). *Gender*. Stree Publications.
2. Rai, Shirin. (2008). *The Gender Politics of Development*. Zubaan.
3. Nussbaum, Martha. (2000). *Women and Human Development: The Capabilities Approach*. CUP.
4. Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. Tulika.
5. Altekar, A.S. (1938). *The Position of Women in Hindu Civilization*. Motilal Banarsidass.
6. Butler, Judith. (1990). *Gender Trouble*. Routledge.
7. Hooks, Bell. (2000). *Feminist Theory: From Margin to Center*. Pluto Press.

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Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VII**
Subject	**Political Science**				
Course Code	BAHPOL704P	**Course Title**	**Gender and Politics (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain the conceptual foundations of gender and its political significance.
2. Critically engage with feminist and gender theories.
3. Examine ancient Indian texts and traditions in relation to gender norms and roles.
4. Analyze gender-based issues in both national and international political contexts.

Course Learning Objective-

1. To introduce key debates in gender and politics through classical and contemporary lenses.
2. To analyze how gender relations have been shaped by political ideologies and cultural traditions.
3. To explore feminist political thought and movements globally and locally.

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4. To critically examine ancient Indian perspectives on gender, power, and society.
5. To assess contemporary gender issues from policy, rights, and intersectional frameworks.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

S. No.	Practicals	No. of Practicals
I	***Practical 1: Historical Analysis of Gender Roles*** **Task:** • Select **one period from ancient India** (Vedic, Epic, Smriti) or a **historical text** (Manusmriti, Arthashastra, Ramayana, Mahabharata). • Analyze: o Role and status of women o Debates on education, property, and political participation o Examples of women as advisors, scholars, or warriors (e.g., Gargi, Maitreyi, Rani Durgavati) • Prepare a **short report or presentation** linking historical gender roles to **contemporary issues of women's rights and political participation**.	4
II	***Practical 2: Gender Policy and Governance Exercise*** **Task:** • Choose **one contemporary gender-related issue** (e.g., women in politics, gender budgeting, violence against women, digital feminism). • Prepare a **brief report or infographic** covering: o Relevant laws, schemes, or programs o Role of state, judiciary, or civil society o Challenges and effectiveness o Suggestions for improvement • Optionally, include **case studies from India or international examples**.	4

Suggested Readings:

1. Geetha, V. (2002). *Gender*. Stree Publications.
2. Rai, Shirin. (2008). *The Gender Politics of Development*. Zubaan.
3. Nussbaum, Martha. (2000). *Women and Human Development: The Capabilities Approach*. CUP.
4. Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. Tulika.
5. Altekar, A.S. (1938). *The Position of Women in Hindu Civilization*. Motilal Banarsidass.
6. Butler, Judith. (1990). *Gender Trouble*. Routledge.
7. Hooks, Bell. (2000). *Feminist Theory: From Margin to Center*. Pluto Press.

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SEMESTER- VIII

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VIII**
Subject	**Political Science**				
Course Code	**BAHPOL801**	**Course Title**	**Development Process and Social Movements in Contemporary India**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain key concepts and models of development in the Indian context.
2. Critically evaluate the successes and failures of India's development trajectory.
3. Assess the causes and consequences of major social movements in India.
4. Understand the relationship between state policies and grassroots mobilization.

Course Learning Objective-

1. To understand the historical and contemporary development processes in India.
2. To analyze the role of the state, market, and civil society in development.
3. To explore the rise and evolution of social movements in post-independence India.
4. To evaluate the impact of development policies and movements on marginalized communities.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Understanding Development in India** • Concepts and theories of development • Planning Commission to NITI Aayog: Continuities and changes • Liberalization, Privatization, Globalization (LPG) and their impact	15
II	**Development and the State** • Role of the state in development • Welfare policies and poverty alleviation programs • Critique of development: Amartya Sen vs. Bhagwati model • Issues of displacement and rehabilitation	15
III	**Social Movements: Theoretical Perspectives** • Meaning, classification, and theories of social movements • Relationship between development and social movements • Role of civil society and NGOs in development	15
IV	**Major Social Movements in Contemporary India** • Environmental Movements: Chipko, Narmada Bachao Andolan • Dalit Movement and Ambedkarite mobilization • Tribal movements and Adivasi resistance • Farmers' Movements and anti-globalization protests • Women's movements in development discourse	15

Suggested Readings:

1. Shah, Ghanshyam. *Social Movements in India: A Review of Literature*. SAGE, 2004.
2. Tandon, Rajesh. *Citizen Participation and Democratic Governance: In Our Hands*. PRIA, 2002.
3. Sen, Amartya. *Development as Freedom*. Oxford University Press, 1999.
4. Baviskar, Amita. *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Oxford University Press, 2005.
5. Mohanty, Manoranjan. *People's Rights: Social Movements and the State in the Third World*. Sage, 1998.

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Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VIII**
Subject	**Political Science**				
Course Code	**BAHPOL801P**	**Course Title**	**Development Process and Social Movements in Contemporary India (PRACTICAL)**		

Course Learning Outcome: After completing this course, students will be able to:

1. Explain key concepts and models of development in the Indian context.
2. Critically evaluate the successes and failures of India's development trajectory.
3. Assess the causes and consequences of major social movements in India.
4. Understand the relationship between state policies and grassroots mobilization.

Course Learning Objective-

1. To understand the historical and contemporary development processes in India.
2. To analyze the role of the state, market, and civil society in development.
3. To explore the rise and evolution of social movements in post-independence India.
4. To evaluate the impact of development policies and movements on marginalized communities.

Credits- 2	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 0-0-4

S. No.	Practicals	No. of Practicals

I	***Practical 1: Development Debate / Role-Play***
	Task:
	• **Organize a mock debate or role-play** on a development issue, e.g.:
	  ○ Liberalization, Privatization, Globalization (LPG) impacts
	  ○ Displacement due to development projects
	  ○ Welfare policies vs. market-driven development
	• Assign roles to students:
	  ○ Government officials, policy analysts, affected communities, NGOs, media
	• Each group presents arguments and **proposes solutions or recommendations**
	• Prepare a report also.
		4

II	***Practical 2: Field Survey on Development Impact***
	Task:
	• Conduct a **mini-field survey** in your local area on the impact of **a development program or social movement** (e.g., MNREGA, Chipko movement influence, local women's self-help groups).
	• Collect data on:
	  ○ Community awareness and participation
	  ○ Positive and negative outcomes
	  ○ Suggestions for improvement
	• Prepare a **short report or infographic** summarizing findings and trends.
		4

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Suggested Readings:

1. Shah, Ghanshyam. *Social Movements in India: A Review of Literature*. SAGE, 2004.
2. Tandon, Rajesh. *Citizen Participation and Democratic Governance: In Our Hands*. PRIA, 2002.
3. Sen, Amartya. *Development as Freedom*. Oxford University Press, 1999.
4. Baviskar, Amita. *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*. Oxford University Press, 2005.
5. Mohanty, Manoranjan. *People's Rights: Social Movements and the State in the Third World*. Sage, 1998.

Format for developing syllabus for a course/ paper					
Programme/ Class	**Degree**	**Year**	**BA IV**	**Semester**	**VIII**
Subject	**Political Science**				
Course Code	**BAHPOL802**	**Course Title**	**Peace and Conflict in International Politics**		

Course Learning Outcome: After completing this course, students will be able to:

1. Understand and apply key theoretical perspectives on peace and conflict.
2. Analyze real-world conflicts through conceptual and empirical lenses.
3. Evaluate the role of the UN, regional organizations, and NGOs in peace processes.
4. Propose sustainable peace strategies and understand the significance of justice, reconciliation, and post-conflict development.

Course Learning Objective-

1. To introduce the concepts, theories, and practices related to peace and conflict in international politics.
2. To critically examine causes of war, conflict, and violence in the global system.
3. To explore peacebuilding, conflict resolution, and transformation strategies used by international actors.
4. To analyze the role of global institutions and diplomacy in maintaining peace and security.

Credits- 4	Max.Marks:100	Min. Passing Marks: 40

Total No. of Lectures-Tutorials -Practical(in hours per week): 4-0-0

Unit	Topic	No. of Lectures
I	**Understanding Peace and Conflict** • Meaning and types of conflict: inter-state, intra-state, ethnic, ideological • Causes of conflict: power, identity, resources, governance • Theories of conflict: Realism, Liberalism, Marxism, Constructivism • Concept of peace: Negative vs. Positive Peace (Johan Galtung)	15
II	**Conflict Resolution and Peace Processes** • Methods of conflict resolution: Negotiation, Mediation, Arbitration • Peacekeeping and Peacebuilding: Roles of UN and regional bodies (e.g., African Union, EU) • Case studies: Israel-Palestine, Sri Lanka, Rwanda, Afghanistan • Transitional Justice and Reconciliation	15

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III	**Non-violence and Peace Movements** • Gandhi's concept of Satyagraha and non-violent resistance • Peace movements: Anti-nuclear movements, Civil society initiatives • Role of women and grassroots actors in peacebuilding • Religion and Peacebuilding: Inter-faith dialogue and cooperation	15
IV	**Contemporary Challenges to Peace** • Terrorism and asymmetrical warfare • Humanitarian intervention and Responsibility to Protect (R2P) • Climate change, migration, and environmental conflicts • Arms trade, nuclear proliferation, and cyber conflicts	15

Suggested Readings:

1. Galtung, Johan. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Sage.
2. Ramsbotham, Oliver, Miall, Hugh & Woodhouse, Tom. (2011). *Contemporary Conflict Resolution*. Polity Press.
3. Barash, David P., & Webel, Charles P. (2018). *Peace and Conflict Studies*. Routledge.
4. Boutros-Ghali, B. (1992). *An Agenda for Peace*. United Nations Publication.
5. Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. United States Institute of Peace Press.
6. Kriesberg, Louis. (2003). *Constructive Conflicts: From Escalation to Resolution*. Rowman & Littlefield.
7. Chandhoke, Neera. (2015). *Contested Secessions, Rights, and Norms in International Politics*. Oxford University Press.

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Programme/ Class	Certificate	Year	BAIV	Semester	VIII
Subject	Political Science				
Course Code	**BAHPOLRP1**	Course Title	**Dissertation and Viva-Voce**		

Course Learning Outcome- The main objective of incorporating this paper in the syllabus is to hone theoretical faculties of students on the core themes of local governance in India. After studying this paper, students should be able to comprehend and critically analyze major theses and aspects of local governance in India. After successful completion of this course, the student shall be able to understand, comprehend and analyze various aspects and dimensions of the topic covered by him/her in the dissertation.

Course Learning Objective- Gives knowledge about the research in social science and humanities. Strengthen the outlook to develop research problems, research objectives and research questions.

Credits–12	Max. Marks: 100	Min. Passing Marks :40

Total No. of Lectures-Tutorials -Practical (in hours per week):2-1-0

This paper shall be divided into two parts Dissertation and Viva-Voce

Internal-

The students shall take up a topic of dissertation under the supervision of one of the faculty members as decided unanimously.

External-

Every student shall have to present himself/herself with the dissertation before the board of examiners consisting of one external examiner appointed by the university, the supervisor of the candidate, faculty members and fellow students.

Suggested Readings-

1. James D Lester. (1967). Writing Research Papers: A Complete Guide. Pearson Education.
2. Kate L. Turabian, Wayne C. Booth. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing). University of Chicago Press.
3. Yelikar. (2009). Essentials Of Research Methodology & Dissertation Writing.Jaypee Brothers Medical Publishers