

**CURRICULUM FRAMEWORK FOR
UNDER-GRADUATE PROGRAMME IN POLITICAL SCIENCE
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP)-2020



**RAJIV GANDHI UNIVERSITY-A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE STUDIES
DEPARTMENT OF POLITICAL SCIENCE
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791112**

WITH EFFECT FROM ACADEMIC YEAR: 2023-2024

1. Programme's Mission and Objectives:

Institute of Distance Education is affiliated to Rajiv Gandhi University. The institute aims to provide higher education opportunities to those who are unable to join regular academic and vocational education programmes in the affiliated colleges of the University and make higher education reach to the doorsteps in rural and geographically remote areas of Arunachal Pradesh in particular and North-eastern part of India in general. The education through distance mode is an alternative mode of imparting instruction to overcome the problems of access, infrastructure and socio-economic barriers. The institute offers Masters Degree, Bachelor degree and Certificate programmes in the field of Art. The mission and objectives of the programme are:

- To impart and disseminate quality higher education through distance mode by providing instructional and study materials.
- To provide access to higher education to those people who are not able to pursue higher education through regular mode.
- To improve gross enrollment ratio in higher education.
- To promote research and innovative ideas among the students.

2. Relevance of the program with HEI's Mission and Goals:

The aims of Rajiv Gandhi University is to nurture the talent of learners by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and strive to promote morally sound global citizens. Also it have a mission to provide opportunities and support to students from diverse background and to assist them to become well-informed global citizens by developing their intellectual, moral, civic and creative capacities to the fullest through multi-faceted education and sustained engagement with local, national and global communities.

The mission and goals of the institution is to disseminate quality education through instructions and research, to help the learners in achieving excellence in higher education. The programme is aimed at providing quality higher education through distance education mode to those people who are interested to pursue higher education but do not get or are not able to take admission in regular mode of higher education by giving counseling, instruction and study materials. Hence, the programme is relevant to the HEI's mission and goal.

3. Nature of prospective target group of learners:

The target group of learners will be:

1. Dropout students, who have completed class XII and are interested to pursue higher education but could not take admission in regular mode due to various social and economic problems.
2. The targeted groups also include in-service person, unemployed youth, defense and police personal, people working in NGOs and the students who are preparing for competitive examination.
3. The targeted groups also include working housewives, physically and mentally less privileged people.
4. The course also attracts the persons who are interest to know about the state politics of Arunachal Pradesh in particular and North East India in general.

4. Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

The world has become global village and studying political science has become fundamental in present days as its gives deep insight about the happening of the political world. It helps us to understand the pertinent issues faced by an individual in everyday life and paves way for generating better solutions to the problems. It deals with various thought, theories and practices reflecting in the society, state and government apparatus etc.

The Open and Distance Learning mode would provide quality higher education to the interested learners who are left out by the regular mode. It helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills.

5. Instructional Design:

a. Curriculum activities

- i) Duration of programme: 4 (Four) years for B.A
- ii) The four years course is comprises of eight semesters.
- iii) Semester examination is conducted after every five months.
- iv) Result is declared after one month.
- v) After the declaration of result, admission process starts.

Detailed Syllabus:

5.1 Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary,

interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

1.2 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The Under Graduate programme in Political Science aims to fulfill the following objectives:

PEO1: This programme aims to provide learning scopes by orienting the students about political science.

PEO2: Developing knowledge of basic concepts of political science, and developing ability to appreciate the challenges in field settings.

PEO3: Promoting self-understanding, reflexivity and personal growth of the students.

PEO4: Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

PEO5: Developing respect for social diversity and increasing social and cultural relevance of learning.

1.3 PROGRAMME OUTCOMES (POs)

PO1: Foundational Knowledge

The graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

PO2: Critical Thinking and Problem Solving

The graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex problems and issues for arriving at effective solutions from first principles.

PO3: Community Engagement & Service

The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

PO4: Indian Context and Good Citizenship

The graduates would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PO5: Coping with Real Life Situations

The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PO6: Creativity

The graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PO7: Communication Skills

The graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

PO8: Analytical Reasoning and Thinking

The graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety

of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PO9: Research Related Skills

The graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

PO10: Leadership Qualities

The graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.4 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learners who complete four years would earn an Under Graduate Honours/Honours with Research Degree in Political Science. The learning outcomes that a student should be able to demonstrate on completion of a degree level programme may involve academic, behavioural and social competencies as described below.

PSO1: To inculcate the basic theoretical understanding of Political Science within students and familiarize them with its application to society, along with sensitize them with the current problems that human beings are facing nationally and globally.

PSO2: To equip the students with the epistemological understanding of the Political Science as a science and develop scientific attitude and rigor, inculcate strong methodological knowledge and build interpersonal competence.

PSO3: To enhance awareness and commitment to social services through application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

PSO4: To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

1.5 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: IDE-Pol-Major-01)-Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: IDE-Pol-Major-002)-Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.

Three-Year UG Degree (Programme Code: IDE-Pol-Major-03)-Students who wish to undergo a three- year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: IDE-Pol-Major-04)- A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

Four-Year UG Degree (Honours) (Programme Code: IDE-Pol-Major-05)- A four-year UG Degree in Honours with Research will be awarded to those students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

1.6 Other Key Criteria for UG Programme

- Selection of Minor Course: Students of Political Sciencemajor would opt for minor courses from other majors being offered by other departments. Minor courses of Political Science will be offered to Non-Political Science Major Students.

- Selection of Multidisciplinary Course: Students in Political Science major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Political Science major would not be allowed to select multidisciplinary courses offered by the Department of Political Science.
- Selection of Compulsory Value-Added Course: Students in Political Science major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- Research at UG Programme: Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year, as per NEP-2020.
- For Honours students not undertaking Dissertation in VIII semester: Students in Political Science not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- Exit and Re-entry: Exit and re-entry option in the degree programme in Political Science will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.7. Structure of the Four Year Undergraduate Programme in Political Science

*1 Credit = 30 learning hours in a Semester

NCrfCredit Level	Sem	Major		Minor (OnlyforstudentsotherthanPolitical ScienceMajor)		MultidisciplinaryCourse(MDC-Only for students otherthanPolitical ScienceMajor)		Ability EnhancementCompulsory Course(AECC)		Skill EnhancementCourse(SEC)		Value-addedCourses (VAC)		Total Credit/Sem	
		CourseCode&Name	Credit	CourseCode&Name	Credit	CourseCode&Name	Credit	Course Code &Name	Credit	Course Code &Name	Credit	Course Code&Name	Credit		
4.5	I	IDE-POL-001-CC-1110 Understanding Politics	4	IDE-POL-MIN-01 Understanding Politics	4	IDE-POL-MDC-01 Indian Polity	3	IDE-POL-AECC-01	4	IDE-POL-SEC-01 Managing Election and Campaigning	3	IDE-POL-VAC-01 Democracy in India	2	20	
	II	IDE-POL-001-CC-1210 Indian Constitution	4	IDE-POL-MIN-02 Indian Constitution	4	IDE-POL-MDC-02 Understanding Political Concepts and Processes	3	IDE-POL-AECC-02	4	IDE-POL-SEC-02 Public Policy Management	3	IDE-POL-VAC-02 Indigenous System of Governance	2	20	
TotalCredit(FirstYear)			8		8		6		8		6		4	40	
ExitoptionwithUndergraduateCertificateinPolitical Scienceoncompletionofcoursesequaletoaminimumof40credits+#SummerInternship(POL-1001)															
5.0	III	IDE-POL-001-CC-2110 Ancient Indian Political Thought	4	IDE-POL-MIN-03 Political Theory	4	IDE-POL-MDC-03 Understanding Politics in Arunachal Pradesh	3			IDE-POL-SEC-03 Environmental Studies	3	IDE-POL-VAC-03 Local Self Government	2	20	
		IDE-POL-001-CC-2120 Political Theory	4												
	IV	IDE-POL-MAJ-05 Comparative Government and Politics	4	IDE-POL-MIN-04 Comparative Government and Politics	4										20
		IDE-POL-MAJ-06 Theories of International Relations	4												
		IDE-POL-MAJ-07 Public Administration	4												
IDE-POL-MAJ-08 Western Political Thinker	4														
TotalCredit(SecondYear)			24		8		3				3		2	40	

Exit option with Undergraduate Diploma in Political Science on completion of courses equal to a minimum of 80 credits + 4 Credit Skill Based Course during 1/2 Year Summer Terms (POL-2001)												
5.5	V	IDE-Pol-Major-09 Party Politics in India	4									20
		IDE-Pol-Major-10 Public Policy	4									
		IDE-Pol-Major-11 Modern Indian Political Thinker	4									
		IDE-Pol-Major-12 Government and Politics in Arunachal Pradesh	4									
		IDE-Pol-Min-06 Government and Politics in Arunachal Pradesh	4									
												20
	VI	IDE-Pol-Major-13 India's Foreign Policy	4									
		IDE-Pol-Major-14 State Politics in India	4									
		IDE-Pol-Major-15 Politics in North East India	4									
		IDE-Pol-Major-16 Politics in India	4									
		IDE-Pol-Min-06 Politics in India	4									
Total Credit (Third Year)			40									40
Exit option with Three Years Bachelor's Degree in Political Science on completion of courses equal to a minimum of 120 credits (POL-3001)												
	VII	IDE-Pol-Major-17 Understanding Gandhi	4									20
		IDE-Pol-Major-18 Feminism	4									
		IDE-Pol-Major-19 International Law	4									
		IDE-Pol-Major-20 Globalization and Politics	4									
		IDE-Pol-Min-07 Globalization and Politics	4									
6.0			4									
	VIII	IDE-Pol-Major-21 Human Rights	4									20
		IDE-Pol-Major-22 Comparative Constitution	4									
		IDE-Pol-Major-23 Colonialism and Nationalism in India	4									
		IDE-Pol-Major-23 Understanding Ambedkar	4									
		IDE-Pol-Min-08	4									

TotalCredit(FourthYear)		40											40
AwardofFour-YearBachelor'sDegree(Honours)inPolitical Scienceoncompletion ofcoursesequaltoaminimumof160Credits(POL-4001)													
6.0	VIII	IDE-POL-001-CC-4210 Advanced ResearchMethods	4	IDE-POL-001-RC-4210 ResearchandPublicationEthics/ MOOC's	4								20
		IDE-POL-001-RP-4210 Research Project	12										
TotalCredit(EighthSem)		16		4									20
AwardofFour-YearBachelor'sDegree(HonourswithResearch)inPolitical Scienceoncompletionofcoursesequaltoaminimumof160Credits(POL-5001)													

SEMESTER-WISE COURSE STRUCTURE FOR THE UNDERGRADUATE PROGRAMME IN POLCHOLOGY

SEMESTER I

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-1110	Understanding Politics	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXXX	MinorCourse-1	20	80	100	-	4	-
XXX-DDD-MD-XXXX	MDC-1*	20	80	100	-	3	-
XXX-DDD-AE-XXXX	AECC-1*	20	80	100	-	4	-
IDE-POL-001-SE-0010	Managing Election and Campaign	20	80	100	2:1:0	3	45
XXX-DDD-VA-0010	VAC-1*	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture, T=Tutorial, P=Practical

SEMESTER II (UG CERTIFICATE)

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-1210	Indian Constitution	20	80	100	3:0:1	4	75
XXX-DDD-MC-XXX	MinorCourse-2	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-2*	20	80	100	-	3	-
XXX-DDD-AE-XXX	AEC-2*	20	80	100	-	4	-
IDE-POL-001-SE-0020	Public policy Management	20	80	100	2:1:0	3	45
XXX-DDD-VA-XXX	VAC-2*	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture, T=Tutorial, P=Practical

SEMESTER III

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-2110	Ancient Indian Political Thought	20	80	100	4:0:0	4	60
IDE-POL-001-CC-2120	Political Theory	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor course-3	20	80	100	-	4	-
XXX-DDD-MD-XXX	MDC-3	20	80	100	-	3	-
IDE-POL-001-MD-2110	Understanding Politics in Arunachal Pradesh	20	80	100	2:1:0	3	45
XXX-DDD-VA-XXX	VAC-3	20	80	100	-	2	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.
L=Lecture, T=Tutorial, P=Practical*

SEMESTER IV (UG DIPLOMA)

PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-2210	Comparative Government And Politics	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2220	Theories Of International Relations	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2230	Public Administration	20	80	100	3:1:0	4	60
IDE-POL-001-CC-2240	Western Political Thinker	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-4	20	80	100	-	4	-
TotalCredit						20	

**The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER V

PaperCode	Title	MaximumMarks			CreditDistribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-3110	Party politics in India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3120	Public Policy	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3130	Modern Indian Political Thinker (C-11)	20	80	100	2:0:0	2	30
IDE-POL-001-CC-3140	Government And Politics In Arunachal Pradesh	20	80	100	4:0:0	4	60
XXX-DDD-MC-XXX	MinorCourse-5	20	80	100	-	4	-
IDE-POL-001-IN-3110	Internship/Field Trip	20	80	100	0:0:2	2	60
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VI (UG DEGREE

PaperCode	Title	MaximumMarks			CreditDistribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-3210	India's Foreign Policy	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3220	State Politics In India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3230	Politics in North East India	20	80	100	3:1:0	4	60
IDE-POL-001-CC-3240	Politics In India	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	MinorCourse-6	20	80	100	-	4	-
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VII

PaperCode	Title	MaximumMarks			CreditD istribution	Total Credits	Contact Hours
		Internal Marks	External Marks	Total			
IDE-POL-001-CC-4110	Understanding Gandhi	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4120	Feminism	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4130	International Laws	20	80	100	3:1:0	4	60
IDE-POL-001-CC-4140	Globalization and Politics	20	80	100	0:0:4	4	120
XXX-DDD-MC-XXX	Minor Course-7	20	80	100	-	4	-
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VIII (UG DEGREE WITH HONOURS)

PaperCode	Title	MaximumMarks			CreditD istribution	Total Credits	Contact Hours
		Internal Marks	ExternalM arks	Total			
IDE-POL-001-CC-4210	Human Rights	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42010	Comparative Constitution	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42020	Colonialism and Nationalism	20	80	100	3:1:0	4	60
IDE-POL-001-DE-42030	Understanding Ambedkar	20	80	100	3:1:0	4	60
IDE-POL-001-RC-4210	IDE-Pol-Min-08	20	80	100	-	4	-
TotalCredit						20	-

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

SEMESTER VIII (UG DEGREE WITH HONOURS & RESEARCH)

		MaximumMarks	CreditD istribution	Total Credits	Contact Hours
--	--	--------------	------------------------	------------------	------------------

PaperCode	Title	Internal Marks	External Marks	Total	L:T:P		
IDE-POL-001-CC-4210	AdvancedResearchMethods	20	80	100	3:1:0	4	60
IDE-POL-001-RP-4210	ResearchProject	20	80	100	0:0:12	12	360
IDE-POL-001-RC-4210	Research and PublicationEthics/MOO Cs	20	80	100	3:1:0	4	60
TotalCredit						20	

**ThetitleofthecourseswillbeadoptedfromthepoolofpapersprovidedbytheUniversity/OtherDepartments.*

L=Lecture,T=Tutorial,P=Practical

LIST OF MINOR COURSES (MC) OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

Sem	PaperCode	Title	MaximumMarks			Credit Distribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	IDE-POL-001-MC-1110	Understanding Politics	20	80	100	3:1:0	4	60
II	IDE-POL-001-MC-1210	Indian Constitution	20	80	100	3:1:0	4	60
III	IDE-POL-001-MC-2110	Political Theory	20	80	100	3:1:0	4	60
IV	IDE-POL-001-MC-2210	Comparative Government and Politics	20	80	100	3:1:0	4	60
V	IDE-POL-001-MC-3110	Government and Politics in Arunachal Pradesh	20	80	100	3:1:0	4	60
VI	IDE-POL-001-MC-3210	Politics in India	20	80	100	3:1:0	4	60
VII	IDE-POL-001-RC-4110	Globalization and Politics	20	80	100	3:1:0	4	60
VIII	IDE-POL-001-RC-4210	Understanding Ambedkar	20	80	100	3:1:0	4	60
Total						32	480	

LIST OF MULTIDISCIPLINARY COURSES (MDC) OFFERED BY THE DEPARTMENT OF POLITICAL SCIENCE

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	IDE-POL-001-MD-1110	Indian Polity	20	80	100	3:1:0	4	60
II	IDE-POL-001-MD-1210	Understanding Political Concepts and Process	20	80	100	3:1:0	4	60
III	IDE-POL-001-MD-2110	Understanding Politics in Arunachal Pradesh	20	80	100	3:1:0	4	60
Total							12	180

**LIST OF VOCATIONAL COURSES OFFERED BY THE
DEPARTMENT OF POLITICAL SCIENCE**

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	POL-VAC-01	Democracy in India	20	80	100	3:1:0	4	60
II	POL-VAC-02	Indigenous System of Governance	20	80	100	3:1:0	4	60
III	POL-VAC-03	Local Self Government	20	80	100	3:1:0	4	60
Total							12	180

**LIST OF SKILL ENHANCEMENT COURSES OFFERED BY THE
DEPARTMENT OF POLITICAL SCIENCE**

Sem	PaperCode	Title	MaximumMarks			CreditDi stribution	Total Credits	Contact Hours
			Internal Marks	External Marks	Total	L:T:P		
I	POL-001-SE-0010	Managing Election and Campaign	20	80	100	3:1:0	4	60

II	POL-001-SE-0020	Public Policy Management	20	80	100	3:1:0	4	60
III	POL-001-SE-0030	Environmental Studies	20	80	100	3:1:0	4	60
Total							12	180

IDE B.A. SEMESTER I

Credit:1 = 30 Learning Hours
FullMarks:100

IDE-POL-001-CC-1110: UNDERSTANDING POLITICS

Learning Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics.

Course Outcomes:

- CO:1 The students would be able to explain different approaches to politics and build their own understanding of politics.
- CO:2 They will be able to answer why the state plays so much central place in the discourses on politics.
- CO:3 They will be able to make a distinction between nation and state.
- CO:4 They will come to know about different theories on nationalism.
- CO:5 Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

What is politics, Different approaches to understand politics

UNIT II: State

Meaning of State, Changing role of state in the era of Globalization

UNIT III: State and Nation

How state is different from nation? Concept of Nationalism

UNIT IV: Democracy

Meaning, Theories of Democracy

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-		-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-		3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-		-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3		-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75		0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

IDE POL-00-MC-0001: UNDERSTANDING POLITICS

Credit:1 = 30 Learning Hours
FullMarks:100

Learning Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics

Course Outcomes:

- CO: 1 The students would be able to explain different approaches to politics and build their own understanding of politics.
- CO: 2 They will be able to answer why the state plays so much central place in the discourses on politics.
- CO: 3 They will be able to make a distinction between nation and state.
- CO: 4 They will come to know about different theories on nationalism.
- CO:5 Students would be able to answer what are social movements and make a distinction between the old and new social movements.

UNIT I: Introduction to Politics

- Politics –Meaning and definition
- Approaches to understand politics (Traditional and Modern)

UNIT II: State

- State - Meaning
- Elements of state

UNIT III: State and Nation

- How state is different from nation?
- Concept of Nationalism

UNIT IV: Democracy

- Meaning
- Theories of Democracy (Liberal and Marxist)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8		PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	3	3	-	-		-	1	3	3	2	-
CO2	3	-	-	-	3	3	-	-		3	-	-	3	-	2
CO3	3	-	3	-	-	-	3	-		-	-	3	-	-	-
CO4	-	3	-	3	-	-	-	3		-	3	-	-	-	3
Average	2.25	1.5	0.75	0.75	1.5	1.5	0.75	0.75		0.75	1	1.5	1.5	0.5	1.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Readings:

- Arblaster, A. (1994). *Democracy* (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

Credit:1 = 30 Learning Hours
FullMarks:100

IDEPOL-001-MD-1110: Indian Polity

Learning Objective:

This course is designed to develop a sound understanding of the basic structure of the Indian Political system. They will be able to explain the basic structures and ideological bases of the Indian political system. The course is also design to make the students to know about different the rights and duties and understand the working of constitution.

Course Outcomes:

- CO: 1 The students would be able to explain Structure of Indian Political System.
CO: 2 They will be able to explain the basic objectives and philosophy of the constitution of India.
CO: 3 They will be able to make a distinction between Fundamental Rights and DPSP
CO: 4 They will come to know about different Rights and Duties.
CO: 5 Students would be able to understand the political system of India and working of Indian constitution.

UNIT I: Preamble to Constitution of India

- Sources
- Philosophy
- Objectives

UNIT II: Fundamental Rights and Duties

- Features
- Types
- Changing Notion

UNIT III: Directive Principles of State Policy

- Features
- Types of DPSP
- Relevance

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D. & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). *Constituent Assembly Debates and Minority Rights*. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). *Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution*. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE POL-001-SE-0010: MANAGING ELECTIONS AND ELECTION CAMPAIGN

Credit:1 = 30 Learning Hours FullMarks:100

Learning Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Course Outcomes:

- CO: 1 They will learn about how to file election nominations and the technical issues involved in it.
- CO: 2 They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
- CO: 3 They will be made aware of the role of new media and technology involved in election campaign.
- CO: 4 They will get to know about the required skills for media management during the elections.
- CO: 5 They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

- Electoral Democracy: A Theoretical Perspective
- How Crucial is Management of Elections?

Unit II: Elections and Model Code of Conducts

- Model Code of Conducts: What it is?
- Filling Election Nominations and Election Affidavits
- Knowing your Candidates

Unit III: Management of Election Campaign

- Traditional methods of Electoral Campaign; Poster, Pamphlets

- Use of New Techniques and Methods in Election Campaign
- Ethics in Electoral Campaign, Studies in use and abuse of communication

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19(3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2). Pp. 93-106.
- Houser, W., & (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
- Herrnson, P. (1988). The Importance of Party Campaigning. *Policy*, 20(4), pp. 714-719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaign Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64(4), pp. 481-506.
- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1449.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp. 135-157.

Credit:1 = 30 Learning Hours
FullMarks:100

IDEPOL-VAC-01: Democracy in India

Learning Objective:

This course is designed to develop a sound understanding of the working of democracy in India. It will enable the students to learn Indian democratic traditions and the electioneering process. The course will equip the students to learn and handle the processes of campaigning and mobilization during elections.

Course Outcomes:

- CO: 1 The students would be able to explain the ancient democratic traditions of India.
CO: 2 They will be able to understand how the elections are conducted in India.
CO: 3 The course will make them to understand the election processes and the implementation of Model Code of Conduct, which, in turn, give them the idea about the working of democracy in India.

UNIT I: Indian Democratic Traditions

- Sabha, Samiti and Janapada
- Saptanga theory of Kautilya

UNIT II: Election Process

- Filling of election nomination
- Model Code of Conduct
- Campaigning and Mobilisation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE B.A SEMESTER II

Credit:1 = 30 Learning Hours FullMarks:100

IDE-POL-001-CC-1210: INDIAN CONSTITUTION

Learning Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Course Outcomes:

- CO: 1 Students will be able to understand the terms of partition and how princely states were integrated.
- CO: 2 They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- CO: 3 They will come to know the importance of the preamble in the constitutional design of India.
- CO: 4 They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- CO: 5 They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

UNIT I: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: Structure of the Central and State Governments.

- President and Governor

- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.

- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.
- Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.
- Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.
- Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.
- Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.
- Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

Credit: 1 = 30 Learning Hours

FullMarks:100

IDE-POL-001-MC-1210: INDIAN CONSTITUTION

Learning Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the constituent Assembly

Course Outcomes:

CO: 1 Students will be able to understand the terms of partition and how princely states were integrated.

CO: 2 They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.

CO: 3 They will come to know the importance of the preamble in the constitutional design of India.

CO: 4 They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

CO: 5 They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, parliament and state legislature, and the courts in the Constitutional design of India.

UNIT I: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT II: Structure of the Central and State Governments.

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

UNIT III: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions

UNIT IV: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4), pp. 767-782.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*, 35(34), pp. 3025-3036.
- Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D., Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.
- Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of Planned Development. *Economic and Political Weekly*, 5(8), pp. 367-376.
- Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India*. New Delhi: Viking.
- Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian Journal of Political Science*, 51(3), pp. 424-434.

Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly*, 35(21/22), pp. 1837-1845.

Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute*, 32(3), pp. 294-308.

Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, 63(3), vii–xviii.

Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. New Delhi: OUP.

IDE-POL-MD-1210: Understanding Political Concepts and Processes

Learning Objective:

This course is designed to develop a better understanding of politics by learning the basic political concepts and processes. The critical engagements with the basic concept and processes will allow the students to develop their own interpretation of politics

Course Outcomes:

CO: 1 The students would be able to explain different political concepts and processes and build their own understanding of politics.

CO: 2 They will be exposed to the understanding of divergent political ideologies.

CO: 3 They will have the idea about different political processes.

UNIT I: Basic Concepts

- Equality (Meaning and Types)
- Liberty (Meaning and Types)
- Justice (Meaning and Types)

UNIT II: Basic Political Ideologies

- Democracy (Meaning and Elements)
- Socialism (Meaning and Elements)
- Secularism (Meaning and Features)

UNIT III: Political Processes

- Political Culture (Meaning and Types)
- Political Socialisation(Meaning and Agents)
- Political Participation (Meaning and Types)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Readings:

- Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon.
- Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press.
- Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

IDE-POL-001-SE-0020: PUBLIC POLICY MANAGEMENT

Credit: 1 = 30 Learning Hours FullMarks:100

Learning Objective:

The purpose of paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course make a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Course Outcomes:

The student will be able to:

CO: 1 To understand the processes and complexities involved in the decision making

CO: 2 To learn the skill of project monitoring and project evaluation

CO: 3 To develop skills to manage policy implementation.

Unit I: Introduction to Public Policy Management

- What is Public Policy?
- Public Policy making

Unit II: Public Policy Implementation

- Policy Implementation and Bureaucracy
- Legal and Regulatory and shared Governance
- Special Care in implementation of Public Policy

Unit III: Public Policy Monitoring

- Meaning and Significance of Policy Monitoring
- Monitoring of Public Policies and Good Governance
- Approaches to Policy monitoring
- Limitations in Policy Monitoring

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Kresnaliyska, G. (2015). Public Policies – A Modern Tool of Good Governance, *American International Journal of Contemporary Research*, (5)5, pp. 43-47.
- Monitoring government policies: A toolkit for civil society organizations in Africa. Available at <https://www.internationalbudget.org/wp-content/uploads/Monitoring-Government-Policies.pdf>.
- Blum, J., Damsgaard, A., & Sullivan, P. (1980). *Cost-Benefit Analysis, Proceedings of the Academy of Political Science*, 33(4), pp. 137-147.
- Gregory, R., & Keeney, R. (1994). *Creating Policy Alternatives Using Stakeholder Values. Management Science*, 40(8), pp. 1035-1048.
- Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost-Effectiveness Analyses in Education. *Review of Educational Research*, 72(1), pp. 1-30.
- Kornhauser, L. (2000). On Justifying Cost-Benefit Analysis. *The Journal of Legal Studies*, 29(S2), pp. 1037-1057.
- Patton, C. V., & Sawicki, D. S. (1986). The Need for simple Methods of Policy Analysis and Planning. In Patton, C. V. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall.
- Schoenefeld, J., & Jordan, A. (2017). Governing policy evaluation? Towards a new typology. *Evaluation*, 23(3), pp. 274 – 293.
- Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and almost as many answers). *Columbia Law Review*, 114(1), pp. 167-211.
- Hill, M. (Ed). (2014). *Studying public policy: An international approach*. Clifton, Bristol, UK; Chigago, IL, USA: Bristol University Press.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. Palgrave Macmillan, London.
- Keeney, R. L. (2004). Framing public policy decisions. *International Journal of Technology Policy and Management*, 4(4),pp. 95-115.
- Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). *Public policy analysis*. Bristol: Bristol University Press.
- Maheshwari, S., & Maheshwari, S. (1987). Public Policy Making in India. *The Indian Journal of Political Science*, 48(3), pp. 336-353.
- Stout, M. (2011). In Search of a Holistic Public Policy Theory Primer. *Public Administration Review*, 71(2), pp. 322-326.
- Attewell, P., & Gerstein, D. (1979). Government Policy and Local Practice. *American Sociological Review*, 44(2), pp.311-327.
- Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. *The Indian Journal of Political Science*, 69(3), pp. 457-472
- Benjamin, B. R. (1984). *Strong Democracy*. Berkley: University of California Press.

- Hays, R. A. (1985). Perceptions of Success or Failure in Program Implementation: The 'Feedback Loop' in Public Policy Decisions. *Policy Studies Review*, 5.
- Larson, J. S. (1980). *Why Government Programs Fail: Improving Policy Implementation*. New York: Praeger.
- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation.
- Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. *Public Administration Review*, 46(5), pp. 423-431.
- Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review*, 71(6), pp. 968-970.

IDE-POL-VA-02: Indigenous System of Governance in Arunachal Pradesh

Learning Objective:

This course is designed to develop a sound understanding of how the communities of Arunachal Pradesh traditionally governed themselves through the indigenous institutions. The indigenous way of governance and administration of justice, without external interference, are presented in this course.

Course Outcomes:

- CO: 1 The students would be able to explain and appreciate the indigenous system of governance.
- CO: 2 They will be exposed the working of different traditional political institutions in Arunachal Pradesh.
- CO: 3 They will be to understand the administration of customary laws in delivery of justice. .

UNIT I: Village Councils

- Types
- Functions
- Relevance

UNIT II: Administration of Justice

- Sources of Customary Laws
- Relevance of Customary Laws
- Interface between traditional and modern

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Readings:

- Gogoi, P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.
- Kani, Takhe, *The Advancing Apa Tanis of Arunachal Pradesh*, Takhe Omang Itanagar, 1993.
- Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.
- Bose, M.L., *Historical and Constitutional Documents of North Eastern India (1824-1975)*. Omsons Publishing Company, Delhi, 1979.
- _____ *History of Arunachal Pradesh*, Concept Publishing Company, New Delhi, 1997.
- Elwin, Verrier., *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.
- _____ *Democracy in NEFA*, Directorate of Research Government of Arunachal Pradesh Itanagar, 1988.
- Nabam Nakha Hina, *Customary Law of Nyishi Tribe of Arunachal Pradesh*, Authors Press, New Delhi, 2012.
- Nabam Nakha Hina, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.
- Nabam Nakha Hina, *the Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.
- Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.
- Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.
- Mahanta, Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.
- Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.
- Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.
- Talukdar, AC., *Poliitcal Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

IDE-B.A III SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100

Course No : **IDE-POL-001-CC-2110**

Course Title : **Ancient Indian Political Thought**

LearningObjective : The course intends to acquaint students with the vast ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. In ancient India philosophers produced huge treasures of wisdom on politics, kingship, functioning of government including the monarchy and bureaucracy and their relationship with the people.

Course Outcomes:

CO: 1 The students will come to know about the ideas of ancient Indian Philosophers on politics and functioning of government.

CO: 2 The students will be able to understand the ideas on key political questions and institutions of ancient India.

CONTENT :

Unit I : The Idea of Statecraft
-Arthashastra of Kautilya
-Saptang theory of Kautilya

Unit II : Idea on Monarchy
- Manu
- Kautilya

Unit III : Dealing with Friends and Enemy States
-Spy system of Kautilya
-Mandal theory of Kautilya

Unit IV : Conception of Justice
-Laws of Manu
-Judicial administration in Arthashastra

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Altekar, A S. (1955). *State and Government in Ancient India*. Delhi: Motilal Banarasi Dass.
- Basham, A. L. (1981). *The wonder that was India*. Delhi: Rupa Paperback.
- Bhandarkar, D.R. (1929). *Some Aspects of Ancient Indian Hindu Polity*. Varanasi: Banaras Hindu University.
- Dhar, S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
- Dutt, M. N. (2003). *Manusmriti*. New Delhi. Vedic Books.
- Ghoshal, U. N. (1959). *A History of Indian Political Ideas; the Ancient Period and the Period of Transition to Middle Ages*. Oxford University Press.
- Jayaswal, K. P. (1967). *Hindu Polity*. Bangalore: Bangalore Printing Press.
- Kosambi, D.D. (1980). *Culture and Civilization in Ancient India*. Vikas Publishing House. Delhi.
- Mazumdar, R. C. (2003). *Ancient India*. Delhi: Motilal Banarasi Dass.
- Mookerji, R. (2004). *The Fundamental Unity of India*, Orient Blackswan, Hyderabad.
- Mukherjee, B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta: Minerva Associates Publications.
- Prasad, B. (1928). *The State in Ancient India: A Study in the Structure and Practical Working of Political Institutions*. Allahabad: Indian Press Limited.
- Prasad, B. (1927). *The Political Theory in Ancient India*. Allahabad: Indian Press.
- Rao, K. (2005). Manu's ideas on administration. *The Indian Journal of Political Science*, 66(3), pp. 489-502.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*, Pearson, Delhi.
- Saletore, B. A. (1963). *Ancient Indian Political Thought and Institutions*. Bombay: Asia Publishing House.
- Sarkar, B. (1921). The Hindu Theory of the State. *Political Science Quarterly*, 36(1), pp. 79-90.

Course No : **IDE-POL-001-CC-2120**

Course Title : **Political Theory**

Learning Objective: : The course has been designed to introduce the students with the basic concepts and ideas in Political theory.

Course Outcomes :

CO: 1 The students will be able to learn key concepts needed to understand the Political phenomenon.

CO: 2 They will come to know how Liberal and Marxist understand politics.

CO: 3 They will learn what is Liberty and how does it in operate society.

CONTENT :

Unit I : Understanding Political Science
-Meaning and Nature of Political Science
-Scope of Political Science

Unit II : Approaches to the study of Political Science
-Historical and Philosophical
-Behavioural and Marxian

Unit III : Relations with other Social Sciences
-Relations with Geography
-Relations with Economics
-Relations with History

Unit IV : Concepts
-Rights
- Liberty
- Justice

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

TheMapping LevelContributionbetweenCOs-POs/PSO sareCategorizedas[3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Ashirvatham, E., *Political Theory*, New Delhi, S. Chand & Company, 1990.
- Barker, E., *Principles of Social and Political Theory*, Calcutta, Oxford University Press, 1976.
- Bhargava, Rajib and Acharya, A., *Political Theory: An Introduction*, New Delhi, Pearson, 2008.
- Bhargava, Rajeev, *What is Political Theory and Why Do We Need It*, New Delhi, OUP, 2010.
- Held, David, *Political Theory and the Modern State*, Cambridge, Polity Press, 1989.
- , *Political Theory Today*, Cambridge, Polity Press, 1991.
- Gaubha, O.P., *An Introduction to Political Theory*, New Delhi, Macmillan, 1981.
- Jain, M.P., *Political Theory*, New Delhi, Authors Guild Publications, 1989.
- Johari, J. C., *Contemporary Political Theory*, New Delhi, Sterling, 2004.
- , *Principles of Modern Political Science*, New Delhi, Sterling, 2004.
- Laski, H. J. Laski, *The State in Theory and Practice*, London, Allen&Unwin, 1935.
- *A Grammar of Politics*, London, Allen and Unwin, 1948.
- *Liberty in the Modern State*, London, Allen and Unwin, 1961.
- MacIver, R.M., *The Modern State*, London, Oxford University Press, 1926.
- Miller, D., (ed.), *Liberty*, Oxford, Oxford University Press, 1991.
- Ramaswamy, S., *Political Theory: Ideas and Concepts*, Delhi, Macmillan, 2002.
- Tawney, R.H., *Equality*, London, Allen and Unwin, 1938.
- Thakurdas, F., *Essays in Political Theory*, New Delhi, Gitanjali, 1992.
- Varma, S.P., *Modern Political Theory*, New Delhi, Vikas, 1993.

Course No : **IDE-POL-001-MC-2110**

Credit: 1 = 30 Learning Hours
FullMarks:100

Course Title : **Political Theory**

Learning Objective : The course has been designed to introduce the students with the basic concepts and ideas in Political theory.

Course Outcomes :

CO: 1 The students will be able to learn key concepts needed to understand the Political phenomenon.

CO: 2 They will come to know how Liberal and Marxist understand politics.

CO: 3 They will learn what is Liberty and how does it in operate society.

CONTENT :

Unit I : Understanding Political Science
-Meaning and Nature of Political Science
-Scope of Political Science

Unit II : Approaches to the study of Political Science
-Historical and Philosophical
-Behavioural and Marxian

Unit III : Relations with other Social Sciences
-Relations with Geography
-Relations with Economics
-Relations with History

Unit IV : Concepts
Rights, Liberty, and Justice

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Ashirvatham, E., *Political Theory*, New Delhi, S. Chand & Company, 1990.
- Barker, E., *Principles of Social and Political Theory*, Calcutta, Oxford University Press, 1976.
- Bhargava, Rajib and Acharya, A., *Political Theory: An Introduction*, New Delhi, Pearson, 2008.
- Bhargava, Rajeev, *What is Political Theory and Why Do We Need It*, New Delhi, OUP, 2010.
- Held, David, *Political Theory and the Modern State*, Cambridge, Polity Press, 1989.
- , *Political Theory Today*, Cambridge, Polity Press, 1991.
- Gauba, O.P., *An Introduction to Political Theory*, New Delhi, Macmillan, 1981.
- Jain, M.P., *Political Theory*, New Delhi, Authors Guild Publications, 1989.
- Johari, J. C., *Contemporary Political Theory*, New Delhi, Sterling, 2004.
- , *Principles of Modern Political Science*, New Delhi, Sterling, 2004.
- Laski, H. J. Laski, *The State in Theory and Practice*, London, Allen&Unwin, 1935.
- *A Grammar of Politics*, London, Allen and Unwin, 1948.
- *Liberty in the Modern State*, London, Allen and Unwin, 1961.
- MacIver, R.M., *The Modern State*, London, Oxford University Press, 1926.
- Miller, D., (ed.), *Liberty*, Oxford, Oxford University Press, 1991.
- Ramaswamy, S., *Political Theory: Ideas and Concepts*, Delhi, Macmillan, 2002.
- Tawney, R.H., *Equality*, London, Allen and Unwin, 1938.
- Thakurdas, F., *Essays in Political Theory*, New Delhi, Gitanjali, 1992.
- Varma, S.P., *Modern Political Theory*, New Delhi, Vikas, 1993.

Course No : **IDE-POL-001-MD-2110**

Course Title : **Understanding Politics in Arunachal Pradesh**

Learning Objective : This course is designed to make the students to understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as state and working of political parties and pressure groups in the state.

Course Outcomes:

- CO: 1 The students would be able to explain the evolution of state.CO: 2 They will be able to understand the administrative and constitutional development of the state.
- CO: 3 They will be able to understand the local self-government.
- CO: 4 They will come to know about the working of pressure groups and different political processes.
- CO: 5 Students would be exposed to understand the state politics.

CONTENT :

- Unit I : Evolution of Arunachal Pradesh as a State
 - The North- East Frontier Areas, (Administration) Regulation, 1954
 - The North-East Frontier Agency (Administration), 1965
 - The State of Arunachal Pradesh Act, 1986
- Unit II : Local Self-Government
 - Daying Ering Committee, 1964
 - The NEFA Panchayati Raj Regulation, 1967
 - The Arunachal Pradesh Panchayat Act, 1997
- Unit III : Political Parties and Pressure Groups
 - BJP, INC, PPA
 - AAPSU, APWWS

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

Bath Nani, *Party Politics in Arunachal Pradesh*, Himalayan, New Delhi, 2016

Bose, M.L., *Historical and Constitutional Documents of North Eastern India (1824-1975)*. Omsons Publishing Company, Delhi, 1979.

History of Arunachal Pradesh, Concept Publishing Company, New Delhi, 1997.

Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.

Hina, NN., *Customary Law of Nyishi Tribe of Arunachal Pradesh*, Authors Press, New Delhi, 2012.

Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.

Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.

Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.

Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.

Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.

Talukdar, AC., *Political Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

Course No : **IDE-POL-001-SE-0030**

Course Title : **Environmental Studies**

Learning Objective : The course aims to train learners to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages of ecology-society-economy trio.

Course Outcomes :

CONTENT :

- Unit I : Introduction: Environmental Studies
- Meaning, Nature, Scope, Importance and Limitations; Ecosystems; Biodiversity and Natural Systems; Natural Cycles and flows–material and energy; Levels of biological diversity: genetic, species and ecosystem diversity; Bio-geographic Zones of India; Biodiversity patterns and global biodiversity hotspots. Salient Features: Wildlife (Protection) Act, 1972; Water (Prevention and control of pollution) Act, 1974; Forest (Conservation) Act, 1980; Air (Prevention and control of pollution) Act, 1981; Environmental Protection Act, 1986.
- Unit II : Environmental Concerns:
- Human Systems and Human impact on natural systems, Climate Change, Air Issues: Ozone Depletion, Smog, Water issues: Water quality/access, Pollution, Land Use Changes, Soil degradation, Waste: Quantity generated, Treatment, ex: landfills v. incinerators, E-waste. Threats to biodiversity: Habitat loss, poaching of wildlife, man wild life conflicts, biological invasions.
- Unit III : Measurement and Reporting:
- ISO Standard 14001: Environmental Management System; Life Cycle Assessment; Environmental Product Declaration; Carbon Foot printing and Ecological Handprints; Environmental Impact Analysis, Environmental Impact Assessment in India: procedure & practices.
- Unit IV : Green Business:
- Concept and Evolution of Green Business; Drivers and Motivations; Model of Corporate Greening; Green Business Strategies; Planning and Policy Initiatives for Green Business; Capturing Green Consumers; Preparing for the future. Green Tax Incentives and Rebates (to Green Projects and Companies). Green Reporting. National Green Tribunal: Structure, composition and functions.

- Unit V : Emerging Trends: Environmental Accounting
- Concept, Significance, and Types. Environmental Economics, KYOTO Protocol: Aim, Vision, and Functioning; Carbon Trading; Green HRM, Green Marketing, Green Finance. Environmental Ethics. Corporate Environmental Responsibility, Green Entrepreneurship.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Basu, M., & Xavier, S. (2016). *Fundamentals of Environmental Studies*. Cambridge.
- Basu, R. N. (2000). *Environment*. University of Calcutta.
- CSE India. (ND). *Understanding EIA*. <https://www.cseindia.org/understanding-eia-383>.
- Enger, E., & Smith, B. (2010). *Environmental Science: A Study of Interrelationships*. McGraw.
- Kumar, S., & Kumar, B. S. (2016). *Green Business Management*. Hyderabad: Thakur.
- Mitra, A. K., & Chakraborty, R. (2016). *Introduction to Environmental Studies*. Kolkata: Book Syndicate.
- Winston, A. (2009). *Energize Employees with Green Strategy*. Boston: Harvard Business School.

Course No : **IDE-POL-VA-03**

Course Title : **Local Self Government**

Learning Objective: This course is designed to develop a sound understanding of the concept of Local Self Government. It will enable the students to learn features and importance of Local Self Government. It will equip the students to learn about the views of Indian scholars on Local Self Government.

Course Outcomes :

CO: 1 The students will be able to explain the importance of Local Self Government.

CO: 2 It will make them understand the views of Indian Scholars about Local Self Government.

CONTENT :

Unit I : Concept of Local Self Government
-Meaning
-Importance of Local Self Government
-Salient features of Local Self Government

Unit II : Views on Local Government
-Gandhi
-Nehru
-Ambedkar
-Jayaprakash Narayan

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Reading:

- Maheshwari, S.R., "Indian Administration" Orient Publishers, Delhi.
- Avasthi and Maheshwari "Public Administration" Laxmi Narain Agarwal, Agra.
- Laxmikanth, M., "Public Administration" Tata Mc Grow Hills, Delhi.
- Maheshwari, S.R., "Local Government in India", Orient Publishers, Delhi

Reddy,Ram, "*Patterns of Panchayati raj in India*" Mac Milan India.
NIRD, *Rural development in India, some facets*, NIRD Publication.

IDE-B.A. IV SEMESTER

Course No : **IDE-POL-001-CC-2210**

Course Title : **Comparative Government and Politics**

Learning Objective: : The course will enable the students to understand the functioning of government and political systems in comparative perspectives. The political system has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes.

Course Outcomes :

- CO: 1 The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- CO: 2 They will be able to compare democratic systems and evaluate their functioning.

CONTENT :

- Unit I : Understanding Comparative Politics
- Meaning and nature of comparative politics
 - Scope and significance of comparative politics
- Unit II : Approaches
- Traditional: Philosophical, Legal and Institutional
 - Modern: Behavioural and Post- Behavioural
- Unit III : Forms of Government
- Parliamentary and Presidential
 - Unitary and Federal
- Unit IV : Rule Making
- UK and USA

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford, pp. 577-594.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). *The Changing Face of Parties and Party Systems: A Study of Israel and India*. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27-54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan, pp. 1-12.
- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan, pp. 69-85.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press, pp. 31-108.
- Huggins, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), *Politics: An Introduction*, (2nd ed.). London.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press. pp. 1-15 & pp. 16-36.
- Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), Welzel, C. et al. (2009). Mass Beliefs and Democratic Institutions. In Boix and, C., Stokes, S. C. (Eds.), *The Oxford Handbook of Comparative Politics*. Oxford University Press, Oxford, pp. 297-316.

Newton, K., & Van D. J. W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, (2nd ed.). Cambridge: Cambridge University Press, 224-244&268-288.

Pitkin, H. F. (1967). *The Concept of Representation*. California: University of California Press, pp. 1-13, 209-240.

Reeve, A., & Ware, A. (2001). *Electoral Systems: A Comparative and Theoretical Introduction*, pp. 1-16, 44-68. Thomassen, J. (2014). Representation and Accountability. In Thomassen, J. (Ed.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press, pp. 1-19.

Tilly, C. (2007). *Democracy*. Cambridge: Cambridge University Press, pp. 25-50.

Course No : **IDE-POL-001-CC-2220**

Course Title : **Theories of International Relations**

Learning Objective: : The key Learning Objective: of this course is to introduce the students to both the mainstream international relations approaches in liberalism and realism. It will help the students to understand the present world order.

Course Outcomes :

CO: 1 Familiarizing with the key concepts of the discipline of international relations.

CO: 2 Understanding linkages between realism and geo-politics.

CO: 3 Comprehensive understanding of the key assumptions and arguments of the mainstream international relations.

CO: 4 Understanding the importance of non-western perspectives

CONTENT :

Unit I : Understanding International Relations
 - Meaning, Nature and Scope

Unit II : Mainstream International Theories
 - Liberalism and Realism

Unit III : Concepts in International Relations
 - National power
 - National interest

Unit IV : World Order
 - Unipolar, Bipolar, and Multipolar

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Bandhopadhaya, K., *North Over South: A Non-Western Perspective of International Relations*, New Delhi, South Asia Publishers, 1982.
- Baylis, John and Steve, Smith (ed.), *The Globalisation of World Politics*, New Delhi, OUP, 2003.
- Burchill, S. et al., *Theories of International Relations*, Hampshire, Macmillan, 2001.
- Claude, I., *Power and International Relations*, New York, Random House, 1962.
- Coplin, W.D., *Introduction to International Politics*, Chicago, Markham, 1971.
- Deutsch, K.W., *The Analysis of International Relations*, New Delhi, Prentice Hall, 1989.
- Elias, J., *International Relations: The Basics*, 2nd ed., Routledge, 2007.
- Forbes, H.W., *The Strategy of Disarmament*, Washington DC, Public Affairs Press, 1968.
- Frankel, H., *Contemporary International Theory and the Behaviour of States*, New York, OUP, 1973.
- Goldstein, Joshua S., *International Relations (Fifth Edition)*, Delhi, Pearson Education, 2003.
- Griffiths, *Key Concepts in International Relations*, Delhi, Foundation Books, 2003.
- Hunt, Charles, *International Relations: Ideas and Concepts*, New York, St. Martin, 2002.
- Kegley, C.W. and E.R. Wittkopf, *World Politics: Trends and Transformation*, New York, St. Martin's Press, 1995.
- Kumar, Mahendra, *Theoretical Aspects of International Politics*, Agra, Shivalal Agarwalla and Company, 2002.
- Morgenthau, H.J., *Politics among Nations (6th edn, revised by K.W. Thompson)*, New York, Alfred Knopf, 1985.
- Olson, W. C. and A. J.R. Groom, *International Relations: Then and Now*, London, Harper Collins Academic, 1991.
- Salmon, Trevor C., *Issues in International Relations*, Routledge, 2007.
- Sullivan, M.P., *Theories of International Politics: Enduring Paradigm in a Changing World*, Hampshire, Macmillan, 2001.

Course No : **IDE-POL-001-CC-2230**

Course Title : **Public Administration**

Learning Objective: : The course seeks to familiarize the students with meaning, key concepts and school of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration.

Course Outcomes : CO: 1The students will understand the difference between public and private administration.

CO: 2The students will be able to understand the functioning of organization

CONTENT :

- Unit I : Introducing Public Administration
- Meaning of Public Administration
 - Growth of Public Administration as a discipline
 - Difference between Public and Private Administration
 - New Public Administration, New Public Service
- Unit II : Organisation
- Meaning
 - Principles
 - Basis
- Unit III : Theories of Organisation
- Scientific Management: Frederick Winslow Taylor
 - Human Relations: Elton Mayo
 - Ecological Approach: Fred Riggs
- Unit IV : Motivation in the Organisation
- What is motivation
 - Theories of motivation: Maslow and Herzberg

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Avasthi, A. and Maheshwari S. R. , *Public Administration*, Agra, Lakshmi Narain Aggarwal, 2000.

Bhambri, C. P., *Administrators in a Changing Society, Bureaucracy and Politics in India*, Delhi, Vikas, 1971.

Basu, Rumki, *Public Administration: Concepts and Theories*, New Delhi, Sterling Publishers, 2000.

Bhattacharya, Mohit, *Public Administration: Structure, Process and Behaviour*, Calcutta, The World Press, 1991.

-----, *Restructuring Public Administration: Essay in Rehabilitation*, New Delhi, Jawahar, 1999.

Chakraborty, Bidyut, *Public Administration*, Oxford University press, 2007.

Dimock, M. E & Dimock, G. O ,*Public Administration*, Oxford, IBH Publishing Co., 1975.

Dhubashi, P.R., *Recent Trends in Public Administration*, Delhi, Kaveri Books. 1995.

Gladden, E. N. ,*The Essentials of Public Administration*, London, Staples Press, 1958.

Maheshwari, S. R., *Administrative Theory: An Introduction*, New Delhi, Macmillan, 1998.

-----, *Administrative Reforms in India*, Jawahar Publishers, New Delhi.

Nigro, F. A. & Nigro, L.S. ,*Modern Public Administration*, New York, Harper and Row, 1984.

Ramachandran, Padma, *Public Administration in India*, New Delhi, NBT, 2005.

Sharma, M.P. and Sadana B.L., *Public Administration in Theory and Practice*, Allahabad, Kitab Mahal, 2001.

White, L.D. *Introduction to the Study of Public Administration*, New York, McMillan, 1958.

Willoughby, W.F. *Principles of Public Administration*, Allahabad, Central Book Depot, 1976.

Course No : **IDE-POL-001-CC-2240**

Course Title : **Western Political Thinker**

Learning Objective: : The purpose of this module is to introduce to the students some classical political thinkers from the west who shaped the ideas and key concepts of political science. Developing a 'Just State' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato.

Course Outcomes : CO: 1 The students will know the key ideas of all the political philosophers given in the course.

CO: 2 They will be able to explain basic concepts of Plato.

CO: 3 Students will understand the basic differences between the ideas of Hobbes and Locke.

CO: 4 Students will learn the key ideas in Marxism.

CONTENT :

Unit I : Plato and Aristotle
- Views on state

Unit II : Hobbes, Locke and Rousseau
- State of nature, Social contract

Unit III : Bentham and J.S. Mill
- Utilitarianism
- Liberty, Representative Government

Unit IV : Karl Marx
- Historical Materialism
- Class struggle

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Barker, E., *The Political Thought of Plato and Aristotle*, New York, Dover Publications, 1959.

Berki, R.N., *The History of Political Thought: A Short Introduction*, London, Dent, 1977.

Coleman, J., *A History of Political Thought: From Ancient Greece to Early Christianity*, London, Blackwell, 2000.

Dictionary of Political Thought, New Delhi, Macmillan Publishers, 2007.

Ebenstein William, *Modern, Political Thought: The Great Issues*, New York, Rinehart and Winston, 1960.

Ebenstein, William&Ebenstein, Allan, *Great Political Thinkers: From Plato to the Present*, Cengage Learning, 1999.

Jones, William Thomas, *A History of Western Philosophy: Hobbes to Hume*, Harcourt, Brace and World, 1969.

Lancaster L. ,*Masters of Political Thought*, G.G.Harrap and Co., 1959.

Macpherson, C.B., *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford, Clarendon Press, 1973.

Mukherjee, S and Ramaswamy, S., *A History of Political Thought: Plato to Marx*, New Delhi, Prentice Hall, 1999.

Sabine, George H., *A History of Political Theory*, New York, 1937.

Skinner, Q., *The Foundations of Modern Political Thought*, 2 volumes, Cambridge, Cambridge University Press, 1990.

Wayper, C.L., *Political Thought*, London, The English University, 1954.

Wolf, Jonathan, *An Introduction to Political Philosophy*, Oxford University Press, 2006.

Course No : **IDE-POL-001-MC-2210**

Course Title : **Comparative Government and Politics**

Learning Objective: : The course will enable the students to understand the functioning of government and political systems in comparative perspectives. The political system has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can be apply to understand different political regimes.

Course Outcomes : CO: 1 The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.

CO: 2They will be able to compare democratic systems and evaluate their functioning.

CONTENT :

Unit I : Understanding Comparative Politics
- Meaning and Nature of comparative politics
- Scope and Significance of comparative politics

Unit II : Approaches
- Traditional: Philosophical, Legal and Institutional
- Modern: Behavioural and Post- Behavioural

Unit III : Forms of Government
- Parliamentary and Presidential
- Unitary and Federal

Unit IV : Rule Making
- UK and USA

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

TheMapping LevelContributionbetweenCOs-POs/PSOsaareCategorizedas[3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Bowler, S. (2006). Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.), *The Oxford Handbook of Political Institutions*. Oxford, pp. 577-594.
- Caramani, D. (2017). Party Systems. In Caramani, D. (Ed.), *Comparative Politics*, (4th ed.). Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). *The Changing Face of Parties and Party Systems: A Study of Israel and India*. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K., & Torcal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. *Comparative Political Studies*, 30 (1): pp. 27–54.
- Chhibber, P. K., & Kollman, K. (2004). *The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States*. Princeton: Princeton University Press, pp. 9-21.
- Farrell, D. M. (2011). *Electoral Systems: A Comparative Introduction*. New York: Palgrave Macmillan, pp. 1-12.
- Hague, R., & Harrop, M. (2004). *Comparative Government and Politics: An Introduction*, (6th ed.). New York: Palgrave Macmillan, pp. 69-85.
- Huntington, S. P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman: University of Oklahoma Press, pp. 31-108.
- Huggins, R. (2008). Political Communication and the Media. In Axford, B., Browning, G.K., Huggins, R., & Rosamond, B. (Eds.), *Politics: An Introduction*, (2nd ed.). London.
- Kopstein, J., & Lichbach, M. (Eds.). (2005). *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*, second edition. Cambridge: Cambridge University Press. pp. 1-15 & pp. 16-36.
- Lijphart, A. (1971). Comparative Politics and the Comparative Method. *The American Political Science Review*, 65, No. 3, pp. 682-693.
- Macridis, R. C. (1969). A Survey of the Field of Comparative Government. In Blondel, J. (Ed.), Welzel, C. et al. (2009). Mass Beliefs and Democratic Institutions. In Boixand, C., Stokes, S. C. (Eds.), *The Oxford Handbook of Comparative Politics*. Oxford University Press, Oxford, pp. 297-316.
- Newton, K., & Van D. J. W. (2009). *Foundations of Comparative Politics: Democracies of the Modern World*, (2nd ed.). Cambridge: Cambridge University Press, 224-244&268-288.
- Pitkin, H. F. (1967). *The Concept of Representation*. California: University of California Press, pp. 1-13, 209-240.
- Reeve, A., & Ware, A. (2001). *Electoral Systems: A Comparative and Theoretical Introduction*, pp. 1-16, 44-68. Thomassen, J. (2014). Representation and Accountability. In Thomassen, J. (Ed.), *Elections and Democracy Representation and Accountability*. Oxford: Oxford University Press, pp. 1-19.
- Tilly, C. (2007). *Democracy*. Cambridge: Cambridge University Press, pp. 25-50.

IDE-B.A. V SEMESTER

Course No : **IDE-POL-001-CC-3110**

Course Title : **Party Politics in India**

LearningObjective : The course focuses on the study of political parties in India both at centre and state level. The study comprises of their organization, ideology and political support base, with the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaign have changed in India. The course allows the students to make a comparative study of elections manifestos of major political parties which will give insight into their commitments to the issues.

Course Outcomes : CO: 1 The students will be able to explain the origin and ideologies of main national political parties of India especially the BJP, the CPM and the INC

CO: 2 The students will come to know how the regional parties emerged and how their emergence challenged the hegemony of the national party.

CO: 3 They will be able to explain how politics and issues can be studied through slogans.

CONTENT :

- Unit I : National Parties, Their Organization, Ideology and Support Base
- BJP, INC, CPI (M): Their origin and evolution, organizational structure, social base and ideologies
 - Dynasty politics and family succession in parties
- Unit II : Regional Parties
- Rise of regional parties: Regional or individual aspirations
 - Nature of Regional Parties: Dynasty and family control
- Unit III : Understanding Issues in Indian Politics
- Comparing current manifestos of the political parties
 - Studies of ideology-based Slogans
- Unit IV : Election Studies
- Election campaign
 - Changing nature of political campaign
 - Understanding voting behaviour

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Farooqui, A., & Sridharan, E. (2016). Can umbrella parties survive? The Decline of the Indian National Congress. *Commonwealth & Comparative Politics*, 54:3, Routledge Publication, pp. 331-361
- Jaffrelot, C. (1996). *The Hindu Nationalist Movement and Indian Politics, 1925 to the 1990s*. New Delhi: Penguin.
- Bhattacharyya, H. (2015). *Political Parties and Democracy in South Asia: The CPI-M in India's Liberal Democracy*, In Wolf S. et al. (Eds.), *Politics in South Asia*. Cham: Springer.
- Khare, H. (2004). *The Indian National Congress: Problems of Survival and Reinvention* In Mitra, S. K. et al. (Eds.), *Political Parties in South Asia*, New York: Praeger, pp. 31-54.
- Zavos, J. et al. (Eds.). (2004). *Hindu Nationalism and Indian Politics: An Omnibus*, New Delhi: Oxford University Press.
- Heath, O. (1999). Anatomy of BJP's Rise to Power: Social, Regional and Political Expansion in 1990s. *Economic and Political Weekly*, 34(34/35), 2511-2517.
- Kothari, R. (1964). The Congress 'System' in India. *Asian Survey*, 4(12), University of California Press, pp. 1161-1173.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. *Asian Survey*, 14(12), University of California Press, pp. 1035-1054.
- Hansen, T., & Jaffrelot, C. (Eds.). (1998). *The BJP and the Compulsions of Politics in India*, New Delhi: Oxford University Press.
- Hassan, Z. (2012). *Congress after Indira: Policy, Power and Political Change 1984-2009*. Oxford University Press.
- Deo, N., & Chawla, A. (2017). The paradox of Dynastic Politics in India. In Munshi, S. (Eds.), *Democracy under Threat*. Oxford University Press.
- Pai, S. (1990). Regional Parties and The Emerging Pattern of Politics in India. *The Indian Journal of Political Science*, 51(3), pp. 393-415.
- Vaishnav, M. (2013). The Complicated rise of Regional Parties. *Carnegie endowment for international peace*.

- Katju, M. (2001). Changing Times: Visual Media and Indian Politics. *Economic and Political Weekly*, 36(39), pp. 3759-3761.
- Zhirnov, A. (2016). Electoral coordination in India: The role of costly campaign communication, *India Review*, 15:4, pp. 359-378.
- Bharucha, A. (2003). Impact of Identity Politics on Differential Voter Outcomes: What Determines India's Voting Behaviour? *Economic and Political Weekly*, 38(6), pp. 550-560.
- Vaishnav, M. (2015). Understanding the Indian Voter. *Carnegie endowment for international peace*.
- Chhibber, P. (1995). Political Parties, Electoral Competition, Government Expenditures and Economic Reform in India, *The Journal of Development Studies*, 32(1), pp. 74-96.
- Thachil, T., & Teitelbaum, E. (2015). Ethnic Parties and Public Spending: New Theory and Evidence from the Indian States. *Comparative Political Studies*, 48(11), pp. 1389–1420.
- Sahoo, N. (2017). Towards public financing of elections and political parties in India: Lessons from global experiences. *ORF Occasional Paper No. 127*.
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511.

Course No : **IDE-POL-001-CC-3120**

Course Title : **Public Policy**

Learning Objective: : This course provides thorough understanding of the public policy to the students. This module exposes the students to the world of different kinds of literatures which represent different theories and approaches to these issues. It also explains how citizen’s participation is so important for effective implementation of the public policy.

Course Outcomes : CO: 1 Students will be able to explain about different theories on public policy.

CO: 2 They will be able to explain how to design a good public policy.

CO: 3 They will be able to answer what is needed to ensure the successful implementation of public policy.

CONTENT :

Unit I : Introduction to Public Policy
 - Meaning of public policy
 - Theories of public policy: Elite theory, Incremental theory

Unit II : Public Policy Design and Implementation
 - Policy monitoring: Tools and Techniques
 - Policy implementation: Agents and Challenges

Unit III : Public Policy Evaluation
 - Methods and Techniques of Evaluation
 - Agencies of Policy Evaluation

Unit IV : Citizen Initiative and Accountability
 - Social Audit, RTI and Citizen Charter, and Consumer Protection Act

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High;2:Medium;1: Low;-: NoCorrelation]

Basic Readings:

- Anderson, C. (1979). The Place of Principles in Policy Analysis. *The American Political Science Review*, 73(3), pp. 711-723.
- Bandyopadhyay, D. (1996). Administration, Decentralisation and Good Governance. *Economic and Political Weekly*, 31(48), pp. 3109-3114.
- Barua, M. (2014). India's Environmental Strategy in the Global Climate Negotiations. *International Studies*, 51(1-4), pp. 195-211.
- Gopalam, K. et al. (2015). Affordable housing: Policy and practice in India. *IIMB Management Review*, 27(2), pp. 129-140.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli, I., Allison, C.R. (Eds.), *Comparative Policy Studies. Research Methods Series*. London: Palgrave Macmillan.
- Jain, A. (2012). Good Governance and Right to Information: A Perspective. *Journal of the Indian Law Institute*, 54(4), pp. 506-519.
- Karuna, V. A., & Kidambi, S. (2007). Challenging Corruption with Social Audits. *Economic and Political Weekly*, 42(5), pp. 345-347.
- Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. *International Organization*, 40(1), pp. 65-104.
- Lewin, K. M. (2011). Expanding access to secondary education: Can India catch up? *International Journal of Educational Development*, 31(4), pp. 382-393.
- Mead, L. M. (2013). Teaching public policy: Linking policy and politics. *Journal of Public Affairs Education*, (19), pp. 389-403.
- Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. *Economic and Political Weekly*, 43(7), pp. 67-73.
- Provus, M. (1971). Evaluation as Public Policy. *Curriculum Theory Network*, (8/9), pp. 33-34.
- Purdon, S. et al. (2001). *Research Methods for Policy Evaluation*. Department for Work and Pensions, Research Working Paper No 2.
- Ranjan, R. (2014). Mission Swachh Bharat: Stage is Set for Getting into Basics. *Environment and Urbanization ASIA*, 5(2), pp. 269-284.
- Sandhu, A. (2014). National Food Security Act, 2013 and Food Security Outcomes in India. *Vision*, 18(4), pp. 365-370.
- Ward, M. (2011). Aid to education: The case of Sarva Shiksha Abhiyan in India and the role of development partners. *Journal of Education Policy*, 26(4), pp. 543-556.
- Waterman, R., & Wood, B. (1993). Policy Monitoring and Policy Analysis. *Journal of Policy Analysis and Management*, 12(4), pp. 685-699.

Course No : **IDE-POL-001-CC-3130**

Course Title : **Modern Indian Political Thinkers**

Learning Objective: : This course has been designed to familiarize the students with key ideas of some of political thinkers of modern India whose writings and ideas have impacted the society and polity significantly.

Course Outcomes : CO: 1 Students will be able to understand Vivekananda's criticism of the west and his views on Indian nationalism.

CO: 2 They will be able to explain the key ideas of Gandhi.

CO: 3 Students will come to know about the socialistic idea of different Indian political thinkers of modern age.

CO: 4 Students will have a proper understanding of the socio-political and economic ideas of Ambedkar.

CONTENT :

Unit I : Vivekananda and Aurobindo
- Concept of Nationalism

Unit II : Ram Manohar Lohia and J.P. Narayan
- Socialist thought and Total Revolution

Unit III : Gandhi
- Truth, Non-Violence and Swadeshi

Unit IV : Ambedkar
- Issues of social justice and empowerment of Dalits

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Doctor, A. (1988). Lohia's Quest for an Autonomous Socialism. *The Indian Journal of Political Science*, 49(3), pp. 312-327.
- Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.
- Gandhi, M.K. (1948). *Hinduism, Collected Works of Mahatma Gandhi*. Delhi: National Book Trust.
- Gandhi, M.K. (1948). *An Autobiography or the Story of My Experiments with Truth*. Ahmedabad: Navajivan.
- Gandhi, M.K. (1938). *The Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan.
- Ghosh, A. (1996). *On Nationalism*. Pondicherry: Sri Aurobindo Ashram.
- Gokhale, B. (1964). Swami Vivekananda and Indian Nationalism. *Journal of Bible and Religion*, 32(1), pp. 35-42.
- Gore, M.S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thought*. Delhi: Sage Publication.
- Kumar, N. (1992). The Swami and the Mahatma: The Socio-Political Relevance. *The Indian Journal of Political Science*, 53(3), pp. 297-313.
- Lohia, R. M. (1952). *Aspects of Socialist Policy*. Bombay: Tulloch Road.
- Narendra, J. (1991). Neglected Economic Thought of Babasaheb Ambedkar. *Economic and Political Weekly*, 26(15), pp. 980-982.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House.
- Ragi, Sangit K (2017) in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi.
- Samaddar, R. (2008). Jayaprakash Narayan and the Problem of Representative Democracy. *Economic and Political Weekly*, 43(31), pp. 49-58.
- Singh, K. (1963). *Prophet of Indian Nationalism: Study of the Political Thought of Sri Aurobindo Ghosh 1893-1910*. London: Allen and Unwin.
- Tolpadi, R. (2010). Context, Discourse and Vision of Lohia's Socialism. *Economic and Political Weekly*, 45(40), pp. 71-77.
- Varma, V. (1957). Sri Aurobindo's Philosophy of Political Vedantism. *The Indian Journal of Political Science*, 18(1), pp. 24-35.

Credit: 1 = 30 Learning Hours

FullMarks:100

Course No : **IDE-POL-001-CC-3140**

Course Title : **Government and Politics in Arunachal Pradesh
Internship / Field Study**

Learning Objective: : The course is designed to make the students understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as a state and working of political parties.

Course Outcomes : CO: 1 The students will be familiar with government and politics in Arunachal Pradesh

CO: 2 They will understand the nature and dynamics of Arunachal politics.

CONTENT :

- Unit I : Indigenous Governance System
- Characteristics and relevance.
 - Assam Frontier (Administration of Justice) Regulation, 1945.
 - Indigenous Institutions (Adi, Monpa and Wancho).
- Unit II : Evolution of Panchayati Raj
- Daying Ering Committee Report, 1965
 - NEFA- Panchayati Raj Regulation, 1967
 - Arunachal Pradesh Panchayati Raj Act, 1997
- Unit III : **Internship/ Field Study**
- Indigenous Institutions of tribes of Arunachal Pradesh.
 - Political Parties
 - Local Self Government (Rural and Urban)

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Bath Nani, *Electoral Politics in Arunachal Pradesh*, Pilgrims, Varanasi, 2009
- Gogoi P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.
- Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.
- Bose, M.L., *Historical and Constitutional Documents of North Eastern India(1824-1975)*. Omsons Publishing Company, Delhi, 1979.
- History of Arunachal Pradesh*, Concept Publishing Company, New Delhi, 1997.
- Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong. 1969.
- Democracy in NEFA*, Directorate of Research Government of Arunachal Pradesh Itanagar, 1988.
- Hina , NN, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.
- Hina, NN, *the Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.
- Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.
- Mackenzie, Alexander, *the North East Frontier of India*, Mittal Publications, New Delhi, 2001.
- Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.
- Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.
- Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.
- Talukdar, AC., *Political Transition in the Grassroots in Tribal India* Omsons Publications Guwahati, 1987.

Course No : **IDE-POL-001-MC-3110**
Course Title : **Government and Politics in Arunachal Pradesh**

Learning Objective: : The course is designed to make the students understand politics in Arunachal Pradesh. The course will help the students to understand the evolution of Arunachal Pradesh as a state and working of political parties.

Course Outcomes : CO: 1 The students will be familiar with government and politics in Arunachal Pradesh

CO: 2 They will understand the nature and dynamics of Arunachal politics.

CONTENT :

- Unit I : Indigenous Governance System
- Characteristics and relevance
 - Assam Frontier (Administration of Justice) Regulation, 1945
 - Indigenous Institutions (Adi, Monpa and Wancho)
- Unit II : Constitutional and Administrative Evolution
- Bengal Eastern Frontier Regulation, 1873
 - North-East Frontier Agency (Administration) Regulation, 1954
 - The State of Arunachal Pradesh Act, 1986
- Unit III : Evolution of Panchayati Raj
- Daying Ering Committee Report, 1965
 - NEFA- Panchayati Raj Regulation, 1967
 - Arunachal Pradesh Panchayati Raj Act, 1997
- Unit IV : Political Party and Electoral Politics
- INC, PPA, and Determinants of electoral politics

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Bath Nani, *Electoral Politics in Arunachal Pradesh*, Pilgrims, Varanasi, 2009
- Gogoi P.D *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.
- Pandey, B.B al (ed), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1999.
- Bose, M.L., *Historical and Constitutional Documents of North Eastern India(1824-1975)*. Omsons Publishing Company, Delhi, 1979.
- History of Arunachal Pradesh*, Concept Publishing Company, New Delhi, 1997.
- Elwin Verrier, *A Philosophy for NEFA*, Directorate of Research Government of Arunachal Pradesh Shillong.1969.
- Democracy in NEFA*, Directorate of Research Government of Arunachal Pradesh CItanagar, 1988.
- Hina , NN, *The Customary Law of Thayni Groups of tribes of Arunachal Pradesh* edited, Authors Press, New Delhi, 2013.
- Hina, NN, the *Customary Law of Tribes of Arunachal Pradesh*, Authors Press, New Delhi, 2013.
- Luthura, P.N *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research Government of Arunachal Pradesh, Itanagar, 1993.
- Mackenzie, Alexander, the North East Frontier of India, Mittal Publications, New Delhi, 2001.
- Mahanta Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House Delhi, 1983.
- Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.
- Singh, Chandrika, *Emergence of Arunachal Pradesh as a state*, Mittal Publications, Delhi 1989.
- Talukdar, AC., *Political Transition in the Grassroots in Tribal India*Omsons Publications Guwahati, 1987.

IDE-B.A. VI SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100

Course No : **IDE-POL-001-CC-3210**

Course Title : **India's Foreign Policy**

Learning Objective: : The course intends to acquaint the students on India's World view, Geopolitical vision and key principles of India's Foreign Policy.

Course Outcomes : CO: 1 India's World view, Geopolitical vision and key principles.

CO: 2 India's Nuclear Policy and Strategy.

CO: 3 India's Look East and Act East Policy.

CONTENT :

Unit I : India's Foreign Policy: Principles and Strategies
- Panchsheel and Non-alignment
- Geo-economic Determinants
- Nuclear Doctrine

Unit II : India's Relations with Major Powers
- Relations with USA
- Relations with Russia
- Relations with China

Unit III : India: East and West Asia
- India's Look East Policy
- India and the Indian Ocean
- India in West Asia- Iran and Israel

Unit IV : India in South Asia
- Relations with Afghanistan
- Relations with Pakistan
- Relations with Bangladesh

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Brewster, D. (2018). *India & China at Sea: Competition for Naval Domination in the Indian Ocean*. New Delhi: Oxford University Press.

Chaco, P. (2012). *Indian Foreign Policy: The Politics of Postcolonial Identity from 1947 to 2004*. London: Routledge.

Inside the Making of India's Foreign Policy. Washington, DC: Brookings Institution

Panda, J. P. (2017). *India-China Relations: Politics of Resources, Identity and Authority in a Multipolar World Order*. London, New York: Routledge.

Appadorai, A., *Domestic Roots of India's Foreign Policy*, Oxford University Press, 1981.

Behuria, Ashok K., *South Asia: The Quest for Regional Co-operation*, IDSA, 2009.

Damodaran, A. K. and Bajpai, U.S., (eds.), *Indian Foreign Policy: The Indira Gandhi years*, Radiant publishers, 1990.

Nanda, B. R., (ed.), *Indian Foreign Policy: The Nehru years*, Radiant Publishers, 1990.

Rajamohan C., *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, Viking Penguin, 2003.

Malone, David M., *Does the Elephant Dance? Contemporary Indian Foreign Policy*, OUP, 2014.

Pant, Harsh V., *Indian Foreign Policy in a Unipolar World*, Routledge, 2009.

Bandyopadhyaya, J., *Making of India's Foreign Policy*, Allied Publishers, 1987.

Dixit, J. N., *India's Foreign Policy (1947-2003)*, Picus Books, 2003.

Bajpai, Kanti S. & Pant, Harsh V., *India's Foreign Policy: A Reader*, OUP, 2013.

Bajpai, Kanti S., *India's National Security: A Reader*, Oxford University Press, 2013.

Cohen, Stephen P., *India: Emerging Power*, Oxford University Press, 2002.

Ganguly, Sumit, *India's Foreign Policy: Retrospect and Prospect*, OUP, 2011.

Sikri, Rajiv, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications, 2008.

Dutt, V. P., *India's Foreign Policy since Independence*, NBT, 2007.

Dutt, V. P., *India's Foreign Policy in a Changing world*, Vikas, 1999.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-CC-3220**

Course Title : **State Politics in India**

Learning Objective: : The Course deals with the Politics in States in India. Besides understanding the different social, demographic, gender, ethnic, linguistic and other variations, which shape their Politics, the common issues of the States that influence the dynamics of Political Questions, shall be made to understand.

Course Outcomes : CO: 1 Students will know the approach to understand and explain the State Politics in India

CO: 2 They will be able to explain what are the key issues in State Politics.

CONTENT :

- Unit I : Understanding State Politics
- Nature and Scope of State Politics
 - Determinants of State Politics in India
- Unit II : Issues in State Politics
- Regional Identity, Interest and Aspirations
 - Caste and Community Polarization
 - State Politics Responding to National Issues
- Unit III : State and the Centre
- Emerging Trends in Centre-State Relations
 - Inter State Council
 - Sub-nationalism
- Unit IV : Inter-State Conflicts
- Inter-State Water Disputes
 - Inter-State Territory Conflicts

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Dutt, S. (1998). Identities and the Indian State: An Overview. *Third World Quarterly*, 19(3), pp. 411-434.
- Mishra, A. (2011). *Rethinking State Politics in India: Regions within Regions*. New Delhi: Routledge.
- Mukerjee, R. (1937). Caste and Social Change in India. *American Journal of Sociology*, 43(3), pp. 377-390.
- Nag, S. (1993). Multiplication of Nations? Political Economy of Sub-Nationalism in India. *Economic and Political Weekly*, 28(29/30), pp. 1521-1532.
- Patnaik, P. (2018). Trends of centre–state relations in India under the neo-liberal regime. *Studies in People’s History*, 5(1), pp. 83–91.
- Ramaswamy R. I. (2002). Inter-State Water Disputes Act 1956: Difficulties and Solutions. *Economic and Political Weekly*, 37(28), pp. 2907-2910
- Roy, H., Singh, M. P., & Chauhan, A.P.S. (2017). *State Politics in India*. New Delhi: Primus Book.
- Rudolph, L. I., & Susanne, H. R. (1987). The Political Economy of the Indian State, *In Pursuit of Lakshmi*, New Delhi: Orient Longman.
- Smitha, K. C. (2018). Agrarian Movements in Neoliberal India: A Case Study of Andhra Pradesh Vyvasaya Vruthidarula Union. *Agrarian South: Journal of Political Economy*, 7(2), pp. 123–144.
- Sridharan, E. (Ed.). (2014). *Coalition Politics in India: Selected Issues at the Centre and the States*. Academic Foundation.
- Sathyamurthy, T. (1989). Impact of Centre-State Relations on Indian Politics: An Interpretative Reckoning, 1947-87. *Economic and Political Weekly*, 24(38), pp. 2133-2147.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-CC-3230**

Course Title : **Politics in North East India**

Learning Objective: : This paper is intended to acquaint the students with the political developments and processes in the States of North East India.

Course Outcomes : CO: 1 Students will come to know about political development of North East States.

CO: 2 They will have a proper understanding of separatist movements

CO: 3 They will come to know about the electoral politics of North East States.

CONTENT :

Unit I : Political Development
 - Bengal Eastern Frontier Regulation, 1873
 - Sixth Schedule

Unit II : : Movements for New States
 - Naga Movement
 - Mizo Movement

Unit III : Political Parties and Electoral Politics
 - National Political Parties (INC and BJP)
 - Regional Party (AGP,PPA), Students' Movements: All Assam Students' Union (AASU)

Unit IV : Identity Question and Problem of Insurgency
 - Refugee Issues, Ethnic Issues and Insurgency

MappingofPOs/PSOswithCOs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Baruah, Sanjib, *Beyond Counter-Insurgency: Breaking the Impasse in Northeast India*, OUP, New Delhi, 2011.
- Baruah, Sanjib, *Durable Disorder: Understanding the Politics of Northeast India*, Oxford University Press India, New Delhi, 2007.
- Bhaumik, Subir, *Troubled Periphery : The Crisis of India's North East*, SAGE Publications, New Delhi, 2009.
- Bhuyan, B.C, (ed), *Political Development of the North East*, Omsons, Delhi, 1989.
- Choube, S.K, *Hill Politics in the North East India*, Orient Longman, Calcutta, 1974.
- Gassah, L.S., *Regional Political Parties in North East India*, Omsons Publications, New Delhi, 1992.
- Autonomous District Council*, Omsons Publications, New Delhi, 1997.
- Horam, M., *Naga Insurgency: The last thirty years*, Cosmo, New Delhi, 1988.
- Mackenzie, A, *North East Frontier of India*, Mittal Publishers, Delhi,
- Misra, Udayon, *The Periphery Strikes Back: Challenges to the Nation-state in Assam and Nag, Sajal, Contesting Marginality: Ethnicity, Insurgence and Sub nationalism in North-East India*, Manohar, Delhi, 2002.
- Pakem, B, (ed), *Ethnicity Nationality and Cultural Identity*, Omson, Delhi, 1989.
- PhukanGirin,Adil-UL-Yasin, *Working of Parliamentary Democracy and Electoral Politics in North East India*, South Asian Publishers, New Delhi, 1998.
- PhukanGirin, *Politics of Regionalism in North East India*, Spectrum Publications, Gauhati, 1996.
- Rao, V.V et al, *A Century of Government and Politics in North East India, Vol, III*, S. Chand Co., New Delhi, 1986.
- Rao, V.V ., *A Century of Tribal Politics in North East India*, S. Chand & Co., Delhi, 1976.
- Singh, K Suresh, (ed), *Tribal Situation in India*, Indian Institute of Advance Studies, Shimla, 1972.

Course No : **IDE-POL-001-CC-3240**

Course Title : **Politics in India**

Learning Objective: : This course provides students a solid grounding in Indian Politics where they study the extra-constitutional institutions, factors and forces which influence the political discourses and decisions in the country.

Course Outcomes : CO: 1 Students will be able to explain the ideology, social base and function of key political parties

CO: 2 They will be able to examine and explain the development issues in India, especially in the farm and industrial sectors.

CO: 3 They will be able to understand the electoral politics of India.

CONTENT :

Unit I : Parties and Party System

- Features of Indian Party System
- Coalition and Alliances
- Changing Nature of Regional Political Parties

Unit II : Electoral Politics and Indian Democracy

- Election Commission
- Free and Fair Election
- Electoral Reforms

Unit III : Identity Politics

- Caste Mobilization
- Linguistic Politics
- Demands for Statehood.

Unit IV : Politics and Development Issues

- Effect of Green revolution on Peasants
- Issue of Black Money
- Digital Economy.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace, P. (Ed.), *India's 2014 Elections: A Modi-led BJP Sweep*. Sage.
- Austin, G. (1999). *Working A Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.
- Bhambhri, C. (2005). Reservations and Casteism. *Economic and Political Weekly*, 40(9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). *Secularism and Its Critics*. New Delhi: OUP.
- Chandra, K. (2004). *Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- Chandra, K. (2016). *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge University Press.
- Hasan, Z. (2012). *Congress after Indira: Policy, Power, Political Change (1984-2009)*. Oxford University Press.
- Jafferlot, C. (Ed.). (2016). *Hindu Nationalism: A Reader*, (5th ed.). Permanent Black.
- Nataraj, G. (2017). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Paul, R. B. (1974). *Language, Religion and Politics in North India*. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). *Development, Decentralisation and Democracy*. Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). *Constitutional Government and Democracy in India*. New Delhi: Pearson.
- Shastri, S et al. (2009). *Electoral Politics in Indian States*. New Delhi: OUP.

Course No : **IDE-POL-001-MC-3210**

Credit: 1 = 30 Learning Hours
FullMarks:100

Course Title : **Politics in India**

Learning Objective: : This course provides students a solid grounding in Indian Politics where they study the extra-constitutional institutions, factors and forces which influence the political discourses and decisions in the country.

Course Outcomes : CO: 1 Students will be able to explain the ideology, social base and function of key political parties

CO: 2 They will be able to examine and explain the development issues in India, especially in the farm and industrial sectors.

CO: 3 They will be able to understand the electoral politics of India

CONTENT :

Unit I : Parties and Party System
- Features of Indian Party System
- Coalition and Alliances
- Changing Nature of Regional Political Parties

Unit II : Electoral Politics and Indian Democracy
- Election Commission
- Free and Fair Election
- Electoral Reforms

Unit III : Identity Politics
- Caste Mobilization
- Linguistic Politics
- Demands for Statehood.

Unit IV : Politics and Development Issues
- Effect of Green revolution on Peasants
- Issue of Black Money
- Digital Economy.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace, P. (Ed.), *India's 2014 Elections: A Modi-led BJP Sweep*. Sage.
- Austin, G. (1999). *Working A Democratic Constitution: A History of the Indian Experience*. Oxford University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. *Economic and Political Weekly*, 33(44), pp. 2795-2799.
- Bhambhri, C. (2005). Reservations and Casteism. *Economic and Political Weekly*, 40(9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). *Secularism and Its Critics*. New Delhi: OUP.
- Chandra, K. (2004). *Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India*. Cambridge: Cambridge University Press.
- Chandra, K. (2016). *Democratic Dynasties: State, Party and Family in Contemporary Indian Politics*. Cambridge University Press.
- Hasan, Z. (2012). *Congress after Indira: Policy, Power, Political Change (1984-2009)*. Oxford University Press.
- Jafferlot, C. (Ed.). (2016). *Hindu Nationalism: A Reader*, (5th ed.). Permanent Black.
- Nataraj, G. (2017). *Demonetisation and its Impact*. New Delhi: Indian Institute of Public Administration.
- Paul, R. B. (1974). *Language, Religion and Politics in North India*. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). *Development, Decentralisation and Democracy*. Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). *Constitutional Government and Democracy in India*. New Delhi: Pearson.
- Shastri, S et al. (2009). *Electoral Politics in Indian States*. New Delhi: OUP.

IDE-B.A. VII SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100

Course No : **IDE-POL-001-CC-4110**

Course Title : **Understanding Gandhi**

Learning Objective: : This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.

Course Outcomes : CO: 1 Students will come to know Gandhian Principles of Truth, Non-violence and Satyagraha.

CO: 2 Students will have a proper understanding of Gandhi's secular thought.

CONTENT :

Unit I : Core of Gandhian Philosophy
 - Truth and Non-Violence
 - Satyagraha

Unit II : Man, Machine development and Modern Human civilization
 - Gandhi's criticism of Modern Civilization
 - Gandhi on Nation and Nationalism
 - Swadesh and Swaraj

Unit III : Issues in Indian Politics
 - Hindu- Muslim Relation
 - Untouchability and Caste Questions
 - Gandhi on Women

Unit IV : Gandhi on Religion
 - Gandhi's view on Religion and Politics
 - Religious Conversion

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Chandra, B. (2004). Gandhiji, Secularism and Communalism. *Social Scientist*, 32(1/2), pp. 3-29.
- Coward, H. (2003). Gandhi, Ambedkar, and Untouchability. In Coward, H. (Ed.), *Indian Critiques of Gandhi*. New York: State University of New York Press, pp. 41-66.
- Gandhi, M. K. (1939). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Heredia, R. (1999). Interpreting Gandhi's Hind Swaraj. *Economic and Political Weekly*, 34(24), pp. 1497-1502.
- Kishwar, M. (1985). Gandhi on Women. *Economic and Political Weekly*, 20(41), pp. 1753-1758.
- Parel, A. J. (Ed.). (2002). Introduction. In: *Gandhi, freedom and Self Rule*. Delhi: Vistaar Publication.
- Parel, A. J. (2008). Gandhi and the Emergence of the Modern Indian Political Canon. *The Review of Politics*, 70(1), pp. 40-63.
- Parekh, B. (1997). The Critique of Modernity. In: *Gandhi: A Brief Insight*. Delhi: Sterling Publishing Company, pp. 63-74.
- Pathak, R. (2004). Environmental Challenges and Gandhian Solution. *The Indian Journal of Political Science*, 65(3), pp. 367-376.
- Rao, P. (2009). Gandhi, Untouchability and the Postcolonial Predicament: A Note. *Social Scientist*. 37 (1/2). pp. 64-70.
- Srinivas, M. (1995). Gandhi's Religion. *Economic and Political Weekly*, 30(25), pp. 1489-1491.
- Tucker, W. (1931). Religious and Political Concepts of Gandhi. *Social Science*, 6(3), pp. 294-298.
- Veeravalli, A. (2011). Swaraj and Sovereignty. *Economic and Political Weekly*, 46(5), pp. 65-69.

Course No : **IDE-POL-001-CC-4120**

Credit: 1 = 30 Learning Hours
FullMarks:100

Course Title : **Feminism**

Learning Objective: : The course seeks to understand the theories of feminism, core issues of the feminist movement and feminism in contemporary India.

Course Outcomes : CO: 1 How different schools have understood patriarchy and feminist questions differently.

CO: 2 The origin, evolution and key issues which are at the core of the feminist movement in India.

CO: 3 How the immense contribution that women make to the family are neglected in computation.

CONTENT :

Unit I : Understanding Patriarchy
- Meaning of Patriarchy
- Theories of Feminism (Liberal, Marxist and Feminist)

Unit II : Feminism and Feminist movement
- Origin and Phases of feminist movement
- Feminist movement in India

Unit III : Feminism in contemporary India.
- Patrilineal and Matrilineal practices in Indian family
- Gender relations in family
- Computing women work at home

Unit IV : Violence and Discrimination against women
- Sexual Harassment
- Women Trafficking
- Domestic Violence
- Deserted Women

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Ahmad, S., Nilofer, & Parveen, G. (2008). Women's Political Participation and Changing Pattern of Leadership in Rural Areas of U.P. *The Indian Journal of Political Science*, 69(3), pp. 661-672.

Bannerji, H. (2016). Patriarchy in the Era of Neoliberalism: The Case of India. *Social Scientist*, 44(3/4), pp. 3-27.

Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10), pp. 49-61.

Devi, D., & Lakshmi, G. (2005). Political Empowerment of Women in Indian Legislature: A Study. *The Indian Journal of Political Science*, 66(1), pp. 75-92.

Ferguson, S. (1999). The Radical Ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique*, 32(3), 427-450.

Graham, G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.

Hua, J. (2011). *Trafficking Women's Human Rights*. Minneapolis; London: University of Minnesota Press.

Kachuck, B. (1995). Feminist Social Theories: Theme and Variations. *Sociological Bulletin*, 44(2), pp. 169-193.

Kalpagam, U. (2000). The Women's Movement in India Today-New Agendas and Old Problems. *Feminist Studies*, 26(3), pp. 645-660.

Khanna, M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1), pp. 55-64.

Kishwar, M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874. Matthews, J. (1986). Feminist History. *Labour History*, (50), pp. 147-153. Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4), pp. 42-54

Sharma, G., & Das, R. (2008). Women in Grassroots Democracy in India: Non-Governmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.

Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.

Sinopoli, R., & Hirschmann, N. (1991). Feminism and Liberal Theory. *The American Political Science Review*, 85(1), pp. 221-233.

Srivastava, S. (2004). Sexual Harassment of Women at Work Place: Law and Policy. *Indian Journal of Industrial Relations*, 39(3), pp. 364-390.

Credit: 1 = 30 Learning Hours

FullMarks:100

Course No : **IDE-POL-001-CC-4130**

Course Title : **International Laws**

Learning Objective: : This course is an introduction to international law for the students. There is no aspect of world politics that can be fully understood today without some knowledge of international law and an awareness of how it operates as integral component of world affairs.

Course Outcomes : CO: 1 Students will be able to know about the existing international legal framework.
CO: 2 Students will be able to understand core concept of international Law.

CONTENT :

Unit I : Nature of International Law
- International Law: Definition and Nature
- Sources of International law: Treaties, Customs and other sources.

Unit II : Recognition and Nationality
- Recognition of States: Theories and Consequences
- Nationality: Modes of acquiring and losing Nationality.

Unit III : International Intercourse
- Extraditions: Definition and Conditions
- Asylum: Meaning and kinds of Asylum
- Diplomatic Envoys: Functions, Immunities and Privileges

Unit IV : International Organizations
- International Court of Justice
- WTO: Dispute settlement mechanism
- International Labour Organization

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Thomas Buergenthal, Sean D. Murphy, *Public International Law in a Nutshell* (West Group, 4th Edition, 2006)

Malcolm Nathan Shaw, *International Law* (Cambridge University Press, 6th Edition 2008)

David Harris, *Cases and Materials on International Law* (Sweet and Maxwell, 7th Edition 2010)

Malcolm Evans, *International Law* (Oxford University Press, 2010)

Michael Barton, *Modern Introduction to International Law* (Routledge, 7th Edition, 1997)

S.K. Verma, *An introduction to public international Law* (PHI, 1998)

Anand, R.P., (ed) *Asian States and the Development of International Law* Delhi, 1972

Anand, R.P., (ed) *Compulsory Jurisdiction of the International Court of Justice*, Bombay 1961.

Anand R.P., (ed) *Studies in International Adjudication*, Delhi, 1969.

Anand R.P., (ed) *New States and International Law* Delhi, 1972.

Anand R.P. *Studies in International Adjudication*, Delhi. 1969.

Briely, James *Law of Nations*, London, 1963.

Brownlie, Ian, *Basic Documents in International Law* London, 1972

Falk, Richard A, *The Status of Law in International Society*, Princeton, N.J, 1970

Friedman, QW (etal), *International Law: Cases and Materials*, Minneola, 1969.

Oppenreim, I, *International Law*, London, 1955.

---*Revitalizing International Law* Ames, Iowa, 1989.

Taylor, Paul & AJR Groom, (ed) *International Institution at Work* London, 1988.

United Nations Year Book New York (Published every year).

Credit: 1 = 30 Learning Hours

FullMarks:100

Course No : **IDE-POL-001-CC-4140**

Course Title : **Globalization and Politics**

Learning Objective: : The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Course Outcomes : CO: 1 Meaning of globalization and how different schools have understood this.
CO: 2 About the global institutional drivers of the globalization.
CO:3 How the globalization has impacted the traditional notion of sovereignty of the state?
CO:4 How globalization has impacted the domestic market and culture of societies.

Content :

Unit I : Introduction to Globalization
- Meaning of Globalization
- Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

Unit II : Economic and Technological Drivers of Globalization
- International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
- Information and Communication Technology

Unit III : Globalization and Social Movements
- Peasant Movements
- Environmental Movement c. Human Displacement

Unit IV : Globalization and Nation-State
- Globalization and Democracy
- Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119).
- Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press. (Part II, pp. 55-78).
- Robertson, R., & White, K. E. (2007). *What Is Globalization?* In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 54-66. 21
- Robinson, W. I. (2007). *Theories of Globalization*. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 125-143.
- Mitra, D., & Ranjan, P. (2012). *The Globalization Debate and India*. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809. Unit II: Economic and Technological Drivers of Globalization a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization) b. Information and Communication Technology Readings:
- Williams, M. (1994). *The IMF and the Third World*. International Economic Organisations and the Third World. New York: Harvester Wheatsheaf, pp. 51-111.
- Aglietta, M. (2004). *The International Monetary Fund: Past and Future*. In Desai M., & Said, Y. (Eds.) *Global Governance and Financial Crises*. London and New York: Routledge, pp. 43-69.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World*. *The Globalization Paradox*. New York: Norton, pp. 67-88.
- Pogge, T. W. (2010). *Politics as Usual: What Lies Behind the Pro-Poor Rhetoric*. Cambridge: Polity Press. Chapter 2, pp. 26-56.
- Farrands, C. (2008). *Globalization in the World Trade Organization: Power, Knowledge and the Reproduction of Inequality in Intellectual Property Governance*. In Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group, pp. 239-249.

- O'Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and Dynamics*. (5th edition), London and New York: Palgrave Macmillan, pp. 148-178.
- Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.
- Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.
- Dahlgren, P. (2015). The Global Public Sphere: Public Communication in the Age of Reflective Interdependence. *Information, Communication & Society*, 18(12), pp. 1423-1425. 22
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press, pp. 74-113.
- Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law, 18(2), pp. 185-199. Unit-III: Globalization and Social Movements a. Peasant Movements b. Environmental Movement c. Human Displacement Readings:
- Lynch, C. (1998). Social Movements and the Problem of Globalization. *Alternatives: Global, Local, Political*, 23(2), pp. 149-173.
- Araghi, F. (2008), The invisible hand and the visible foot: peasants, dispossession and globalization. In Lodhi, A., Haroon, A., & Kay, C. (Eds.), *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge, pp. 111-147.
- McMichael, P. (2007). Globalization and the Agrarian World. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 216-238.
- Ranalli, B., & Thernstrom, S. (2013). Climate Change and the Environment: Can International Regimes be Effective Means to Restrain Carbon Emissions? In Peter, M. H., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 278-317.
- Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition), London: Lynne Rienner Publishers, pp. 497-534.
- Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 1-30.
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 171-202.
- Aleshkovski, I. A. (2016). International Migration, Globalization, and Development. In Alexander, N. Chumakov, & William C. Gay (Eds.), *Between Past Orthodoxies & 23 the Future of Globalization: Contemporary Philosophical Problems*. Leiden and Boston: Brill Rodopi, pp. 85-100.
- Richmond, A. H. (2002). Globalization: implications for immigrants and refugees. *Ethnic and Racial Studies*, 25(5), pp. 707-727.

- Chimni, B. S. (2000). Globalization, Humanitarianism and the Erosion of Refugee Protection. *Journal of Refugee Studies*, 13(3), pp. 243–263. Unit- IV: Globalization and Nation-State a. Globalization and Democracy b. Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World Readings:
- Nayar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political Economy*, 35 (3), pp. 388-402.
- Held, D. (1997). Democracy and Globalization. *Global Governance*, 3, pp. 251-267
- Held, D. (2000). The Hanging Contours of Political Community: Rethinking Democracy in the Context of Globalization. In Barry Holden (Ed.), *Global Democracy: Key Debates*, London and New York: Routledge, pp. 17-31.
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc., pp. 1-46.
- Cohen, J. L. (2008). Rethinking Human Rights, Democracy, and Sovereignty in the Age of Globalization. *Political Theory*, 36(4), pp. 578-606.
- Pogge, T. W. (1992). Cosmopolitanism and Sovereignty. *Ethics*, 103(1), pp. 48-75
- Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*. Oxford: Oxford University Press, pp. 304-322.
- Cabrera, L. (2010). *The Practice of Global Citizenship*. Cambridge: Cambridge University Press, pp. 1-10; 13-33, pp. 258-262.
- Salter, M. B. (2009). Borders, Passports, and the Global Mobility. In Turner, B. S. (Ed.), *The Routledge International Handbook of Globalization Studies*. London and New York: Routledge, pp. 514-530 Unit 5: Globalization, Culture and Market a. Globalization and Domestic Market 24 b. Globalization and its Impact on Culture Readings:
- Spence, M. (2011). The Impact of Globalization on Income and Employment: The Downside of Integrating Markets. *Foreign Affairs*, 90(4), pp. 28-41.
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan. (Ch. 9: Global Division of Labour), pp. 179-197.
- Dollar, D., & Wade, R. H. (2013). Trade Liberalization and Economic Growth: Does Trade Liberalization Contribute to Economic Prosperity? In Haas, P. M., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 1-39.
- Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 352-366.

- Appadurai, A. (2005). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis and London: University of Minnesota Press, pp. 1-23, 27-47.
- Huntington, S. P. (1993). The Clash of Civilizations? *Foreign Affairs*, 72(3), pp. 22- 49.
- O'Hagan, J. (2002). Conflict, Convergence or Co-existence? The Relevance of Culture in Reframing World Order. In Falk, R. (Ed.), *Reframing the International: Law, Culture and Politics*. New York: Routledge, pp. 187-217

Course No : **IDE-POL-001-MC-4110**

Course Title : **Globalization and Politics**

Learning Objective: : The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Course Outcomes : CO: 1 Meaning of globalization and how different schools have understood this.
CO: 2 About the global institutional drivers of the globalization.
CO:3 How the globalization has impacted the traditional notion of sovereignty of the state?
CO:4 How globalization has impacted the domestic market and culture of societies.

Content :

- Unit I : Introduction to Globalization
- Meaning of Globalization
 - Debates on Globalization in India: Liberals, School of Swadeshi and Marxists
- Unit II : Economic and Technological Drivers of Globalization
- International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)
 - Information and Communication Technology
- Unit III : Globalization and Social Movements
- Peasant Movements
 - Environmental Movement c. Human Displacement
- Unit IV : Globalization and Nation-State
- Globalization and Democracy
 - Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to the Globalization Debate*. (2nd edition), Cambridge: Polity Press. (Part I: Understanding Globalization, pp. 51-119).
- Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press. (Part II, pp. 55-78).
- Robertson, R., & White, K. E. (2007). *What Is Globalization?* In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 54-66. 21
- Robinson, W. I. (2007). *Theories of Globalization*. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 125-143.
- Mitra, D., & Ranjan, P. (2012). *The Globalization Debate and India*. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809. Unit II: Economic and Technological Drivers of Globalization a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization) b. Information and Communication Technology Readings:
- Williams, M. (1994). *The IMF and the Third World*. International Economic Organisations and the Third World. New York: Harvester Wheatsheaf, pp. 51-111.
- Aglietta, M. (2004). *The International Monetary Fund: Past and Future*. In Desai M., & Said, Y. (Eds.) *Global Governance and Financial Crises*. London and New York: Routledge, pp. 43-69.
- Rodrik, D. (2011). *Bretton Woods, GATT, and the WTO: Trade in a Politicized World*. *The Globalization Paradox*. New York: Norton, pp. 67-88.
- Pogge, T. W. (2010). *Politics as Usual: What Lies Behind the Pro-Poor Rhetoric*. Cambridge: Polity Press. Chapter 2, pp. 26-56.
- Farrands, C. (2008). *Globalization in the World Trade Organization: Power, Knowledge and the Reproduction of Inequality in Intellectual Property Governance*. In Kofman, E., & Youngs, G. (Eds.), *Globalization: Theory and Practice*. (3rd edition), New York: Continuum International Publishing Group, pp. 239-249.

- O'Brien, R., & Williams, M. (2016). *Global Political Economy: Evolution and Dynamics*. (5th edition), London and New York: Palgrave Macmillan, pp. 148-178.
- Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.
- Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.
- Dahlgren, P. (2015). The Global Public Sphere: Public Communication in the Age of Reflective Interdependence. *Information, Communication & Society*, 18(12), pp. 1423-1425. 22
- Dicken, P. (2015). *Global Shift: Mapping the Changing Contours of the World Economy*, (7th edition). London: The Guilford Press, pp. 74-113.
- Perry, B., & Olsson, P. (2009). Cyberhate: The Globalization of Hate, Information and Communications Technology Law, 18(2), pp. 185-199. Unit-III: Globalization and Social Movements a. Peasant Movements b. Environmental Movement c. Human Displacement Readings:
- Lynch, C. (1998). Social Movements and the Problem of Globalization. *Alternatives: Global, Local, Political*, 23(2), pp. 149-173.
- Araghi, F. (2008), The invisible hand and the visible foot: peasants, dispossession and globalization. In Lodhi, A., Haroon, A., & Kay, C. (Eds.), *Peasants and Globalization: Political Economy, Rural Transformation and the Agrarian Question*. London: Routledge, pp. 111-147.
- McMichael, P. (2007). Globalization and the Agrarian World. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 216-238.
- Ranalli, B., & Thernstrom, S. (2013). Climate Change and the Environment: Can International Regimes be Effective Means to Restrain Carbon Emissions? In Peter, M. H., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 278-317.
- Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition), London: Lynne Rienner Publishers, pp. 497-534.
- Moghadam, V. M. (2013). Introduction and Overview: Social Movements and Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 1-30.
- Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social Movements*. Lanham: Rowman and Littlefield, pp. 171-202.
- Aleshkovski, I. A. (2016). International Migration, Globalization, and Development. In Alexander, N. Chumakov, & William C. Gay (Eds.), *Between Past Orthodoxies & 23 the Future of Globalization: Contemporary Philosophical Problems*. Leiden and Boston: Brill Rodopi, pp. 85-100.
- Richmond, A. H. (2002). Globalization: implications for immigrants and refugees. *Ethnic and Racial Studies*, 25(5), pp. 707-727.

- Chimni, B. S. (2000). Globalization, Humanitarianism and the Erosion of Refugee Protection. *Journal of Refugee Studies*, 13(3), pp. 243–263. Unit- IV: Globalization and Nation-State a. Globalization and Democracy b. Globalization and the Issue of National Sovereignty c. Notion of Citizenship in Globalizing World Readings:
- Nayar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political Economy*, 35 (3), pp. 388-402.
- Held, D. (1997). Democracy and Globalization. *Global Governance*, 3, pp. 251-267
- Held, D. (2000). The Hanging Contours of Political Community: Rethinking Democracy in the Context of Globalization. In Barry Holden (Ed.), *Global Democracy: Key Debates*, London and New York: Routledge, pp. 17-31.
- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers, Inc., pp. 1-46.
- Cohen, J. L. (2008). Rethinking Human Rights, Democracy, and Sovereignty in the Age of Globalization. *Political Theory*, 36(4), pp. 578-606.
- Pogge, T. W. (1992). Cosmopolitanism and Sovereignty. *Ethics*, 103(1), pp. 48-75
- Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*. Oxford: Oxford University Press, pp. 304-322.
- Cabrera, L. (2010). *The Practice of Global Citizenship*. Cambridge: Cambridge University Press, pp. 1-10; 13-33, pp. 258-262.
- Salter, M. B. (2009). Borders, Passports, and the Global Mobility. In Turner, B. S. (Ed.), *The Routledge International Handbook of Globalization Studies*. London and New York: Routledge, pp. 514-530 Unit 5: Globalization, Culture and Market a. Globalization and Domestic Market 24 b. Globalization and its Impact on Culture Readings:
- Spence, M. (2011). The Impact of Globalization on Income and Employment: The Downside of Integrating Markets. *Foreign Affairs*, 90(4), pp. 28-41.
- O'Brien, R., & Williams, M. (2016), *Global Political Economy: Evolution and Dynamics*, (5th ed.). London and New York: Palgrave Macmillan. (Ch. 9: Global Division of Labour), pp. 179-197.
- Dollar, D., & Wade, R. H. (2013). Trade Liberalization and Economic Growth: Does Trade Liberalization Contribute to Economic Prosperity? In Haas, P. M., & Hird, J. A. (Eds.), *Controversies in Globalization: Contending Approaches to International Relations*. New Delhi: Sage, pp. 1-39.
- Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell, pp. 352-366.

- Appadurai, A. (2005). *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis and London: University of Minnesota Press, pp. 1-23, 27-47.
- Huntington, S. P. (1993). The Clash of Civilizations? *Foreign Affairs*, 72(3), pp. 22- 49.
- O'Hagan, J. (2002). Conflict, Convergence or Co-existence? The Relevance of Culture in Reframing World Order. In Falk, R. (Ed.), *Reframing the International: Law, Culture and Politics*. New York: Routledge, pp. 187-217

IDE B.A. VIII SEMESTER

Credit: 1 = 30 Learning Hours FullMarks:100

Course No : **IDE-POL-001-CC-4210**

Course Title : **Human Rights**

Learning Objective: : This paper intends to provide knowledge about human rights to the student in a comprehensive manner.

Course Outcomes : CO: 1 To understand the different issues, problems and challenges of human rights in the contemporary world.
CO: 2 To sensitise the students about human rights sufferings and identify the cases of human rights violation so that the students can be aware about the sources of remedies for justice.

CONTENT :

- Unit I : Understanding Human Rights
- Meaning and development of Human Rights
 - Human Rights violation by the state agencies, Police and Para-Military forces.
- Unit II : Human Rights Movements in India
- Environmental Movement (Human Right violation and Hydropower)
 - Women Movement
 - Dalit and Tribal Movements in India.
- Unit III : Rights of Special Classes
- Persons with disabilities
 - Rights of Minorities
 - Rights of internally displaced persons
 - Child labour and Bonded labour.
- Unit IV : Human Rights Education
- Role of Civil Society
 - Role of Media.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.

Bhambri, C.P, *Indian Politics* (2000)

Batra, T.S, *Human Rights- A Critique* (1992)

Brass Paul, *Politics of India since Independence* (1995)

Chandhoke, N, *State and Civil Society* (1993)

Desai, A.R, *Violation of Democratic Rights in India* (1986)

Hargopal, G, *Political Economy of Human Rights* (1996)

Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37(1), pp. 31-35.

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

Forsythe, D. (2006). Human Rights and the Military: Legal Rules. *International Studies Review*, 8(3), pp. 504-506.

Gready, P. (2003). The Politics of Human Rights. *Third World Quarterly*, 24(4), pp. 745-757.

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

Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.

Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.

Kothari, R, *State Against Democracy* (1986)

Kohli, Atul, *Democracy and Discontent* (1988)

Kohli, Atul, *India's Democracy* (1990)

Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.

Mitchell, N., Howard, R., & Donnelly, J. (1987). Liberalism, Human Rights, and Human Dignity. *The American Political Science Review*, 81(3), pp. 921-927.

SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.

Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32(4), pp. 315-356.

Sen, S. (2014). Right to Free Speech and Censorship: A jurisprudential Analysis. *Journal of the Indian Law Institute*, 56(2), pp. 175-201.

Credit: 1 = 30 Learning Hours FullMarks:100

Course No : **IDE-POL-001-DE-42010**

Course Title : **Comparative Constitution**

Learning Objective: : This course gives insights into the structures and institutions of government and the workings of constitutions of some selected countries i.e., the USA, UK, China and Switzerland. These countries represent a different set of governance.

Course Outcomes : CO: 1 Students would be able to explain how legislature, executive and Judiciary work in these countries. How they interact with each other in their respective political systems.

CO: 2 They will be able to explain the ways in which the executive, legislature and Judiciary of one country differs from the other.

CONTENT :

Unit I : Introduction to the American Constitution

- Features of the Constitution
- Legislature
- Executive
- Judiciary
- Party System

Unit II : British Constitution

- Features of the Constitution
- Legislature
- Executive
- Judiciary
- Party System

Unit III : Swiss Constitution

- Features of the Constitution
- Legislature
- Executive
- Judiciary

- Party System

- Unit IV : Chinese Constitution
- Features of Constitution
 - Legislature
 - Executive
 - Judiciary
 - Party System

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Adams, A. (1984). The Role of the Federal Judiciary. *Proceedings of the American Philosophical Society*, 128(3), pp.231-237.
- Abramson, P., Aldrich, J., Paolino, P., & Rohde, D. (2000). Challenges to the American Two-Party System: Evidence from the 1968, 1980, 1992, and 1996 Presidential Elections. *Political Research Quarterly*, 53(3), pp.495-522.
- Bradley, C., & Morrison, T. (2013). Presidential Power, Historical Practice, and Legal Constraint. *Columbia Law Review*, 113(4), pp.1097-1161.
- Hazeltine, H. (1917). The Influence of Magna Carta on American Constitutional Development. *Columbia Law Review*, 17(1), pp.1-33.
- Hesseltine, W. (1959). The Phenomenon of American Political Parties. *Pakistan Horizon*, 12(3), pp.215-220.
- Howell, W., & Pevehouse, J. (2005). Presidents, Congress, and the Use of Force. *International Organization*, 59(1), pp.209-232.
- Jacobsohn, G. (2011). Rights and American Constitutional Identity. *Polity*, 43(4), pp. 409-431.
- Meador, D. (1979). The Federal Judiciary and Its Future Administration, *Virginia Law Review*, 65(6), pp.1031-1061.
- Pious, R. (1981). Congressional Power. *Proceedings of the Academy of Political Science*, 34(2), pp.45-61.
- Rabinowitz, G., & MacDonald, S. (1986). The Power of the States in U.S. Presidential Elections. *The American Political Science Review*, 80(1), pp.65-87.
- Rourke, F. (1987). Bureaucracy in the American Constitutional Order, *Political Science Quarterly*, 102(2), pp.217-232.

- Aikin, C. (1939). The British Bureaucracy and the Origin of Parliamentary Policy. *The American Political Science Review*, 33(2), pp. 219-233.
- Anson, W. (1912). The Parliament Act and the British Constitution. *Columbia Law Review*, 12(8), pp. 673-684.
- Borrie, G. (1970). Judicial Conflicts of Interest in Britain. *The American Journal of Comparative Law*, 18(4), pp. 697-709.
- Cain, B. (1980). Challenges and Responses in British Party Politics. *Comparative Politics*, 12(3), pp. 335-348.
- Dunham, W. (1971). The Spirit of the British Constitution: Form and Substance. *The University of Toronto Law Journal*, 21(1), pp. 44-66.
- Evershed, L. (1961). The Judicial Process in Twentieth Century England. *Columbia Law Review*, 61(5), pp. 761-791.
- Greenaway, J. (1992). British Conservatism and Bureaucracy. *History of Political Thought*, 13(1), pp. 129-160.
- King, A., & Allen, N. (2010). 'Off With Their Heads': British Prime Ministers and the Power to Dismiss. *British Journal of Political Science*, 40(2), pp. 249-278.
- Lipson, L. (1953). The Two-Party System in British Politics. *The American Political Science Review*, 47(2), pp. 337-358.
- Saunders, R. (2008). Parliament and People: The British Constitution in the Long Nineteenth Century. *Journal of Modern European History*, 6(1), pp. 72-87.
- Thompson, F. (1953). *A Short History of Parliament: 1295-1642*. University of Minnesota Press.
- Taucar, C. (2014). *The British System of Government and Its Historical Development*, McGill-Queen's University Press.
- Braun, D. (2009). Constitutional Change in Switzerland. *Publius*, 39(2), pp. 314-340.
- Fleiner, T. (2002). Recent Developments of Swiss Federalism. *Publius*, 32(2), pp. 97-123.
- Frey, B. (1994). Direct Democracy: Politico-Economic Lessons from Swiss Experience. *The American Economic Review*, 84(2), pp. 338-342.
- Kerr, H. (1978). The Structure of Opposition in the Swiss Parliament. *Legislative Studies Quarterly*, 3(1), pp. 51-62.
- Ladner, A., & Brändle, M. (1999). Does Direct Democracy Matter For Political Parties?: An Empirical Test in the Swiss Cantons. *Party Politics*, 5(3), pp. 283-302.
- Lienhard, A., Kettiger, D., Bühler, J., Mérillat, L., & Winkler, D. (2017). The Federal Supreme Court of Switzerland: Judicial balancing of Federalism without Judicial Review. In Aroney N., & Kincaid J. (Eds.), *Courts in Federal Countries: Federalists or Unitarists?*. Toronto; Buffalo; London: University of Toronto Press. pp. 404-439
- Loewenstein, K. (1938). The Balance between Legislative and Executive Power: A Study in Comparative Constitutional Law. *The University of Chicago Law Review*, 5(4), pp. 566-608.
- Papadopoulos, Y. (2002). Connecting Minorities to the Swiss Federal System: A Frozen Conception of Representation and the Problem of "Requisite Variety". *Publius*, 32(3), pp. 47-65.

- Rappard, W. (1912). The Initiative, Referendum and Recall in Switzerland. *The Annals of the American Academy of Political and Social Science*, 43, pp.110-145.
- Cohen, J. (1978). China's Changing Constitution. *The China Quarterly*, (76), pp. 794- 841.
- Chamberlain, J. (1947). Structure of China's Constitution. *Far Eastern Survey*, 16(9), pp.100-105.
- Chang, Y. (1956). The Chinese Communist State System under the Constitution of 1954. *The Journal of Politics*, 18(3), pp.520-546.
- Creel, H. (1964). The Beginnings of Bureaucracy in China: The Origin of the Hsien. *The Journal of Asian Studies*, 23(2), pp.155-184.
- Kato, T., & Long, C.(2006).Executive Turnover and Firm Performance in China. *The American Economic Review*, 96(2), pp.363-367.
- Keyuan, Z. (2002). Judicial Reform in China: Recent Developments and Future Prospects. *The International Lawyer*, 36(3), pp.1039-1062.
- Lin, C., Shen, W., & Su, D. (2011). Executive Pay at Publicly Listed Firms in China. *Economic Development and Cultural Change*, 59(2), pp.417-436.
- O'Brien, K. (1988). China's National People's Congress: Reform and Its Limits. *Legislative Studies Quarterly*, 13(3), pp.343-374.
- Steiner, H. (1951). The Role of the Chinese Communist Party. *The Annals of the American Academy of Political and Social Science*, (277), pp.56-66.
- Wang, Y. (2013). Court Funding and Judicial Corruption in China. *The China Journal*, (69), pp.43-63.
- Whyte, M. (1973). Bureaucracy and Modernization in China: The Maoist Critique. *American Sociological Review*, 38(2), pp.149-163.
- Yoshihiro, I., & Fogel, J. (2013). *The Formation of the Chinese Communist Party*. Columbia University Press.

Course No : **IDE-POL-001-DE-42020**

Course Title : **Colonialism and Nationalism in India**

Learning Objective: : The course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organisations and political ideologies and political formations which constituted to and impacted the national movement of India.

Course Outcomes : CO: 1 The students will be able to examine and explain the impacts of British colonialism in India.
CO: 2 They will know how Indian Nationalism is interpreted differently by different schools of thought.
CO: 3 They will be able to understand why and on what basis the country was partitioned.

CONTENT :

- Unit I : Colonialism and Nationalism
- Approaches to understand Colonialism: Liberals and Marxists
 - Approaches to Understand Indian Nationalism: Imperialists, Nationalists and Marxists
- Unit II : Impact of Colonial Rule in India
- Economic impacts: Theory of Drain of Wealth, Impact on Agriculture, Land and forest.
 - Religious Reforms and Identity Consolidation: Arya Samaj, Brahmo Samaj, Indian Muslim League, Hindu Maha Sabha, Rashtriya Swayam Sevak Sangh.
- Unit III : The National Movement against the British Rule
- Indian National Congress
 - Gandhian Era: Non-Cooperation, Quit India Movement
 - Role of Socialists
 - Role of AzadHindFauz
- Unit IV : Ambedkar and Language Questio
- National Language, Hindi and question of Official Language for India
 - Language and Organization of States
 - Ambedkar on Education

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Chandra, B. (1999). *Essays on Colonialism*. Hyderabad: Orient Longman, pp. 1-22.
- Bandyopadhyay, S. (2004). *From Plassey to Partition and After*. Hyderabad: Orient Black Swan.
- Guha, R. 1982. *Subaltern Studies*, I. Delhi: Oxford University Press, pp. 1-8.
- Chibber, V. (2013). *Postcolonial Theory and the Specter of Capital*. Navayana: New Delhi, pp. 1-27.
- Desai, A. R. (1987). *Social Background of Indian Nationalism*. Bombay: Popular.
- Kochhar, R. (2008). Seductive Orientalism: English Education and Modern Science in Colonial India. *Social Scientist*, 36, pp. 45-63.
- Mukherjee, A. (2008). The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India. *Social Scientist*, 36-pp. 3-44.
- Kalpagam, U. (2015). *Rule by Numbers*, New Delhi: Orient Blackswan, pp. 137-174.
- Tharoor, S. 2016). *An Era of Darkness: The British Empire in India*. New Delhi: Aleph, pp. 1-42.
- Mann, M. (2004). Torchbearers upon the Path of Progress: Britain's Ideology of a Moral and Material Progress in India. In Mann, M., & Fischer-Tine, H. (Eds.), *Colonialism as Civilizing Mission: Cultural Ideology in British India*. London: Anthem, pp. 1-26.
- Bandopadhyay, S. (2015). *From Passey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 139-169.
- Elst, K. (2001). *Decolonizing the Hindu Mind: Ideological Development of Hindu Revivalism*. New Delhi: Rupa, pp. 439-504.
- Sen, A. P. (2007). The Idea of Social reform and its critique among Hindus of Nineteenth Century India. In Bhattacharya, S. (Ed.), *Development of Modern Indian Thought and the Social Sciences*. Vol X, New Delhi: Oxford University Press.
- Bandopadhyay, S. (2008). Eighteen-Fifty-Seven and its Many Histories, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan, pp. 1-22.
- Roy, A. (2013). *Gendered Citizenship: Historical and Conceptual Explorations*. New Delhi: Orient BlackSwan, pp. 126-180.
- Jayal, N. G. (2013). *Citizenship and Its Discountents*. New Delhi: Permanent Black, pp. 27-50.
- Dalmia, V. (2015). *Hindu Pasts: Women, Religion, Histories*. New Delhi: Permanent Black, pp. 335-366.

Dirks, N. B. (2002). *Castes of Mind: Colonialism and the Making of Modern India*. New Delhi: Permanent Black, pp. 255-274.

Bandopadhyaya, S. 920150. *From Plassey to Partition and After: A History of Modern India*. New Delhi: Orient Longman, pp. 334-381.

Credit: 1 = 30 Learning Hours
FullMarks:100

Course No : **IDE-POL-001-DE-42030**

Course Title : **Understanding Ambedkar**

Learning Objective: : This course is designed to familiarize the students with arguments and position of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, it has been designed to make students understand his ideas on the partition of the country and the Indian historiography.

Course Outcomes : CO: 1 Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
CO: 2 They will come to know Ambedkar's views on Islam and partition of India.
CO: 3 Students will be able to explain why and how Ambedkar opposed Shariate laws and spoke in favour of the Uniform Civil Code.
CO: 4 Students will learn his views on democracy, citizenship, freedom, and justice.
CO: 5 Students will be able to explain his views on the language question and organization of states in India.

CONTENT :

Unit I : Indian Historiography and Ambedkar
- Ambedkar and Aryan Invasion Theory
- Ambedkar, Islam and the Issue of Religious Conversion
- Ambedkar on Partition of India

Unit II : Ambedkar and Core Issues of Indian Constitution
- Ambedkar Role as the Chairman of the Drafting Committee
- Ambedkar's stands on key issues in the Constituent Assembly (Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).

Unit III : Ambedkar and His Idea of India
- Democracy and Citizenship
- Equality, Freedom and Justice

- Unit IV : Ambedkar and Dalit Politics
- Ambedkar on Caste and Untouchability
 - Gandhi and Ambedkar on the question of Caste System and Untouchability

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Sharma, A. (2005). Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India. Journal of the American Academy of Religion, 73(3), pp. 843-870. 91
- Joseph, M. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. Indian Anthropologist, 43(2), pp. 43-54.
- Ambedkar, B. R. (1946). Pakistan or The Partition of India.
- In Narke, H. (2nd ed.). (2014). Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India. Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
- Misra, J., & Mishra, J. (1991). Dr. B.R. Ambedkar and The Constitution - Making In India. Proceedings of the Indian History Congress, 52, pp. 534-541.
- Government of Maharashtra, The Principal Architect of the Constitution of India, Dr. B. R. Ambedkar, Vol.13. The Education Department.
- Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
- Ambedkar, B.R. (1948). The Rise and Fall of Hindu Woman: Who was Responsible for It? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17- II, Education Dept., Government of Maharashtra, Mumbai, pp. 109-129.

- Ambedkar, B. R. (1987). The Women and the Counter-Revolution. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Det., Government of Maharashtra, Mumbai, pp. 427-437.
- Lal, S., & Saxena, K. S. (2009). Ambedkar and Nation-Building. New Delhi: Rawat.
- Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. The Indian Journal of Political Science, 66(3), pp. 661-666.
- Ambedkar, B. R. (1946). Prospects of Democracy in India. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai, pp. 519-523.
- Rajasekhariah, A., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. The Indian Journal of Political Science, 52(3), pp. 357-375.
- Rao, A. (2006). Bharata Ratna Dr. B.R. Ambedkar: A Champion of Human Rights With Special Reference to Scheduled Castes And Scheduled Tribes. The Indian Journal of Political Science, 67(4), pp. 901-906.
- Verma, V. (1999). Colonialism and Liberation: Ambedkar's Quest for Distributive Justice. Economic and Political Weekly, 34(39), pp. 2804-2810.
- Ambedkar, B.R (1948). The Untouchables who were they and why they become Untouchables? New Delhi. Available at: <http://www.drbaamahad.org/Speeches/theuntouchables-who-were-they-and-why-they-became.pdf>
- Ambedkar, B. R. (1948). What way Emancipation? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III. Education Dept., Government of Maharashtra, Mumbai, pp. 175-201.
- Rodrigues, V. (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate. Economic and Political Weekly, 46(2), pp. 56-66.
- Gehlot, N. (1993). Dr. Ambedkar, Mahatma Gandhi and Dalit Movement. The Indian Journal of Political Science, 54(3/4), pp. 382-387.
- Audi, M. (1989). Ambedkar's Struggle for Untouchables: Reflections. The Indian Journal of Political Science, 50(3), pp. 307-320.
- Zelliot, E. (2013). Ambedkar's World: The Making of Babasaheb and the Dalit Movement. In The Religious Conversion Movement-1935-195. Delhi, pp. 143-173. 93
- Tiwari, S. (2009). Social Justice: Gandhi and Ambedkar. The Indian Journal of Political Science, 70(2), pp. 429-439.

- D. N. (1991). Gandhi, Ambedkar and Separate Electorates Issue. *Economic and Political Weekly*, 26(21), pp. 1328-1330.

Course No : **IDE-POL-001-RC-4210**

Course Title : **Understanding Ambedkar**

Learning Objective: : This course is designed to familiarize the students with arguments and position of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, it has been designed to make students understand his ideas on the partition of the country and the Indian historiography.

Course Outcomes : CO: 1 Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
CO: 2 They will come to know Ambedkar's views on Islam and partition of India.
CO: 3 Students will be able to explain why and how Ambedkar opposed Shariate laws and spoke in favour of the Uniform Civil Code.
CO: 4 Students will learn his views on democracy, citizenship, freedom, and justice.
CO: 5 Students will be able to explain his views on the language question and organization of states in India.

CONTENT :

- Unit I : Indian Historiography and Ambedkar
- Ambedkar and Aryan Invasion Theory
 - Ambedkar, Islam and the Issue of Religious Conversion
 - Ambedkar on Partition of India
- Unit II : Ambedkar and Core Issues of Indian Constitution
- Ambedkar Role as the Chairman of the Drafting Committee
 - Ambedkar's stands on key issues in the Constituent Assembly (Article 370, Uniform Civil Code, Shariyat Laws, Hindu Code Bill, and Affirmative Action).
- Unit III : Ambedkar and His Idea of India
- Democracy and Citizenship
 - Equality, Freedom and Justice
- Unit IV : Ambedkar and Dalit Politics
- Ambedkar on Caste and Untouchability
 - Gandhi and Ambedkar on the question of Caste System and Untouchability

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	-	-	-	3	3	-	-
CO2	-	2	-	-	3	3	3	2	2	1	-	-	3	-
CO3	-	-	2	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	3	-	-	-	2	-	-	-	-	-	3
Average	0.75	0.5	0.5	0.75	0.75	0.75	0.75	1	0.5	0.25	0.75	0.75	0.75	0.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Basic Readings:

- Sharma, A. (2005). Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India. *Journal of the American Academy of Religion*, 73(3), pp. 843-870. 91
- Joseph, M. (2013). Dr. B.R. Ambedkar's Views on Religion: A Sociological Analysis. *Indian Anthropologist*, 43(2), pp. 43-54.
- Ambedkar, B. R. (1946). *Pakistan or The Partition of India*.
- In Narke, H. (2nd ed.). (2014). *Dr. B. R. Ambedkar Writing and Speeches, Vol. 8*. Delhi: Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India. Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
- Misra, J., & Mishra, J. (1991). Dr. B.R. Ambedkar and The Constitution - Making In India. *Proceedings of the Indian History Congress*, 52, pp. 534-541.
- Government of Maharashtra, *The Principal Architect of the Constitution of India, Dr. B. R. Ambedkar, Vol.13*. The Education Department.
- Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
- Ambedkar, B.R. (1948). *The Rise and Fall of Hindu Woman: Who was Responsible for It?* In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17- II, Education Dept., Government of Maharashtra, Mumbai, pp. 109-129.
- Ambedkar, B. R. (1987). *The Women and the Counter-Revolution*. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3, Education Det., Government of Maharashtra, Mumbai, pp. 427-437.
- Lal, S., & Saxena, K. S. (2009). *Ambedkar and Nation-Building*. New Delhi: Rawat.

Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.

- Ambedkar, B. R. (1946). Prospects of Democracy in India. In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Dept., Government of Maharashtra, Mumbai, pp. 519-523.

- Rajasekhariah, A., & Jayaraj, H. (1991). Political Philosophy of Dr. B. R. Ambedkar. *The Indian Journal of Political Science*, 52(3), pp. 357-375.

- Rao, A. (2006). Bharata Ratna Dr. B.R. Ambedkar: A Champion of Human Rights With Special Reference to Scheduled Castes And Scheduled Tribes. *The Indian Journal of Political Science*, 67(4), pp. 901-906.

- Verma, V. (1999). Colonialism and Liberation: Ambedkar's Quest for Distributive Justice. *Economic and Political Weekly*, 34(39), pp. 2804-2810.

- Ambedkar, B.R (1948). The Untouchables who were they and why they become Untouchables? New Delhi. Available at: <http://www.drbacmahad.org/Speeches/theuntouchables-who-were-they-and-why-they-became.pdf>

- Ambedkar, B. R. (1948). What way Emancipation? In Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III. Education Dept., Government of Maharashtra, Mumbai, pp. 175-201.

- Rodrigues, V. (2011). Reading Texts and Traditions: The Ambedkar-Gandhi Debate. *Economic and Political Weekly*, 46(2), pp. 56-66.

- Gehlot, N. (1993). Dr. Ambedkar, Mahatma Gandhi and Dalit Movement. *The Indian Journal of Political Science*, 54(3/4), pp. 382-387.

- Audi, M. (1989). Ambedkar's Struggle for Untouchables: Reflections. *The Indian Journal of Political Science*, 50(3), pp. 307-320.

- Zelliott, E. (2013). Ambedkar's World: The Making of Babasaheb and the Dalit Movement. In *The Religious Conversion Movement-1935-195*. Delhi, pp. 143-173. 93

- Tiwari, S. (2009). Social Justice: Gandhi and Ambedkar. *The Indian Journal of Political Science*, 70(2), pp. 429-439.

- D. N. (1991). Gandhi, Ambedkar and Separate Electorates Issue. *Economic and Political Weekly*, 26(21), pp. 1328-1330.

b. Faculty and support staff requirements:

Faculty support is provided by the Department of Political Science of Rajiv Gandhi University. Staff support is provided by the Institute of Distance Education itself. The IDE also receives staff support from the University.

c. Instructional delivery mechanisms:

The programme will be imparted with the help of suitably designed syllabus. The syllabus is developed by a group of experts. Instructions to the learners will be provided by conducting counseling. The counseling to the learners will be provided by the invited experts in the concerned discipline.

d. Identification of media and student support service systems:

This will be done through counseling, discussion, Interactions with the experts. The information and other communication would be done through WhatsApp, Facebook, Google meet etc.

6. Procedure for admissions, curriculum transaction and evaluation:

Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in senior secondary level.

The learners will be provided with study materials. They will also be provided instructions by conducting counseling. The learners will be given home assignments which will be evaluated by the experts. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

- a. Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

7. Cost estimate of the programme and the provisions:

a) Cost estimate of the programme:

Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is in the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ &Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

b) Provisions:

FEESTRUCTUREOFBACHELOROFARTS

Details	I Sem.	II Sem.	III Sem.	IV Sem.	V Sem.	VI Sem.	VII Sem.	VIII Sem.
Admission Fee	200	200	200	200	200	200	200	200
Registration Fee	450							
Central Examination Fee	800	800	800	800	800	800	800	800
Continuation Fee		200	200	200	200	200	200	200
Mark sheet Fee	250	250	250	250	250	250	250	250
Self Learning Material	1,800	1,800	1,800	1,500	1,500	1,500	1,500	1,500
Assignment Evaluation Fee	200	200	200	200	200	200	200	200
Identity Card Fee	100	100	100	100	100	100	100	100
Centre Fee	200	200	200	200	200	200	200	200
Counseling Fee	300	300	300	300	300	300	300	300
Total	4,300	4,050	4,050	3,750	3,750	3,750	3,750	3,750

8. Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI, so that interested learners may know about the programme in detail before enrolled.
- ii) Further, counseling is provided during the admission.
- iii) As the learner enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners through E-mail and Postal. In recent times, social media like Facebook and WhatsApp have become an integral part of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners.
- vi) Above these, the academic staffs of the Institute of Distance Education takes thereby address all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to the students. It will help learners to acquire knowledge and skills and promote human resources development. The ultimate achievement of B.A. Political Science programme of study may reflect the gaining of knowledge and may help the students to get new job opportunities, upgrading their position not only in employment but also in the society.