

**Bachelor of Arts (Hons.) Political Science
Programme Handbook
(as per the National Education Policy 2020)**

School of Humanities (SOHS)

**Approved by the 31st Academic Council
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**K R Mangalam University
Sohna, Haryana 122103**

PREFACE

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavor, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning. Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills. The courses offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and politics. The course structure is flexible and is interdisciplinary. At the end of the course, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

Verified by:

Dr. Debasis Bhattacharya



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PREAMBLE

At K.R. Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning.

The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts.

We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

The Bachelor of Arts (B.A.) programme at K.R Mangalam University is a comprehensive two-year curriculum built upon the LOCF to prepare aspiring educators acquire the graduate attributes for a successful career in teaching. The programme consists of a combination of core courses, elective courses and field experiences. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and assessment methods within the B.A. programme. We encourage all students to utilise this handbook as a valuable resource throughout their academic journey.

1. UNIVERSITY VISION AND MISSION

K.R. Mangalam University is the fastest-growing higher education institute in Gurugram, India. Since its inception in 2013, the University has been striving to fulfil its prime objective of transforming young lives through ground-breaking pedagogy, global collaborations, and world-class infrastructure.

Recognized for its virtues of quality, equality, inclusiveness, sustainability, and professional ethics, KRMU is synonymous with academic excellence and innovation.

1.1. VISION

K.R Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research and innovation, preparing socially responsible life-long learners contributing to nation-building.

1.2 MISSION

1. Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology.
2. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
3. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.
4. Enhance leadership qualities among the youth understanding of ethical values and environmental realities.

2. School of Humanities (SOHS)

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

Furthermore, students who will pursue undergraduate degree at SOHS in any discipline do have a chance to start preparing for the competitive examination for foreign service, IPS, IAS, bureaucracy, banking, insurance, railways, SSC and Central, Central and State Government from the best the experienced academicians.

The Career Avenues for the Students

Humanities is for people who like to explore and find new perspectives of learning and life. They contribute towards making policies, exploring our culture, and reforming the society taking together all the classes, gender, sex, race and ethnicity. A degree in Humanities offers a wide range of career opportunities where students' creativity, writing, communication, and research skills are invaluable such as: Teaching; Public Administration and Relations; Research; Editing; Content Development; Event Management; Advertisement; Foreign Services; Corporate; Civil services; Counselling and Clinical settings, and so on.

3. School Vision and Mission

3.1 Vision

Our vision is to equip the students with critical thinking, problem-solving, creativity, and collaboration skills along with professional knowledge.

3.2 Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base.
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning.
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum.

4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students.
5. To provide opportunities to acquire language proficiency and socio- cultural-philosophical awareness.
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

Concept Note

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

Introduced in the School of Humanities of the K R Mangalam University)

Political science is that branch of the social sciences that studies the state, politics, and government. Political Science deals extensively with the analysis of political systems, the theoretical and practical applications to politics, and the examination of political behaviour. Additionally, Political science is not a standalone field and it intersects many other branches like sociology, economics, history, anthropology, public policy among others. Political science offers the nuances of the changing landscape of politics across the world and understanding of how the political world works, and the political economy. Moreover, the subject studies of the matters concerning the allocation and distribution as well as the transfer of power and examines the multifaceted and multilayered factors at work that contribute to good or bad governance. The importance of political science lies in the fact that all of us live within political systems and we are affected by the changes in our respective societies, communities, and global politics, along with political economy. With the advent of globalisation, there has been a concomitant rise in the interest in understanding the political systems of the global south and global north. In this context, political science provides the lens through which one can understand the global politics and impacted political economy.

Second, the subject raises the public responsibility of political scientists as intellectuals which go far beyond the moral foundation of public engagement and beyond even ‘a political science of the public sphere’. Political Science in all its theoretical, conceptual and empirical diversity, is a strongly pluralistic discipline, with a diversity of approaches to relevance, and in particular ‘post-positivist’ political science within the classroom.

Political Science Programme of 4 Years (on the basis of NEP 2020) will help learners to develop analytical abilities and learn social scientific approaches at an undergraduate level, and beyond. Students in this stream can analyse political documents, conduct research, and even publish their findings after they reach the graduate, masters and the research level. Furthermore, Political Science is excellent preparation for effective citizenship. Studying political science grounds students in the importance of political participation and prepares them to take part in the political life of their communities and the nation.

Consequently, the relevance of Political Science is that it discusses the important real-world problems and issues and through political analysis contributes to solutions. Furthermore, the relevance of Political Science helps to highlight the range of answers to the ‘how?’ question, (particularly the

relevance of teaching), but could go further in stressing the importance of conceptual and theoretical reflection about politics. Moreover, the subject makes a crucial intervention to move the debate from the ‘why’ question to the ‘how’ question, because it is intimately valuable in any democratic society that values a deep and nuanced understanding of the problems society faces.

Political Science is a subject which teaching students to pose questions about social construction and an especially powerful way to help them become critical thinkers. It provides an excitingly radical and different take on important societal topics with the power to excite and engage students when taught correctly. It brings the conceptual formulation about understanding and defining concepts in a way that makes learners clearer and enables academic work to proceed with rigour and clarity. Through this subject a learner achieves clarity of thought, intellectual willingness to define, delimit and defend one’s understanding of a word, a term or a theory, whether is a good thing in a democratic society that wants to solve complex problems.

Political Science is the only subject which challenges, detects and defeats the academics from being desensitised to societal injustices and abuses of power. Therefore, the subject concerned with the realm of ideas, challenging dominant ideological frameworks and placing contemporary issues in a historical context, thus, in short the role of it is about shaping the society in a vibrant way which includes inclusion, diversity, rights, entitlements, equity, justice, freedom and democracy. Therefore, it is a subject which is critical to society, and maximises its visibility by presenting research findings in accessible ways to a range of relevant audiences, along with the theoretical developments and the conceptual advances.

With the overview of the above discussion, in short, K R Mangalam University and the School of Humanities of the University introduces Political Science (Hons.) 4 Year Undergraduate Programme (NEP, 2020) :

1. Political Science (Hons.) programme, highlighting how it aims to equip students with a deep understanding of political theories, institutions, and processes, and an examination of key theories and concepts within Political Science (Hons.).
2. An exploration of the core courses offered in the Political Science (Hons.) programme, emphasises their importance in developing analytical and critical thinking skills and providing a comprehensive understanding of national and international politics, research abilities, and effective communication, which make graduates valuable in various professional settings.

3. The programme advances the graduates with a Political Science (Hons.) towards the career prospects focusing on the wide range of job opportunities available in fields such as government, non-profit organisations, international organisations, think tanks, and advocacy groups. Moreover, it equips the learners for an exploration of the different career paths and job prospects.
4. The programme brings research opportunities and internships, networking opportunities or connections available to students in the Political Science (Hons.) programme, enhance their practical experience and increase job prospects after graduation.
5. The programme offers the distinguished faculty members and their areas of expertise within the Political Science (Hons.) programme, demonstrating how their knowledge and guidance contribute to a rich learning environment for students pursuing this degree.
6. The programme examining how recent events shape the curriculum and research focus in this field, showcasing a rich discussion on the current political climate and its impact on the study of Political Science.

Aims of 4 years Bachelor Degree Programme in B.A. (Hons.) Political Science

The 4 years of B.A. Honours in Political Science aims to provide students with both a conceptual and a practical grasp of the discipline, and to encourage them to draw connections between Political Science and other social science disciplines by offering courses of an inter-disciplinary nature. The Core Courses offered by the programme are designed to equip the student with a robust foundation in Political Science, whereas the Discipline-Specific Electives are designed simultaneously around classically important areas of enquiry, and newly emergent ones. The Skill-Enhancement Courses

acquaint the student with the applied aspects of this fascinating discipline, allowing him or her to use the skills learnt to solve problems that arise in the real world. The courses offered in this Programme, taken together, equip the student to pursue higher studies, and also to make his or her way outside academics – whether in the governmental or non-governmental sector.

The curriculum aims to make the student proficient in Political Science as well as in certain interdisciplinary areas, through the transfer of knowledge in the classroom, and practical knowledge obtained through real-world interactions and field experiences. Classroom teaching will be undertaken through lectures, delivered through the medium of blackboard and chalk, charts, power point presentations, and the use of audio-visual resources (films, documentaries, and material from the internet) when deemed appropriate. An interactive mode of teaching will be used. The student will be encouraged to participate in discussions and make presentations on various topics. The emphasis will be on problem-solving and on the inculcation of analytical and critical capacities in the student. Theoretical analysis will go hand in hand with a stress on the

practical; this will make for a fuller and more grounded understanding of concepts. Students will participate in field trips, workshops, and seminars; their association with governmental institutions and/or NGOs and/or research institutes in the capacity of interns will facilitate an understanding of the applied aspects of the programme, and further allow them to gain exposure to sites of possible future employment and work.

Graduate Attributes in B.A. (Hons) Political Science

The following are the graduate attributes in B.A. (Hons) Political Science

i. **Disciplinary knowledge**

Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline

ii. **Communication Skills**

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

iii. **Moral and ethical awareness/reasoning**

Capacity to identify ethical issues related to one's work, and commit not to resort to unethical behaviour such as plagiarism, falsification of data, misrepresentation of facts, and the violation of intellectual property rights; capacity to appreciate the ethical nature of the current debates on the environment, development, social media, artificial intelligence, and so on; capacity to uphold truthfulness and integrity in all aspects of one's research and one's work.

iv. **Multicultural competence**

An awareness pertaining to the values and beliefs of multiple cultures: a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups

v. Information/digital literacy

Capacity to use Information and Communications Technology (ICT) in a variety of learning situations; the ability to access, evaluate, and use a variety of information sources

vi. Reflective thinking

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

vii. Cooperation/Team work

Ability to work effectively and respectfully with people from diverse backgrounds; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause.

viii. Research-related skills

A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing ; the ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, and analyse, interpret and draw conclusions from data; the ability to plan, design, and execute research and investigations and concisely report the results thereof

ix. Communication Skills

Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts

x. Problem solving

Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations

xi. Critical thinking

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

Qualification Descriptors for Graduates B.A. (Hons) Political Science

The qualification description for the B.A. Honours in Political Science include:

- i. Demonstration of a coherent understanding of Political Science, its different areas and applications, and its linkages with related disciplinary areas/subjects; procedural and substantive knowledge that readies students for entering professions related to the subject- in teaching and research, development, social work, and government and public service.
- ii. Effective use of knowledge and skills to identify problems, collect relevant data - quantitative and/or qualitative – using methods appropriate to the subject, analyse and evaluate the data, and formulate evidence-based arguments
- iii. Communication of the results of studies undertaken in an academic field in a range of different contexts, using the concepts, constructs and techniques of the discipline, in language that can be understood by people within and outside the academy
- iv. The initiative and capacity to meeting one's own learning needs, drawing on a wide range of research and sources
- v. Application of one's disciplinary knowledge and transferable skills to new and unfamiliar contexts, rather than merely replicate curriculum content knowledge.
- vi. Graduates in Political science have engaged in and pursued diverse career paths.

Some of these include:

- Academic
- Bureaucracy
- Social Work
- Law
- Journalism both print and visual
- Management

- Policy Making
- Designing and Conducting surveys
- Human Resource Development
- Advocacy
- Performing Arts
- Research
- Political representatives

Programme Learning Outcomes for in B.A. (Hons) Political Science

A graduate in Political science is a person who embodies a curiosity towards the political puzzles that confront her and is endowed with the ability to apply various tools to solve them. The undergraduate course encourages raising questions and a problem-solving thought process in its students, which it believes is central to the idea of shaping an informed graduate student and an active citizen.

Political science graduates receive a strong training in foundational concepts enabling them to distinguish and delineate features of each. This level of inquiry is further complicated as they proceed through the curricular semesters; enabling them to engage in systematic reflection of a kind that distinguishes their understanding from that of a lay person.

The undergraduate course in Political science shapes graduate sensibilities such that students are alert to instances of discrimination and deprivation; difference and diversity which they not only identify but can also persuasively argue about.

A Political Science graduate is privy to the unique location of the discipline within the social sciences and can contextual their learning within the disciplinary boundaries while simultaneously and consciously using inter-disciplinary methods and concepts to understand inter-connected social, economic and political realities.

Political science graduates go through rigorous training in academic writing which includes writing logical and coherent essays as well as longer research articles in terms of term papers. Class room debate and discussion encourages them to think on their feet; sharpen their submissions and argue persuasively. They are also introduced to a variety of writing including commentaries and original manuscripts; government reports and alternative assessments as well as visual and print media.

The discipline teaches students how to distinguish between various ideological orientations; the multiple lens that may be used to make sense of the same political event or issue and thereby how to side-step biases and partisan positions in presenting their findings. The discipline inculcates a culture of academic honesty and investigative rigour to ensure authentic analytical outcomes. The syllabus of the undergraduate course on Political science also encourages students to get hands on experience of how research in the discipline is conducted. They are encouraged to draw up research questionnaires, select the field and decide on sample size and method of selection, conduct interviews with respondents as well as focused group discussions and finally translate the responses into a coherent write up. These exercises are not limited to election analysis and collecting voter responses but are primarily conducted to teach the student how to transition from the level of policy to the practice of politics. Political science graduates are uniquely positioned as the undergraduate course also imparts extensive understanding of International relations and global politics which allows them to move beyond the traditional area and concerns of the discipline. The course not only introduces them to various theories and concepts within international relations but also includes detailed discussion of contemporary international events and decisions made by state and non-state actors apart from also looking at the functioning of global and multinational organisations and institutions. The perspective sharpens their understanding of the national and they can better appreciate the nuances of state policies. The comparative perspective which students imbibe through courses in two semesters highlights the differences in states mapped along various indices such as development trajectories and state formation. Along with a richer understanding of select areas students are also encouraged to reflect and think critically about western frameworks of knowledge and understanding and how these may be challenged by alternative frameworks emerging in what is

broadly referred to as the 'Global South' Courses on Public administration familiarise the student with the complexities of state and bureaucratic functioning as well as policy making and advocacy. The student learns about the concepts of organisation and management and their application which is extremely relevant to unravelling the intricacies of large public organisations and corporate bodies.

The study of Indian politics provides the student a means to navigate the labyrinth that politics in India reflects. Students decode this through various categories including gender, caste, class, ethnicity and others while also effortlessly transiting across various levels of the national, sub-national and local. These courses anchor the indispensability of the inter-disciplinary and multi-disciplinary lens and provide a corrective and challenge to the western frameworks and models of understanding political phenomena.

On the completion of the eight semesters undergraduate course in Political science a graduate is therefore equipped with an understanding of the core areas in the discipline of political science namely Political theory, Indian politics, Comparative politics, Public Administration, International relations and Indian Political Thought. They carry with them an understanding of research methods and investigation as well as field experience of institutional functioning and survey research. Given this diverse skill set and knowledge basket that the graduates have; the learning outcomes enable them to seek gainful employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing and also the bureaucracy.

Teaching-Learning Process

The curriculum allows the use of varied pedagogic methods and techniques to convey and impart knowledge both within the formal structure of the classroom and beyond it. These include-

- a. Lectures
- b. Tutorials
- c. Power-point presentations
- d. Project work
- e. Documentary films on related topics

- f. Debates, Discussions, Quiz
- g. Talks /workshops
- h. Interaction with subject and area experts
- i. Academic festivals and seminars
- j. Films about specific political events or issues
- k. Excursions and walks within the city
- l. Visit to the Parliament and museums
- m. Outstation field trips
- n. Survey research
- o. Internships

Assessment Methods

Apart from the end semester exams that the university conducts on a bi-annual basis; a continuous and comprehensive system of assessment provides a mechanism for the teacher and student to take stock of their progress and grasp of the syllabi content. These include:

- i. Written assignments
- ii. Projects Reports
- iii. Class presentations
- iv. Participation in class discussions
- v. Ability to think critically and creatively to solve the problems
- vi. Application of conceptual understanding to field-based variables
- vii. Reflexive thinking
- viii. Engagement with peers and group discussion
- ix. Participation in extra and co-curricular activities
- x. Critical assessment of Films /Books etc.

Programme Educational Objectives (PEO)

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

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

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

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

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

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

PEO 7: To foster research proficiency, students will learn to conduct independent investigations using primary and secondary sources, employing diverse methodologies and utilising appropriate tools and technologies for research inquiry, in accordance with the subject.

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

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

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

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

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

PROGRAMME OUTCOMES (POs)

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

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

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

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

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

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

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

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

PROGRAM SPECIFIC OUTCOMES (PSOs)

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

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

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

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

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

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

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

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

PSO8: Equipping students on how to transit from the level of policy to the practice of politics and vice versa.

PSO9: Extensive understanding of International Relations and Global Politics.

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

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

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

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Bachelor in Arts (Hons. with Research) in Political Science with Minor Courses from Data Science/Media Studies/Human Resource Management/Education/Psychology/Foreign Trade

First Semester

| S. No | Course Code | Course Name | Category of Course | Credit | L | T | P |
|--------------------------|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL101 | Constitutional Government and Democracy in India | Major (DSC) | 4 | 3 | 1 | 0 |
| 2 | HUPL103 | Introduction to Political Theory – I | Major (DSC) | 4 | 3 | 1 | 0 |
| 3 | HUPL105 | International Relations – Overview, Concepts, and Challenges | Major (DSC) | 4 | 3 | 1 | 0 |
| 4 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective subjects/departments are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 5 | | EVS & Disaster Management | VAC I | 2 | 2 | 0 | 0 |
| 5 | | Communication Skills | AEC I | 3 | 3 | 0 | 0 |
| 6 | | Microsoft Excel - Refresher to Advanced *Annexure III | SEC I | 2 | 2 | 0 | 0 |
| Total Credit = 23 | | | | | | | |

Second Semester

| S.No | Course Code | Course Name | Category of Course | Credit | L | T | P |
|------|-------------|-------------|--------------------|--------|---|---|---|
|------|-------------|-------------|--------------------|--------|---|---|---|

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| | | | | | | | |
|--|---------|--|-------------|---|---|---|---|
| 1 | HUPL102 | Introduction to Political Theory – II | Major DSC | 4 | 3 | 1 | 0 |
| 2 | HUPL104 | Political Process and Governance in India | Major (DSC) | 4 | 3 | 1 | 0 |
| 3 | HUPL106 | Understanding Peace and Conflict Resolution | Major (DSC) | 4 | 3 | 1 | 0 |
| 4 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective subjects/departments are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 5 | | 1 from pool of University | VAC - II | 2 | 2 | 0 | 0 |
| 6 | | 1 from pool of University | OE - I | 3 | 3 | 0 | 0 |
| 7 | | University Pool | AEC - II | 3 | 3 | 0 | 0 |
| Total Credit = 24 | | | | | | | |
| Certificate in Political Science with Minor (Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade) | | | | | | | |
| (Total Credit =47) | | | | | | | |

Third Semester

| S.NO | Course Code | Course Name | Category of Course | Credit | L | T | P |
|------|-------------|---|--------------------|--------|---|---|---|
| 1 | HUPL201 | Nationalism in India | Major (DSC) | 4 | 3 | 1 | 0 |
| 2 | HUPL203 | Comparative Government and Politics | Major (DSC) | 4 | 3 | 1 | 0 |
| 3 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade | Minor | 4 | 3 | 1 | 0 |

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| | | | | | | | |
|--------------------------|--|---|-----------|---|---|---|---|
| | | *the details of the course/s per semester under respective subjects/departments are depicted in Annexure II | | | | | |
| 4 | | 1 from pool of University | VAC - III | 2 | 2 | 0 | 0 |
| 5 | | 1 from pool of University | OE - III | 3 | 3 | 0 | 0 |
| 6 | | Personality Development & Professional Ethics | AEC - III | 3 | 3 | 0 | 0 |
| 7 | | Summer Internship Evaluation | SI | 2 | - | - | - |
| Total Credit = 26 | | | | | | | |

Fourth Semester

| S.No | Course Code | Course Name | Category of Course | Credit | L | T | P |
|------|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL202 | Women, Power and Politics – A Global Perspective | Major (DSC) | 4 | 3 | 1 | 0 |
| 2 | HUPL204 | Global Politics and Rise of Asian Century | Major (DSC) | 4 | 3 | 1 | 0 |
| 3 | HUPL206 | Politics and Problems of Globalisation | Major (DSC) | 4 | 3 | 1 | 0 |
| 4 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective subjects/departments are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 5 | | 1 from pool of University | OE - III | 3 | 3 | 0 | 0 |
| 6 | | 1 from pool of University | VAC IV | 2 | 2 | 0 | 0 |
| 7 | | Data Analysis with SPSS | SEC II | 2 | 2 | 0 | 0 |

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| | | | | | |
|--|---------------|--|--|--|--|
| | *Annexure III | | | | |
| Total = 23 | | | | | |
| Certificate in Political Science with Minor (Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade) (Total Credit = 96) | | | | | |

Fifth Semester

| S.NO | Course Code | Course Name | Category of Course | Credit | L | T | P |
|--------------------------|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL301 | Indian Political Thought | Major (DSC) | 4 | 3 | 1 | 0 |
| 2 | HUPL303 | Public Administration – Concepts and Debates | Major (DSC) | 4 | 3 | 1 | 0 |
| 3 | HUPL305 | Your Laws, Your Rights | Major (DSC) | 4 | 3 | 1 | 0 |
| 4 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective departments/subjects are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 5 | | One DSE from the pool of course provided in the program – Gandhian Philosophy in the Contemporary World | Major DSE | 4 | 3 | 1 | 0 |
| 6 | | Basics of Python *Annexure III | SEC III | 2 | 2 | 0 | 0 |
| 7 | | Summer Internship Evaluation | SI | 2 | - | - | - |
| Total Credit = 24 | | | | | | | |

Sixth Semester

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| S.NO | Course Code | Course Name | Category of Course | Credit | L | T | P |
|--------------------------|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL302 | Public Policy in India – Perspectives and Challenges | Major DSC | 4 | 3 | 1 | 0 |
| 2 | HUPL304 | Western Political Thought | Major DSC | 4 | 3 | 1 | 0 |
| 3 | HUPL306 | Indian Foreign Policy – Evolution and Changing Dynamics | Major DSC | 4 | 3 | 1 | 0 |
| 4 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective departments/subjects are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 5 | | One DSE from the pool of course provided in the program – Politics of Human Rights | Major DSE | 4 | 3 | 1 | 0 |
| 6 | | Entrepreneurship *Annexure III | SEC - IV | 2 | 2 | 0 | 0 |
| Total Credit = 22 | | | | | | | |

Certificate in Political Science with Minor (Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade)

(Total Credit = 142)

Seventh Semester

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| S.No | Course Code | Course Name | Category of Course | Credit | L | T | P |
|--------------------------|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL401 | Research Methodology – Qualitative and Quantitative Methods | Major DSC | 4 | 3 | 1 | 0 |
| 2 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective departments/subjects are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| 3 | HUPL403 | Social Exclusion Theory and Practice | Major DSC | 4 | 3 | 1 | 0 |
| Total Credit = 12 | | | | | | | |

Eighth Semester

| S.No | Course Code | Course Name | Category of Course | Credit | L | T | P |
|--|-------------|--|--------------------|--------|---|---|---|
| 1 | HUPL402 | Dissertation/Research Project | Research Project | 12 | - | - | - |
| 2 | | Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade *the details of the course/s per semester under respective departments/subjects are depicted in Annexure II | Minor | 4 | 3 | 1 | 0 |
| Total Credit = 16 | | | | | | | |
| Certificate in Political Science with Minor (Psychology/Data Science/HRM/Media Studies/Education/Foreign Trade) | | | | | | | |
| Total Credit = 170 | | | | | | | |

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Annexure I

Summary Sheet

| S. No. | Category of Course | | Credit Per Course | Total Credit | | No. of Courses in the Entire Program | | Placement in Semester |
|---------------|-------------------------------------|--------|-------------------|--------------|-----------|--------------------------------------|-----------|--|
| | | | | 3 Year UG | 4 Year UG | 3 Year UG | 4 Year UG | |
| | | | | | | | | |
| 1 | Major | Theory | 4 | 64 | 84 | | | All Semester |
| 2 | Minor | Theory | 4 | 24 | 32 | | | All Semester |
| 3 | Open Elective | | 3 | 9 | 9 | 3 | 3 | II, III and IV Semester |
| 4 | AEC | | 3 | 9 | 9 | 3 | 3 | I, II and III Semester |
| 5 | SEC | | 2 | 8 | 8 | 4 | 4 | I, II, III, and V semester |
| 6 | VAC | | 2 | 8 | 8 | 4 | 4 | I, II and III and IV Semester. |
| 7 | Summer Internship and Minor Project | | 2 | 6 | 6 | 3 | 3 | At the end of 1 st Year and 2 nd Year. An additional Minor Project/Internship at the end of 3 rd year |
| 8 | Research Project/Dissertation | | 12 | - | 12 | - | 1 | VIII Semester |
| Total Credits | | | | 128 | 166 | | | |

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1st Semester

Constitutional Government and Democracy in India

Credit 4

Core Courses (CC)

| HUPL 101 | Constitutional Government and Democracy in India | L | T | P | C |
|--------------------------|--|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Objective: The students will be able to:

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

Course Outcomes

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

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

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

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

Course Description

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

UNIT 1: The Constituent Assembly and the Constitution

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

UNIT 2: Organs of Government

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

UNIT 3: Federalism and Decentralization

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities

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- Schedule and Tribal Areas: 5th and 6th Schedule

UNIT 4: Constitutional Provisions and National Security Laws

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

References

I. The Constituent Assembly and the Constitution

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

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

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

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

A. Thiruvengadam (2017), *The Constitution of India, A Contextual Analysis*, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship

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

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

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

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

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

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

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

II. Organs of Government

a. The Legislature

The Constitution of India, Part V, Chapter II

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

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

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

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

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

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

b. The Executive

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

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

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

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

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

c. The Judiciary

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

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

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

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

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

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

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

III. Federalism and Decentralization

a. Federalism

The Constitution of India, Part XI

R. Dhavan and R. Saxena (2006), 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197

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

b. The Panchayats and Municipalities

The Constitution of India, Part IX and IXA

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

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

P. DeSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

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IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

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

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

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

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

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

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

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

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

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

Additional Readings:

I. The Constituent Assembly and the Constitution

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

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

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

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

b. Fundamental Rights, Directive Principles and debates on Citizenship

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G. Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford

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University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights –II, pp.84-115].

II. Organs of Government

a. The Legislature

V. Hewitt and S. Rai (2010), 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

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

b. The Executive

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

c. The Judiciary

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

L. Rudolph and S. Rudolph (2008), 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

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

III. Federalism and Decentralization

a. Federalism

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

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), *States of Emergency: The Indian Experience*, Butterworths, New Delhi.

D.P.Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', *Michigan Journal of International Law*, Vol.22(2), pp.323-350

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

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

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|--------------------|---------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Introduction to Political Theory [I]

Credit 4

Core Courses (CC)

| HUPL 103 | Introduction to Political Theory [I] | L | T | P | C |
|-------------------------|--------------------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

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

Course Outcomes

After reading the course, the learner would-

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

CO2: Understand the significance of theorising and of applying theory into practice.

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

CO4: Have a critical comprehension of important debates in Political Theory.

Course Description

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

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political theory and the skills required to engage in debates surrounding the application of the concept.

UNIT I: Introducing Political Theory

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

UNIT II: Major Concepts in Political Theory

- Liberty
 - Evolution of the concept
 - Negative and positive liberties
 - Concept of liberty in India
- Justice
 - Procedural and distributive justice
 - John Rawls: Justice as fairness
 - Communitarian critique
 - Feminist critique
- Equality
 - Evolution of the concept
 - Why and what equalize?
 - Politics of equality

Unit III: Traditions in Political Theory

- Liberal
- Marxist
- Anarchist

Unit IV: Critical Perspectives

- Feminist
- Post Modernism

References:

Unit 1

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

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-16.

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

The Idea of Political Community: Political Obligation

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

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

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

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

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

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

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Unit 2

Glaser, D. (1995) 'Normative Theory', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. And Stoker, G. (eds), Theory and Methods in Political Science. London: Macmillan, pp. 58-75.

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

Unit 3

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

Unit 4

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

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

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

Additional Resources:

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

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

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

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

Topic 1

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

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

Topic 2

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

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

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Topic 3

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

Examination Scheme:

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|---------------|-------------|--------------|---------------|------------|---------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Relationship between the Course Outcome (COs) and Program Outcomes

| Mapping between COs and POs | | |
|-----------------------------|---|--------------------|
| | Course Outcomes (COs) | |
| | Mapped Program Outcomes | |
| CO1 | Critically understand the nature and various traditions and approaches of political theory. | P01, P04, P05, P07 |
| CO2 | Understand the significance of theorizing and of applying theory into practice. | P01, P04, P05, P07 |
| CO3 | Understand multiple frames by which the idea of political community is debated | P01, P04, P05, P06 |
| CO4 | The students will have a critical comprehension of important debates in Political Theory. | P01, P04, P05, P07 |

| | HUPL 103 | Introduction to Political Theory | | | | | | | | | | |
|-------------|-----------------|---|---|---|--|---|--|---|---|---|---|--|
| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
| | | Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics. | Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges. | Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity. | Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques. | Development of overall personality of students as critical thinkers and researcher scholars | Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society | Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues. | Equipping student how to transit from the level of policy to the practice of politics and vice versa. | Extensive understanding of International Relations and Global Politics. | Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies. | Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy. |

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| | | | | | | | | | | | | |
|-----------------|------------|---|---|---|---|---|---|---|---|---|---|---|
| HUPL 103 | IPT | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 0 | 0 | 0 | 2 |
|-----------------|------------|---|---|---|---|---|---|---|---|---|---|---|

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

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| | |
|------------------------------|---|
| Unit I | Introducing Political Theory |
| Local | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Regional | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| National | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Global | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Employability | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Entrepreneurship | NA |
| Skill Development | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Professional Ethics | 1.What is Politics? |
| Gender | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Human Values | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |
| Environment & Sustainability | a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical |

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| Unit II | Major Concepts in Political Theory |
|------------------------------|--|
| Local | NA |
| Regional | NA |
| National | Concept of liberty in India |
| Global | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c. 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Employability | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Entrepreneurship | NA |
| Skill Development | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Professional Ethics | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Gender | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Human Values | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Environment & Sustainability | 1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality |
| Unit III | Traditions in Political Theory |
| Local | NA |
| Regional | NA |
| National | NA |

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| | |
|------------------------------|--|
| Global | a.Liberal b.Marxist c.Anarchist |
| Employability | a.Liberal b.Marxist c.Anarchist |
| Entrepreneurship | NA |
| Skill Development | a.Liberal b.Marxist c.Anarchist |
| Professional Ethics | NA |
| Gender | a.Liberal b.Marxist c.Anarchist |
| Human Values | a.Liberal b.Marxist c.Anarchist |
| Environment & Sustainability | a.Liberal b.Marxist c.Anarchist |
| Unit IV | Critical Perspectives |
| Local | NA |
| Regional | NA |
| National | NA |
| Global | a.Feminist b.Post Modernism |
| Employability | a.Feminist b.Post Modernism |
| Entrepreneurship | NA |
| Skill Development | a.Feminist b.Post Modernism |
| Professional Ethics | a.Feminist b.Post Modernism |
| Gender | a.Feminist b.Post Modernism |
| Human Values | a.Feminist b.Post Modernism |
| Environment & Sustainability | a.Feminist b.Post Modernism |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

International Relations - Overview, Concepts, and Challenges

Credit 4

Core Courses (CC)

| HUPL 105 | International Relations - Overview, Concepts, and Challenges | L | T | P | C |
|--------------------------|--|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Objective

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

Course Learning Outcomes

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

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

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

Unit 2: Major Theories of International Relations

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

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

Unit 3: An Overview of Twentieth Century IR History

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

Unit 4

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

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- R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.
- P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.
- J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36-89.
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- H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.
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- S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.
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Modes of Evaluation: Quiz/Assignment/ presentation/ extempo
re/Written Examination
Examination Scheme:

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|----------------------|--------------------|---------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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2nd Semester

Introduction to Political Theory (II)

Credit 4

| | | | | | |
|---------------------------------|--|---|---|---|---|
| HUPL 102 | Introduction to Political Thought [II] (Political Theory: Concepts and Debates) | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective:

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

Course Outcomes

After reading the course, the learner would

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

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

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

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

Course Description

This course will familiarise students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organising our social living. Political concepts and theories are an essential part of political science that explores what a world

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should look like by incorporating various political theories and concepts. It is mainly concerned with the foundations of political institutions, human nature and the moral and ethical purpose of the political communities in light of human behavior. This paper gives a strong theoretical base to the study of political science.

Freedom (3 weeks)

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

Unit 2

Equality (2 weeks)

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

Unit 3

Justice (2 weeks)

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

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Unit 4

Rights (2 weeks)

a) Rights: Natural, Moral and Legal

b) Rights and Obligations

Debate: Human Rights - Universalism or Cultural Relativism

Unit 5

Democracy (3 weeks)

a) Democracy: Idea and Practice

b) Liberal Democracy and its critics

c) Multiculturalism and Toleration

Debate: Representation vs Participation

References

I. Freedom

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

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

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

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

II. Equality

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

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

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

Smits, K. (2009). 'Is Affirmative Action Fair?', in *Applying Political Theory: Issues and*

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III. Justice

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

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

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

IV. Rights

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

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

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

V. Democracy

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

Owen, D. (2003) 'Democracy', in Bellamy, Richard and Mason, Andrew (eds), *Political Concepts*. Manchester: Manchester University Press, pp. 105-117.

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

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

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Additional Resources:

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

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|----------------------|--------------------|---------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Political Process and Governance in India

Credit 4

Core Courses (CC)

| HUPL 104 | Political Process and Governance in India | L | T | P | C |
|--------------------------|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Objective

The students will be able:

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

Course Outcomes

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

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

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

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

Course Description

This course acquaints students with the political process in India. The student is given a detailed understanding of the origin, development, nature and changing trends of the political system in India. In the Indian multi-party system, from the dominance of one party government to a coalition government, the Indian party system has its pros and cons. The students are then introduced to the electoral process in India. They are given a critical analysis of electoral frauds and electoral reforms in India. Caste and religion have become an integral part of Indian politics. The people's voting behaviour based on caste and religion has been an interesting part of Indian politics; communal and caste identities are fanned during elections in certain parts of India. The students were made to critically analyze whether the existence of caste and religion within politics helps or hinders democratic growth in India. Finally, the Indian political process is being transformed by regional aspirations, regionalism and regional parties. Despite all these challenges, Indian democracy is considered one of the vibrant democracies in the world.

Unit I: Political Parties in India

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

Unit II: Electoral Process in India

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

Unit III: Role of Caste and Religion in Indian Politics

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

Unit IV: Regionalism and Regional Aspirations

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

Reference:

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

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

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

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

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

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

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

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

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

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Understanding Peace and Conflict Resolution

Credit 4

Core Courses (CC)

| HUPL 106 | Understanding Peace and Conflict Resolution | L | T | P | C |
|---------------------------------|--|----------|----------|----------|----------|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

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

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being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Learning Outcomes

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

Unit 1

International Peace and Conflict Resolution

Sources of War

International and Domestic Issues and Trends

Unit 2

What is Conflict?

Introduction to International Conflict Resolution

Unit 3

International Conflict Resolution Theory

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

Unit 4

Conflict Resolution:

Background of Various Peace Movements and Concepts

Principle Isused to resolve conflict

Unit 5

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

Unit 6

Conflict Transformation: Is Peace Possible?

Resolve problems through conflict analyses and instrumentation of peace concepts

References

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

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

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

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

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

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Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24.

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Galtung, Johan, "The Basic Need Approach", in *Human Needs: A Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126.

Saunders, Harold H., *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, New York, 1999, pp. 1-80.

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Boulding, E. (2000). Peace movements and their organizational forms: The seedbed of peace cultures. In *Cultures of peace: The hidden side of history* (pp. 56-84), New York: Syracuse University Press.

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<https://doi.org/10.1177/0022343318814128>

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Additional Resources:

Classic Readings

Galtung, J. (1969). Violence, peace, and peace research. *Journal of Peace Research*, 6(3), 167-191.

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. “Theories of Peace: A Synthetic Approach to Peace Thinking”. International Peace Research Institute, Oslo.

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

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|--------------------|---------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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3rd Semester

Nationalism in India

Credit 4

| HUPL 201 | Nationalism in India | L | T | P | C |
|-------------------------|----------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Objective

1. To make students have a theoretical understanding of nationalism.
2. To make students have a critical understanding of the growth and development of Indian nationalism
3. To make students have a critical examination of various nationalist discourses
4. To make students have an analytical understanding of various contested meanings of Indian National Identity

Course Outcomes

CO1: The students will have a theoretical and analytical understanding of nationalism in general

CO2: The students will have a critical understanding of the growth and development of Indian nationalism in the 19th and 20th century

CO3: The students will have a critical understanding of various nationalist discourses from three different perspectives.

CO4: The students will have a critical analysis of various contested meanings of Indian National Identity

Course Description

This course is designed for students to help them critically examine and analyze Indian Nationalism. It would help the students not only understand

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the origin and growth of nationalism in Europe and its spread to other parts of the world. Further, it highlights the problems of the application of understanding European nationalism to Indian nationalism. Indian nationalism was in response to European colonialism. There are various strands of Indian response to colonialism starting from reformist, revivalist, revolutionary, and subaltern responses. This course ends with contested meanings of Indian nationalism in contemporary times.

UNIT I: Nation-State and Nationalism

- Historical Background: Rise of Nation-State and Nationalism
- Theories of Nationalism
 - Benedict Anderson's Imagined Community and Modular Nationalism
 - Partha Chatterjee's "Inner" and "Outer" Domains
 - Ernest Gellner and 'High Cultures'
 - Michael Billig's "Banal Nationalism"

UNIT II: Colonialism and Rise of Nationalism in India in the 19th Century

- Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary
- Indian Reformist Movements: Causes, Consequences, and features
- Nationalist Movement and National Identity
- Constitutional developments and the colonial state
- Colonial ideology of civilizing mission: Utilitarians and Missionaries
- Impact on agriculture, land relations, industry and ecology

UNIT III: Discourses on Nationalism; Reform and Resistance

- Nationalist
- Imperialist
- Marxist and Subaltern

- The 1857 rebellion
- Major social and religious movements
- Education and the rise of the new middle class

UNIT IV: i. Nationalist Politics and Expansion of its Social Base;
ii. Contested Meanings of Indian Nationalism in Contemporary India: Social Movements

- a. Phases of the Nationalist Movement: Liberal constitutionalist, Swadeshi and the Radicals, Formation of the Muslim League
 - b. Gandhi and mass mobilisation: Non-cooperation, Civil Disobedience, and Quit India Movements
 - c. Socialist alternatives: Congress socialists, Communists
 - d. Communalism in Indian Politics
 - e. The two-nation theory, negotiations over partition
-
- a. The Women's Question: participation in the national movement and its impact
 - b. The Caste Question: anti-Brahmanical Politics
 - c. Peasant, Tribals, and Workers movements
 - d. Linguistic nationalism

References

1. Colonialism and Nationalism:

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

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

2. Colonial Rule in India and its impact:

Bandopadhyay, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 37-65; 66-138.

Chandra, B. (1999) Essays on Colonialism. Hyderabad: Orient Longman, pp. 58-78. Metcalf and Metcalf. (2002) A Concise History of India. Cambridge: Cambridge University Press, pp. 55-80.

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

Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (ed.) Development of Modern Indian Thought and the Social Sciences. Vol X. New Delhi: Oxford University Press.

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4. Reform and Resistance:

Bandopadhyay, S. (2015, revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 139-169.

Sen, A.P. (2007), 'The idea of Social reform and its critique among Hindus of Nineteenth Century India', in Bhattacharya, Sabyasachi (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.

5. Nationalist Politics and Expansion of its Social Base

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

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

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

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6. Social Movements:

Bandopadhyaya, S. (2015 revised edition) From Plassey to Partition and After: A History of Modern India. New Delhi: Orient Longman, pp. 334-381.

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Additional Resources:

- Desai, A.R. (1987 reprint) Social Background of Indian Nationalism, Bombay, Popular.
- Chandra, B. (1988) India's Struggle for Independence, New Delhi. Penguin.
- Chatterjee, P. (2010) 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005). New Delhi: Permanent Black.
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- Islam, S. (2004) 'The Origins of Indian Nationalism', in Religious Dimensions of Indian Nationalism. New Delhi: Media House, pp. 71-103.
- Islam, S. (2006) 'Rashtravaad: Ek Siddhanthik Pareepeksha', in Bharat Mein Algaovaad aur Dharm. New Delhi: Vani Prakashan, pp. 33-51.
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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/
Written Examination

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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

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| Mapping between COs and POs | | |
|------------------------------------|---|--------------------------------------|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| C01 | The students will have a theoretical and analytical understanding the nationalism in general. | P01, P04, P05, P06, P07 |
| C02 | The students will have a critical understanding of the growth and development of Indian nationalism in the 19 th and 20 th centuries. | P01, P06, P04, P07 |
| C03 | The students will have a critical understanding of various nationalist discourses from three different perspectives. | P06, P07, P01, |
| C04 | The students will have a critical analysis of various contested meanings of Indian National Identity. | P01, P02, P03, P04, P07, P011 |

| | | | | | | | | | | | |
|----------------------|-----------------------------|---|---|---|--|---|--|---|---|---|---|
| SOHS 105A | Nationalism in India | | | | | | | | | | |
| Course Code | Course Title | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | PO 10 |
| SOHS 105A | NIH | 3 | 2 | 2 | 3 | 1 | 3 | 3 | 0 | 0 | 0 |
| | | Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics. | Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges. | Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity. | Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques. | Development of overall personality of students as critical thinkers and researcher scholars | Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society | Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues. | Equipping student how to transit from the level of policy to the practice of politics and vice versa. | Extensive understanding of International Relations and Global Politics. | Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public |

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

| | | |
|---|-------|--|
| 1 | PO 11 | Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy. |
|---|-------|--|

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit I | Nation-State and Nationalism |
|---------------------|--|
| Local | a.Historical Background: Rise of Nation-State and Nationalism b.Theories of Nationalism |
| Regional | a.Historical Background: Rise of Nation-State and Nationalism b.Theories of Nationalism |
| National | a.Historical Background: Rise of Nation-State and Nationalism a.Theories of Nationalism |
| Global | a.Theories of Nationalism b.Benedict Anderson’s Imagined Community and Modular Nationalism c. Ernest Gellner and ‘High Cultures’ d.Michael Billig’s “Banal Nationalism |
| Employability | 1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism a.Benedict Anderson’s Imagined Community and Modular Nationalism, b.Partha Chatterjee’s “Inner” and “Outer” Domains, c.Ernest Gellner and ‘High Cultures’, d.Michael Billig’s “Banal Nationalism” |
| Entrepreneurship | NA |
| Skill Development | 1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism a.Benedict Anderson’s Imagined Community and Modular Nationalism, b.Partha Chatterjee’s “Inner” and “Outer” Domains, c.Ernest Gellner and ‘High Cultures’, d.Michael Billig’s “Banal Nationalism” |
| Professional Ethics | 1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson’s Imagined Community and Modular Nationalism, b.Partha Chatterjee’s “Inner” and “Outer” Domains, c.Ernest Gellner and ‘High Cultures’, d.Michael Billig’s “Banal Nationalism” |

| | |
|------------------------------|--|
| Gender | 1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson’s Imagined Community and Modular Nationalism, b.Partha Chatterjee’s “Inner” and “Outer” Domains, c.Ernest Gellner and ‘High Cultures’, d.Michael Billig’s “Banal Nationalism” |
| Human Values | 1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson’s Imagined Community and Modular Nationalism, b.Partha Chatterjee’s “Inner” and “Outer” Domains, c.Ernest Gellner and ‘High Cultures’, d.Michael Billig’s “Banal Nationalism” |
| Environment & Sustainability | NA |
| Unit II | Colonialism and Rise of Nationalism in India in the 19th century |
| Local | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| Regional | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| National | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| Global | NA |
| Employability | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| Entrepreneurship | NA |

| | |
|------------------------------|---|
| Skill Development | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| Professional Ethics | a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity |
| Gender | a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity |
| Human Values | a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity |
| Environment & Sustainability | NA |
| Unit III | Discourses on Nationalism |
| Local | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| Regional | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| National | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| Global | NA |
| Employability | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| Entrepreneurship | NA |
| Skill Development | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| Professional Ethics | NA |
| Gender | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |

| | |
|------------------------------|---|
| Human Values | a.Nationalist, b.Imperialist, c.Marxist and Subaltern |
| Environment & Sustainability | NA |
| Unit IV | Contested meanings of Indian Nationalism in Contemporary India |
| Local | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Regional | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| National | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Global | NA |
| Employability | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Entrepreneurship | NA |
| Skill Development | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Professional Ethics | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Gender | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Human Values | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |
| Environment & Sustainability | a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism |

| | |
|------------------------|--|
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

Comparative Government and Politics

Credit 4

| HUPL 203 | Comparative Government and Politics | L | T | P | C |
|-------------------------|-------------------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- This course seeks to acquaint students with the fundamental ideas, procedures, and breadth of comparative politics, as well as with various approaches and their advantages and disadvantages.
- The goal is to provide readers with a clearer knowledge of the structures and roles that institutions play in a comparative context.
- The course will explore comparative issues in industrialised and emerging nations while examining politics within a historical context. With particular examples, such as capitalism with regard to Britain, socialism with reference to China, colonialism and decolonisation with reference to South Asian countries, it is possible to understand the historical background of the modern state, constitutional development, and political economy.

Course Learning Outcomes

CO1: The learner would be able to comprehend the discipline's history due to this paper.

CO2: Students will learn about a variety of political regimes, cultures, and political economies via the study of various political systems from various continents throughout the world.

CO3: The manner in which the state interacts with the economy and how culture, law affects political discourse in a given setting will be defined for students.

CO4: It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective.

CO5: Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research.

Course Description

This is a course on comparative politics—one of the major disciplines in political science, along with international relations and political theory of Global South and Global North. The course is especially intended to provide an overview of internal political structures as well as various political actors involved in policy-making processes. To examine similarities and differences across political systems, we will focus on the analysis of domestic politics (we will conduct the analysis in a comparative manner).

Hence this course will be an Introduction to the cross-national and comparative study of contemporary political systems. Focus on structural/behavioral similarities and differences, common and diverse aspirations/struggles, globalisation and local responses, and domestic-foreign linkages. Reference to major illustrative countries in Europe, the Middle East, Asia (including Central Asia), Africa, and Latin America.

Unit 1: Understanding Comparative Politics

- Nature and scope
- Why Compare and Methods of Comparison
- Going beyond Eurocentrism

Unit 2: Approaches to Studying Comparative Politics

- Institutional Approach, System Approach, Structural Functional Approach
- Political Culture
- New Institutionalism

Unit 3: Historical Context of Modern Government

- Capitalism: meaning and development: globalization
- Socialism: meaning, growth and development
- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

Unit 4: Themes for Comparative Analysis; Contemporary Debates on the Nature of the States

- Governing principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative.
- A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.

References

Essential Texts:

- Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
- Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
- Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave MacMillan.
- Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
- Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
- O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
- Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Compulsory Readings

Unit 1.

- Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.
- Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.

Unit 2.

- Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 249-257.
- Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 36-50, 51-68.

Unit 3a.

- Hague, R and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 268-290.

Unit 3b.

- Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) Handbook of Federal Countries. Montreal & Kingston: McGill Queen's University Press, pp. 105-119.
- Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.
- Dhillon, Michael. (2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160

Unit 4.

- Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.
- Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 159-167.

Unit 5.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 150-158.

Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.

Unit 6.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press pp. 85-107.

Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An Introduction. London: Palgrave MacMillan, pp. 17-34.

Additional Resources

Classic Readings

Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999

Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859

Roy Macridis: The Study of Comparative Government, Random House 1966/'The modern Political Regimes: Patterns and Institutions', 1986.

Additional Readings:

Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 40-65.

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

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', Economic and Political Weekly. vol. 31, No. 4, (January 27), pp. PE 2-PE8.

Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 108-132.

Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 177-185.

Watts, D. (2003) Understanding US/UK Government and Politics. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

Other Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 1636; 253-290.

R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications, pp. 151- 188; 235-268.

- G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternisation', in Globalization: A Basic Text. London: Wiley- Blackwell, pp. 63-84.
- M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.
- A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.
- J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209
- P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.
- J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.
- M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.
- L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.
- M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43
- J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

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

| Components | Assignmen tl | Assignment II | Mid Term Exam | Attendanc e | End Term Exam |
|--------------------------|-------------------------|--------------------------|------------------------------|------------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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

| Mapping between COs and POs | |
|--|--------------------------------|
| Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 The learner would be able to comprehend the discipline's history due to this paper. | P01, P02 |
| CO2 Students will learn about a variety of political regimes, cultures, and political economies via the study of various political systems from various continents throughout the world. | P04,P07 |
| CO3 The manner in which the state interacts with the economy and how culture affects political discourse in a given setting will be defined for students. | P05, P03 |
| CO4 It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective. | P05,P06 |
| CO5 Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research. | P)7, P03 |

| | | |
|---------|--------------|---|
| HUPL203 | Course Code | |
| CGP | Course Title | Comparative Government and Politics |
| 3 | P01 | Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. |
| 3 | P02 | Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts. |
| 3 | P03 | An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups. |
| 3 | P04 | Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces. |
| 3 | P05 | Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society. |
| 3 | P06 | A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof. |
| 3 | P07 | Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable. |

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

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit I | Understanding Comparative Politics |
|------------------------------|---|
| Local | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Regional | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| National | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Global | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Employability | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Entrepreneurship | NA |
| Skill Development | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Professional Ethics | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Gender | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Human Values | 1. Nature and Scope |
| Environment & Sustainability | 1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism |
| Unit II | Approaches to Studying Comparative Politics |
| Local | NA |
| Regional | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |

| | |
|------------------------------|---|
| National | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Global | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Employability | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Entrepreneurship | NA |
| Skill Development | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Professional Ethics | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Gender | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Human Values | 1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism |
| Environment & Sustainability | 1. Political Culture, 2. New Institutionalism |
| Unit III | Historical Context of Modern Government |
| Local | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Regional | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| National | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Global | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Employability | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Entrepreneurship | NA |
| Skill Development | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |

| | |
|------------------------------|---|
| Professional Ethics | NA |
| Gender | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Human Values | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Environment & Sustainability | 1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation |
| Unit IV | Themes for Comparative Analysis |
| Local | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy |
| Regional | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy |
| National | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy |
| Global | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |
| Employability | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |
| Entrepreneurship | NA |
| Skill Development | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |

| | |
|------------------------------|---|
| Professional Ethics | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative |
| Gender | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |
| Human Values | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |
| Environment & Sustainability | 1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia. |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

4th Semester

Women, Power and Politics: A Global Perspective

Credit 4

Core Courses (CC)

| | | | | | |
|--------------------------------|---|---|---|---|---|
| HUPL 202 | Women Power and Politics: A Global Perspective | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Therefore,

1. To make students understand the agency, rights, entitlements of women and taking it beyond 'women empowerment' and focusing women as radical social agents.
2. To make students critically examine the complicity of social structures and relations in gender inequality.
3. To provide students a critical understanding of new precarious work and labour forms under the new economy.
4. To analyse the women's position and power in politics.

Course Learning Outcomes

After completing this course the students will be able to:

CO1: Understand the concept of patriarchy, feminism, family, community and state

CO2: Critically examine the complicity of social structures and relations in gender inequality.

CO3: Understand the history of women's movement and why these movements emerged, history of achieving constitutional and legal rights, and hence would be able to connect theory and practice.

CO4: Understand the gender roles and responsibilities, women's position and power in politics.

Course Description

The paper seeks to familiarise students with the fundamental concepts and issues related to gender and women empowerment. It provides an overview of some basic concepts, a history of women's struggle for rights across the world, and some seminal and enduring issues that span politics, economic and societal norms and how these impact gender identity and gender relations.

UNIT I: Groundings: Introduction of Patriarchy (6 weeks)

Role of patriarchy

Sex-Gender debates

Public-Private dichotomy

Power

Family, Community, State

Gender based Violence

UNIT II: Feminism

-Understanding Feminism

-History of Feminism in West- Waves of Feminism

-Introduction to Feminist Theories

a. Liberal

b. Socialist

c. Marxist

d. Radical

e. New Feminist Schools/Traditions

UNIT III: Movements and Issues (6 weeks)

-History of the Women's Movement in India

-Work and Labour

a. Visible and Invisible work

b. Reproductive and care work

c. Sex work

UNIT IV: Women's Position in Politics

-Women in Conflict

-A Feminist Foreign Policy?

-Women and State

References

I. Groundings

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-20.

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46.

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

II. Movements and Issues

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Resources:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexualpolitics.htm>, Accessed: 19.04.2013. S. de Beauvoir (1997) *Second Sex*, London: Vintage.

F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

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

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Relationship between the Course Outcomes (COs) and Program Outcomes

| Mapping between COs and POs | | Course Outcomes (COs) | Mapped Program Outcomes |
|-----------------------------|---|---|--|
| CO1 | To make students understand women’s agency, taking it beyond women’s empowerment and focusing on women | To make students understand women’s agency, taking it beyond women’s empowerment and focusing on women | P01, P02, P03,P05, P06,P07 |
| CO2 | To make students have critically examined the complicity of social structures and relations and understand the concept of feminism. | To make students have critically examined the complicity of social structures and relations and understand the concept of feminism. | P01, P02, P03,P04, P05,P07 |
| CO3 | To give students a critical understanding of new forms of precarious work and labor under the new economy. | To give students a critical understanding of new forms of precarious work and labor under the new economy. | P01,P02, P03,P04,P05, P07,P011,P08 |
| CO4 | To analyze the women’s position and power in politics. | To analyze the women’s position and power in politics. | P01,P02,P03, P04,P05,P07, P011,P08,P09 |

| Women Power and Politics: A Global Perspective | | | | | | | | | | | | | |
|--|--------------|--|-----|-----|-----|-----|-----|-----|-----|-----|------|------|---|
| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | |
| SOHS 206A | WPP | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 2 |
| | | <p>Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration, and international politics.</p> <p>Comprehensive and interdisciplinary knowledge by emphasizing interlinkages between various political, economic, and social issues and challenges.</p> <p>Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.</p> <p>Training in theoretically rich and empirically grounded knowledge and inculcation of problem-solving techniques.</p> <p>Development of the overall personality of students as critical thinkers and researcher scholars.</p> <p>Inculcation of the values of tolerance, progressiveness, and fraternity that contributes towards the making of a healthy and prosperous society.</p> <p>Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.</p> <p>Equipping students on how to transit from the level of policy to the practice of politics and vice versa.</p> <p>Extensive understanding of International Relations and Global Politics.</p> <p>Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.</p> <p>Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.</p> | | | | | | | | | | | |

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

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit I | Introduction of Patriarchy |
|------------------------------|--|
| Local | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Regional | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| National | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Global | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Employability | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Entrepreneurship | NA |
| Skill Development | Public-Private Dichotomy |
| Professional Ethics | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; |
| Gender | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Human Values | 1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence |
| Environment & Sustainability | 1.Role of patriarchy-Power; Sex-Gender Debate |
| Unit II | Feminism |

| | |
|------------------------------|--|
| Local | 1.Understanding Feminism, 2.Introduction to Feminist Theories |
| Regional | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| National | 1.Understanding Feminism, 2.Introduction to Feminist Theories |
| Global | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| Employability | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| Entrepreneurship | NA |
| Skill Development | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| Professional Ethics | NA |
| Gender | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| Human Values | NA |
| Environment & Sustainability | 1.Understanding Feminism, 2.History of Feminism in West- Waves of Feminism, 3.Introduction to Feminist Theories |
| Unit III | Movements and Issues (keep it only on issues) |
| Local | 1.History of the Women’s Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Regional | 1.History of the Women’s Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| National | 1.History of the Women’s Movement in India, 2.Work and Labour, a. Visible |

| | |
|------------------------------|--|
| | and Invisible work, b. Reproductive and care work, c. Sex work |
| Global | 1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Employability | 1.Work and Labour |
| Entrepreneurship | NA |
| Skill Development | 1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work |
| Professional Ethics | 1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Gender | 1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Human Values | 1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Environment & Sustainability | 1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work |
| Unit IV | Women's Position in Politics |
| Local | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| Regional | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| National | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| Global | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |

| | |
|------------------------------|--|
| Employability | 1. A Feminist Foreign Policy?, 2.Women and State |
| Entrepreneurship | 1. A Feminist Foreign Policy?, 2.Women and State |
| Skill Development | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| Professional Ethics | 1.Women's position in politics |
| Gender | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| Human Values | 1.Women's position in politics, 2.Women and State |
| Environment & Sustainability | Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

Global Politics and the Rise of the Asian Century

Credit 4

Core Courses (CC)

| HUPL 204 | Global Politics and the Rise of the Asian Century | L | T | P | C |
|-------------------------|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

Course Learning Outcome

- The idea that the 21st century will be the Asian Century first appeared as a number of Asian economies began to develop at historically unprecedented rates in the late 1980s. Investigating such a situation is the primary motivation behind developing this paper.
- Decision-makers, political figures, academics, and business executives both inside and outside of Asia have given the idea a lot of thought since then. In the course, the students will learn more about this component.
- The paper will highlight the imaginative idea of the Asian century. It demands that a new, more just world order be established as well as the liberation of billions of people from poverty.
- The Asian century portends social turmoil, instability, and maybe war as growing Asian nations push back against the US-led global order. The following paper will examine this difficult yet intriguing idea.

Course Description

- As a number of Asian economies started to expand at historically unparalleled rates in the late 1980s, the notion that the 21st century would be the Asian Century initially surfaced. The main reason behind this course is to investigate such a phenomenon.
- Since then, the concept has received considerable consideration from decision-makers, leaders in politics, academia, and industry both inside and outside of Asia. The students will learn about this element in the course.

- The Asian century is a visionary notion that the paper will emphasize. It calls for the emancipation of billions of people from poverty and the creation of a new, more equitable world order.
- As emerging Asian nations fight back against the US-led global system, the Asian century suggests social unrest, instability, and perhaps war. This paper will study this challenging but stimulating notion.

Unit 1: Conceptualisation of the Asian Century

- What is the ‘Asian Century’?
- Is the American ‘Pivot to Asia’ and the friction in India–China relations a challenge to the concept of the Asian Century?

Unit 2: Asia and the World in the Asian Century

- The creation of new world order and its impacts on existing global governance
- India's dilemmas in an Asian century

Unit 3: The Rise of China: Challenges, Implications, and Options

- Implication on USA
- Implication on India
- Implication on Indo-pacific region
- Prospects towards Military and strategic perspectives

Unit 4: Asia as Future: The Claims and Rhetoric of an Asian Century

- Prospects in the post-Covid world order

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

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Politics and Problems in Globalisation

Credit 4

Core Courses (CC)

| | | | | | |
|--------------------------------|---|---|---|---|---|
| HUPL 206 | Politics and Problems in Globalisation | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- By discussing the political, economic, social, cultural, and technical aspects of globalization, this course introduces students to the fundamental discussions surrounding its significance and nature.
- While examining the evolving nature of the relationship between the state and trans-national actors and networks, it imparts knowledge of how the world economy functions and the anchors and resistances provided by global social movements, in keeping with the most significant debates within the globalization discourse.
- Before finishing with a discussion on the phenomena of global governance, the course also provides insights into important contemporary global challenges such the development of nuclear weapons, ecological concerns, international terrorism, and human security.
- Students' analytical abilities will be strengthened through this paper as they analyze the phenomena of global government.

Course Learning Outcomes

- The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.
- The students will gain knowledge of the current discussions surrounding the globalization discourse.
- The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.
- The essay will improve students' comprehension of current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.

Unit 1: Globalisation: Conceptions and Perspectives

- Understanding Globalization and its Alternative Perspectives
- Political Debates on Sovereignty and Territoriality

Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy

- IMF, World Bank, WTO, TNCs

Unit 3: Emerging Perspectives

- Cultural and Technological Dimension
 - Global Resistances (Global Social Movements and NGOs)
 - Contemporary Global Issues
- a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate
 - b. Proliferation of Nuclear Weapons
 - c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments
 - d. Migration
 - e. Human Security

Unit 4

- Globalisation: Power and Resource Governance
- Politics and Problems in Globalization in the Post Covid World order

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

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|-------------------------|--------------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

5th Semester

Indian Political Thought
Credit 4

Core Courses (CC)

| HUPL 301 | Indian Political Thought | L | T | P | C |
|--------------------------------|---------------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- The primary objective of the course is to familiarise students with the writings and scholarship that pertain to Indian political thought.
- The study's main concern is on particular philosophers, whose opinions are nevertheless framed by specific issues and contributed to socio-political transformation.
- The overall objective of the course is to give students an overview of the many schools of Indian thought while also promoting in-depth familiarity with particular thinkers and texts.
- The concepts incorporate both classical and medieval perspectives on the problems facing Indian civilization.
- The primary objective of the course is to introduce students to the range and breadth of Indian political thinking.
- The philosophers were purposefully chosen to reflect the diversity of beliefs and viewpoints that exist within the modern Indian thinking heritage. Selected passages from original sources are also provided for class discussion.

Course Learning Outcomes

- After successfully completing this course, students will be able to demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas.
- Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course.
- The goal of the thematic study of ideas is to place current discussions on significant topics on a historical timeline and consider the many alternatives suggested by the works of many thinkers.
- They would also learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.

Course Description:

The course aims to make students familiar with the works and studies related to Indian Political Thought. This course introduces the specific elements and diverse spectrum of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes and facilitated socio-political transformation. The course as an unabridged is meant to provide a sense of the broad streams of Indian thought, while encouraging a specific knowledge of individual thinkers and texts. The ideas contain classical as well as medieval approaches to the issues in existence in the Indian

society. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

Unit 1: Introduction to Indian Political Thought

- Foundation of Indian Political Thought

Ancient Thought

- Social Law: Manu
- Foreign Policy and Circle of States: Kautilya
- Ved Vyasa (Shantiparva): Rajadharma

Unit 2: Emergence of Modern Thought

- Liberalism: Rammohan Roy
- Modernism: Syed Ahmed Khan
- Gender: Pandita Ramabai

Nationalism and Modernity

- Critique of Nationalism: Rabindranath Tagore
- Critique of Modern Civilization: M. K. Gandhi

Unit 3: Community and Nation

- Ideal Society: Vivekananda
- Hindutva: V. D. Savarkar

Social Justice

- B. R. Ambedkar: Annihilation of Caste

Unit 4: Socialism and Radical Democracy

- The idea of India: Jawaharlal Nehru
- Radical Humanism: M. N. Roy
- Partyless Democracy: J. P. Narayan

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

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|-------------------------|--------------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Public Administration: Concepts and Debates

Credit 4

Core Courses (CC)

| HUPL303 | Public Administration: Concepts and Debates | L | T | P | C |
|--------------------------|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- The discipline of public administration is introduced in the course.
- The many classical and modern administrative philosophies are highlighted in this essay, which covers public administration in its historical context.
- Additionally, the course examines various contemporary issues, such as feminism, ecological preservation, and how calls for greater democratisation are changing public administration. Additionally, the course will make an effort to provide the students with a thorough awareness of current administrative changes.

Course Learning Outcomes

- An overview of the field and how it differs from private management will be clear to the learner.
- Through a study of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.
- The students will be better prepared to analyze leadership and conflict-management processes, which have grown more important in modern administration.
- The learner gains knowledge of the key modern public administration approaches.
- The student receives unique training in feminist public administration perspectives

Course Description:

The course aims to introduce the discipline of public administration. Furthermore, it encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratisation is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

Unit 1: Public Administration as a Discipline

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration

- Evolution of Public Administration

Unit 2: Theoretical Perspectives

- **Classical Theories:** Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber)
- **Neo-Classical Theories:** Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon),
- **Contemporary Theories:** Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

Unit 3: Public Policy

- Concept, relevance and approaches
- Formulation, implementation and evaluation

Unit 4: Major Approaches in Public Administration

- Development Administration
- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

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

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Your Laws, Your Rights

Credit 4

Core Courses (CC)

| HUPL305 | Your Laws, Your Rights | L | T | P | C |
|--------------------------|------------------------|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- The goal of this course is to further equip the students with an understanding of law as a source of rights and as an expanding realm of justice, welfare, and dignity.
- Through the study of certain principles, such as equality and non-discrimination, empowerment, redistribution, and respect of customary rights, learner will learn to view these as essential for a democratic society.
- The course will demonstrate a basic understanding of criminal justice system including capital punishment, colonial understanding of punishment, criminal, and justice system; gender, minority, subaltern groups and their rights viewed in the legal system and the purview of law and enforcement.
- The course will demonstrate learners' knowledge of the Indian legal system's structure and guiding principles.

Course Learning Outcomes

CO1: To illustrate that learner grasps the role of law as a foundation for rights; the idea of law, rights, criminal justice systems, punishment and the contemporary debates and discussion on the same.

CO2: To learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on; additionally to develop knowledge of these values.

CO3: To aware the learner of the rights to democracy that Indian citizens and people are entitled to.

CO3: To learn how to protect the rights and entitlements that citizens and individuals are provided by using regular legal processes.

Course Description:

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course

aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and nondiscrimination, empowerment, redistribution and recognition of traditional rights etc.

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Unit 1

Rule of law and the Criminal Justice System in India

Unit 2

- Laws relating to criminal justice administration
 - a) How to file a complaint, First Information Report (FIR)
 - b) Detention, arrest and bail
- Equality and non-discrimination
 - a) Gender: the protection of women against domestic violence, rape and sexual harassment
 - b) Caste: laws abolishing untouchability and providing protection against atrocities
 - c) Class: laws concerning minimum wages
 - d) Disability and equality of participation and opportunity

Unit 3

- Empowerment
 - a) Access to information
 - b) Rights of the consumer
- Redistribution, recognition and livelihood
 - a) Traditional rights of forest dwellers and the issue of women's property rights
 - b) Rural employment guarantee

Unit 4

- Access to Identification documents and Social Security Schemes-
Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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

Examination Scheme:

| Components | AssignmentI | AssignmentII | Mid Term Exam | Attendance | End Term Exam |
|----------------------|--------------------|---------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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

| | | |
|--------------------|---------------------|--|
| HUPL305 | HUPL305 | |
| Course Code | Course Title | Your Laws, Your Rights |
| YLYR | | |
| 3 | PO1 | Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. |
| 2 | PO2 | Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts. |
| 2 | PO3 | An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups. |
| 3 | PO4 | Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces. |
| 3 | PO5 | Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society. |
| 3 | PO6 | A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof. |
| 3 | PO7 | Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable. |

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

| |
|----------------|
| Mapping |
| |
| CO1 |
| CO2 |
| CO3 |
| CO4 |

| Course Outcomes (COs) | Mapped Program Outcomes |
|---|--------------------------------|
| Illustrate that you grasp the role of law as a foundation for rights. | PO1, PO2, PO3 |
| Learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on. Develop knowledge of these values. | PO4, PO5 |
| Show that you are aware of the rights to democracy that Indian citizens and people are entitled to. | PO4, PO5, PO6 |
| Learn how to protect the rights that citizens and individuals are given by using regular legal processes. | PO5,PO6,PO7 |

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| | |
|------------------------------|---|
| Unit I | NA |
| Local | Rule of law and the Criminal Justice System in India |
| Regional | Rule of law and the Criminal Justice System in India |
| National | Rule of law and the Criminal Justice System in India |
| Global | NA |
| Employability | Rule of law and the Criminal Justice System in India |
| Entrepreneurship | NA |
| Skill Development | Rule of law and the Criminal Justice System in India |
| Professional Ethics | Rule of law and the Criminal Justice System in India |
| Gender | Rule of law and the Criminal Justice System in India |
| Human Values | Rule of law and the Criminal Justice System in India |
| Environment & Sustainability | Rule of law and the Criminal Justice System in India |
| Unit II | NA |
| Local | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Regional | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |

| | |
|------------------------------|---|
| National | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Global | NA |
| Employability | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Entrepreneurship | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Skill Development | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Professional Ethics | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Gender | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Human Values | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Environment & Sustainability | 1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity |
| Unit III | NA |

| | |
|------------------------------|---|
| Local | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Regional | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| National | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Global | NA |
| Employability | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Entrepreneurship | NA |
| Skill Development | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Professional Ethics | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Gender | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Human Values | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Environment & Sustainability | 1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee |
| Unit IV | NA |
| Local | 1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. |
| Regional | 1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. |
| National | 1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. |
| Global | NA |

| | |
|------------------------------|--|
| Employability | 1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. |
| Entrepreneurship | NA |
| Skill Development | 1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme. |
| Professional Ethics | NA |
| Gender | 1. Access to Identification documents and Social Security Schemes |
| Human Values | 1. Access to Identification documents and Social Security Schemes |
| Environment & Sustainability | NA |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

6th Semester

Public Policy in India – Perspectives and Challenges

Credit 4

Core Courses (CC)

| HUPL302 | Public Policy in India – Perspectives and Challenges | L | T | P | C |
|--------------------------|---|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre- requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- The purpose of the paper is to describe how public policy and administration interact in India.
- The efficiency of public policy in transforming the ruling concept into programs and policies and integrating it into daily life is its fundamental quality.
- From a non-Western viewpoint, it addresses issues related to decentralization, financial management, citizens' and administration, and social welfare.
- The purpose of this essay, which is specifically focused on the Indian context, is to familiarize the student with the specifics of Indian public policy.

Course Learning Outcomes

- Theoretical perspectives on public policy, a significant area of study within public administration, are introduced to the student.
- Students will understand the importance of local government, both in urban and rural areas.
- As part of the budget cycle in India, the students will become familiar with a variety of budgetary processes and practices.
- The student is exposed to many distinct social welfare programs as well as procedures for grievance remedy.

Course Description

The course titled, “Public Policy in India – Perspectives and Challenges” focuses on mastering the students in understanding the public policy discourse in India. Various tools adopted in classroom teaching are a unit wise lecture, use of audio-visual resources such as screening of movie/documentary, group discussion. The course outlines the teaching process in a mechanism which delivers the students with practical knowledge by combing theoretical rigour with experiential learning to understand the contextual nuances of public policy in the tough and complex Indian terrain. Classroom teaching is so designed to allow students operationalise real-life scenarios, probe public policy new behaviours in the light of course material.

Unit 1: Public Policy

- a. Definition, characteristics and models
- b. Public Policy Process in India

Unit 2: Decentralisation

- a. Meaning, significance and approaches and types
- b. Local Self Governance: Rural and Urban

Unit 3: Budget

- a. Concept and Significance of Budget
- b. Budget Cycle in India
- c. Various Approaches and Types of Budgeting

Unit 4: Citizen and Administration Interface

- a. Public Service Delivery
- b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

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

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|-------------------------|--------------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Western Political Thought

Credit 4

Core Courses (CC)

| | | | | | |
|--------------------------------|----------------------------------|---|---|---|---|
| HUPL304 | Western Political Thought | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- This course introduces students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.
- The purpose is to introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.
- The purpose of this course is to introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.
- Students will be able to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

Course Learning Outcomes

CO1: Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues.

CO2: Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).

CO3: To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

CO4: Recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

CO5: Recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

Course Description

This course deals with government, sovereignty and state, along with justice, constitution and citizenship. Western political thought remains an essential tradition of political thinking and theorisations. In this course, we examine major texts in Western political thought, where authors pose difficult questions about the political community, social order, and human nature. How do our views about human nature and history inform government design? This course explores how Plato, Machiavelli, and Rousseau responded and how these philosophers contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between the citizen and the state.

In the first unit, the course addresses the polis, or political community, centered upon the texts of Plato and Aristotle. In the second unit, it explores the modern state and constitutional government, featuring the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes. Finally, we focus on democracy and a critique of liberal ideology from the perspectives of the texts of Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels. These political philosophies have shaped various forms of government, from tyranny to republican democracy to welfare states.

Note that while we use the terms politics, political theory, and political science throughout the course, they are not interchangeable. Politics describes the use of power and the distribution of resources. Political theory is the study of the concepts and principles people use to describe, explain, and evaluate political events and institutions. Traditionally, political theory approaches this study from three perspectives: classic, modern, and contemporary political theory. Here, we examine all three. Political science is the academic discipline concerned with the study of the state, government, and politics. Aristotle defined political science as "the study of the state".

Western political thought has served as a philosophical and ideological foundation for governments around the world. This course gives one historical, social, and cultural context to relate to contemporary political society.

Unit 1: Antiquity

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship
- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

Interlude

- Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue

Unit 2: Possessive Individualism

- Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.
- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property

Unit 3: Modernity and its Discourses

- **Romantics**
- Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.
- Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

Unit 4:

a. Utilitarian and Liberal Socialist

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

b. Idealist & Radicals

- Hegel
- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

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

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|--------------------------|-------------------------|--------------------------|------------------------------|-------------------|--------------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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

| | | | |
|----|-------|-----|---|
| 04 | HUPL3 | 304 | HUPL |
| | CO | | |
| | WPT | | Western Political Thought |
| 3 | PO1 | | Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. |
| 2 | PO2 | | Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts. |
| 2 | PO3 | | An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups. |
| 3 | PO4 | | Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces. |
| 3 | PO5 | | Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society. |
| 3 | PO6 | | A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof. |
| 3 | PO7 | | Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable. |

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

| Mapping between COs and POs | | |
|------------------------------------|---|------------------------------------|
| | Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 | Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues | PO1, PO2 |
| CO2 | Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do). | PO3, PO4 |
| CO3 | To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints. | PO5 |
| CO4 | Recognize modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions. | PO6 |
| CO5 | Recognize distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries. | PO7 |

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| Unit I | Antiquity; Interlude |
|------------------------------|--|
| Local | NA |
| Regional | NA |
| National | NA |
| Global | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Employability | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Entrepreneurship | NA |
| Skill Development | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Professional Ethics | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Gender | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Human Values | 1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue |
| Environment & Sustainability | NA |

| Unit II | Possessive Individualism |
|------------------------------|---|
| Local | NA |
| Regional | NA |
| National | NA |
| Global | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Employability | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Entrepreneurship | NA |
| Skill Development | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Professional Ethics | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Gender | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Human Values | 1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property |
| Environment & Sustainability | NA |
| Unit III | Modernity and its Discourses: Romantics |
| Local | NA |
| Regional | NA |
| National | NA |
| Global | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |
| Employability | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |

| | |
|------------------------------|---|
| Entrepreneurship | NA |
| Skill Development | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |
| Professional Ethics | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |
| Gender | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |
| Human Values | 1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights |
| Environment & Sustainability | NA |
| Unit IV | Utilitarian and Liberal Socialist; Idealist & Radicals |
| Local | NA |
| Regional | NA |
| National | NA |
| Global | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Employability | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Entrepreneurship | NA |
| Skill Development | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Professional Ethics | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Gender | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Human Values | 1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle |
| Environment & Sustainability | NA |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |

| | |
|------------------------|--|
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

Indian Foreign Policy – Evolution and Changing Dynamics

Credit 4

Core Courses (CC)

| | | | | | |
|--------------------------------|--|---|---|---|---|
| HUPL306 | Indian Foreign Policy – Evolution and Changing Dynamics | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | | | | | |
| Co-requisites | | | | | |

Course Objective

- The purpose of this course is to inform students about the domestic origins and institutional limitations that have shaped India's foreign policy throughout its development and application.
- By emphasizing the changes in India's internal identity and the accompanying developments at the global level, the effort aims to emphasise important connections between the "domestic" and "international" parts of its foreign policy.
- Understanding India's shifting positions and the evolution of its role as a global player since independence is made easier by looking at its relations with the superpowers during and after the Cold War, its negotiating tactics and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations.

Course Learning Outcomes

CO1: Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy.

CO2: Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.

CO3: Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.

CO4: Students' comprehension of India's tactics in South Asia will improve as a result of the course.

CO5: Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.

Course Description

This course will help students, academics and professionals develop an authentic understanding of India's Foreign Policy- its historical context, recent developments and key issues facing the country. The course will provide students with a framework to analyse and become familiar with India's diplomatic agenda and current engagements with partner countries.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

- India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Unit 2: India and Great Powers

- India's Relations with the USA and Russia
- India's Engagements with China

Unit 3: India in South Asia: Debating Regional Strategies

- Prospects and Challenges

Unit 4: India in the Contemporary Multipolar World

- UNO
- G20
- EU
- BRICS
- SCO

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

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

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

| | | |
|----------------|---------------------|---|
| HUPL306 | HUPL306 | |
| IFP | Course Title | Indian Foreign Policy – Evolution and Changing Dynamics |
| 3 | PO1 | Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline. |
| 2 | PO2 | Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts. |
| 2 | PO3 | An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups. |
| 3 | PO4 | Critical sensibility to lived experiences, and an awareness of how one’s position as a researcher/investigator shapes and impacts the knowledge one produces. |
| 3 | PO5 | Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society. |
| 3 | PO6 | A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof. |
| 3 | PO7 | Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable. |

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

| Mapping between COs and POs | |
|--|--------------------------------|
| Course Outcomes (COs) | Mapped Program Outcomes |
| CO1 Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy | PO1, PO2 |
| CO2 Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state. | PO3, PO4 |
| CO3 Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China . | PO4, PO5 |
| CO4 Students' comprehension of India's tactics in South Asia will improve as a result of the course. | PO6 |
| CO5 Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes. | PO7 |

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

| | |
|------------------------------|--|
| Unit I | India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power |
| Local | NA |
| Regional | NA |
| National | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Global | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Employability | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Entrepreneurship | NA |
| Skill Development | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Professional Ethics | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Gender | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Human Values | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Environment & Sustainability | India's Negotiating Style and Strategies: Trade, Environment and Security Regimes |
| Unit II | India and Great Powers |
| Local | NA |
| Regional | NA |
| National | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |

| | |
|------------------------------|---|
| Global | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Employability | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Entrepreneurship | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Skill Development | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Professional Ethics | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Gender | NA |
| Human Values | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Environment & Sustainability | 1. India's Relations with the USA and Russia, 2. India's Engagements with China |
| Unit III | India in South Asia: Debating Regional Strategies |
| Local | NA |
| Regional | NA |
| National | Prospects and Challenges |
| Global | Prospects and Challenges |
| Employability | Prospects and Challenges |
| Entrepreneurship | NA |
| Skill Development | Prospects and Challenges |
| Professional Ethics | Prospects and Challenges |
| Gender | Prospects and Challenges |
| Human Values | Prospects and Challenges |
| Environment & Sustainability | Prospects and Challenges |
| Unit IV | India in the Contemporary Multipolar World |
| Local | NA |
| Regional | NA |
| National | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |

| | |
|------------------------------|--|
| Global | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Employability | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Entrepreneurship | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Skill Development | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Professional Ethics | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Gender | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Human Values | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| Environment & Sustainability | 1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO |
| SDG | 4,5,8,9,10,11,12,13,15,16,17 |
| NEP 2020 | The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning; |
| POE/4 th IR | NA |

7th Semester

Research Methodology – Qualitative and Quantitative Methods

Credit 4

Core Courses (CC)

| HUPL401 | Research Methodology –Qualitative and Quantitative Methods | L | T | P | C |
|-------------------------|--|---|---|---|---|
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Description

- Students are introduced to the processes and procedures used in political science research throughout this course.
- The key philosophical discussions of science as well as positivism and hermeneutics, two influential methods of social science investigation, are covered in the course material.
- Included are study design, several qualitative and quantitative methodologies, and research ethics.
- The purpose of the course is to provide the students the tools they need to perform independent research, which is crucial if they want to continue their education.

Course Outcome

- The course introduces the students to the methods and processes of political science research.
- The key philosophical controversies and the two main methods of studying the social sciences, positivism and hermeneutics, are covered in the course program.
- Additionally covered are study ethics, different qualitative and quantitative approaches, and research design.
- The goal of the course is to prepare the students for independent research, which is crucial if they want to continue their education.

Course Description

This course aims to focus-

- 1) Social Research: - Scientific Study of Political Science. The role of Logic in Social Science Research A) Kinds of Knowledge and their Limits -Perception, inference testimony, B) Kinds of Inference- Inductive – deductive Hypothesis and Fallacies
- 2) Scientific Methods: - Causality and explanation, Dependent and independent various values in Political Science Research.
- 3) Behavioral revolution in Political Science: Intellectual Foundations of behaviouralism.
- 4) Research Design: Types of Research Design – Exploratory, Descriptive, Experimental. Characteristics of good Research Design. Pros and Limitation of various Research Design.

- 5) Selection and formulation of research problem: Conceptual Framework, Objectives of Research, Review of related literature. Hypotheses.
- 6) Field Study: Census and Sample, Sampling techniques- Stratified, random, Quota, Cluster, Purposive Sampling.
- 7) Methods of Collection of Data:
 - a) Primary Data Collection: Observation- Participant and non- participant. Questionnaires- Interview schedule (closed-open)
 - b) Secondary Data: Sources: Documents, census materials, records, biographies, Library references, travelogues, history, journals, reports, Government report, serials, gazetteers, annuals.
- 8) Presentation of data: Coding and tabulation of data - simple and cross tabulation. Statistical presentation of data, mean, mode, median. Graphs Probability. Measurement of association.
- 9) Analysis of data: Interpretation of data, qualitative analysis. Case study. Testing the hypothesis.
- 10) Research Report: Introduction, Objectives and methods of study, Selection of universe and sample. Presentation of data and analysis, Conclusions and suggestions.

Unit I: Understanding and Explanation in Social Sciences

- Positivism and Social Sciences
- Hermeneutics

Unit 2: Major Debates in the Philosophy of Science

- Logical Positivism and Falsification
- Structure of Scientific Revolutions

Unit 3: Research Design

- Identifying Research Questions
- Writing a Research Report
- Research Ethics

Unit 4: Introduction to Methods and Methodology

- Qualitative/ Quantitative Debate
- Qualitative Research Methods
 - a. Inferential and Descriptive Statistics
 - b. Survey
 - c. Sampling

References

- Action, H. B. Acton (1951) Comte's Positivism and the Science of Society. *Philosophy*, 26(99), 291-310.
- Bryman, A., Bell, E., & Teevan, J. J. (2012). *Social research methods*. Don Mills, Ont: Oxford University Press.
- Derrida, J., & Bass, A. (1978). *Writing and difference*. Chicago: University of Chicago Press.
- Kuhn, T. S. (1996). *The structure of scientific revolutions*. Chicago, IL: University of Chicago Press.
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- Mahajan, G. (2011). *Explanation and Understanding in the Human Sciences*, New Delhi: Oxford University Press.
- Miller, D. ed. (1987). *A Pocket Popper*. Glasgow: Fontana Press.
- Neurath, O. (1973). *Empiricism and Sociology*. Dordrecht, Boston: D. Redel Publishing Company.
- Popkin, R. H. (1999). *The Columbia history of Western philosophy*.
- Ricoer, P. (1973). *The Model of the Text: Meaningful Action Considered as a Text*. *New Literary History*, 5(1), 91-117.
- Ricoer, P. (1976). *Interpretation Theory: Discourse and the Surplus of Meaning*, Texas: The Texas Christian University Press.
- Sarukkai, S. (1995). *Mathematisation of Human Sciences: Epistemological Sanskritisation?* *Economic and Political Weekly*, 30(52), 3357-3360.
- Scott, S. (1987). *Enlightenment and the Spirit of the Vienna Circle*. *Canadian Journal of Philosophy*, 17(4), 695-710.
- Skinner, Q. (1975). *Hermeneutics and the Role of History*. *New Literary History*, 7(1), 209-232.
- Strauss, A. L., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, Calif: Sage Publications.

Social Exclusion Theory and Practice

Credit 4

Core Courses (CC)

| | | | | | |
|--------------------------------|---|---|---|---|---|
| HUPL403 | Social Exclusion Theory and Practice | L | T | P | C |
| Version 1.0 | | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure | NA | | | | |
| Co-requisites | NA | | | | |

Course Objectives:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality.

Course Outcomes:

1. The course provides an insight into the historical background of the concept social exclusion
2. The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination
3. It discusses different modes of social exclusion with case studies from India and elsewhere
4. It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality

Course Description:

The course provides an insight into the historical background of modes of social exclusion and its various theoretical dimensions. It lists different forms of social exclusion covering each with appropriate case studies focusing on the concept of social exclusion and analysis of poverty, discrimination, deprivation and inequality.

Unit I:

1. Social Exclusion: Origin, Concept, Dimension
2. Theories, Debates, Issues and Challenges of Social Exclusion
(Historical Background of the Concept of Social Exclusion; humiliation, inequalities- social, economic and political, untouchability, stigmatisation, discrimination, deprivation, marginalisation)

Unit II:

1. Political and Economical Dimension of Social Exclusion in India
2. Socio- Cultural and Religious Dimension of Social Exclusion in India
(Theories of Social Exclusion: Caste as Social Exclusion- Notions of purity and pollution and hierarchical gradation of people, inferior / superior occupations and remuneration; Property as economic exclusion- Unequal access to productive resources; Power as political exclusion, Rights as

entitlements- educational opportunities, and unequal capabilities, competition, 'merit' based exclusion, and market based formal exclusions.)

Unit III:

1. Caste and Class and its Intersectional role in Social Exclusion
2. Gender and Religion and its Intersectional role in Social Exclusion
(Forms of Social Exclusion I: Religion, Race, Caste, Class, Gender, Indigenous/Adivasi, Disability)

Unit IV:

1. Migration and Disability as recent Trends of Social Exclusion.
2. Alternative Sexuality, Sexuality, Body and Language as Emerging Trends of Social Exclusion.
(Forms of Social Exclusion II: Migrants and Refugees, Region, Language and Ethnicity, Illness.)

Unit V:

Social Exclusion, Human Rights and Inclusive Policy- the link: Reservation policies for the socially and educationally backward in India.

References

Essential Texts

1. Omvedt, Gail : Dalit Vision Tract and Times.
2. Sawaswati Raju : Locating Women in Social Development in India
3. Sukhdeo Throat : Empowering Marginalized Groups: Policies and Changes in India
4. Jordan Bill : A theory of Poverty and Social Exclusion
5. H.S Verma : The OBCs and the dynamics of social exclusion in India
6. Ghanashyam Shah : Untouchability In Rural India

De Haan, Arjan.(1999). Social Exclusion: Towards a Holistic Understanding of Deprivation. London: Department for International Development.

Dréze, Jean and Amartya Sen. (1999). Hunger and Public Action. Delhi: Oxford University Press.

Guru, G. (ed.) (2009). Humiliation: Claims and Context. Delhi: OUP.

Indian Journal of Human Rights. (1997). Special issue on Dalits. Hyderabad: HCU.

Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (ed.), Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, (pp. 11- 23). New Delhi: Concept Publishing Company.

Piketty, T. (2015). (Translated by Arthur Goldhammer). The Economics of Inequality, USA: Harvard College.

Sen, Amartya. (2007). Social Exclusion: Concept, Application and Scrutiny. New Delhi: Critical Quest.

Shah, G. et.al. 2006. Untouchability in Rural India. New Delhi: Sage Publications.

Teltumbde, A. (2010). The persistence of caste: The Khairlanji murders and India's hidden apartheid. Zed Books: London.

Thorat, Sukhadeo and Narender Kumar (2008). B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies, New Delhi: Oxford University Press.

Suggestive Readings:

Himanshu. (2018). India Inequality Report: Widening Gaps. London: Oxfam.

Kabeer, Naila. (2000). Social exclusion, poverty and discrimination: towards an analytical framework. IDS Bulletin, 31 (4), pp. 83-97.

Kurzban, Robert and Mark. R. Leary. (2001). Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. Psychological Bulletin, 127(2): 187 -208

Saith, R. (2001). ‘Social Exclusion: The Concept and Application to Developing Countries’, Queen Elizabeth House Working Paper Series 72. Oxford: Queen Elizabeth House.

Sheth, D. L. (2004). ‘Caste, Ethnicity and Exclusion in South Asia: The Role of Affirmative Action Policies in Building Inclusive Societies’, Occasional Paper. New York: UNDP, Human Development Report Office.

Thorat, Sukhadeo and Umakant. (Eds.). (2004). Caste, Race and Discrimination –Discourses in International Context. Jaipur and New Delhi: Rawat Publications.

Thorat, Sukhadeo (2009). Dalits in India: Search For Common Destiny, New Delhi: Sage Publications

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

Examination Scheme:

| Components | Assignment I | Assignment II | Mid Term Exam | Attendance | End Term Exam |
|----------------------|---------------------|----------------------|----------------------|-------------------|----------------------|
| Weightage (%) | 10 | 10 | 20 | 10 | 50 |

Eighth Semester

HUPL 402
Dissertation/Research Project
Credit 12

