



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

SCHOOL OF LIBERAL ARTS (SOLA)

Programme Handbook

(Programme Study and Evaluation Scheme)

Bachelor of Arts (Hons./Hons. with Research) in Political Science

Programme Code: 217

Batch 2025-29

FOUR YEAR UNDERGRADUATE PROGRAMME

(As per National Education Policy 2020)

Approved in the 38th Meeting of Academic Council Held on 28 June 2025



1. Preface

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.

In recognition of the evolving landscape of higher education and the dynamic needs of our students and society, our institution has a long-standing commitment to academic excellence and the holistic development of our students. In pursuit of this commitment, we recognize the pressing need to offer an extended undergraduate program that goes beyond the conventional three-year model, providing students with a more profound and comprehensive education in the field of Economics. In line with the National Education Policy 2020's vision of



implementing a curriculum for undergraduate programme emphasis on core content, skills, values, and the enhancement of abilities. The ultimate objective of this syllabus is to equip students with an in-depth understanding of the subject, thereby expanding their employment opportunities at all stages of their academic journey. We recognize that education is a lifelong journey therefore, the four-year undergraduate program is designed not only to prepare our students for immediate career success but also to instil in them a passion for continuous learning, adaptability, and resilience in the face of ever-evolving global challenges. This Programme Handbook serves as a roadmap for students and provides detailed information about the structure, learning outcomes, courses offered and evaluation methods. We encourage all students to utilise this handbook as a valuable resource throughout their academic journey.

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Verified by: Prof. (Dr.) Renu Verma, Dean SOLA



2. NEP-2020: Important features integrated in the curriculum

K.R. Mangalam University has adopted the National Education Policy NEP-2020 to establish a holistic and multidisciplinary undergraduate education environment, aiming to equip our students for the demands of the 21st century. Following the guidelines of NEP-2020 regarding curriculum structure and duration of the undergraduate programme, we now offer a Four-Year Undergraduate Programme with multiple entry and exit points, along with re-entry options, and relevant certifications.

- **UG Certificate** after completing 1 year (2 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the first year.
- **UG Diploma** after completing 2 years (4 semesters with the required number of credits) of study, and an additional vocational course/internship of 4 credits during the summer vacation of the second year.
- **Bachelor's Degree** after completing 3-year (6 semesters with the required number of credits) programme of study.
- 4-year **Bachelor's Degree (Honours)** with the required number of credits after eight semesters programme of study.
- Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. Upon completing a research project in their major area(s) of study in the 4th year, a student will be awarded **Bachelor's Degree (Honours with Research)**.

Advantage of pursuing 4-year Bachelor's degree programme with Honours/Honours with Research is that the Master's degree will be of one year duration. Also, a 4-year degree programme will facilitate admission to foreign universities.

S. No.	Broad Categories of Courses	Minimum Credit Requirement for Four Year UG Program
1	Major (Core)	80
2	Minor	32
3	Multidisciplinary	09
4	Ability Enhancement Course (AEC)	08
5	Skill Enhancement Course (SEC)	09
6	Value-Added Course (VAC)	06-08
7	Summer Internship	02-04



8	Research Project/Dissertation	12
9	Total	160

2.1 Categories of Courses

Major: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline.

Minor: Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study.

Students have multiple minor streams to choose from. They can select one minor stream from the available options, which will be pursued for the entire duration of the programme.

Multidisciplinary (Open Elective): These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These introductory-level courses may be related to any of the broad disciplines given below:

- Natural and Physical Sciences
- Mathematics, Statistics, and Computer Applications
- Library, Information, and Media Sciences
- Commerce and Management
- Humanities and Social Sciences

A diverse array of Open Elective Courses, distributed across different semesters and aligned with the aforementioned categories, is offered to the students. These courses enable students to expand their perspectives and gain a holistic understanding of various disciplines. Students can choose courses based on their areas of interest.

Ability Enhancement Course (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.

Skills Enhancement Courses (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.



Value-Added Course (VAC): The Value-Added Courses (VAC) are aimed at inculcating Humanistic, Ethical, Constitutional and Universal human values of truth, righteous conduct, peace, love, non-violence, scientific and technological advancements, global citizenship values and life-skills falling under below given categories:

- Understanding India
- Environmental Science/Education
- Digital and Technological Solutions
- Health & Wellness, Yoga education, Sports, and Fitness

Research Project / Dissertation: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

1. University Vision and Mission

3.1 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.

3.2 Mission

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

2. About the School

The School of Humanities (SOHS), established in 2015, now it has been School of Liberal Arts (SOLA) since June 2025, offers a comprehensive range of undergraduate, postgraduate, and doctoral programs across various disciplines, including English, Economics, Psychology, Political Science, and Chinese. At SOLA, we are committed to cultivating a profound understanding of the human experience through the study of literature, arts, philosophy, and related fields. Our vibrant academic community engages in dynamic discussions, critical analysis, and creative exploration, providing students with a rich educational experience that enhances both their personal and professional growth.



We are dedicated to promoting a liberal education that empowers students to develop unique perspectives, strong communication skills, refined social etiquette, and a deep sense of ethical responsibility toward society and the nation. SOLA aims to nurture intellectually astute individuals who confidently represent themselves as thought leaders on global platforms. Our distinguished faculty, experts in their respective fields, are integral to this mission, fostering an environment of academic excellence and intellectual growth.

3. School Vision and Mission

Vision

To attain international recognition as a high-quality multidisciplinary learning that nurtures ethical, reflective and socially engaged individuals capable of addressing complex global challenges.

Mission

- To foster a learner-centric and multidisciplinary environment that integrates humanities, social sciences and creative disciplines to develop well-rounded individuals.
- To instill innovative pedagogies and diverse course pathways that promotes intellectual curiosity, civic engagement and lifelong learning.
- To advance ethical reasoning, cultural awareness and a global perspective through a dynamic and inclusive curriculum.
- To cultivate experiential and applied learning that empowers students to engage with real-world challenges through innovation, collaboration and sustained academic growth.
- To provide opportunities for holistic development through research engagement, creative practices, internships and community-based learning for impactful societal contribution.

Core Values

- Respect
- Positivity
- Innovation
- Commitment
- Excellence

4. About the Programme: Bachelor of Arts (Hons. / Hons. With Research) in Political Science



Political Science focuses on the theory and practice of government and politics at the local, state, national, and international levels. B.A. (Hons.) Political Science, a four-year undergraduate programme is dedicated to developing and augmenting understandings of institutions, practices, and relations that constitute public and private life. For a student of Political Science, society becomes their laboratory. This course emphasises an interdisciplinary and intersectional approach towards the subject that fosters a systematic and scientific understanding of political systems, policy making, governance issues, Indian and World governments, and procedures, theories and practices of international politics. The course offers a student a vast arena to engage with the subject in a multifaceted way by introducing theories and how concepts manifest in practice. The stated modus operandi encourages students to go beyond the box and think critically about opening novel avenues to comprehend the state and society. The programme is designed to equip students with a deep understanding of economic principles, critical thinking skills, and analytical tools required to evaluate complex economic issues at both national and global levels.

The inclusion of research-based components in the BA (Hons. with Research) track encourages students to engage with advanced research methodologies, fostering a deeper understanding of politics and policies. With an emphasis on interdisciplinary learning and real-world applications, these programmes prepare students for careers in academia, policy making, political institutions, and international organisations. Additionally, internships and exposure to contemporary political phenomenon and challenges ensure that graduates are not only well-versed in political theory but also capable of contributing to political debates, discussions and formulating practical solutions in a rapidly changing world.

The discipline specific courses (DSE) or core courses (CC) offered throughout eight semesters by the programme are intended to inculcate foundational understanding in Political Science, General Electives (GE) or Minor courses are designed to concomitantly acquaint students with emerging areas of enquiry. Open Electives (OE) offer students an opportunity to take one subject of their interest apart from Political Science to diversify their skill set and knowledge. The core of imparting knowledge would be classroom teaching that will range from lectures, documentaries screenings, debates and discussions and other such audio and visual medium as and when deem appropriate.



Course Outline: The programme includes core courses along with Open Electives (OE), Generic Electives (GE) or Minor, Ability Enhancement courses (AEC), Value Added Courses (VAC), and Skill Enhancement Courses (SEC).

6.1. Definitions

➤ Programme Outcomes (POs)

Programme Outcomes are statements that describe what the students are expected to know and would be able to do upon the graduation. These relate to the skills, knowledge, and behavior that students acquire through the programme.

➤ Programme Specific Outcomes (PSOs)

Programme Specific Outcomes define what the students should be able to do at the time of graduation and they are programme specific. There are two to four PSOs for a programme.

➤ Programme Educational Objectives (PEOs)

Programme Educational Objectives of a degree programme are the statements that describe the expected achievements of graduates in their career, and what the graduates are expected to perform and achieve during the first few years after graduation.

➤ Credit

Credit refers to a unit of contact hours / tutorial hours per week or 02 hours of lab/practical work per week.

Overview of the Programme:

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.

6.2 Programme Educational Objectives (PEO)

PEO1: 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.

PEO2: 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.

PEO3: 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 well-reasoned arguments.

PEO4: 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.

PEO5: 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.

6.3 Programme Outcomes (PO)

PO1: Problem-solving skills: To equip the students with advanced problem-solving abilities.

PO2: Critical thinking: Apply critical thinking ability to assess information from multiple perspectives.

PO3: Creativity: Able to generate the new ideas for a better life and novel solutions to the problems encountered in their professions.

PO4: Communication and soft skills: Communicate effectively with peers and society at large and able to comprehend complex information.

PO5: Environmental Sensitivity: Protection of environment and biodiversity through sustainable practices in their day-to-day life and profession.

PO6: Team Building and Leadership: Students will be transformed as effective team members and dynamic leaders aligned with culture and values in a multidisciplinary setting.



PO7: Entrepreneurship: Inculcate entrepreneurs' mindset to enhance the employability of youth for a better quality of life.

PO8: Technological advancement: Adapt to new technology and innovation for a universal view on social impact and professional growth.

PO9: Cross-cultural adaptability: Cultivate an understanding of the cultural and social dimensions of environmental issues, recognizing diverse perspectives and sensitivity towards the upliftment of the poor and vulnerable sections of society for inclusive growth.

6.4 Programme Specific Outcomes (PSO)

Upon completing a Bachelor of Arts (Hons./Hons. with Research) in Political Science, students will acquire the following skills and competencies:

PSO 1: Understanding of the theories, philosophies, concepts, structures, and processes within Political Science, Public Administration, and International Relations.

PSO 2: Applying the theory, thoughts, foundational principles, structures, and processes of Political Science, Public Administration, and International Relations to address real-world situations.

PSO 3: Analysing societal and political challenges, particularly those faced by marginalised communities, within the broader contexts of rights, structures and political processes, public administration, and international relations to address socio-economic issues.

PSO 4: Evaluating political ideologies, organisational structures, governance models, and public policies, making decisions aimed at improving societal well-being.

PSO 5: Creating and innovating new knowledge, frameworks, and processes in the field of Political Science to develop creative solutions for contemporary societal challenges

6.5 Career Avenues

Central and State Public Services, Lectureship, Civil Services, Policy Analyst, Law, Legislative Assistant, Social Media Manager, Journalism, Marketing Research Analyst, and Teaching among others.

Employment Areas

International Relations	Human Rights
Politics and Communication	Politics and Public Policy
International Politics	Advertising



Law Firms	Journalism
Mass Communication	Civil Services
Councils	Political Campaigns
Event Management	

Job Profiles

Politician	Advertiser
Content Writer	Journalist
News Reporter	Advocate
Stenographer	Teacher
Policy Analyst	Communications Coordinator
Political Pollsters	Public Administrator
Media Strategist	Public Relation
Campaign Manager	Advisor
Consultant	Professor

6.6 Duration

Name of the Programme	Duration
Bachelor of Arts (Hons. /Hons. with Research) in Political Science	4 YEARS (8 Semesters)

6.7 Eligibility Criteria

The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or an equivalent examination from a recognised Board in Humanities with Political Science as one of the subjects and with an overall aggregate of 50% or more.



6.8 Eligibility Criteria for Award of Degree Criteria for award of certificates and degree:

Undergraduate Certificate	44 Credits and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks
Undergraduate Diploma	94 Credits and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the second year
Bachelor of Arts in Political Science	155 Credits
Bachelor of Arts (Hons/Hons with Research) in Political Science	170 Credits

7. Student's Structured Learning Experience from Entry to Exit in the Programme Education Philosophy and Purpose:

Learn to Earn a Living:

At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

Learn to Live:

The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

University Education Objective:

Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy

By targeting all levels of Bloom's Taxonomy—remembering, understanding, applying, analysing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional



environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

Importance of Structured Learning Experiences

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organised framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities for learning in two parts:

Inside classroom (Lectures and Interactive Discussions, Case studies analysis, Data analysis, research paper discussions, Debates on Economic Theories and Policies)

Outside Classroom (workshops, seminars, industrial visits, surveys, primary data collection, Community Engagement and Service Learning, field trips etc.)

Educational Planning and Execution: what, when and how learning will happen

Students enrolled in the FYUP in Economics will engage in a comprehensive curriculum that combines a major focus on Economics with a diverse selection of minor courses, including Data Science, Human Resource Management, Psychology, Education, Media Studies, and Foreign Trade. In addition, skill enhancement courses such as Microsoft Excel, Digital Marketing, and Entrepreneurship are offered to strengthen students' technical competencies. Furthermore, soft skills and life skills development will be supported through ability enhancement and value-added courses, ensuring a well-rounded educational experience.

- 1. Course Planning:** - Define the assessment types and schedule at the start of the semester, tailored to the course requirements.
- 2. Communication:** - Transparently communicate the detailed assessment plan to students, including evaluation rubrics and submission guidelines.
- 3. Mid-Semester Examination:** - Engage with students to receive feedback on the assessment methods and adjust strategies as needed based on their input.
- 4. Continuous Assessment:** Students are evaluated through a variety of methods to ensure a holistic learning experience. Projects (individual or group) focus on research, analysis, and practical application of concepts. Quizzes offer regular checks on understanding, while assignments and essays assess critical thinking and problem-solving skills. Presentations



evaluate communication and knowledge-sharing abilities, and participation gauges engagement in class activities. Lastly, case studies test the application of theoretical knowledge to real-world situations.

5. End-of-Course Evaluation: - Evaluate the effectiveness of the assessment methods using student feedback and performance data to refine future assessments.

How: Learning will occur both inside and outside the classroom, utilizing diverse teaching-learning methodologies to enhance engagement and understanding. In the classroom, lectures will be used to introduce theoretical concepts, while case studies will offer practical insights and applications. Hands-on projects and collaborative activities will encourage students to work in teams, fostering problem-solving and critical thinking skills.

Innovative approaches such as **blended learning** and **flipped classrooms** will be integrated. Blended learning combines online and in-person sessions, allowing flexibility and self-paced study, while flipped classrooms reverse the traditional model by having students review materials before class, using class time for discussion and practical exercises.

Experiential learning models, such as fieldwork, simulations, and community-based projects, will be employed to connect classroom theory with real-world experience, catering to diverse learning styles and deepening the understanding of the subject matter. This holistic approach ensures that students not only grasp theoretical knowledge but also develop practical skills for their future professional and personal lives.

Entry Phase

Upon entry, students are introduced to the foundational principles of economics. Orientation sessions focus on understanding the economic landscape and the ethical responsibilities of economists. This initial phase emphasizes the significance of knowledge, not just as a pathway to career success, but as a means to engage meaningfully with society by addressing real-world economic issues.

Core Learning

As students' progress, they delve deeper into both the theoretical and practical dimensions of economics. Courses on microeconomics, macroeconomics, and econometrics equip students with critical analytical skills needed for their future careers. Practical workshops, case studies, and collaborations with industry and research institutions emphasize the connection between learning and earning while fostering a sense of civic responsibility and personal growth. A robust support system, including differentiated learning for diverse learning paces, a mentor-mentee system, and personal counselling, ensures that students continuously improve and succeed in their academic journey.

Skill Development



The programme places a strong emphasis on developing versatile skills such as research, quantitative analysis, economic modelling, and data interpretation—essential for a successful career in economics. Through collaborative projects, industry visits, and networking opportunities, students not only gain professional skills but also learn teamwork and communication, vital for building meaningful relationships in both their professional and personal lives.

Capstone and Exit Phase

In the final phase, student's complete capstone projects that integrate their learning and showcase their analytical abilities and professionalism. These projects culminate in a portfolio that reflects their readiness for the workforce. Additionally, career services assist with job placements, reinforcing the "Learn to Earn" philosophy. However, the emphasis on personal values and lifelong learning remains central, encouraging students to approach their careers as opportunities to contribute positively to society through economic insight and policy impact.

Co-Curricular and Extra-Curricular Activities

Students actively engage in a range of clubs and societies, from economics and research to cultural and social causes. These activities foster peer interaction, teamwork, and leadership skills, helping students develop a well-rounded personality. Regular industry visits, guest lectures, and workshops by economic experts keep students connected to the latest real-world economic practices, bridging the gap between academic knowledge and professional expectations.

Community Connect

Community engagement programmes enhance students' awareness of social and economic challenges, encouraging them to apply their knowledge to various societal issues. Participation in sports and cultural activities contributes to a balanced lifestyle, promoting teamwork, resilience, and a holistic approach to personal and professional development.

Career Counselling and Entrepreneurship

Career counselling services provide guidance on job placements, internships, and skill development, helping students confidently navigate their career paths. Additionally, the university's incubation centre promotes entrepreneurial and leadership qualities, encouraging students to explore innovative ideas, start their ventures, and apply their economic knowledge to real-world business and social solutions.

Course Registration and Scheduling

Major and Minor Selection: – Every student must register at the beginning of each semester for the courses offered in the given semester. Major courses are registered centrally for the students. However, for other multidisciplinary courses (Minor, VAC, OE) the students must



register by themselves through ERP. Students of B.A. (Hons. With Research) Political Science will do major in political science and can choose any one minor from the pool of Minor courses offered by School of Liberal Arts e.g. Data Science, Foreign Trade, Human Resource Management, Education, Psychology and Media Studies.

Internships/Projects/Dissertations/Apprenticeships: Students need to do summer internship after second and fourth semesters, which carries 2 credits each, duration being 4-6 weeks per internship, during the summer breaks. The same will be evaluated in the upcoming odd semester. The seventh and eighth semester or fourth year focus on research component and in the eighth semester students will do Dissertation of 12 credits.

Co-Curricular Activities Credit Choices:

Participation in Co/ Extracurricular activities is part of outside classroom learning. Students must earn 2 credits from co/ extracurricular activities. One credit from participation in co-curricular activities like Club/Society activities and another credit from Community Service (1 credit each) through participation in NSS/ Redcross activities or NGOs that contribute to their personal development, leadership skills, and community engagement.

Under the category of Club/Society, 1 credit can be earned by registration in one of the Club/Societies of university and active participation in the events organised by the club/society

OR

15 hours of active engagement in any of the recreational/sports activities

Under the category of Community Service, 1 credit can be earned by 15 hours active engagement in community service through NGO/NSS/Redcross or any other society approved/ empanelled by the university.

At the end of the semester, students are required to submit a log of hours, a report, and a certificate of participation/ completion summarizing their activities followed by a presentation.

Academic Support Services:

School of Liberal Arts provides academic support to ensure students achieve their academic and professional goals. This support system includes:

Mentoring and Guidance: Faculty members provide personalized academic mentorship to guide students in their coursework, project work, and career aspirations. Regular one-on-one meetings help students navigate academic challenges and plan their future pathways.

Tutorials and Workshops: Supplementary tutorials and skill-based workshops are conducted to reinforce conceptual understanding. These sessions focus on key areas such as



quantitative techniques, econometrics, and economic theory, ensuring students grasp core concepts with clarity.

Peer Learning and Discussion Groups: Collaborative learning is encouraged through peer study groups and discussion forums, enabling students to engage in critical analysis and share insights on complex topics. These initiatives foster a deeper understanding of economic theories and their practical applications.

Access to Learning Resources: The program offers access to a rich repository of academic resources, including textbooks, research journals, and digital platforms. These are provided to support independent learning and research through LMS Moodle

Focus on Research Methodology and Data Analysis: Faculties also make the students involve in research methodology, data analysis, and the use of statistical tools help students develop essential research skills, preparing them for advanced academic work and industry roles.

Soft Skills and Career Development: To complement academic knowledge, students receive training in soft skills, communication, and professional development. Workshops on CV building, interview preparation, and entrepreneurship help bridge the gap between academics and industry readiness are provided in collaboration with career development centre (CDC).

Continuous Evaluation and Feedback: Regular assessments, feedback sessions, and mock exams are integrated into the curriculum to ensure students are continually progressing and improving in their academic journey.

Differential Learners: Identification, Remedial Strategy & Reassessment:

Identification: To cater to the diverse learning needs of its student body, K.R. Mangalam University employs a comprehensive assessment framework to identify both slow and advanced learners. Students' learning levels are continually assessed based on their performance at various stages. If a student's performance in internal assessments falls below or equal to 55%, they are categorized as slow learners. Conversely, if a student's performance score in internal assessments is greater than or equal to 80%, they are identified as advanced learners. Such students are encouraged to participate in advanced learning activities. Through periodic evaluations and the utilization of modern management systems, the institution adeptly tracks students' performance across various courses, allowing for targeted interventions and support mechanisms.

Remedial Strategies: For slow learners, the university offers a range of remedial measures designed to provide tailored assistance and foster academic progress. From specialised tutorials and remedial classes to access to digital resources and peer-led support initiatives,



faculty members leave no stone unturned in ensuring that every student receives the attention and resources they need to succeed.

Advanced learners, on the other hand, benefit from enriched learning experiences and opportunities for academic acceleration. Many advanced learners work alongside faculty members on joint projects and product and prototype design. They are also encouraged to participate in national and international conferences to present research papers.

On-line Learning Support System:

Faculties integrates LMS and digital collaboration tools to facilitate communication, content delivery, assessment, and feedback between students and instructors. faculty members to incorporate multimedia presentations, interactive simulations, online quizzes, and virtual labs into their teaching methods to enhance engagement and learning outcomes.

Student Career & personal Support Services

Mentor-Mentee: Process, Scheduling & Recording Meetings & Observations

Mentor-Mentee program serves as a vital bridge between faculty and students, offering crucial emotional and instrumental support, guidance, and encouragement. By facilitating mentorship relationships, the university aims to enhance students' academic success, personal development, and career exploration. Both mentors and mentees have specific responsibilities within the program. Mentors are tasked with introducing the mentor-mentee system, holding regular group meetings, monitoring academic progress, advising on career development, maintaining contact even post-graduation, and ensuring adherence to university instructions. On the other hand, mentees are expected to define their goals, be proactive in initiating meetings, maintain open communication, practice active listening, seek advice, and remain open-minded to new perspectives. The implementation procedure of the Mentor-Mentee Program involves organizing students into groups, assigning each group a mentor, and mentors maintaining diaries containing essential student information. Mentor-mentee meetings are scheduled regularly to encourage activities fostering a comfortable relationship. Reports on these interactions are compiled and forwarded to respective deans for further consideration. By providing a structured framework for mentorship, we aims to empower students academically, professionally, and personally, thereby equipping them with the tools necessary for success both during their university years and beyond.

Counselling and Wellness Services

Counseling and Mental Wellness Center, (WeDost) at KR Mangalam University in Sohna, Gurgaon, is committed to providing comprehensive mental health support to students, and staff. Our mission is to foster a nurturing and inclusive environment that promotes emotional well-being, personal growth, and academic success. The Counselling & Mental Wellbeing Centre aims to provide quality mental health care and support to students and staff, helping them address personal, educational, and psychological challenges. It focuses on enhancing



coping skills, self-esteem, and awareness of individual potential while offering guidance for academic, vocational, and life choices.

Services Offered: The Counselling Cell will offer a range of services including, but not limited to:

Individual Counselling: Students and staff members can schedule private sessions with counsellors to discuss personal, academic, or emotional concerns.

Group Counselling: Small group sessions will provide students and staff members with a platform to connect with peers facing similar challenges, fostering a sense of community and shared support.

Workshops and Seminars: The Counselling Cell will organize workshops and seminars on topics such as stress management, time management, study skills, building resilience and etc.

Crisis Intervention: Trained counsellors will be available to address urgent and critical situations that may arise.

EMAIL ID: counseling@krmangalam.edu.in

VENUE: Counselling Cell, Ground Floor, A Block, K.R. Mangalam University.

Career Services and Training

Career Development Centre at K.R. Mangalam University is a dedicated centre to provide students with placement assistance, career guidance and training. The CDC acts as a link between the students and the industry. We make sure that each student receives the proper exposure and training through interactive sessions, workshops, industrial visits, mock interviews, live projects, etc. with top practitioners that prepares them for the industry. The students can better align themselves with their chosen sector and the academic environment thanks to these interactions and the insights and lessons they learn from them.

Support Provided by CDC:

- Internship opportunities to the students
- Placement Opportunities to the students
- Career Counseling & Guidance
- Conducting Seminars and Workshops with top Companies
- Training and Development of the students
- Providing PBL (Project Based learnings)
- Corporate connects

Contact: enquiry.placement@krmangalam.edu.in

Assessment and Evaluation: Grading System

1. Every 'Academic Year' is divided into two semesters - Odd semester and Even Semester.



2. The medium of instruction is English.

3. GRADING SYSTEM: Based on the performance in all evaluation components of a Course, each student is awarded a grade in the Course(s) registered, at the end of the semester. The total marks obtained by a student in the Course are converted to a corresponding letter grade. The 'Letter Grade' and its 'Grade Points' indicate the student's performance in a Course.

Marks Range (%)	Letter Grade	Grade Points	Description of the Grade
> 90% marks	O	10.0	Outstanding
>80 %marks to ≤ 90% marks	A+	9.0	Excellent
>70 %marks to ≤ 80% marks	A	8.0	Very Good
>60 %marks to ≤ 70% marks	B+	7.0	Good
>55 %marks to ≤ 60% marks	B	6.0	Above Average
>50 %marks to ≤ 55% marks	C	5.5	Average
>40 %marks to ≤ 50% marks (For B.Arch.=50)	P	5.0	Pass
%marks ≤40 (For B.Arch.<50)	F	0	Fail
-	AB	0	Absent
≥ 50%marks	S	-	Satisfactory
< 50%marks	U	-	Unsatisfactory
A student is declared to have passed/cleared a Course, if S/he has earned any one of the following grades: A, B+, B, C or P.			

4. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum(C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.



$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

5. Degree Eligibility: For successful completion of programme, the student should secure a minimum CGPA of 5.0 at the end of final year of the programme.

6. AWARD OF DIVISIONS: Division is awarded on the basis of final CGPA as follows:

First Division with Distinction	CGPA of 8.50 and above
First Division	CGPA of 6.50 or more but less than 8.50
Second Division	CGPA of 5.00 or more but less than 6.50

7. The overall percentage for a semester can be obtained by multiplying SGPA by 10 and overall percentage up to a semester can be obtained by multiplying CGPA by 10.

Feedback and Continuous Improvement Mechanisms: Teaching-learning is driven by outcomes. Assessment strategies and andragogy are aligned to course outcomes. Every CO is assessed using multiple components. The attainment of COs is calculated for every course to know the gaps between the desired and actual outcomes. These gaps are analysed to understand where the student lags in terms of learning levels. Thereafter each student's learning levels are ascertained, if found below desirable level, and intervention strategy is effected in the following semester to make necessary corrections.

Academic Integrity and Ethics

Academic integrity forms the cornerstone of ethical conduct in education. It involves being truthful and accountable for your academic work. This means refraining from plagiarism, accurately citing sources, avoiding cheating or any form of academic dishonesty, and submitting original work. Maintaining academic integrity is essential for preserving your credibility, respecting the contributions of others, and promoting fairness within the academic community.

Objectives:

Raise awareness about responsible research practices, academic integrity, and preventing plagiarism among students, faculty, researchers, and staff.

Implement institutional mechanisms through education and training to promote integrity and discourage plagiarism in academic writing.

Develop systems to detect and prevent plagiarism, with penalties for violations.

Curbing Plagiarism:

Implement technology-based plagiarism checks for theses, dissertations, and publications at submission. Require students to submit an undertaking stating their work is original and checked for plagiarism. Supervisors must certify that their students' work is plagiarism-free. Soft copies of dissertations will be submitted on INFLIBNET for hosting in the "Shodh



Ganga" repository and establish an institutional repository on the university website for research publications.

PREFACE

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour, 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 Liberal Arts 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:

Prof. (Dr.) Renu Verma

Acting Dean, SOLA



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Concept Note

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 Liberal Arts 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 inter-disciplinary 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

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-

- Lectures
- Tutorials
- Power-point presentations
- Project work
- Documentary films on related topics
- Debates, Discussions, Quiz
- Talks /workshops
- Interaction with subject and area experts
- Academic festivals and seminars
- Films about specific political events or issues
- Excursions and walks within the city
- Visit to the Parliament and museums
- Outstation field trips
- Survey research
- 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:

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



Programme Study

Semester 1st							
S. No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - I	SLPLCG101	Constitutional Government and Democracy in India	3	1	0	4
2	MAJOR - II	SLPLIP102	Introduction to Political Theory	3	1	0	4
3	MAJOR - III	SLPLIR103	International Relations – Overview, Concepts, and Challenges	3	1	0	4
4	VAC-I		Environmental Studies	2	0	0	2
5	SEC-I		Essentials of Microsoft Excel	1	0	4	3
Total Credit				17			
Semester 2nd							
S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - IV	SLPLPP201	Political Process and Governance in India	3	1	0	4
2	MAJOR - V	SLPLUP202	Understanding Peace and Conflict Resolution	3	1	0	4
3	VAC-II		AI and Digital Safety	2	0	0	2
4	OE-I		Open Elective-I (Choose one course from the OE pool)	3	0	0	3
5	Minor-I		One course from Selected Minor	3	1	0	4
6	Minor-II		Choose One Course from Minor	3	1	0	4
7	SEC-II		Introduction to Social Media Management	1	0	4	3
8			Club/Society	0	0	0	1
	Project	SLPLPR251	Minor Project				2
Total Credit							27
Award: UG Certificate [after completing 1 year of study (2 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits to be covered within 6-8 weeks during the summer vacation of the first year]							



Semester 3rd							
S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - VI	SLPLNI301	Nationalism in India	3	1	0	4
2	MAJOR - VII	SLPLCG302	Comparative Government and Politics	3	1	0	4
3	OE-II		OE-II (Choose one course from the OE pool)	3	0	0	3
4	Minor-III		One course from Selected Minor	3	1	0	4
5	AEC-I		Self-Awareness	2	0	0	2
6	VAC-III		VAC-III (MOOC)	0	0	0	2
7	SEC-III		Financial Literacy	2	0	2	3
8	SI-I	SLPLIN351	Summer Internship Assessment - I	-	-	-	2
9			Community Service	-	-	-	1
Total Credit							25
Semester 4th							
S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - VIII	SLPLWP401	Women, Power and Politics – A Global Perspective	3	1	0	4
2	MAJOR - IX	SLPLGD402	Globalisation: Dimensions and Dilemmas	3	1	0	4
3	DSE - I		Choose one course from the DSE Pool IV SEM	3	1	0	4
4	OE-III		OE-III (Choose one course from the OE pool)	3	0	0	3
5	VAC-IV		VAC-IV (MOOC)	2	0	0	2
6	Minor-IV		One course from Selected Minor	3	1	0	4
7	AEC-II		Communication Skills	2	0	0	2
	Project	SLPLPR451	Minor Project				2
Total Credit							25
Award: UG Diploma [after completing 2 years of study (4 semesters with credits as prescribed), and an additional vocational course/internship of 4 credits during the summer vacation of the							



second year]

Entry The student who took exit after completion of the first year (UG Certificate) is allowed to enter the diploma programme within five years from the first entry in the programme, four years in case of degree program and three years in case of Hons. degree so as to complete the programme within the stipulated time period of seven years.

Semester 5th

S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - X	SLPLWP501	Western Political Thought -I	3	1	0	4
2	MAJOR - XI	SLPLIP502	Indian Political Thought	3	1	0	4
3	DSE - II		Choose one course from the DSE Pool V SEM	3	1	0	4
4	Minor-V		One course from Selected Minor	3	1	0	4
5	AEC-III		Managing People and Organizations	2	0	0	2
6	SI-II	SLPLIN551	Summer Internship Assessment - II	-	-	-	2
Total Credit							20

Semester 6th

S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - XII	SLPLIF601	India's Foreign Policy-Evolution and Changing Dynamics	3	1	0	4
2	MAJOR - XIII	SLPLWP602	Western Political Thought -II	3	1	0	4
3	MAJOR - XIV	SLPLRM603	Research Methodology	3	1	0	4
4	DSE - III		Choose one course from the DSE Pool VI SEM	3	1	0	4
5	Minor-VI		One course from Selected Minor	3	1	0	4
6	AEC-IV		Professional Employability	2	0	0	2
7	Project	SLPLPR651	Minor Project				2
Total Credit							24

Award: Bachelor's Degree [after completing 3-year of study (6 semesters with credits as prescribed) Entry The student who took exit after completion of two years of study (UG Diploma) are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum



period of seven years.

Semester 7th							
S. No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - XV	SLPLSE701	Social Exclusion Theory and Practice	3	1	0	4
2	MAJOR - XVI	SLPLDA702	Data Analysis with Statistical Package	2	0	4	4
3	Minor-VII		One course from Selected Minor	3	1	0	4
4	Minor-VIII		One course from Selected Minor	3	1	0	4
Total Credit							16
Semester 8th							
S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - XVII	SLPLCG801	Citizenship in Globalising World	3	1	0	4
2	MAJOR - XVIII	SLPLDR802	Dissertation	-	-	-	12
Total Credit							16
Entry: The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated maximum period of seven years.							
Semester 7th							
S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - XV	SLPLRM701	Social Exclusion Theory and Practice	3	1	0	4
2	MAJOR - XVI	SLPLDA702	Data Analysis with Statistical Package	2	0	4	4
3	Minor-VII		General Elective-VII (Choose one course from the minor pool)	3	1	0	4
4	Minor-VIII		General Elective-VIII (Choose one course from the minor pool)	3	1	0	4
Total Credit							16
Semester 8th							



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

S.No	Category of Course	Course Code	Course Name	L	T	P	C
1	MAJOR - XVII	SLPLCG801	Citizenship in Globalising World	3	1	0	4
2	DSE - IV		Choose one course from the DSE Pool VIII SEM	3	1	0	4
3	DSE - V		Choose one course from the DSE Pool VIII SEM	3	1	0	4
5	DSE - VI		Choose one course from the DSE Pool VIII SEM	3	1	0	4
Total Credit							16

Entry: The student who took exit after completion of three years of study (UG degree) is allowed to re-enter the degree programme maximum within three years and complete the degree programme within the stipulated maximum period of seven years.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

1st Semester



SEMESTER I					
Course Code-SLPLCG101	Constitutional Government and Democracy in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

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.

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 Content

UNIT 1: The Constituent Assembly and the Constitution (15 Hours)

- 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 (15 Hours)

- 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 Decentralisation (15 Hours)

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities
- Schedule and Tribal Areas: 5th and 6th Schedule

UNIT 4: Constitutional Provisions and National Security Laws (15 Hours)

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

Text Books

- 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]
- 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]



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

Reference Books

The Constituent Assembly and the Constitution

- **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
- 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]
- 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.

Organs of Government

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 of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

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.

The Judiciary

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.

Federalism and Decentralization

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]

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.

Constitutional Provisions and National Security Laws

- *The Constitution of India*, Article 22, Part XVIII
- S. K. Chaube (2010), *The Making and Working of the Indian Constitution*, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]
- 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:**
- *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:

The Constituent Assembly and the Constitution

- 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.]
- Fundamental Rights, Directive Principles and debates on Citizenship
- Austin (2010), *The Indian Constitution: Cornerstone of a Nation*, New Delhi: OxfordUniversity 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].

Organs of Government

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]
- 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]
- 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]



- 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]
- 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.

Learning Experience

This course will help students understand the making and working of the Indian Constitution. It covers the role of the Constituent Assembly, key constitutional principles like Fundamental Rights and Directive Principles, and debates on citizenship, including the CAA. Students learn how the Parliament, Executive, and Judiciary function, and explore concepts like judicial review and activism. The course explains federalism, centre-state relations, and local governance through Panchayats and Municipalities. It also examines emergency provisions, preventive detention, and laws like UAPA, helping learners critically assess the balance between national security and civil liberties in a democratic framework.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER I					
Course Code- SLPLIP102	Introduction to Political Theory	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

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

Course Outcomes

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 Content

UNIT I: Introducing Political Theory (15 Hours)

- 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

UNIT II: Major Concepts in Political Theory (15 Hours)

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

(15 Hours)

- Liberal
- Marxist
- Anarchist
- Behaviouralism
- Post Behaviouralism

Unit IV: Concept of Democracy

(15 Hours)

- Democracy: Idea and Practice
- Concept of Democracy
- Types of democracy
- Multiculturalism and Toleration Debate

Text Books

- 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.
- Heywood, A. (1992) Political Ideologies. Basingstoke: Macmillan
- Turner, R. (1993) 'Anarchism: What is it?' Politics Review 3 (1): 28-32.
- Vincent, A. (2004) The Nature of Political Theory. New York: Oxford University Press.

Reference Books

Unit 1

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

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.
- Jaggard, A. (1983) Feminist Politics and Human Nature. Forbes Boulevard: Rowman and Littlefield.
- 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.
- Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-82.
- Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.



- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.
- Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians, Cambridge: Polity Press.

Learning Experience

This course will introduce students to the foundational ideas and debates in political theory. Learners explore the meaning of politics, the relevance of political theory, and different theoretical approaches. Key concepts such as liberty, justice, and equality are examined, including both Western and Indian perspectives. Students also study major political traditions like liberalism, Marxism, anarchism, and the behavioral approaches. The course helps them understand different forms of democracy, along with contemporary discussions on multiculturalism and toleration. Through critical engagement with texts and ideas, students develop analytical skills and a deeper understanding of political life and democratic values.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER I					
Course Code- SLPLIR103	International Relations – Overview, Concepts, and Challenges	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

This course provides students with a foundational understanding of international relations by introducing key theoretical frameworks and historical developments. Beginning with the evolution of the international state system, it explores the agent-structure dilemma using a levels-of-analysis approach. Students will engage with major international relations theories and examine significant political events of the 20th century, learning to critically analyse world history from diverse perspectives. The course equips students with the skills necessary to appreciate pivotal moments in global politics and their broader implications.

Course Outcomes

CO1: 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.

CO2: 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.

CO3: It offers a reasonably thorough review of the significant political movements and occasions beginning in the 20th century.

CO4: 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 Content

Unit 1: Origin and Growth of International Relations, Meaning and Scope(15 Hours)

- Understanding IR: Levels of Analysis



- Emergence of the International State System and Westphalia

Unit 2: Major Theories of International Relations

(15 Hours)

- Liberal Theory and its Variants
- Realist Theory and its Variants
- Marxist Theory
- Feminist Theory
- Perspectives from the Global South

Unit 3: An Overview of Twentieth Century IR History

(15 Hours)

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

Unit 4

(15 Hours)

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

Text Books

- F. Halliday, (1994) Rethinking International Relations, London: Macmillan, pp. 147-166.
- S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35
- J. Baylis and S. Smith (eds), (2008) The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 1-6.

Reference Books

- M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, pp. 1-4.
- R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories and Approaches, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
- C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.
- K. Mingst and J. Snyder, (2011) Essential Readings in International Relations, New York: W.W. Norton and Company, pp. 1-15.



- M. Smith and R. Little, (eds) (2000) 'Introduction', in Perspectives on World Politics, New York: Routledge, 2000, 1991, pp. 1-17.
- R. Mansbach and K. Taylor, (2008) Introduction to Global Politics, New York: Routledge, pp. 2-32.
- Rumki Basu, (ed)(2012) International Politics: Concepts, Theories and Issues New Delhi, Sage.
- 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.
- J. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, pp. 50-69.
- E. Hobsbawm, (1995) Age of Extremes: The Short Twentieth Century 1914-1991, Vikings.
- B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), International Relations Theory Today, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.
- K. Waltz, (1959) Man, The State and War, Columbia: Columbia University Press.
- E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations, London: Macmillan, pp. 63-94.
- 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.
- T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), The Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 90-107.
- K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 29-49.
- H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), Perspectives on World Politics, New York: Routledge, pp. 115-124.
- R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), Perspectives on World Politics, New York: Routledge, pp. 229-241.



- I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), Perspectives on World Politics, New York: Routledge, pp. 305-317.
- A. Frank, (1966) 'The Development of Underdevelopment' Monthly Review, pp. 17-30.
- J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 15-28.
- A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', International Relations Of The Asia- Pacific, Vol 7(3), pp. 285-286.

Learning Experience

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.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester I					
VAC151	Environmental Studies	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	VAC-I				
Total Contact Hours	30 Hrs				
Pre-requisites/Co-requisites					

Course Perspective

The Environmental Studies course provides a comprehensive understanding of the key concepts related to environmental sustainability and the management of natural and man-made disasters. The course explores the interrelationship between human activities and the environment, covering topics like biodiversity, pollution, climate change, and resource conservation. It also introduces disaster management principles, emphasizing the identification, assessment, and mitigation of risks associated with disasters such as floods, earthquakes, and industrial accidents. Through case studies and practical applications, students will gain the skills to design and implement sustainable practices and develop strategies for disaster preparedness, response, and recovery.

Course Outcomes

CO1: Demonstrate a clear understanding of key environmental concepts, including biodiversity, ecosystems, and the impact of human activities on the environment.

CO2: Apply disaster management strategies to assess risks, prepare for, and respond to natural and man-made disasters effectively.

CO3: Critically analyze the relationship between environmental degradation and disaster risks, identifying key factors that contribute to vulnerabilities in ecosystems



and human settlements.

CO4: Evaluate environmental policies and disaster management frameworks to propose sustainable solutions for disaster resilience and environmental conservation.

Course Content

UNIT I

8 Hours

Environnement and Natural Ressources:

Multidisciplinary nature of environmental sciences; Scope and importance; Need for public awareness. Land resources; land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

UNIT II

7 Hours

Ecosystems and Biodiversity:

Ecosystem: Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological diversity: genetic, species and ecosystem diversity; Bio geographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.



UNIT III

8 Hours

Environmental Pollution and Environmental Policies: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Sustainability and sustainable development; Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture; Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

UNIT IV

7 Hours

Human Communities and the Environment and Field work: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. Study of common plants, insects, birds and basic principles of identification. Study of simple ecosystems-pond, river, Delhi Ridge, etc.

Text Books

1. Content building programme (CBP) book on Disaster Management, Forum AS.
2. Kaushik and Kaushik, Environmental Studies, New Age International Publishers (P) Ltd. New Delhi.

Reference Books

1. A.K. De, Environmental Chemistry, New Age International Publishers (P) Ltd. New Delhi.
2. S.E. Manahan, Environmental Chemistry, CRC Press.



3. S.S Dara and D.D. Mishra, Environmental Chemistry and Pollution Control, S.Chand & Company Ltd, New Delhi.
4. R. Gadi, S. Rattan, S. Mohapatra, Environmental Studies Kataria Publishers, New Delhi.
1. Government of India, Department of Environment, Management of Hazardous Substances Control
2. Act and Structure and Functions of Authority Created Thereunder.
3. Indian Chemical Manufacturers' Association & Loss Prevention Society of India, Proceedings of the National Seminar on Safety in Road Transportation of Hazardous Materials: (1986).
4. Author Title Publication Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
5. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
6. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
7. J. P. Singhal Disaster Management Laxmi Publications.
8. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
9. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication
10. Indian law Institute (Upendra Baxi and Thomas Paul (ed.), Mass Disasters and Multinational Liability: The Bhopal Case (1986)
11. Indian Law Institute, Upendra Baxi (ed.), Environment Protection Act: An Agenda for Implementation (1987)
12. Asian Regional Exchange for Prof. Baxi., Nothing to Lose But our Lives: Empowerment to Oppose

Evaluation Scheme

Components	Continuous Assessment	Mid Term	End Term



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

		Examination	Examination
Weightage (%)	30	20	50



Semester I					
(SEC)-I	Essentials of Microsoft Excel	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	Skill Enhancement Course				
Total Contact Hours	75 Hrs				
Pre-requisites/Co-requisites	Basic Knowledge of MS office				

Course Perspective

In the digital age, Microsoft Excel has become an essential tool across disciplines — from business and social sciences to natural sciences and humanities. Excel enables users to store, organize, analyze, and visualize data efficiently. Mastering Excel is not only beneficial for academic success but also critical for workplace readiness. This course aims to develop spreadsheet proficiency, equipping students with the ability to perform data analysis, create charts, automate tasks using formulas, and use Excel as a productivity tool.

Course Outcomes (COs)

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

- CO1: Understand the interface, structure, and functionalities of Microsoft Excel.
- CO2: Apply formulas, functions, and data validation to organize and process data.
- CO3: Analyze datasets using sorting, filtering, conditional formatting, and pivot tables.
- CO4: Create dynamic charts, dashboards, and structured reports for presentation and decision-making.

Course Content

Unit I: Introduction to Excel and Spreadsheet Basics

Hours: 15 (3 Theory + 12 Practical)

- Understanding Excel interface: Ribbons, Tabs, Worksheets, Cells
- Data types and cell references (absolute, relative, mixed)
- Data entry and formatting: fonts, alignment, number formats, borders, cell styles



- Basic editing: cut, copy, paste, undo, redo, find and replace
- Basic mathematical operations and order of precedence

Practical Component:

- Create a personal budget or expense tracker using basic functions
- Apply formatting and cell referencing in basic calculations

Unit II: Formulas, Functions, and Data Management

Hours: 20 (4 Theory + 16 Practical)

- Introduction to formulas and formula auditing
- Common functions: SUM, AVERAGE, COUNT, MAX, MIN, IF, VLOOKUP, HLOOKUP, TEXT, DATE, NOW, LEN
- Data validation, dropdown lists, removing duplicates
- Sorting and filtering data
- Working with multiple sheets and linking data

Practical Component:

- Prepare student records with functions and conditional logic
- Design a searchable mini-directory using VLOOKUP and data validation

Unit III: Data Analysis and Visualization

Hours: 20 (4 Theory + 16 Practical)

- Conditional formatting (highlight cells, data bars, icon sets)
- Chart types: Column, Line, Pie, Bar, Area, Combo
- Dynamic charts with slicers or drop-downs
- Introduction to PivotTables and Pivot Charts
- Grouping and summarizing data

Practical Component:

- Analyze mock sales data using PivotTables
- Create charts to visualize monthly performance or attendance
- Apply conditional formatting to identify performance gaps or threshold values

Unit IV: Advanced Excel Tools and Productivity Techniques

Hours: 20 (4 Theory + 16 Practical)



- Working with large datasets and freezing panes
- Named ranges and Excel tables
- Introduction to basic macros and automation (recording macros only)
- Protecting worksheets and workbooks
- Printing setup and export (PDF, CSV)

Practical Component:

- Create a dashboard summary for an event schedule or inventory system
- Automate a repetitive task using a recorded macro
- Set print area and page breaks for formatted reports

Text Books:

1. Walkenbach, J. (2015). *Excel 2016 Bible*. Wiley.
2. Alexander, M., & Kusleika, D. (2016). *Excel 2016 Formulas*. Wiley.
3. Reding, E. E. (2013). *Microsoft Excel 2013: Illustrated Introductory*. Cengage Learning.

Online Tutorials & E-Resources:

Resource	Link
Microsoft Excel Official Docs	https://support.microsoft.com/en-us/excel
Excel Easy	https://www.excel-easy.com/
GCF Learn Free Excel Lessons	https://edu.gcfglobal.org/en/excel/
Excel Jet (Functions & Shortcuts)	https://exceljet.net
YouTube: Microsoft Excel Training (by Microsoft 365)	https://www.youtube.com/@Microsoft365

Learning Experience: This MS Excel course will be structured to maximize hands-on learning and real-world application. Each unit will begin with an interactive introduction to key concepts, followed by practical exercises where students will explore features like worksheets, formatting options, and essential functions. Collaborative group activities will allow students to solve problems together, applying functions such as SUM, AVERAGE, and



IF-ELSE to create dynamic spreadsheets. Technology will enhance the experience through guided tutorials and online resources. Assessments will include individual projects where students will create spreadsheets and graphs, showcasing their skills in data analysis and presentation.

Assessment Scheme

Component	Weightage
Lab Assignments (Min. 5)	30%
Mid-Term Practical Test	20%
Final Project (Excel-based Dashboard or Report)	50%

Sample Final Project Ideas

- Academic grade tracker with automated analysis
- Event planning calendar with budget estimates
- Sales dashboard for a fictional product
- Attendance analysis and visualization report
- Inventory management template with alerts



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2nd Semester



SEMESTER II					
Course Code- SLPLPP201	Political Process and Governance in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

The course aims to provide a comprehensive understanding of the Indian political party system, tracing its nature and evolving trends. It encourages critical analysis of India's electoral processes, highlighting key reforms and challenges. The course also delves into the influence of caste and religion on Indian politics, fostering a nuanced examination of their roles. Additionally, it offers an in-depth evaluation of regional politics and the dynamics of regionalism in India, enabling students to critically engage with the complexities of the nation's political landscape.

Course Outcomes

Upon completion of the course the learner will be able to:

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 Content

Unit I: Political Parties in India

(15 Hours)

- 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 (15 Hours)

- 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 (15 Hours)

- 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 (15 Hours)

- 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

Text Books

- Niraja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
- Rajni Kothari, Politics in India Orient Longman, Hyderabad, 1970.
- Bidyut Chakrabarty Indian Politics and Society since Independence Events, processes and ideology, Routledge, New York, 2008

Reefernce Books

- Subrata K. Mitra, Politics in India: Structure Process and Policy, Routledge, New York, 2017
- Partha Chatterjee (ed.), State and Politics in India, Oxford University Press, New Delhi, 2002.



- Atul Kohli & Prerna Singh (eds.) Routledge Handbook of Indian Politics, Routledge, New York, 2016.
- Achin Vanaik and R. Bhargava (eds.), Understanding Contemporary India: Critical Perspectives, Orient Blackswan, New Delhi, 2010
- C. Jaffrelot, (2005) 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41- 45.
- 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)
- Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
- E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.
- 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.
- R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3- 25.
- S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.
- U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.
- T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.
- A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
- G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.
- 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.

- Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
- Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.
- Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.
- 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.

Learning Experience

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 analyse 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.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER II						
Course SLPLUP202	Code-	Understanding Peace and Conflict Resolution	L	T	P	C
Version 1.0			3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	4					
Pre-Requisites/ Requisites	Co-					

Course Perspective

This course aims to introduce students to the origins, concepts, theories, perspectives and dynamics of the major guiding visions that have evolved as integral part of Peace and Conflict Resolution studies discourse. This will also provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Understand the concept conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organised violence.

CO2: Critically examine the complicity of the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.

CO3: Understand the overview of the Peace and Conflict Studies discipline, including key concepts and related theories. Moreover, the course will help a student understand the current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

CO4: Understand the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.

Course Content

Unit 1

(15 Hours)

- International Peace and Conflict Resolution
- Sources of War
- International and Domestic Issues and Trends



- What is Conflict?
- Introduction to International Conflict Resolution

Unit 2 (15 Hours)

- International Conflict Resolution Theory
- Models developed by - Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit 3 (15 Hours)

- Conflict Resolution:
- Background of Various Peace Movements and Concepts
- Principle Is used to resolve conflict

Unit 4 (15 Hours)

- 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)
- Conflict Transformation: Is Peace Possible?
- Resolve problems through conflict analyses and instrumentation of peace concepts

Text Books

- Charles Webel & Jorgen Johansen (ed). 2012. *Peace and Conflict Studies: A Reader*. Routledge. New York.
- Johan Galtung et al. 2000. *Searching for Peace: The Road to Transcend*. Pluto Press in Association with Transcend. p. xiii.
- Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80.

Reference Books

- 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.
- Jeong, H.-W. (2000). *Peace and conflict studies*. Burlington: Ashgate.
- Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman &



Littlefield, Maryland, 1999, pp. 1-74.

- Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29.
- Levy, Jack, "Contending Theories of International Conflict: A Levels-of-Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24.
- Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.
- Hampson, Fen Osler, *Nurturing Peace*, USIP, 1996, pp. 3-25.
- Galtung, Johan, *There Are Alternatives: Four Roads to Peace and Security*, Nottingham, Spokesman, 1984, pp. 162-205.
- Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) *Interactive Conflict Resolution*, Syracuse University Press, 1997, pp. 56-74.
- Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, *Managing Global Chaos*, USIP, 1996, pp. 587-606.
- Galtung, Johan, "The Basic Need Approach", in *Human Needs: A Contribution to the Current Debate*, Verlag, Cambridge, 1980, pp. 55-126.
- Deutsch, Morton, *The Resolution of Conflict: Constructive and Destructive Processes*, New Haven, Yale University Press, 1973, pp. 1-123.
- Galtung, Johan, *Peace by Peaceful Means: Peace and conflict, Development and Civilization*, Sage, London, 1996, pp. 9-114.
- Quackenbush Stephen L., *International Conflict: Logic and Evidence*, Sage: CQ press, Washington, 2015.
- Louis Kriesberg and Bruce W. Dayton, *Constructive Conflicts: from Escalation to Resolution*
- (5th edition), Rowman & Littlefield Publishers; Fifth edition, 2016.
- Hampson, F.O., Crocker C.A. and Aall, P. R. (2007). Negotiation and international conflict. In C. Webel & J. Galtung (Eds.), *Handbook of peace and conflict studies* (pp. 35-50). New York: Routledge.
- Horowitz, S. (2007). Mediation. In C. Webel and J. Galtung (Eds.). *Handbook of peace and conflict studies* (51-63). New York: Routledge.
- Assefa, H. (1999). The Meaning of reconciliation. In *People building peace: 35 inspiring stories from around the world* (pp. 37-45), Utrecht: European Centre for Conflict Prevention.
- 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.

- Cortright, D. (2008). Banning the bomb. In *Peace: A history of movements and ideas*. Cambridge: Cambridge University Press, 126-154.
- Young, N. (1987). Peace movements in history. In Barash, D.P. (ed.) (2000), *Approaches to peace: A reader in peace studies* (pp. 228-237), New York: Oxford University Press.
- Weber, T. (2001). Gandhian philosophy, conflict resolution theory and practical approaches to negotiation. *Journal of Peace Research*, 38 (4), 493-513.
- Braithwaite, A., Salehyan, I., & Savun, B. (2019). Refugees, forced migration, and conflict: Introduction to the special issue. *Journal of Peace Research*, 56(1), 5–11. <https://doi.org/10.1177/0022343318814128>
- Hoffmann, J. (2013). Conceptualizing ‘communication for peace’. *UPEACE Open Knowledge Network Occasional Working Papers*, 1(January), University for Peace, San Jose, Costa Rica.
- Mansfield, E., & Pevehouse, J. (2000). Trade blocs, trade flows, and international conflict. *International Organization*, 54(4), 775-808.
- Williams, A. (2015). Changing normative environment for conflict management. In Crocker et. al. (Eds.) *Managing Conflict in a World Adrift*. Washington, US: United States Institute of Peace Press.
- Upadhyaya, P. & Kolås, A. (2018). Perspectives from peace research. In P. Upadhyaya (ed.) *Long walk of peace: Towards a culture of prevention* (pp. 26-69). Paris: UNESCO.
- 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.
- Gandhi, M.K. (1916) (1964), “On Ahimsa: Reply to Lala Lajpat Rai (October 1916)”, in *The Collected Works of Mahatma Gandhi*, Vol.-XIII, Delhi: The Publications Division, Ministry of Information and Broadcasting, Government of India.

Learning Experience:

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.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER II					
Course Code:	Introduction to Social Media Management	L	T	P	C
Version 1.0		1	0	4	3
Category of Course	Skill Enhancement Course - II				
Total Contact Hours	45				
Pre-Requisites/ Co-Requisites	NA				

Course perspective

This skill enhancement course provides students with comprehensive knowledge of social media management. The course examines how social media platforms function as tools for communication, marketing, and civic engagement, while analysing their role in political processes, democratic participation, and governance. Students will develop practical skills in content creation, community management, and strategic planning while understanding the political economy of social media platforms and their impact on socio-political discourse. The course emphasises both the technical aspects of social media management and the broader socio-political implications of digital communication technologies in contemporary society.

Course outcomes

Upon successful completion of this course, students will be able to:

CO1: Define and identify fundamental concepts of social media management, including platform-specific strategies, content creation techniques, and audience engagement methods while recognising their role in political communication.

CO2: Explain and interpret different theoretical perspectives on the intersection of social media and political processes, demonstrating comprehension of how digital platforms influence electoral campaigns, civic engagement, and democratic participation.

CO3: Apply comprehensive social media strategies to organisational contexts, including content calendars, crisis management protocols, and performance measurement systems in political and civic environments.

CO4: Analyse the relationships between political institutions, economic structures, and social media platforms, examining issues of digital governance, content moderation, and the role of algorithms in shaping political discourse.

CO5: Evaluate the effectiveness, distributional consequences, and normative implications of different social media management practices, particularly in relation to misinformation, political polarisation, and democratic values.

Course Structure



Unit 1: Foundations of Social Media Management (15 hours)

- Introduction to social media management: platforms and basic tools
- Content creation fundamentals
- Use of social media in political communication and democratic processes

Unit 2: Applications of Social Media Tools (15 hours)

- Basics of Visual design: AI Design tools
- Multimedia production: Fundamentals of video creation
- Political campaigning and social media: Evaluating key performance indicators (KPIs)

Unit 3: Contemporary Issues and Future Directions (15 hours)

- Community Management through Social Media
- Ethical Considerations in Social media management
- Fake News Analysis and Relevance of Fact Checking
- Post-Truth Politics in Contemporary Era

Text Books

Luttrell, R. (2020). Social media: How to engage, share, and connect (4th ed.). Rowman & Littlefield.

Tuten, T. L., & Solomon, M. R. (2021). Social media marketing (4th ed.). Pearson.

Lipschultz, J. H. (2022). Social media and political communication. Routledge.

Reference Books

Aral, S. (2020). The hype machine: How social media disrupts our elections, our economy, and our health—and how we must adapt. Currency.

Bail, C. (2021). Breaking the social media prism: How to make our platforms less polarising. Princeton University Press.

Coleman, S., & Sorensen, L. (Eds.). (2023). Handbook of digital politics (2nd ed.). Edward Elgar Publishing.

Fuller, R. (2023). Principles of digital democracy. De Gruyter.

Kerpen, D. (2019). Likeable social media: How to delight your customers, create an irresistible brand, and be generally amazing on social networks (3rd ed.). McGraw-Hill Education.



Mason, L. (2018). *Uncivil agreement: How politics became our identity*. University of Chicago Press.

Sinha, A. (2020). *The networked public: How social media changed democracy*. Rupa Publications

Tan, C. (2022). *Regulating content on social media: Copyright, terms of service and technological features*. UCL Press.

Learning Experience

This course equips students with foundational knowledge and practical skills in social media management, especially in the context of political communication. Learners are introduced to various social media platforms, tools, and content creation strategies. They explore visual design using AI tools and basic video production techniques. The course highlights how social media influences political campaigns and democratic processes, with a focus on performance metrics (KPIs). Students also engage with contemporary issues like online community management, ethics, fake news, fact-checking, and post-truth politics. Overall, the course fosters critical thinking and hands-on skills for effective and responsible social media use.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester II					
Course Code:	AI and Digital Safety	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Value-Added Course-II				
Total Contact Hours	30 Hrs				
Pre-requisites/Co-requisites					

Course Perspectives:

As AI technologies increasingly influence our daily lives, workplaces, and societies, understanding the basics of AI and its safe usage becomes essential. This course introduces students to the fundamentals of Artificial Intelligence, explores real-life applications, and emphasizes the importance of digital safety, privacy, and ethical considerations. It prepares learners to responsibly engage with AI-powered tools and navigate the risks associated with data misuse, cyber threats, and algorithmic bias.

Course Outcomes:

CO1: Understand the foundational concepts, types, and real-world applications of Artificial Intelligence.

CO2: Identify potential risks and ethical concerns related to AI, including data privacy, bias, and misinformation.

CO3: Apply digital safety practices for secure communication, data protection, and responsible use of AI tools.

CO4: Evaluate emerging trends and safety protocols in AI-enabled digital environments.

Course Content

Unit I: Fundamentals of Artificial Intelligence (8 Hours)



Definition and scope of AI; evolution and types of AI (narrow, general, super intelligence); key AI technologies: machine learning, deep learning, natural language processing; common AI applications in daily life—voice assistants, recommendation systems, chat bots, autonomous vehicles; AI myths vs. reality.

Unit II: Ethical Dimensions and Responsible Use of AI (7 Hours)

Understanding ethical concerns in AI: algorithmic bias, surveillance, job displacement, misinformation; importance of transparency and accountability in AI systems; frameworks for ethical AI—UNESCO, NITI Aayog, and global initiatives; social implications of AI in education, healthcare, and governance.

Unit III: Digital Safety and Cyber security Awareness (8 Hours)

Types of digital threats: phishing, malware, identity theft, ransom ware, cyber stalking; password hygiene, two-factor authentication, secure browsing; managing digital footprint and social media privacy; detecting fake news and deep fakes; importance of cyber security tools and habits.

Unit IV: Data Privacy, Law, and Future Scope (7 Hours)

Basics of data privacy and personal data protection; overview of key laws: IT Act, GDPR, and Digital India Act; user rights, informed consent, and data-sharing norms; emerging careers in AI, digital ethics, and cyber security; the role of youth in ensuring a safer digital future.

Text Books

- **Melanie Mitchell (2019).***Artificial Intelligence: A Guide for Thinking Humans*. Penguin Random House.
- **Brad Smith & Carol Ann Browne (2019).***Tools and Weapons: The Promise and the Peril of the Digital Age*. Penguin Press.

Reference Books



- **Nick Bostrom (2014).***Super intelligence: Paths, Dangers, Strategies*. Oxford University Press.
- **Stuart Russell & Peter Norvig (2020).***Artificial Intelligence: A Modern Approach* (4th Edition). Pearson.
- **Commonwealth of Learning.** *Cybersecurity Training Manual for Youth*.
- **UNESCO (2021).***Recommendation on the Ethics of Artificial Intelligence*.

Platform	Description	Link
NITI Aayog – AI Strategy	India’s national AI vision document	https://www.niti.gov.in
CERT-In	Cybersecurity best practices	https://www.cert-in.org.in
UNESCO	Global AI ethics guidelines	https://unesdoc.unesco.org
AI.gov India	Government AI portal	https://www.ai.gov.in
Digital Citizenship Curriculum	Digital responsibility resources	https://www.commonsense.org/education

Learning Experience:

The course will offer a blended learning environment through interactive lectures, real-life case studies, hands-on sessions, expert talks, and multimedia tools. Students will engage in:

- **Case-based discussions** on ethical dilemmas in AI and digital privacy.
- **Demonstrations** of AI applications and cyber threats.
- **Collaborative group activities** focused on responsible online behaviour and digital safety audits.
- **Guest lecturers** from AI practitioners, policy experts, and cyber security professionals.
- **Project-based learning**, including digital safety campaigns or mock policy reviews.

This immersive experience aims to foster informed, ethical, and tech-savvy citizens who are capable of safely navigating and contributing to the digital future.



Semester II					
Course Code:	Club/Society	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	Extra and Co-curricular				
Total Contact Hours	15 Hrs				
Pre-requisites/Co-requisites	NIL				

Course Perspective: Credit gained through engagement and participation in co-curricular and extracurricular activities

Objective:

To encourage holistic development of students by engaging them in various co-curricular and extracurricular activities, fostering skills such as teamwork, leadership, creativity, and effective communication.

Course Structure & Guidelines:

1. Activity Participation

- Students must participate in events organized by clubs within the university.
- Participation in events conducted by a club other than the one a student is registered in will also be counted.
- 15 hours of active engagement in any of the extra-curricular/sports activities

2. Option of External Engagement

- Students may also earn this credit by participating in extracurricular activities outside the university.
- In this case students must provide a signed letter from the organization's head, detailing the activities participated in.



3. Attendance & Performance

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
- Attendance, participation, and performance will contribute to the evaluation.
- Final evaluation will be done based on 15 hours of active engagement.

4. Verification Process:

- Participation in university-organized events will be verified by the Club In-Charge and the Dean, Student Welfare (DSW).
- For external activities, the student must submit an official letter from the external organization mentioning the number of hours of engagement.

5. End-of-Semester Report:

- Students must submit a detailed report at the end of the semester, highlighting:
 - Events/activities participated in.
 - Learning outcomes and skills gained.
 - Any awards or recognitions received.

6. Evaluation Criteria:

- Participation and Performance (as judged by club conveners): **50%**
- End-of-Semester Report and Presentation: **50%**

The end of semester report and presentation will be conducted by respective schools through a panel of Dean and faculty members.

Learning Outcomes:

By the end of this course, students will be able to:

- Demonstrate skills in leadership, collaboration, and creativity.
- Engage effectively in diverse teams.



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- Reflect on personal growth and learning outcomes.
- Develop a portfolio showcasing extracurricular achievements.

Grading System:

This course will be graded as **Satisfactory/Unsatisfactory** based on the total score achieved through the evaluation criteria.



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3rd Semester



SEMESTER III						
Course Code: SLPLNI301	Nationalism in India	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	4					
Pre-Requisites/ Co-Requisites						

Course Perspective

The course aims to help students understand the national movement in India. It looks at the movement from different theoretical perspectives that highlight its varied dimensions. The course begins by looking at the Indian responses to colonial dominance in the nineteenth century, and traces the development of the anti-colonial struggle up to the mid-20th century. It successively focuses on the events leading to the Partition and the Independence in 1947. In the process, the course also tries to focus on the various tensions and debates within nationalism in India as it engaged with the questions of communalism, class struggle, caste and gender.

Course Outcomes:

On successful completion of the course, students would:

CO1: Gain an understanding of the different theoretical views on the emergence and development of nationalism in India and the tensions that existed between them

CO2: Demonstrate knowledge of the historical trajectory of the development of the nationalist movement in India, with specific focus on its different phases

CO3: Understand the contribution of various social movements in the anti-colonial struggle

CO4: Demonstrate awareness of the history of partition and independence

Course Content

UNIT – I

(15 Hours)

- Approaches and theories to the Study of Nationalism in India:
- Nationalist, Imperialist, Marxist, and Subaltern

UNIT – II

(15 Hours)

- Reformism and Anti-Reformism in the Nineteenth Century:
- Major Social and Religious Movements in 19th century

UNIT – III

(15 Hours)

Nationalist Politics and Expansion of its Social Base



- Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India
- Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement
- Revolutionaries, Socialists, and Communists

UNIT – IV

(15 Hours)

Social Movements, Partition, Independence and Integration of states:

- Peasants, Tribals, Workers, Women and anti-caste movements
- Communalism in Indian Politics, the Two-Nation Theory and Partition, Independence and Integration of Indian States

Text Books

- S. Bandopadhyay (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.
- S. Sarkar (1983) *Modern India (1885-1947)*, New Delhi: Macmillan
- R. Pradhan (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

Reference Books

- R. Thapar (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.
- Sen (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.
- P. Chatterjee (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.
- Desai, A.R. (2019, reprint- 6th edition) *Crusade Against Caste System*, in *Social Background of Indian Nationalism*, Sage.
- Desai, A.R. (2019, reprint- 6th edition) *Movement for the Emancipation of Women*, in *Social Background of Indian Nationalism*, Sage.
- G. Shah (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31
- Jalal, and S. Bose (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.
- Nandy (2005) *Rashtravadbhanam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy (1994) New Delhi: Oxford University Press, pp. 1-8.)
- V P Menon (1956), CH I- Setting the Stage and Ch XXV- The Cost of Integration, in *The Story of the Integration of the Indian States*, Orient Longman.



- B.Chakrabarty and R. Pandey (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.
- P. Chatterjee (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.
- Islam (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

Learning Experience

This course will help students understand the evolution of nationalism in India through various theoretical approaches like nationalist, imperialist, Marxist, and subaltern perspectives. It explores key social and religious reform movements of the 19th century and their impact on Indian society. Students study the phases of the nationalist movement, from early constitutional efforts to mass mobilization under Gandhi, and the roles of revolutionaries, socialists, and communists. The course also examines major social movements involving peasants, tribals, women, and anti-caste activists, alongside critical events like the rise of communalism, Partition, and the post-independence integration of Indian states.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER III					
Course Code: SLPLCG302	Comparative Government and Politics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course aims to familiarise students with the core concepts, processes, and scope of comparative politics, emphasising diverse approaches and their respective strengths and weaknesses. By offering a deeper understanding of institutional structures and their roles in a comparative framework, the course explores political dynamics in both industrialised and emerging nations, contextualising them historically. Through specific examples—such as capitalism in Britain, socialism in China, and colonialism and decolonisation in South Asia—students will gain insights into the historical evolution of the modern state, constitutional development, and political economy.

Course Outcomes

Upon completion of the course the learner will be able to:

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 Content

Unit 1: Understanding Comparative Politics

(15 Hours)



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

Unit 2: Approaches to Studying Comparative Politics (15 Hours)

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

Unit 3: Historical Context of Modern Government (15 Hours)

- 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 (15 Hours)

- 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.

Text Books

- 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.

Reference Books

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.

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.

Unit 6.

Additional Resources

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) 'Presidentialism 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.

● **Learning Experience**

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/behavioural 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.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester III					
Course Code: AEC001	Self-Awareness	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Ability Enhancement Course-I				
Total Contact Hours	30 Hrs				
Pre-requisites/Co-requisites	NA				

Course Perspective

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

Course Outcomes (COs):

CO1: Improve public speaking and presentation abilities to confidently convey ideas and information.

CO2: Understand the framework of Communication to augment oratory skills and written English

CO3: Cultivate essential soft skills required at the different workplaces.

Course Contents

Unit 1: Developing self and others

8 hours

Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset(Growth Vs. Fixed mindset), grit and working in teams.

Unit 2:Enhancing Reading and Writing Skills

7 hours



Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

Unit 3: Effective Communication and Public Speaking

7 hours

Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMAY.

Unit 4: Career Guide and readiness

8 hours

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

Assessment Strategy (tick mark as applicable)

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)								Mid Term Exam	End Term Exam
	Quiz	Test	Prese-nt-ation	Proje-cts	Assign-ments and Essays	Reflectiv-e Journals	Participatio-n & Attendance	Case Studies		
CO 1		✓							✓	
CO 2				✓	✓				✓	
CO 3			✓	✓	✓					✓

1. *Correlation Matrix* (Correlation between COs with POs/PSOs)

Course Outcome	PSO 1	PSO 2	PSO 3
CO1	3		
CO2		2	
CO3			1

1 indicates the strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High



2. *Learning Plan:* (Example: In case the total sessions are 30), (it is course specific)

Session Nos.	Topics	Pedagogy (Teaching Learning methods)	*Reference (in case of book then with page no.)	Mapping of Session outcome with Bloom's Taxonomy	Mapping with Course Outcomes (COs)
1.	Self-Awareness (KNOW YOURSELF) – JOHARI WINDOW, Time Management, Resilience	Discussion & Classroom activity	R6, R7	L4	CO3
2.	Personality Assessment – Myers-Briggs Test Indicator (MBTI)	Lecture & Discussion & Activity	R6,R7	L4, L5	CO3
3.	Self Esteem, Self-Management, Self-Efficacy	Lecture & Discussions	R2	L4	CO2, CO3
4.	Interpersonal Skills(Team Building, Conflict resolution & Emotional Intelligence	Lecture & Discussions	R3	L2, L3	CO2,CO3
5.	Speed reading and its importance in competitive examinations (for fluency)	Lecture & Discussion & Activity	R2	L3	CO2
6.	Techniques for speed reading, note-taking (for analysis)	Lecture & Discussion & Activity	R2	L3	CO2
7.	Critical Reasoning and Analysis	Lecture & Discussion	Class Handout	L4	CO2
8.	Paragraph Writing	Lecture & Discussion	R5	L3	CO1, CO2
9.	Essay and Summary Writing	Lecture & Discussions	R5	L3	CO1, CO2



10.	Business Letter, Email Writing	Lecture, Discussion & Exercise	R5	L3	CO1, CO2 & CO3
11.	Communication Framework (55% - 38% - 7% Rule)	Lecture, Discussion & Classroom activity	R4	L2, L3	CO1, CO2 & CO3
12.	Barriers to Effective Communication & overcoming these barriers, Structuring and organizing a presentation (Oral & PPT)	Lecture & Discussion & Exercise	R3	L2	CO1 , CO2 & CO3
13.	Group Discussions	Lecture & Activity	R3	L3	CO1 & CO2
14.	Extempore	Discussion & Presentation	R3	L3	CO1 & CO2
15.	Public Speaking Drills to manage stage fright and anxiety – 10 Keys to Effective Presentation	Activity & Discussion	R3	L3	CO1 , CO2 & CO3
16.	Structuring and Organizing a Presentation (Oral and PPT)	Activity & Discussion	R3	L3	CO1 , CO2 & CO3
17.	Etiquettes, Grooming	Lecture & Discussion	R4	L2	CO3
18.	Body Language	Discussion & Classroom Activity	R1, R4	L2, L3	CO2, CO3
19.	Tell Me About Yourself (TMAY)	Lecture & Discussions	R4	L2, L3	CO1, CO2
20.	Tonality	Lecture & Discussions	R4	L2, L3	CO2, CO3
21.	Conversation Starters (Scripted Dialogues)	Discussion & Classroom Activity	R1	L2	CO1, CO2
22.	Cover Letter, Application Tracking System (ATS) friendly Resume	Lecture, & Discussions	R2, R5	L2, L3, L4	CO1 & CO2
23.	Elevator Pitch	Lecture, & Discussions	R2, R5	L3	CO1 , CO2 & CO3



24.	Video Resume (Visume)	Activity & Discussion	R2,R5	L2, L3, L4	CO1, CO2 & CO4
25.	Professional Networking	lecture & Discussions	R5	L3	CO3 & CO4
26.	Group Discussion & Personal Interview (GDPI)	Discussion, Activity & Presentation	R3	L3, L4	CO1, CO2 & CO3
27.	Mock Interviews, Capstone Project	Activity & Discussion	R5	L2, L3	CO2 & CO4

*List out the Reference books and mention the reference as R1, R2..... and so on along with page numbers.

*BTL1= Remember, L2= Understand, L3= Apply, L4= Analyze, L5= Evaluate and L6= Create

Session Plan (Session wise):

Session No.	Topic/Subtopic	Component	Method	Time	Outcome (Mapping with Bloom's Level)
1		Recapitulation of the previous lecture	Q/A	5 min	
		Introduction (Introduce the topic and clarify objectives for the session)	Lecture/Examples/Audio-Video	10 min	
		Understanding (Explanation of the main concepts, theories, or ideas related to the topic)	Lecture, demonstrations, diagrams	15 min	
		Application/Analysis (Analyze how the topic relates to the environment or practical applications)	Group discussions, case studies, or problem-solving tasks.	15 min	
		Conclusion/Takeaways	Recap, Q/A	5 min	



2.	Topic/Subtopic	Recapitulation of the previous lecture	Q/A	5 min	
		Introduction (Introduce the topic and clarify objectives for the session)	Lecture/Examples/Audio-Video	10 min	
		Understanding (Explanation of the main concepts, theories, or ideas related to the topic)	Lecture, demonstrations, diagrams	15 min	
		Application/Analysis	Group discussions, case studies, or problem-solving tasks.	15 min	
		(Analyze how the topic relates to the environment or practical applications)			
		Conclusion/Takeaways	Recap, Q/A	5 min	

3. *References:* Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

4. <https://www.indiabix.com/online-test/aptitude-test/>

5. <https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

6. <https://www.hitbullseye.com/>

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



Semester III					
Course Code:	Financial Literacy	L	T	P	C
Version 1.0		2	0	2	3
Category of Course	Skill Enhancement Course-III				
Total Contact Hours	60 Hrs				
Pre-requisites/Co-requisites	Principles of Economics				

Course Perspective

Financial Literacy is a foundational life skill essential for personal and professional success. In a rapidly evolving economic environment, individuals must be capable of making informed decisions about budgeting, saving, banking, credit, insurance, investments, and taxes. This course empowers students with the knowledge and tools to manage their finances effectively and responsibly. It also fosters awareness about financial rights, digital financial platforms, and fraud protection mechanisms.

Course Outcomes (COs)

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

CO1: Explain key concepts of money management, banking, credit, and insurance.

CO2: Prepare personal budgets, use digital financial tools, and perform basic financial planning.

CO3: Evaluate financial products such as loans, insurance, mutual funds, and savings instruments.

CO4: Demonstrate income tax filing steps and construct a basic personal financial plan.

Course Content

Unit I: Money Management and Financial Planning

Hours: 15

Concept and significance of financial literacy; relationship between money, goals, and personal well-being; income and expenditure; cash flow management; understanding wants vs. needs; budgeting techniques; tracking expenses.



Practical Activities:

- Prepare a monthly budget for a student
- Track weekly expenses using Excel or Google Sheets
- Role-play: making choices under financial constraints

Unit II: Banking, Digital Finance & Cyber Awareness **Hours: 15**

Types of bank accounts and their features; types of cards (debit, credit, prepaid); interest rates and compounding; digital banking tools – UPI, BHIM, mobile wallets, net banking; role of RBI; precautions in digital transactions; OTP scams, phishing, and fraud prevention.

Practical Activities:

- Simulate a UPI transaction (mock demo)
- Case study on digital fraud and response strategy
- Compare savings account interest rates across banks

Unit III: Credit, Loans and Insurance Essentials **Hours: 15**

Understanding credit, loans, and creditworthiness; credit score and credit history (CIBIL); good vs. bad debt; simple vs. compound interest; types of loans: personal, educational, home; basics of insurance—life, health, auto; premiums, claims, exclusions; social insurance schemes.

Practical Activities:

- Use an online EMI calculator to compare loans
- Evaluate and compare two insurance policies
- Create a sample loan repayment schedule

Unit IV: Investment, Taxation & ITR Filing **Hours: 15**

Basic investment concepts: risk, return, liquidity, diversification; types of investment avenues: FD, RD, PPF, EPF, Mutual Funds, SIPs, Stocks; basics of stock market and SEBI's role; PAN card and income tax basics; tax-saving under 80C; understanding Form 16 and TDS; overview of ITR-1; concept of retirement and pension planning (NPS, Atal Pension Yojana).

Practical Activities:

- Fill out a sample ITR-1 form using mock data
- Compare returns on different investment instruments
- Use a SIP calculator to plan long-term savings



Text Books

1. *NISM Financial Education Workbook* – SEBI/NISM
2. Kapoor, J.R. (2020). *Personal Finance*. McGraw-Hill Education
3. CBSE Handbook on Financial Literacy (Skill Course)
4. ICAI Financial Literacy Modules

Web Resources:

Platform	Link
RBI Financial Education	https://www.rbi.org.in/financialeducation/
SEBI Investor Portal	https://investor.sebi.gov.in
Income Tax Filing Portal	https://www.incometax.gov.in
Mutual Fund Tools	https://www.amfiindia.com
CBSE Financial Literacy eBooks	https://cbseacademic.nic.in

Assessment Structure

Component	Weightage
Practical Exercises & Worksheets	30%
Midterm Quiz/Test (Objective + Application)	20%
Final Project	50%

Suggested Final Projects

- Create a **personal financial plan** (budget, savings, tax, investment)
- Compare two **mutual fund options** and analyze their returns and risks
- Fill and submit a **mock ITR-1** using sample financial data



Semester III					
Course Code	Community Service	L	T	P	C
Version 1.0		0	0	0	1
Category of Course	Community Service				
Total Contact Hours	15 Hrs				
Pre-requisites/Co-requisites					

Course Perspective

This course provides students with an opportunity to actively engage in community service through an approved NGO, NSS, Red Cross, or other university-empanelled societies. The objective is to foster civic responsibility, empathy, and leadership while addressing societal challenges.

Course Outcomes

Upon completion of this course, students will be able to:

1. Understand the role of community service in social development.
2. Develop teamwork, leadership, and problem-solving skills in real-world contexts.
3. Reflect on their service experience and its impact on personal and professional growth.
4. Demonstrate the ability to document and present their experiences effectively.

Course Structure & Guidelines:

1. Community Service Participation

- A minimum of 15 hours of active engagement and 15 hours of preparation across the semester is mandatory.
- Service activities may include but are not limited to:
 - Teaching underprivileged children
 - Environmental conservation initiatives



- Health and hygiene awareness programs
- Disaster relief and rehabilitation support
- Women empowerment and rural development programs
- Mental health awareness programs
- Financial Literacy awareness programs
- Welfare initiative (free classes for Class IV employees of the university or their wards)
- Donation Drives
- Any other activities through NSS/Red Cross

2. Documentation & Assessment:

To earn credit, students must submit the following to the school at the end of the semester:

1. A signed record of service hours from the supervising organization.

Report (1000–1500 words) including:

- a. Brief background of the organization.
 - b. Description of tasks performed.
 - c. Challenges faced and lessons learned.
2. Certificate of Completion:
 - a. Issued by the NGO/NSS/Red Cross or other approved organizations.
 3. Presentation
 - a. Summary of the service experience, key takeaways, and personal reflections.



SEMESTER III						
Course Code: SLPLIN351	Summer Internship Assessment - I	L	T	P	C	
Version 1.0		2	0	0	2	
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	2					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The internship course in Political Science provides students with the opportunity to gain practical experience in the field of politics, governance, and public service. Through supervised internships with relevant governmental or non-governmental organisations, students will apply theoretical knowledge gained in their academic studies to real-world contexts. The course aims to develop students' professional skills, enhance their understanding of political processes, and prepare them for future careers in politics, public administration, diplomacy, advocacy, and related fields.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Gain practical experience in political science-related fields through internships.

CO2: Apply theoretical concepts learned in academic coursework to real-world situations.

CO3: Develop professional skills such as research, communication, critical thinking, and problem-solving.

CO4: Gain insights into the functioning of governmental and non-governmental organisations

CO5: Reflect on and evaluate personal and professional growth during the internship experience.

Course Content:

The internship course typically spans one Semester and consists of the following components:

Pre-Internship Orientation (Week 1-2):

- Introduction to the internship course objectives, requirements, and expectations.
- Guidance on finding and securing internship placements.
- Preparation of resumes, cover letters, and other application materials.
- Overview of professional conduct, workplace etiquette, and expectations.

1. Internship Placement (Week 3-14):

- Students undertake internships in governmental or non-governmental organisations relevant



to their interests and career goals.

- Supervision and mentoring by designated professionals within the host organisations.
- Regular reporting and feedback sessions with the internship supervisor.
- Completion of assigned tasks, projects, and responsibilities as per the internship agreement.
- Active participation in organisational activities, meetings, and events.

2. Midterm Review (Week 8):

- Midterm evaluation of student progress and performance by both the internship supervisor and the course instructor.
- Reflection on internship experiences, challenges faced, and lessons learned.
- Identification of areas for improvement and strategies for maximising the remaining internship period.

3. Final Assessment and Presentation (Week 15-16):

- Submission of a comprehensive internship report detailing the tasks undertaken, skills developed, and insights gained during the internship.
- Oral presentation of internship experiences, highlighting key achievements, challenges, and lessons learned.
- Evaluation of the internship experience in relation to academic learning objectives.
- Peer feedback and discussion on internship presentations.

Assessment:

- Internship Performance Evaluation by Supervisor (40%)
- Internship Report (30%)
- Internship Presentation (20%)
- Professionalism and Participation (10%)

Prerequisites: Completion of core courses in Political Science or departmental approval.

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

4th Semester



SEMESTER IV					
Course Code- SLPLWP401	Women, Power and Politics: A Global Perspective	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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,

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

Course Outcomes

Upon completion of the course the learner 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 Content



UNIT I: Groundings: Introduction of Patriarchy

(15 Hours)

- Role of patriarchy
- Sex-Gender debates
- Public-Private dichotomy
- Power
- Family, Community, State
- Gender based Violence

UNIT II: Feminism

(15 Hours)

- Understanding Feminism
- History of Feminism in West- Waves of Feminism
- Introduction to Feminist Theories
 - Liberal
 - Socialist
 - Marxist
 - Radical
 - New Feminist Schools/Traditions

UNIT III: Movements and Issues

(15 Hours)

- History of the Women's Movement in India
 - Work and Labour
 - Visible and Invisible work
 - Reproductive and care work
 - Sex work

UNIT IV: Women's Position in Politics

(15 Hours)

- Women in Conflict
- A Feminist Foreign Policy?
- Women and State

Text Books



- N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.
- Menon, Nivedita (2012). *Seeing like a Feminist*. New Delhi: Penguin Books
- Beauvoir, Simone D. (1949). *The Second Sex*.

Reference Books

- 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: HindiMedium 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.
- 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
- 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.

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:

- F. Engles, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.
- S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233
- R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press.
- S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.
- Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114
- C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.
- J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited



- *Justice Verma Committee Report*, Available at <http://nlrd.org/womens-rightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.
- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women’s Movement*, New Delhi: Kali for Women.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175-180; 196- 200
- M. Mies, (1986) ‘Colonisation and Housewifisation’, in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonizationand-housewifization/>, Accessed: 19.04.2013.
- R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.
- Saheli Women’s Centre (2001) ‘Reproductive Health and Women’s Rights, Sex Selection and feminist response’ in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284- 306
- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
- D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change
- G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board
- N. Menon (2008) ‘Power’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson
- N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson
- Agnes, Flavia (2001), *Law and Gender Equality: The Politics of Women’s Rights in India*, OUP: New Delhi Anderlini, Sanam Naraghi (2007), “Women Building Peace: What They Do, Why It Matters, Lynne Rienner: USA
- Geetha, V. (2002). *Gender. Stree* Geetha, V. (2007). *Patriarchy. Stree*
- Jagger, Allison (1983). *Feminist politics and Human nature*. UK: Harvester Press, pp. 25-350
- Lerner, Gerda (1986). *The Creation of patriarchy*. New York: Oxford University Press



- Butler, Judith (1999). *Gender Trouble Feminism and the Subversion of Identity*. New York and London: Routledge.
- Rowbotham, Sheila (1993). *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218
- Comte, Jacqueline (2013). *Decriminalising Sex work: Feminist Discourse in the light of research*. New York: Springer
- Coomaraswamy, Radhika & Dilrukshi Fonseca (2004), *Peace Work: Women, Armed Conflict and Negotiation, Women Unlimited: New Delhi*
- Dasgupta, Sanjukta (2011), *Media, Gender and Popular Culture in India: Tracking Change and Continuity*, Sage: New Delhi
- Davis, Angela Y. (1983, 2011), *Women, Race & Class*, Navayana: New Delhi Tickner, Ann J. (1997). *You Just Don't Understand: Troubled Engagement between Feminists and IR theorists*. *International Studies Quarterly*
- Tickner, Ann J. (1988). *Hans Morgantheu's Principles of Political Realism: A Feminist Reformulations*. *Millenium Journal of International Studies*.
- N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165.
- Nordberg, Jenny. 2015. "Who's Afraid of a Feminist Foreign Policy?" *The New Yorker*. URL: <https://www.newyorker.com/news/news-desk/swedens-feminist-foreign-minister>
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17.
- 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.
- Steinem, Gloria (2019). *If Men Could Menstruate*. Taylor and Francis
- R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.
- V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press
- Zenko, Micah. 2013. "Walking Loudly and Carrying a Big Stick." *Foreign Policy*. URL: <https://foreignpolicy.com/2013/08/06/walking-loudly-and-carrying-a-big-stick/>.



- 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

Learning Experience

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.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER IV					
Course Code- SLPLGD402	Globalisation: Dimensions and Dilemmas	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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 globalisation 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 analyse the phenomena of global government.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.

CO2: The students will gain knowledge of the current discussions surrounding the globalization discourse.

CO3: 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.

CO4: The essay will improve students' comprehension of current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.

Course Content:

Unit 1: Globalisation: Conceptions and Perspectives

(15 Hours)



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

Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy
(15 Hours)

- IMF, World Bank, WTO, TNCs

Unit 3: Emerging Perspectives **(15 Hours)**

- 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 **(15 Hours)**

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

Text Books

- G. Ritzer, (2010) Globalization: A Basic Text, Sussex: Wiley-Blackwell, pp. 33-62.
- M. Strager, (2009) Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- Andrew Heywood, (2011) Global Politics, New York: Palgrave-McMillan.

Reference Books

- Anthony McGrew, (2017) 'Globalization and Global Politics', in J. Baylis, Smith and Owens (eds.), Globalization of World Politics: An Introduction to International Relations, New York: Oxford University Press, pp. 13-27.
- Joseph E. Stiglitz (2018), Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump, New York: W.W. Norton & Company.
- Canchal Kumar, et.al, Understanding Global Politics, K.W. Publishers, Delhi, 2017.



- A. Narlikar, (2005) The World Trade Organization: A Very Short Introduction, New York: Oxford University Press, pp. 22-98.
- D. Held and A. McGrew (eds.), (2002) Global Transformations Reader: Politics, Economics and Culture, Cambridge: Polity Press, pp. 1-50; 84-91.
- M. Steger, (2009) 'Globalization: A Contested Concept', in Globalization: A Very Short Introduction, London: Oxford University Press, pp. 1-16.
- A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in Public Culture, Vol. 12(1), pp. 1-19.
- P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 334-342. (NGO).
- P. Viotti and M. Kauppi, (2007) International Relations, New Delhi: Pearson, pp. 276-307.
- R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in Foreign Policy, No 118, pp. 104-119.

Learning Experience:

In this course, students explore the political, economic, social, cultural, and technical aspects of globalization, gaining a comprehensive understanding of its significance. By examining the evolving relationship between states, transnational actors, and global networks, students learn how the world economy operates and the role of global social movements. The course also addresses pressing contemporary challenges like nuclear weapons development, ecological concerns, international terrorism, and human security. Through these discussions, students enhance their analytical skills by engaging with critical debates on global governance and international relations.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester IV					
Course Code: AEC002	Communication Skills	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Ability Enhancement Course (AEC)-II				
Total Contact Hours	30 Hrs				
Pre-requisites/Co-requisites	Basic English Language				

Course Perspective

The course enhances public speaking and presentation skills, helps students confidently convey ideas, information & build self-reliance and competence needed for career advancement. Personality assessments like the Johari Window and Myers & Briggs Type Indicator (MBTI) provide frameworks to enhance self-understanding, helps people increase their self-awareness, understand and appreciate differences in others and apply personality insights to improve their personal and professional effectiveness. Interpersonal skills included in the course deal with important topics like communication, teamwork and leadership, vital for professional success.

Course Outcomes (COs):

CO1: Improve public speaking and presentation abilities to confidently convey ideas and information.

CO2: Understand the framework of Communication to augment oratory skills and written English

CO3: Cultivate essential soft skills required at the different workplaces.

Course Content

Unit 1: Developing self and others

8 hours

Content Summary: Self Awareness, Personality Concepts (Personality Assessments -Johari Window, Myers & Brigg), Self-Management, Self Esteem, Self-Efficacy, Interpersonal skills, mindset(Growth Vs. Fixed mindset), grit and working in teams.

Unit 2:Enhancing Reading and Writing Skills

7hours



Content Summary: Speed reading and its importance in competitive examinations, techniques for speed reading, note-taking, and critical analysis. Paragraph Writing, Essay and Summary writing, Business Letter, Email writing

Unit 3: Effective Communication and Public Speaking

7 hours

Content Summary: Communication Framework, barriers & overcoming these barriers, Group Discussions, Extempore & Public Speaking drills, to manage stage fright and anxiety. Structuring and organizing a presentation (Oral & PPT), Etiquettes, Grooming, Body Language and Conversation starters, TMAY.

Unit 4: Career Guide and readiness

8 hours

Cover Letter, ATS friendly resume, Elevator Pitch, Video Resume (Visume), Networking, Group Discussion, Mock Interviews. Capstone Project

Assessment Strategy (tick mark as applicable)

Course Outcomes	Continuous Internal Assessment (Any 5 components to be covered at least)								Mid Term Exam	End Term Exam
	Quiz	Test	Presentation	Projects	Assignments and Essays	Reflective Journals	Participation & Attendance	Case Studies		
CO 1		✓							✓	
CO 2				✓	✓				✓	
CO 3			✓	✓	✓					✓

7. Correlation Matrix (Correlation between COs with POs/PSOs)

Course Outco	PSO 1	PSO 2	PSO 3



me			
CO1	3		
CO2		2	
CO3			1

1 indicates the strength of co-relation between CO and PSO is Weak/low,

2= strength of co-relation between CO and PSO is Moderate/Medium,

3= strength of co-relation is Strong/High

8. **Learning Plan:** (Example: In case the total sessions are 30), (it is course specific)

Session Nos	Topics	Pedagogy (Teaching Learning methods)	*Reference (in case of book then with page no.)	Mapping of Session outcome with Bloom's Taxonomy	Mapping with Course Outcomes (COs)
1.	Self-Awareness (KNOW YOURSELF) – JOHARI WINDOW, Time Management, Resilience	Discussion & Classroom activity	R6, R7	L4	CO3
2.	Personality Assessment – Myers-Briggs Test Indicator (MBTI)	Lecture & Discussion & Activity	R6,R7	L4, L5	CO3
3.	Self Esteem, Self-Management, Self-Efficacy	Lecture & Discussions	R2	L4	CO2, CO3
4.	Interpersonal Skills(Team Building, Conflict resolution & Emotional Intelligence	Lecture & Discussions	R3	L2, L3	CO2,CO3



5.	Speed reading and its importance in competitive examinations (for fluency)	Lecture & Discussion & Activity	R2	L3	CO2
6.	Techniques for speed reading, note-taking (for analysis)	Lecture & Discussion & Activity	R2	L3	CO2
7.	Critical Reasoning and Analysis	Lecture & Discussion	Class Handout	L4	CO2
8.	Paragraph Writing	Lecture & Discussion	R5	L3	CO1, CO2
9.	Essay and Summary Writing	Lecture & Discussions	R5	L3	CO1, CO2
10.	Business Letter, Email Writing	Lecture, Discussion & Exercise	R5	L3	CO1, CO2 & CO3
11.	Communication Framework (55% - 38% - 7% Rule)	Lecture, Discussion & Classroom activity	R4	L2, L3	CO1, CO2 & CO3
12.	Barriers to Effective Communication & overcoming these barriers, Structuring and organizing a presentation (Oral & PPT)	Lecture & Discussion & Exercise	R3	L2	CO1 , CO2 & CO3
13.	Group Discussions	Lecture & Activity	R3	L3	CO1 & CO2
14.	Extempore	Discussion & Presentation	R3	L3	CO1 & CO2
15.	Public Speaking Drills to manage stage fright and anxiety – 10 Keys to Effective Presentation	Activity & Discussion	R3	L3	CO1 , CO2 & CO3
16.	Structuring and Organizing a	Activity & Discussion	R3	L3	CO1 , CO2 & CO3



	Presentation (Oral and PPT)				
17.	Etiquettes, Grooming	Lecture & Discussion	R4	L2	CO3
18.	Body Language	Discussion & Classroom Activity	R1,R4	L2, L3	CO2, CO3
19.	Tell Me About Yourself (TMAY)	Lecture & Discussions	R4	L2, L3	CO1, CO2
20.	Tonality	Lecture & Discussions	R4	L2, L3	CO2, CO3
21.	Conversation Starters (Scripted Dialogues)	Discussion & Classroom Activity	R1	L2	CO1, CO2
22.	Cover Letter, Application Tracking System (ATS) friendly Resume	Lecture, & Discussions	R2,R5	L2, L3, L4	CO1 & CO2
23.	Elevator Pitch	Lecture, & Discussions	R2,R5	L3	CO1 , CO2 & CO3
24.	Video Resume (Visume)	Activity & Discussion	R2,R5	L2, L3, L4	CO1, CO2 & CO4
25.	Professional Networking	lecture & Discussions	R5	L3	CO3 & CO4
26.	Group Discussion & Personal Interview (GDPI)	Discussion, Activity & Presentation	R3	L3, L4	CO1 , CO2 & CO3
27.	Mock Interviews, Capstone Project	Activity & Discussion	R5	L2, L3	CO2 & CO4

*List out the Reference books and mention the reference as R1, R2..... and so on along with page numbers.

*BTL1= Remember, L2= Understand, L3= Apply, L4= Analyze, L5= Evaluate and L6= Create

Session Plan (Session wise):

Session No.	Topic/Subtopic	Component	Method	Time	Outcome (Mapping with Bloom's



					Level)
1		Recapitulation of the previous lecture	Q/A	5 min	
		Introduction (Introduce the topic and clarify objectives for the session)	Lecture/Examples/Audio-Video	10 min	
		Understanding (Explanation of the main concepts, theories, or ideas related to the topic)	Lecture, demonstrations, diagrams	15 min	
		Application/Analysis (Analyze how the topic relates to the environment or practical applications)	Group discussions, case studies, or problem-solving tasks.	15 min	
		Conclusion/Takeaways	Recap, Q/A	5 min	
2.	Topic/Subtopic	Recapitulation of the previous lecture	Q/A	5 min	
		Introduction (Introduce the topic and clarify objectives for the session)	Lecture/Examples/Audio-Video	10 min	
		Understanding (Explanation of the main concepts, theories, or ideas related to the topic)	Lecture, demonstrations, diagrams	15 min	
		Application/Analysis	Group discussions, case studies, or problem-solving tasks.	15 min	



		(Analyze how the topic relates to the environment or practical applications)			
		Conclusion/Takeaways	Recap, Q/A	5 min	

9. Textbooks/Web resources/MOOCs/Magazines/Journals/Videos/Podcast etc.

10. <https://www.indiabix.com/online-test/aptitude-test/>

11. <https://www.geeksforgeeks.org/aptitude-questions-and-answers/>

12. <https://www.hitbullseye.com/>

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



K.R. MANGALAM UNIVERSITY
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5th Semester



SEMESTER V					
Course Code: SLPLWP501	Western Political Thought - I	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Core				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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. Students would get familiar with the theoretical foundations of important political science ideas in this way.

Course Outcomes

CO1: Understand how to read and decode the western political thought and use them to engage contemporary socio-political issues.

CO2: Connect with historically written texts and their interpretations.

CO3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter.

CO4: Understand the different views of western thinkers in the contemporary era.

Unit 1: Text and Interpretation (15 Hours)

Unit 2: (15 Hours)

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

Unit 3: (15 Hours)

- Machiavelli: Human Nature, Virtue, Religion, Republicanism, Morality and Statecraft; Vice and Virtue
- Hobbes: Human Nature, State of Nature, Social Contract, Leviathan; atomistic individuals.



Unit 4:

(15 Hours)

- Locke: Laws of Nature, Natural Rights, Property, and Justification of Property.
- Rousseau: Human Nature, State of Nature, Social Contract—General Will, Idea of Education

Text Books

- J. Coleman, (2000) 'Introduction', in A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp. 1-20.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 181-209.
- C. Macpherson, (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 194-214.

Reference Books

- T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30.
- B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) The Libertarian Reader, New York: The Free Press.
- Q. Skinner, (2010) 'Preface', in The Foundations of Modern Political Thought Volume I, Cambridge: Cambridge University Press pp. ix-xv.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 9-32.
- R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 1-50.
- C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present, Oxford: Oxford University Press, pp. 62-80
- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50
- R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 311-337T.
- Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.
- T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp.81-99.
- C. Taylor, (1995) 'Politics', in J. Barnes (ed.), The Cambridge Companion to Aristotle. Cambridge: Cambridge University Press, pp. 232-258
- J. Coleman, (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 124-130
- Q. Skinner, (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53



- J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184
- Q. Skinner, (2000) 'The Theorist of Liberty', in Machiavelli: A Very Short Introduction. Oxford: Oxford University Press, pp. 54-87.
- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education pp. 131-157.
- D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 189-206.
- C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 17-29.
- A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) Cambridge Companion to Hobbes. Cambridge: Cambridge University Press, pp. 208-245.
- J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 207-224
- I. Hampsher-Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 69-116

Learning Experience

This course introduces students to classical and early modern political thought through the study of key philosophers. It begins with understanding how to interpret political texts and ideas. Learners explore Plato's ideal state, justice, and his critique of democracy, followed by Aristotle's views on virtue, citizenship, and forms of government. The course then covers Machiavelli's ideas on power, morality, and republicanism, along with Hobbes' theory of the social contract and the Leviathan. It concludes with Locke's concepts of natural rights and property, and Rousseau's ideas on education, general will, and the state. Students gain deep insight into foundational political ideas.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Course Code: SLPLIP502	Indian Political Thought	L	T	P	C
Version 1.0		4	2	0	6
Category of Course	Discipline Specific Core				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

The primary objective of the course is to familiarize 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 civilisation. 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 Outcomes

CO1: 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.

CO2: 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.

CO3: 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.



CO4: 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 Content

Unit 1: Introduction to Indian Political Thought

- Foundation of Indian Political Thought
- Manu: Social Laws
- Kautilya: Theory of State

Unit 2: Emergence of Modern Thought

- Gender: Pandita Ramabai
- Liberalism: Rammohan Roy
- Modernism: Syed Ahmed Khan
- Critique of Nationalism: Rabindranath Tagore
- Critique of Modern Civilization: M. K. Gandhi

Unit 3: Community and Nation

- Iqbal: Self and Community
- Ideal Society: Vivekananda
- Hindutva: V. D. Savarkar

Unit 4: Socialism and Radical Democracy

- B. R. Ambedkar: Annihilation of Caste
- The idea of India: Jawaharlal Nehru
- Radical Humanism: M. N. Roy

Text Books

- Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), Arthasastra of Kautilya, New Delhi: Motilal Publishers, pp. 511- 514.
- V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.
- The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London: University of Chicago Press.
- V. Mehta, (1992) Foundation of Indian Political Thought, Delhi: Manohar, pp. 157- 183.



Reference Books

- B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 17- 31.
- A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.
- M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), Political Thought in Modern India, New Delhi: Sage Publications, pp. 142- 160
- G. Pandey, (1978) Sraman Tradition: Its History and Contribution to Indian Culture, Ahmedabad: L. D. Institute of Indology, pp. 52-73.
- S. Saberwal, (2008) 'Medieval Legacy', in Spirals of Contention, New Delhi: Routledge, pp.1- 31
- V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass, pp. 211- 230.
- B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in The Mahabhart: An Inquiry in the Human Condition, Delhi: Orient Longman, pp. 418- 464.
- Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) Manu's Code of Law: A Critical Edition and Translation of the Manava- Dharamsastra, New Delhi: OUP, pp. 208- 213.
- V. Mehta, (1992) 'The Cosmic Vision: Manu', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 23- 39.
- R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidass, pp. 233- 251.
- P. Olivelle, (2006) 'Introduction', in Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra, Delhi: Oxford University Press, pp. 3- 50.
- R. Kangle, (1997) Arthashastra of Kautilya-Part-III: A Study, Delhi: Motilal Banarsidass, rpt., pp. 116-142.
- J. Spellman, (1964) 'Principle of Statecraft', in Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford: Clarendon Press, pp. 132- 170.
- B. Gokhale, (1966) 'The Early Buddhist View of the State', in The Journal of Asian Studies, Vol. XXVI, (1), pp. 15- 22.
- I. Habib, (1998) 'Ziya Barni's Vision of the State', in The Medieval History Journal, Vol. 2, (1), pp. 19-36.



- M. Alam, (2004) 'Sharia Akhlaq', in The Languages of Political Islam in India 1200-1800, Delhi: Permanent Black, pp. 26- 43
- A. Fazl, (1873) The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.
- V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134- 156.
- M. Alam, (2004) 'Sharia in Naserean Akhlaq', in Languages of Political Islam in India 1200- 1800, Delhi: Permanent Black, pp. 46- 69.
- I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in Proceedings of the Indian History Congress. Patiala, pp. 15- 39.
- Kabir. (2002) The Bijak of Kabir, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.
- G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in Seeking Begumpura: The Social Vision of Anti Caste Intellectual, Delhi: Navayana, pp. 91- 107.
- V. Mehta and T. Pantham (eds.), (2006) 'A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization' Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.
- T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
- P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, pp.150-155.
- M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in Economic and Political Weekly, Vol. 23(44), pp. 38-49.
- a.Engineer, Asghar Ali (1980) ' Iqbal's Reconstruction of religious Thought in Islam', Social Scientist, Vol.8, No.8, March, pp. 52 – 63
- b.Madani (2005), Composite Nationalism and Islam. New Delhi: Manohar, pp. 66 – 91.

Learning Experience

This course offers a broad overview of Indian political thought, from ancient to modern times. Students explore foundational ideas through thinkers like Manu and Kautilya, focusing on social laws and the theory of state. The course highlights the emergence of modern thought through figures like Pandita Ramabai, Rammohan Roy, Syed Ahmed Khan, and Gandhi, addressing gender, liberalism, and critiques of modernity and nationalism. It further examines ideas of community and nation through Iqbal, Vivekananda, and Savarkar. Finally,



learners engage with Ambedkar's vision of social justice, Nehru's idea of India, and M. N. Roy's radical humanism, enriching their understanding of Indian political traditions.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester V						
Course Code:	Managing People and Organisations	L	T	P	C	
Version 1.0		2	0	0	2	
Category of Course	AEC-III					
Total Contact Hours	30 Hrs					
Pre-requisites/Co-requisites	NA					

Course Perspective

This course is designed to empower students with the essential people-management, interpersonal, and behavioral skills required to succeed in academic, professional, and entrepreneurial settings. The curriculum blends psychological theories, communication models, and organizational behavior principles with experiential learning through activities like simulations, role plays, team-building exercises, and diagnostics.

The course integrates futuristic pedagogy and global practices to enhance employability, ethical leadership, and lifelong adaptability. It encourages students to build emotional intelligence, foster team dynamics, navigate conflicts, and lead people effectively in diverse organizational settings.

Course Outcomes (COs)

In alignment with the university's mission, upon successful completion, students will be able to:

CO1: Apply psychological models such as Transactional Analysis and Johari Window to understand interpersonal behavior and self-awareness in a workplace context.

CO2: Demonstrate assertive and empathetic communication while building trust, managing conflicts, and promoting team synergy.

CO3: Evaluate and adapt motivational strategies and feedback systems to improve collaboration and employee engagement.

CO4: Analyze and influence organizational culture, foster psychological safety, and lead ethically through emotional intelligence.

CO5: Negotiate and persuade effectively using structured frameworks like BATNA and ZOPA, preparing for leadership roles in diverse environments.

Course Content



Unit I: Foundations of Interpersonal Effectiveness (8 Hours)

- Session 1: Introduction to People Skills
- Session 2: Transactional Analysis (TA) Basics
- Session 3: Strokes & Life Positions
- Session 4: Assertive vs Aggressive

Unit II: Communication & Relationship Building (7 Hours)

- Session 5: Interpersonal Communication
- Session 6: Relationships & Social Behavior
- Session 7: Group & Team Dynamics
- Session 8: Effective Teams & Feedback

Unit III: Conflict, Influence & Motivation (8 Hours)

- Session 9: Conflict Styles & Resolution
- Session 10: Influence & Trust
- Session 11: Collaboration & Motivation
- Session 12: Psychological Safety

Unit IV: Organizational Behavior & Leadership (7 Hours)

- Session 13: Organizational Culture
- Session 14: Leadership & Change
- Session 15: Negotiation & Persuasion

● Detailed Session Plan

Session	Topic	Expanded Content Focus	Activities
1	Introduction to People Skills	Overview of course scope, importance of self-awareness and interpersonal effectiveness in academic and professional life. Introduction to people-centered behavior and workplace relevance.	Icebreaker + Group Values Exercise
2	Transactional Analysis (TA) Basics	Introduction to Eric Berne's model. Understanding Parent, Adult, and Child ego states; identifying types of transactions (complementary, crossed, ulterior); recognizing life positions (I'm OK – You're OK).	TA Role-play, Ego Quiz



3	Strokes & Life Positions	Concepts of recognition hunger, positive and negative strokes, impact of internal dialogue. Reaffirming life positions and fostering self-worth through conscious reinforcement.	Self-reflection sheet
4	Assertive vs Aggressive	Differentiating passive, aggressive, and assertive styles. Identifying behavioral cues and practicing verbal/non-verbal assertiveness techniques for conflict-free expression.	Assertiveness Practice Drill
5	Interpersonal Communication	Emphasis on active listening, empathetic feedback, and perspective-taking. Understanding barriers to communication and how empathy influences team behavior.	Empathy Circles
6	Relationships & Social Behavior	Exploring trust-building, establishing healthy boundaries, social contracts, and relational transparency. Recognizing signs of toxic vs supportive social behavior.	Case-based Discussion
7	Group & Team Dynamics	Exploring Tuckman's stages of team development (Forming, Storming, Norming, Performing). Roles people play in teams, synergy, and team cohesion.	Team Exercise – Marshmallow Challenge
8	Effective Teams & Feedback	Identifying feedback blind spots, Johari Window application, effective feedback loops. Emphasizing constructive critique, peer appreciation, and growth mindset.	360° Feedback Activity
9	Conflict Styles & Resolution	Thomas-Kilmann Conflict Mode Instrument (TKI): Competing, Avoiding, Accommodating, Collaborating, Compromising. Application of conflict resolution models in personal and professional settings.	Conflict Style Quiz + Scenario Roleplay
10	Influence & Trust	Examining influence mechanisms (authority, credibility, reciprocity), power dynamics, and the behavioral science behind trust-building in interpersonal and team contexts.	Trust Fall + Influence Mapping



11	Collaboration & Motivation	Dissecting intrinsic vs extrinsic motivators. Applying Maslow's and Herzberg's theories. Understanding motivational alignment in team and leadership settings.	Motivation Self-test
12	Psychological Safety	Understanding team psychological safety, signs of burnout, and emotional triggers. Encouraging vulnerability, shared goals, and inclusive culture for open communication.	Psychological Safety Diagnostic
13	Organizational Culture	Defining organizational culture and subculture. Analyzing Google vs Amazon work culture case to understand morale, inclusivity, and value systems.	Culture Case Study: Google vs Amazon
14	Leadership & Change	Exploring leadership styles (transformational, servant, transactional), managing people through change, resistance management, and emotional intelligence in leadership.	Leadership Styles Activity
15	Negotiation & Persuasion	Introduction to BATNA, ZOPA, and Harvard's principles of negotiation. Understanding influence tactics and win-win frameworks in professional settings.	Mock Negotiation Simulation

Assessment Structure

Component	Weightage
Peer Feedback & Team Activities	20%
Conflict Case Analysis	15%
Communication Skills Practical	15%
Organizational Behavior Reflection	20%
Final Simulation (Leadership or Negotiation)	30%



◆ Texts Books

1. **Eric Berne** – *Games People Play*
→ Foundational resource for understanding **Transactional Analysis**, ego states, and interpersonal behavior patterns.
2. **Dale Carnegie** – *How to Win Friends and Influence People*
→ Timeless strategies for building rapport, **assertive communication**, and relationship management.
3. **Patrick Lencioni** – *The Five Dysfunctions of a Team*
→ Explores team dynamics, trust issues, and conflict management with direct relevance to **group and team behavior**.
4. **Harvard Business Review Series** – *On Emotional Intelligence | On Teams*
→ Insightful articles on **leadership, psychological safety, and team collaboration** in organizational contexts.

Reference Books

5. Stephen P. Robbins & Timothy A. Judge – *Organizational Behavior*
→ A comprehensive textbook covering motivation, leadership, communication, and organizational culture.
6. Daniel Goleman – *Working with Emotional Intelligence*
→ In-depth focus on empathy, self-regulation, and emotional insight critical to managing people.
7. Adam Grant – *Give and Take*
→ Explores trust, influence, reciprocity, and collaborative culture in high-performing organizations.
8. Roger Fisher, William Ury & Bruce Patton – *Getting to Yes: Negotiating Agreement Without Giving In*
→ Core reading for negotiation techniques, BATNA, ZOPA, and conflict resolution.

◆ Articles & Multimedia Resources

- **HBR Articles:**



- *What Makes Teams Work?*
- *The Feedback Fallacy*
- *How to Handle Conflict at Work*
- *Psychological Safety and the Learning Organization*
- **TED Talks:**
 - *Simon Sinek – Start With Why* (Leadership and purpose-driven teams)
 - *Brené Brown – The Power of Vulnerability* (Trust and authenticity)
 - *Amy Edmondson – Building a Psychologically Safe Workplace*

Tools & Models Referenced in Course

- Johari Window – Self and peer-awareness tool
- Thomas-Kilmann Conflict Mode Instrument (TKI)
- Maslow's Hierarchy of Needs
- Herzberg's Two-Factor Theory
- Tuckman's Stages of Team Development

BATNA & ZOPA (Harvard Negotiation Frameworks)



SEMESTER V						
Course Code- SLPLIN551	Summer Internship Assessment - II	L	T	P	C	
Version 1.0		2	0	0	2	
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	2					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The internship course in Political Science provides students with the opportunity to gain practical experience in the field of politics, governance, and public service. Through supervised internships with relevant governmental or non-governmental organisations, students will apply theoretical knowledge gained in their academic studies to real-world contexts. The course aims to develop students' professional skills, enhance their understanding of political processes, and prepare them for future careers in politics, public administration, diplomacy, advocacy, and related fields.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Gain practical experience in political science-related fields through internships.

CO2: Apply theoretical concepts learned in academic coursework to real-world situations.

CO3: Develop professional skills such as research, communication, critical thinking, and problem-solving.

CO4: Gain insights into the functioning of governmental and non-governmental organisations

CO5: Reflect on and evaluate personal and professional growth during the internship experience.

CO6: Build networks and connections within the political science field.

Course Content:

The internship course typically spans one Semester and consists of the following components:

Pre-Internship Orientation (Week 1-2):

- Introduction to the internship course objectives, requirements, and expectations.
- Guidance on finding and securing internship placements.
- Preparation of resumes, cover letters, and other application materials.
- Overview of professional conduct, workplace etiquette, and expectations.

4. Internship Placement (Week 3-14):

- Students undertake internships in governmental or non-governmental organisations relevant to their interests and career goals.



- Supervision and mentoring by designated professionals within the host organisations.
- Regular reporting and feedback sessions with the internship supervisor.
- Completion of assigned tasks, projects, and responsibilities as per the internship agreement.
- Active participation in organisational activities, meetings, and events.

5. Midterm Review (Week 8):

- Midterm evaluation of student progress and performance by both the internship supervisor and the course instructor.
- Reflection on internship experiences, challenges faced, and lessons learned.
- Identification of areas for improvement and strategies for maximising the remaining internship period.

6. Final Assessment and Presentation (Week 15-16):

- Submission of a comprehensive internship report detailing the tasks undertaken, skills developed, and insights gained during the internship.
- Oral presentation of internship experiences, highlighting key achievements, challenges, and lessons learned.
- Evaluation of the internship experience in relation to academic learning objectives.
- Peer feedback and discussion on internship presentations.

Assessment:

- Internship Performance Evaluation by Supervisor (40%)
- Internship Report (30%)
- Internship Presentation (20%)
- Professionalism and Participation (10%)

Prerequisites: Completion of core courses in Political Science or departmental approval.

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.



K.R. MANGALAM UNIVERSITY
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6th Semester



SEMESTER VI					
Course Code:SLPLIF601	India's Foreign Policy-Evolution and Changing Dynamics	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Courses (CC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course introduces India's foreign policy to students by first explaining its key determining principles and objectives. They will learn about the central issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels. The course also imparts an understanding of India's evolving relations with the superpowers during the Cold War and post-Cold War period with a special focus on India's neighbourhood diplomacy. India's bargaining strategies and positioning in international climate change negotiations and international economic governance will be taught to help the students understand changing positions and developments of India's role in the global domain since independence. This facilitates an understanding about the shift in India's identity from being a postcolonial state to an emerging power in the contemporary multipolar world.

Course outcomes

At the end of this course, the students would acquire:

CO1: Basic knowledge of the determinants, principles and key drivers of India's foreign policy.

CO2: Understanding the original rationale of India's non-alignment policy and its relevance in the contemporary context as to how India exercises strategic autonomy in foreign policy choices.

CO3: An insight about India's position in changing global power equations particularly its bilateral ties with powerful nations like the US and Russia along with India's largest neighbour, China.

CO4: Understanding of India's neighbourhood diplomacy in South Asia with regard to important challenges pertaining to border disputes, migration and refugees

Course Content

UNIT – I

(15 Hours)

India's Foreign Policy: Meaning, Determinants and Evolution



- Domestic and International Determinants of India's Foreign Policy
- Objectives and Principles
- Non-Alignment and Beyond: Concepts, Policy and Relevance

UNIT – II

(15 Hours)

Changing Relations with the Global Powers from Cold War to the Post-Cold War Era

- India and USA
- India and Russia
- India and China
- India and EU

UNIT – III

(15 Hours)

India and the Neighbourhood: Issues and Challenges

- Border disputes
- Migration and Refugee Issues
- Cross-border Terrorism

UNIT – IV

(15 Hours)

India in the Contemporary Multipolar World

- India's Engagements in Multilateral Forums: Negotiations on Trade and Climate Change
- India as a Global Power: Prospects and Challenges

Text Books

- Bandyopadhyay, J. (2003), Basic Determinants. In *Making of India's Foreign Policy*, New Delhi: Allied Publishers, pp. 26-80.
- Dixit, J.N. (1998). India's Foreign Policy: Conceptual and Philosophical Origins. In *Across Borders: Fifty Years of India's Foreign Policy*. New Delhi: Thomson Press, pp. 1-13.
- Appadorai, A. (1981), Introduction. In *The Domestic Roots of India's Foreign Policy*, New Delhi: OUP, pp.1-26

Reference Books

- Dubey, M. (2016). India's Foreign Policy: Underlying Principles, Strategies and Challenges Ahead, in *India's Foreign Policy: Coping with the Changing World*. Hyderabad: Orient Blackswan, pp. 1-54
- Sahni, Varun. (2007). India's Foreign Policy: Key drivers. *The South African Journal of International Affairs*, 14 (2), 21-35.
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- R.S. (2021). Paradigm Shift: Non-Alignment to Globalization in *India's Foreign Policy in the Post-Cold War Years*. New Delhi: Pearson, pp. 41-50
- Ganguly, S. and Pardesi, M. (2009) 'Explaining Sixty Years of India's Foreign Policy', *India Review*, Vol. 8 (1), pp. 4-19.
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- Pant, H. V. (2016). India and the US: an emerging partnership, in *Indian foreign policy: An overview*, Manchester: Manchester University Press, pp. 21-34.
- Dubey, M. (2016). Indo-US Relations in *India's Foreign Policy: Coping with the Changing World*, Hyderabad: Orient Blackswan Private Limited, pp. 208-258.
- Hagerty, D. T. (2016). The Indo-US Entente: Committed Relationship or 'Friends with Benefits'? in Ganguly, Sumit (ed.), *Engaging the World: Indian Foreign Policy Since 1947* (pp. 133-155). New Delhi: Oxford University Press.
- Dhaliwal, S. (2021). Introduction. In Shweta Dhaliwal (ed.), *Indo-US Relations: Steering through the Changing World Order*. New York: Routledge, pp. 1-9.
- Ollapally, Deepa M. (2010). The Evolution of India's Relations with Russia, In Sumit Ganguly (ed.), *India's Foreign Policy: Retrospect and Prospect* (pp. 226-247). New Delhi: Oxford University Press.
- Pant, Harsh V. (2016). India and Russia: Convergence over Time, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 50-63.
- Saran, Shyam. (2022). Implications of the Russia-Ukraine Conflict for India, Asia-Pacific Leadership Network, <https://www.apln.network/projects/trans-eurasian-security/implicationsofthe-russia-ukraine-conflict-for-india>
- Menon, R. (2015). India and Russia: The anatomy and Evolution of a Relationship. In David M. Malone, C. Raja Mohan, & S. Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*. Oxford: OUP. pp.509-523.
- Kapoor, N. (2019). India-Russia ties in a changing world order: In pursuit of a Special Strategic Partnership. *ORF Occasional Paper*, pp. 4-36.
- Ganguly, Sumit. (2022). Why India Has Been Soft on Russia Over Ukraine. *The Diplomat*, April 15, <https://thediplomat.com/2022/04/why-india-has-been-soft-on-russia-over-ukraine/>
- Pant, Harsh V. (2016). India and China: An Uneasy Relationship, in *Indian foreign policy: An overview*. Manchester: Manchester University Press, pp. 35-49.



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- Bhalla, Madhu. (2021). The China factor in India’s economic diplomacy. In *A 2030 Vision for India’s Economic Diplomacy*, Global Policy-ORF publication, April 26, pp. 1-11. Available at: <https://www.orfonline.org/expert-speak/china-factor-india-economic-diplomacy/>
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- Yadav, R.S. (2021). India as Rising Power Opportunities & Challenges in *India’s Foreign Policy in the Post-Cold War Years*. Noida, Pearson, pp. 253-266. Hall,
- Ian. (2019). Non-Alignment to Multi-Alignment, in *Modi and the Reinvention of Indian Foreign Policy*. Bristol: Bristol University Press, pp. 21-40.
- Sikri, R. (2007). India’s Strategic Choices in *Challenge and Strategy in Rethinking India’s Foreign Policy*, New Delhi: Sage Publications., pp. 277-290.
- Dutt, V.P. (1984). *India’s Foreign Policy*, Vikas Publishing House, New Delhi

Learning Experience

This course offers a comprehensive understanding of India’s foreign policy, its evolution, guiding principles, and key domestic and international influences. Students explore the relevance of Non-Alignment and how India’s global position has shifted from the Cold War to the post-Cold War era, especially in relation to major powers like the USA, Russia, China, and the EU. The course also addresses regional challenges, including border disputes, migration, and cross-border terrorism. In the final unit, learners study India’s role in a multipolar world, its participation in global forums, and the opportunities and obstacles it faces in becoming a significant global power.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code: SLPLWP602	Western Political Thought-II	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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 Outcomes

CO1: Understand how to read and decode the western political thought and use them to engage contemporary socio-political issues.

CO2: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to engage with the latter.

CO3: Understand the different views of western thinkers in the contemporary era.

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

Course Content

Unit 1: Modernity and its Discourses (15 Hours)

Unit 2: Utilitarianism (15 Hours)

- Bentham: Utilitarianism, Pleasure & Pain theory
- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

Unit 3: Idealist & Radicals (15 Hours)

- Hegel: Dialectics, Ethics, Civil Society
- Karl Marx: Dialectical Materialism, Alienation; Class struggle .



Unit 4:

(15 Hours)

- Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
- Gramsci: Hegemony, Neo-Marxist
- Hannah Ardent: Totalitarianism

Text Books

- Skoble and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 328-354.
- Jones, (2002) 'Mary Wollstonecraft's Vindications and their Political Tradition' in C. Johnson, (ed.) The Cambridge Companion to Mary Wollstonecraft, Cambridge: Cambridge University Press, pp. 42-58.
- A History of Political Theory, George, H. Sabine, Oxford and IBH Publishing, New Delhi 1973.
- The Political thought, J.C Johari, Metropolitan Book Co. Pvt. Ltd, New Delhi, 2008

Reference Books

- Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed:19.04.2013
- S. Hall (1992) 'Introduction', in Formations of Modernity UK: Polity Press pages 1-16
- Nelson, (2008) Western Political Thought. New York: Pearson Longman, pp. 221-255.
- M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens Soper, (eds) A Guide to the Political Classics: Plato to Rousseau. New York: Oxford University Press, pp. 171-202.
- S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in Canadian Journal of Political Science XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2023.
- H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 784-801
- P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 324-359.
- J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) History of Political Philosophy, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
- L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) Political Thinkers: From Socrates to the Present. New York: Oxford University Press, pp. 404-435.
- Bryson, (1992) 'Marxist Feminism in Russia' in Feminist Political Theory, London: Palgrave Macmillan, pp. 114-122
- Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) History of Political Philosophy, 2nd edition. Chicago: Chicago University Press, pp. 559-580.



- Selections from A Vindication of the Rights of Woman, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/womana.html#CHAPTER%20II>, Accessed: 19.04.2023.
- Ollman (1991) Marxism: An Uncommon Introduction, New Delhi: Sterling Publishers.
- G. Blakely and V. Bryson (2005) Marx and Other Four Letter Words, London: Pluto
- Skoble, and T. Machan, (2007) Political Philosophy: Essential Selections, New Delhi: Pearson Education, pp. 286-327.
- Modern Political thought, Nayyar Shamsi, Anmol Publications, New Delhi, 2006
- Great Political Thinkers, East & West, R.C Gupta, Lakshmi Narain Agarwal, Agra, 2010.
- Ancient Political Thought, V. Venkata Rao, S. Chand & Co Pvt. Ltd., New Delhi, 1988
- A History of Political thought, Jyoti Prasad Suda, K. Nath & Co. Meerut, 1984.

Learning Experience

This course introduces students to key thinkers and debates in modern Western political thought. It begins with the idea of modernity and its critical discourses. Students explore utilitarianism through Bentham's pleasure-pain theory and Mill's views on liberty, suffrage, and women's rights. The course then examines idealist and radical thinkers, focusing on Hegel's dialectics and Marx's theories of alienation and class struggle. Finally, learners engage with feminist and neo-Marxist critiques through Mary Wollstonecraft's challenge to patriarchy, Gramsci's theory of hegemony, and Hannah Arendt's analysis of totalitarianism. The course builds critical understanding of how modern political ideas shape society and governance.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code- SLPLRM603	Research Methodology	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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

Upon completion of the course the learner will be able to:

CO1: The course introduces the students to the methods and processes of political science research.

CO2: The key philosophical controversies and the two main methods of studying the social sciences, positivism and hermeneutics, are covered in the course program.

CO3: Additionally covered are study ethics, different qualitative and quantitative approaches, and research design.

CO4: The goal of the course is to prepare the students for independent research, which is crucial if they want to continue their education.

Course Content

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

Text Books

- Bryman, A., Bell, E., & Teevan, J. J. (2012). Social research methods. Don Mills, Ont: Oxford University Press.
- Strauss, A. L., & Corbin, J. M. (1990). Basics of qualitative research: Grounded theory procedures and techniques. Newbury Park, Calif: Sage Publications.

Reference Books

- Action, H. B. Acton (1951) Comte's Positivism and the Science of Society. Philosophy, 26(99), 291-310.
- 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.
- Levin, J., & Fox, J. A. (2000). Elementary statistics in social research. Boston: Allyn and Bacon.
- 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.

Learning Experience

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) Behavioural 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.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code:	Professional Employability	L	T	P	C
Version 1.0		2	0	0	2
Category of Course	Ability Enhancement Course - IV				
Total Contact Hours	30				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective:

The Comprehensive Placement Preparation Program is strategically designed to foster employability by equipping students with essential skills in aptitude, communication, personal branding, and professional behavior. Rooted in industry-specific demands and global expectations, the program integrates mock placement simulations, digital portfolio development, and structured evaluation to bridge the gap between academic learning and professional readiness.

Course Outcomes (COs)

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

CO1: Develop a digital professional identity through optimized LinkedIn profiles, customized resumes, and tailored cover letters, showcasing readiness for industry and entrepreneurship.

CO2: Apply quantitative, analytical, and verbal reasoning skills to solve placement-oriented problems, enhancing employability through structured problem-solving approaches.

CO3: Demonstrate effective communication and writing skills, including professional email drafting, paragraph structuring, and vocabulary enhancement, aligning with workplace expectations.

CO4: Display confidence, ethical behavior, and professional etiquette during group discussions, mock interviews, and public interactions, reflecting leadership and responsible citizenship.

CO5: Engage in experiential and outcomes-based learning through practical simulations and peer-reviewed exercises that promote critical thinking, self-assessment, and continuous improvement.

Course Content

Unit I: Professional Branding & Profiling (8 Hours)

- **Session 1:** Digital Profile Workshop & Photoshoot
- **Session 4:** Resume & Cover Letter Writing Workshop



- **Session 6:** Resume & Cover Letter Submission & Feedback
- **Session 14:** Mock Interview + Video Resume Workshop
- **Session 15:** Mock PI Round + Student Video Resume Showcase

Unit II: Quantitative & Analytical Reasoning Practice

(7 Hours)

- **Session 2:** Ratio, Proportion, Averages, Percentages & Shortcuts
- **Session 5:** Number & Alphabet Series, Divisibility & Patterns
- **Session 8:** Time, Work, Time-Speed-Distance & Shortcuts
- **Session 11:** Remainders, Unit Digits & Last Two Digits
- **Session 12:** Profit, Loss, S.I., C.I., Discounts & Shortcuts

Unit III: Communication Mastery & Etiquette

(8 Hours)

- **Session 3:** Vocabulary Quest – Word Power Enhancement
- **Session 9:** Email Etiquette + Paragraph Writing Workshop
- **Session 10:** Professional Etiquette + Body Language Workshop

Unit IV: Placement Simulation, Engagement & Evaluation

(7 Hours)

- **Session 7:** Company-Specific Test-1 + Discussion
- **Session 13:** Group Discussion Workshop + Mock GD Rounds
- **Session 14:** Mock Interview + Video Resume Workshop
- **Session 15:** Mock PI Round + Student Video Resume Showcase

Course Outline & Session Plan

Sess.	Theme / Title	Activity & Focus Area
1	Digital Profile Workshop & Photoshoot	LinkedIn setup, headline writing, summary crafting; professional headshot photo session.
2	Workshop: Important Concept Questions – Ratio, Proportion, and Averages, Percentages & shortcuts	Company-specific problems from TCS, Capgemini, etc.; mini quizzes and partner solving.
3	Vocabulary Quest – Word Power Enhancement	Gamified rounds: synonyms, antonyms, idioms, analogies with buzzers and point scoring.



4	Resume & Cover Letter Building Workshop	Resume writing from scratch; industry-tailored cover letters; live editing and templates.
5	Workshop: Important Concept Questions – Number Series & Alphabet Patterns, Divisibility & shortcuts	Timed puzzles, decoding challenges, and test-like practice on pattern-based reasoning.
6	Resume & Cover Letter Submission & Feedback	Peer + trainer review on Grammarly, Canva, and job-matching platforms.
7	Company Specific Test-1 + Discussion	Real test simulation (based on recent drives) + post-test discussion and approach mapping.
8	Workshop: Important Concept Questions – Time, Work, and Time-Speed-Distance & shortcuts	Tricks, shortcuts, and high-frequency question sets from Infosys, Accenture, etc.
9	Email Etiquette + Paragraph Writing Workshop	Email drafting tasks, tone matching, paragraph writing with placement prompts.
10	Professional Etiquette + Body Language Workshop	Roleplays, do/don't video clips, handshake & eye contact drills.
11	Workshop : Remainders, Unit Digits & Last Two Digits & shortcuts	Rapid fire quant ques: teams solve placement-type arithmetic problems with timer.
12	Workshop : Important Concept Questions – Profit, Loss, S.I., C.I., Discounts & shortcuts	Focused drills on commercial math; group solving and leaderboard challenges.
13	Group Discussion Workshop + Mock GD Rounds	GD themes from recent campus drives + rubric-based evaluation and trainer intervention.



14	Mock Interview + Video Resume Workshop	Mock HR + Tech PI; workshop on scripting, filming, and editing a 60-sec video resume.
15	Mock PI Round + Student Video Resume Showcase	Final PI drills with faculty/alumni panel + batch-wide video resume presentations.

Detailed Session Plan

Session 1: Digital Profile workshop& Photoshoot

Create/update LinkedIn profile with professional headlines, summary, and achievements.
Add certifications, projects, internships, and skills.
Tips on personal branding and profile optimization.
Conduct professional photo shoot for profile pictures.

Session 2: Quant Practice – Ratio, Proportion & Averages

Company-specific problems from TCS, Wipro, and Capgemini (previous year patterns).
Average speed, weighted average, and replacement questions.
Concept boosters: Visual approaches and logical reasoning behind ratios.
Practice quiz and peer explanation rounds.

Session 3: Vocabulary Quest – Word Power Enhancement

Team-based quiz on synonyms, antonyms, analogies, and idioms.
Elimination-style rapid rounds with buzzer (Kahoot/Quizizz).
Vocabulary usage in context: fill in the blanks and sentence completion.
Bonus round: Guess the word from root, prefix, or suffix.

Session 4: Resume & Cover Letter Writing Workshop

Creating targeted resumes using placement-oriented formats.
Difference between generic and company-specific resumes.
Cover letter format and tailoring per job role.
Hands-on writing with live trainer feedback.

Session 5: Quant Practice – Number & Alphabet Series, Pattern Problems



Identify logic behind series (arithmetic, geometric, mixed).
Coding-decoding using alphabetical transformations.
Solve medium to advanced pattern questions with time cap.
Partner task: Create and challenge peers with self-designed series.

Session 6: Resume + Cover Letter Lab (Review & Submission)

Resume & CL finalization based on peer and trainer inputs.
Industry-specific keywords integration for ATS optimization.
Online submission on placement portals.
Quick audit checklist for final resumes.

Session 7: Company-Specific Test – 1 + Analysis

Conduct a full-length placement aptitude mock test.
Include sections on Quant, Logical Reasoning, Verbal Ability.
Immediate discussion of top 10 tricky questions.
Discuss test-taking strategy, time management, and guesswork tactics.

Session 8: Quant Practice – Time, Work & Speed Distance

Shortcut methods for pipes & cisterns, man-days work sharing.
Relative speed, trains, and upstream/downstream questions.
Solve high-frequency questions from Infosys/Capgemini patterns.
Practice tasks using pair programming approach.

Session 9: Email Etiquette + Paragraph Writing Lab

Types of emails: formal, follow-up, thank-you, escalation.
Email structure (Subject, Salutation, Body, CTA, Signature).
Paragraph writing based on prompts: workplace and career themes.
Peer assessment on clarity, tone, and grammar.

Session 10: Body Language & Professional Etiquette Workshop

Do's and don'ts of physical presence during interviews and GDs.
Practice activities: confident walk-in, firm handshake, eye contact.
Grooming guidelines and personal hygiene tips.
Observation of mock video clips with critique.

Session 11: Quant Battle – Remainders, Unit Digit, Last Two Digits



Application of Euler, Fermat, and cyclicity concepts (only problem solving).
Shortcuts to find unit and last two digits in powers.
Relay challenge: group solving in timed rounds.
Company-based flashcards and “one mistake you're out” game.

Session 12: Quant Practice – Profit & Loss, S.I., C.I., Discounts

Focus on combined and successive discount problems.
Difference between simple and compound interest; interest rate puzzles.
Solving mix-type questions using approximation and reverse method.
Team-based activity: set your own "store" and quiz the others.

Session 13: Group Discussion Workshop + Mock GD

Understanding GD evaluation criteria: content, clarity, leadership, listening.
Common GD topics: abstract, factual, current affairs, and case-based.
Mock GD in 6-member groups with feedback from trainer/peer.
Tips to handle fish market situations and dominance issues.

Session 14: Mock PI + Video Resume Workshop

Mock Personal Interview (HR + Technical basics).
Discussion on common and tricky PI questions.
Script writing and storyboarding for 60-second video resume.
Tools to shoot/edit video resume (Lumen5, Canva, mobile tools).

Session 15: Mock PI Practice + Student Video Resume Showcase

Final round of mock interviews with real-time evaluation.
Final screening and critique of student video resumes.
Trainer evaluation + peer voting on best presentations.
Awarding certificates and top performer mentions.

Assessments & Evaluation Criteria

Component	Weightage
Resume, Cover Letter & LinkedIn Labs	20%
Quant Practice workshops (Best 3 Quizzes)	20%



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Group Discussion & PI Participation	20%
Vocabulary Contest & Email Proficiency	15%
Video Resume Showcase	15%
Attendance & Engagement	10%



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SEVENTH SEMESTER



SEMESTER VII						
Course Code- SLPLSE701	Social Exclusion Theory and Practice	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	4					
Pre-Requisites/ Co-Requisites						

Course Perspective:

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:

Upon completion of the course the learner will be able to:

CO1: The course provides an insight into the historical background of the concept social exclusion

CO2: The students will see how the concept is related to various theoretical concepts of inequality, poverty and discrimination

CO3: It discusses different modes of social exclusion with case studies from India and elsewhere

CO4: It discusses case studies relating to social exclusion with a specific focus on poverty, discrimination, deprivation and inequality

Course Content:

Unit I: (15 Hours)

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: (15 Hours)



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: (15 Hours)

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: (15 Hours)

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.)

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

Text Books

Omvedt, Gail: Dalit Vision Tract and Times.
Sawaswati Raju : Locating Women in Social Development in India
Sukhdeo Throat : Empowering Marginalized Groups: Policies and Changes in India
Jordan Bill : A theory of Poverty and Social Exclusion

Reference Books

H.S Verma : The OBCs and the dynamics of social exclusion in India
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.

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

Learning Experience:

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.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



Semester VII						
Course SLESDA702	Code:	Data Analysis with Statistical Package	L	T	P	C
Version 1.0			2	0	4	4
Category of Course	Major					
Total Contact Hours	90 Hrs					
Pre-requisites/Co-requisites						

Course Perspective

Economic data is fundamental to empirical research, policymaking, and forecasting. The ability to analyze, interpret, and visualize such data using statistical tools is a vital skill for economists. SPSS (Statistical Package for the Social Sciences) is one of the most widely used software tools for statistical analysis in the social sciences. This course equips students with hands-on skills in data entry, data cleaning, descriptive and inferential statistics, hypothesis testing, correlation, and multivariate analysis — all within the SPSS environment, with real-world applications to economic data.

Course Outcomes (COs)

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

- **CO1** : Understand the structure and functions of SPSS as a tool for economic data analysis.
- **CO2** : Apply SPSS techniques to organize, clean, and describe economic data.
- **CO3** : Analyze datasets using appropriate statistical tests and interpret economic phenomena.
- **CO4** : Create outputs like tables, charts, and reports that summarize economic insights and validate hypotheses.

Course Content

Unit I: Introduction to SPSS and Data Handling **Hours: 20 (6 Theory + 14 Practical)**



Theory Topics:

- Introduction to SPSS interface: Data view, Variable view, Output view
- Types of variables and levels of measurement (nominal, ordinal, scale)
- Data entry, editing, labeling, recoding variables
- Importing data from Excel/CSV and exporting results
- Data cleaning: Handling missing values, outliers, and validation

Practical Applications:

- Create an SPSS dataset from an Excel file of NSSO/NFHS/Budget data
- Label variables and perform recoding (e.g., age groups, income brackets)
- Handle missing data and identify outliers in sample economic data
- Prepare a codebook and summary sheet for the dataset

Unit II: Descriptive Statistics and Data Visualization **Hours: 25 (6 Theory + 19 Practical)**

Theory Topics:

- Frequency distributions, central tendency (mean, median, mode)
- Dispersion measures: range, standard deviation, variance
- Cross-tabulation and chi-square tests
- Visualizations: bar charts, histograms, boxplots, pie charts, error bars

Practical Applications:

- Generate descriptive statistics for employment, literacy, and income data
- Use cross-tabulation to compare urban-rural access to education or healthcare
- Create bar graphs of GDP by sector, histogram of wage distribution, boxplots of per capita income
- Perform chi-square test for association (e.g., gender vs. employment status)

Unit III: Inferential Statistics and Hypothesis Testing **Hours: 25 (8 Theory + 17 Practical)**

Theory Topics:

- Concept of hypothesis testing (null vs. alternative hypothesis)
- Parametric tests: t-tests (one-sample, independent, paired), ANOVA



- Non-parametric tests: Mann-Whitney U, Kruskal-Wallis, Wilcoxon
- Confidence intervals, significance levels, Type I & II errors

Practical Applications:

- Conduct independent t-tests comparing average income by gender
- Perform ANOVA to compare literacy rates across Indian states
- Use Mann-Whitney test for comparing employment satisfaction levels across sectors
- Interpret outputs: significance (p-value), mean differences, confidence intervals

Unit IV: Correlation, Regression, and Multivariate Analysis Hours: 20 (6 Theory + 14 Practical)

Theory Topics:

- Correlation: Pearson and Spearman coefficients
- Simple and multiple linear regression: assumptions, model fit
- Interpreting regression coefficients, R^2 , adjusted R^2
- Introduction to factor analysis and principal component analysis (PCA) for economic indices

Practical Applications:

- Run correlation analysis between HDI and per capita income
- Perform linear regression on consumption vs. income
- Build multiple regression models (e.g., poverty rate = $f(\text{education, employment, gender})$)
- Introduction to PCA using economic indicators (demo)

Textbooks

1. Pallant, J. (2020). *SPSS Survival Manual* (7th ed.). McGraw-Hill Education.
2. Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. Sage Publications.
3. George, D., & Mallery, P. (2022). *IBM SPSS Statistics Step by Step: A Simple Guide and Reference*. Pearson.

Online Tutorials & Training:

Resource	Link
IBM SPSS Official Documentation	https://www.ibm.com/docs/en/spss-statistics



SPSS Video Tutorials – NPTEL	https://nptel.ac.in/courses/110/105/110105094/
YouTube: SPSS for Beginners (Dr. Todd Grande)	https://www.youtube.com/@drtoddlgrande
University of Essex SPSS Guide	https://www.essex.ac.uk/skills/spreadsheet-and-statistical-software

Assessment Scheme

Component	Weightage
Lab Assignments	30%
Mid-Term Practical Test	20%
Final Project Report and Viva	50%

Suggested Final Project Topics

- Gender-wise Employment Analysis Using NSS Data in SPSS
- Income Inequality Trends across Rural and Urban Households
- Education Level and Wage Determinants – A Regression Analysis
- Creating an Index of Socioeconomic Wellbeing Using PCA
- Analysing the Impact of Government Expenditure on Health Indicators



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Eighth Semester



SEMESTER VIII					
Course Code- SLPLCG801	Citizenship in a Globalising World	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Core Course/Discipline Specific Course (DSC)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

The purpose of this class is to present several citizenship debate trajectories. It explores the interaction between the individual and the group, what membership means, how the advantages and disadvantages of membership are distributed, and how these normative aspects of citizenship have evolved through time.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Gain a thorough knowledge of citizenship's historical, normative, and factual underpinnings.

CO2: Recognise the many paths of the notion of citizenship's creation and evolution.

CO3: Recognise and evaluate some of the most important moral issues that citizenship is currently facing as a result of globalization and the increasingly spreading notion that diversity needs to be accommodated in multicultural political environments.

CO4: Analyze the impact of digital transformation on the concept and practice of citizenship, including the roles of digital rights, and the challenges posed by digital divides and surveillance in the digital age.

Course Content

Unit 1: (15 Hours)

- Classical conceptions of citizenship
- The Evolution of Citizenship and the Modern State



Unit 2: (15 Hours)

- Citizenship
- Diversity

Unit 3: (15 Hours)

- Citizenship beyond the Nation-state
- Globalization and global justice

Unit 4: (15 Hours)

- The idea of cosmopolitan citizenship
- Contemporary Relevance

Text Books

- Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.
- Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press.
- Kymlicka, W.(1995). Multicultural Citizenship, Oxford: Oxford University Press.

Reference Books

- Heater, Derek. (2002). World citizenship: cosmopolitan thinking and its opponents. New York: Continuum. (Chapter 3: Identity and Morality)
- Held, David (1995), Democracy and the Global Order: From the Modern State to Cosmopolitan Governance (Stanford: Stanford University Press).
- Kymlicka, W. (2000). "Citizenship in Culturally Diverse Societies: Issues, Contexts, Concepts", in W. Kymlicka, W. Norman (eds.) Citizenship in Diverse Societies, Oxford: Oxford University Press, 1-41.
- Kymlicka, W. (1999), "Citizenship in an Era of Globalization: A Response to Held," in I.Shapiro & C. Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).
- Parekh, B.(2000). Rethinking Multiculturalism: Cultural Diversity and Political Theory, Cambridge, MA: Harvard University Press.

Learning Experience

In recent times, the notion of citizenship has become increasingly prominent as the traditional boundaries of the nation-state face challenges from globalisation, multiculturalism and economic restructuring. In this context, Citizenship in a Globalising World is a welcome addition in the field of political science as it takes a detailed look at the topic of citizenship, from the origins of both citizenship and the state, to various theories of citizenship and what



it means in the modern context, when it has to coexist with forces of globalization and the rise of new social groups.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VIII						
Course Code- SLPLDR802	Dissertation	L	T	P	C	
Version 1.0		-	-	-	12	
Category of Course	Core Course/Discipline Specific Course (DSC)					
Total Contact Hours	12					
Pre-Requisites/ Co-Requisites						

Course Perspective:

The "Research Project" in the B.A. Political Science (Hons.) programme will provide students with an opportunity to engage in independent, in-depth research on a topic of their choice within the discipline. It will encourage students to apply theoretical knowledge and methodological skills acquired throughout the program. The course emphasises the development of critical thinking, analytical abilities, and practical research skills while exploring contemporary political issues and contributing original insights to ongoing debates in the field.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: Develop the ability to identify, conceptualise, and investigate a significant political science research question.

CO2: Demonstrate proficiency in research methodologies, data collection, and analysis.

CO3: Produce a well-structured, original research report that effectively communicates findings and arguments.

CO4: Cultivate independent learning, problem-solving, and project management skills.

CO5: Present research findings with clarity, contributing to academic discourse in political science.

Learning Experience:

The "Research Project" will enable students to transition from theoretical learning to hands-on research. Through the process of formulating research questions, collecting and analysing data, and writing up their findings, students experience the challenges and rewards of



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academic inquiry. This course fosters self-directed learning, deepens their understanding of political science, and sharpens their ability to critically engage with complex issues. By the end of the project, students not only gain specialised knowledge but also enhance their research, writing, and presentation skills.



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Annexure I

Discipline Specific Electives

(Semester Wise)



SEMESTER III					
Course Code- SLPLGP304	Global Politics and the Rise of the Asian Century	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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 globalisation discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analysing 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 Outcome

Upon completion of the course the learner will be able to:

CO1: 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.

CO2: 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.

CO3: 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.

CO4: 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 Content

Unit 1: Conceptualisation of the Asian Century (15 Hours)

- 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 (15 Hours)

- 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 (15 Hours)

- 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 (15 Hours)

- Prospects in the post-Covid world order

Text Books

- Narayanan R. (2018). Achieving the Asian Century: Challenges and Options. United Service Institution of India, 490.
- Kawakita, K. Are We Entering an "Asian Century?": The Possibility of a New International Order.
- Gordon, R. (2016). The Rise and Fall of American Growth. New Jersey: Princeton University Press

Reference Books

- Woetzel J., Seong J. (2021, January 5). What is driving Asia's technological rise? Retrieved from McKinsey Global Institute
- Aggarwal V. K. (2008). Asia's Competing Regionalism: The Search for Coherence and Convergence. Pacific Affairs Vol. 81, No. 1, pp. 9-30
- McNeil T. (2019, November 21). Why the United States Is the Only Superpower. Retrieved from Tufts
- Brands H. (2017). The unexceptional superpower: American grand strategy in the age of Trump. Survival, 59(6), 7-40.



- Nye, J. S. (2012). China and soft power. South African Journal of International Affairs, 19(2), 151-155.
- Alagappa, M. (2014). International Peace in Asia: Will it Endure? Carnegie Endowment International Peace (<http://carnegieendowment.org/2014/12/19/international-peace-in-asia-will-it-endure-pub-57588>)
- Asian Development Bank (2011). ASIA 2050: Realising the Asian Century
- Bajpae, C. (2016). Globalization with Asian characteristics. The Diplomat. (<http://thediplomat.com/2016/07/globalization-with-asian-characteristics/>)
- Blackwill, R. (2016). Xi Jinping on the Global Stage. Council on Foreign Relations, Special Report No. 74
- Cha, V. D. (2009). What do they really want?: Obama's North Korea Conundrum. The Washington Quarterly, 32:4 pp. 119-138
- Chubb, A. (2014). Exploring China's "Maritime Consciousness". (http://perthusasia.edu.au/usac/assets/media/docs/publications/2014_Exploring_China_s_Maritime_Consciousness_Final.pdf)
- Dibb, P. (2011). Two Geopolitical Fallacies: the rise of China and the inevitable decline of America. Speech to ANU College of Asia and the Pacific (<https://www.youtube.com/watch?v=QiZ6391DCis>)

Learning Experience

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.

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

Evaluation Scheme:



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Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER III					
Course Code- SLPLGP305	Gandhian Philosophy in the Contemporary World	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

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

Course Outcomes

Upon completion of the course the students will be able to:

CO1: Analyse how Gandhi applied his principles in shaping his positions on social, political, economic, and religious questions.

CO2: Evaluate Gandhi's critique of Western Civilization.

CO3: Explain Gandhi's position on key contemporary debates in India such as religious conversion, cow protection, language issue, and Hinduism.

CO4: Interpret how Gandhi's concept of Swadeshi extends beyond economics to encompass all aspects of national life.

Course Content

Unit 1 (15 Hours)

Gandhi on Modern Civilization and Ethics of Development

- Conception of Modern Civilisation and Alternative Modernity
- Critique of Development: Narmada Bachao Andolan

Unit 2 (15 Hours)

Gandhian Thought: Theory and Action



- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

Unit 3 (15 Hours)

Gandhi's Legacy

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) Gandhigiri: Perceptions in Popular Culture

Unit 4 (15 Hours)

Gandhi and the Idea of Political

- a) Swaraj
- b) Swadeshi

Text Book

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

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', The Hindu Available at <http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>, Accessed: 14.05.2019.

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910,
https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf

Reference Books

I. Gandhi on Modern Civilization and Ethics of Development

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



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

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

R Iyer, (ed) (1993) 'Chapter 4' in The Essential Writings of Mahatma Gandhi, New Delhi: Oxford University Press

R. Ramashray, (1984) 'Liberty versus Liberation', in Self and Society: A Study in Gandhian Thought, New Delhi: Sage Publication

II. Gandhian Thought: Theory and Action

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

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) Gandhi, Freedom and Self-Rule, New Delhi: Lexington Books, pp.63-86.

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

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

R. Iyer, (2000) 'Chapter 10 and 11', in The Moral and Political Thought of Mahatma Gandhi, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), Gandhi's Vision for Indian Society: Theory and Action, Master Thesis in History, University of Oslo, Available at <https://www.duo.uio.no/bitstream/handle/10852/23275/IngridxKnudegaarxdmasteroppgavexixhistorie.pdf?sequence=1&isAllowed=y>, Accessed: 14.05.2019, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. Social Scientist. Vol. 37 (1/2). Pp. 64-70.

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

D. Hardiman, (2003) 'Fighting Religious Hatreds', in Gandhi in His Time and Ours. Delhi: Oxford University Press.



III. Gandhi's Legacy

D. Hardiman, (2003) 'Gandhi's Global Legacy', in Gandhi in His Time and Ours. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) In Search of Answers: Indian Women's Voices from Manushi, London: Zed Press.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', Economic and Political Weekly, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) Cambridge Companion to Gandhi, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

P. Chatterjee, (1986) 'The Moment of Maneuver', in Nationalist Thought and the Colonial World: A derivative discourse?, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', Indian Historical Review, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in Mahatma Gandhi: Selected Political

Additional Resources:

Classics

M. K. Gandhi Chapter XII&XIII, " Satyagraha in South Africa, Navjivan Trust, Ahmedabad,

1928, pp. 95-107

M.K. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in Constructive Programme: Its Meaning and Place, Ahmedabad: Navjivan Trust.

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66) https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharatmk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf



- A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.
- B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.
- R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.
- S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.
- R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.
- H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.
- J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58
- M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.
- R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.
- N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University Press.
- R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.
- T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.
- A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.
- J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008
- R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Learning Experince



This course explores the depth and relevance of Gandhian thought in both historical and contemporary contexts. Students examine Gandhi's critique of modern civilization and development, including movements like the Narmada Bachao Andolan. The course delves into his theory of Satyagraha and its practical application in social struggles like Kheda, temple entry, and communal harmony. Learners also study Gandhi's lasting legacy in global movements for anti-racism, peace, and women's rights, along with his influence in popular culture through "Gandhigiri." Finally, the course highlights Gandhi's political ideas of Swaraj and Swadeshi, encouraging reflection on self-rule and ethical living in today's world.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER III					
Course Code- SLPLSM306	Social Movement and Development Process in Contemporary India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

To understand the development process in India since independence and the Liberalisation policy. To understand the process of industrialisation and the influence it had on social structures. To understand the agrarian policy and structure in India and the land reforms and green revolution. To understand the various social movements such as tribal, peasant, Dalits, and women. India's development processes have changed as a result of the effects of globalisation, creating new geographies of power as well as places of advantage and disadvantage. Students will learn about the circumstances, settings, and modes of political contestation over current development paradigms and the recovery of people' democratic voices in this course.

Course Outcomes:

Upon completion of the course the learner will be able to:

CO1: To understand and analyse the development process and policies in India since independence at a deeper level

CO2: To understand and analyse the industrial policy of India and its influence on the social structure

CO3: To understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.



CO4: To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.

CO5: To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.

Course Content

Unit I: Understanding Social Movements: An introduction (15 Hours)

- Social Movements-Concepts and Definition, Approaches
- Conceptual Problems in the Study of Social Movements
- Role and Theories of Social Movement (Collective Behaviour Theory, Deprivation Theory-Resource Mobilisation Theory, Political process Theory, New Social Movements Theories and so on) & Evolution of Social Movements
- Impact of Globalisation and Social Movements (Industrial Development Strategy and Its Impact on the Social Structure; Mixed Economy, privatisation, the impact on organised and unorganised labour; Emergence of the New Middle Class; State and Planning; Liberalisation and Reforms)
- New Social Movements in India

Unit II: Peasant and Farmers Movements (15 Hours)

- Agrarian Development Strategy and its Impact on the Social Structure
- Land Reforms, Green Revolution
- Agrarian Crisis since the 1990s and its impact on farmers
- New and Recent Farmers movements (2020-24)

Unit III: Feminist and Women's Movements (15 Hours)

- Pre-Independence Period
- Post-Independence Period (Dowry, Rape, Community, Religion, Caste and Class)
- Challenges to the Women's Movement

Unit IV: Movements of the Deprived Sections (15 Hours)

- Dalit Movement (New Beginning-Bhimrao Ramji Ambedkar; Dalit Panthers; Bahujan Samaj Party; Dalit Women; Present Trends; Challenges and Opportunities)
- Tribal Movement- Past and Present
- Disability Movements



- Queer Movements
- Movements of the Displaced-Civil Liberties and Human Rights Movements
- Environment Movements
- Right to Information-RTI; Right to Education-RTE; Anti-Corruption; Right to Food Campaign-RTFC
- Social Movements and Social Change

Text Books

Menon, Krishna and Ranjana Subberwal (2019), *Social Movements in Contemporary India*, Sage Publications, New Delhi

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

Reference Books

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

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

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', R. R. Kale Memorial Lecture, Pune: Gokhale Institute of Politics and Economics.



- A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in Economic and Political Weekly, XLI (43-44), pp.4533-36.
- B. Nayar (1989) India's Mixed Economy: The Role of Ideology and its Development, Bombay: Popular Prakashan.
- F. Frankel, (2005) 'Crisis of National Economic Planning', in India's Political Economy (1947-2004): The Gradual Revolution, Delhi: Oxford University Press, pp. 93-340.
- S. Shyam, (2003) 'Organizing the Unorganized', in Seminar, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.
- S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) Globalization and Politics in India, Delhi: Oxford University Press, pp.516-526.
- V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) Social Movements in India, Delhi: Oxford University Press, pp 32-60.
- A. Desai, (ed.), (1986) Agrarian Struggles in India After Independence, Delhi: Oxford University Press, pp. xi-xxxvi
- F. Frankel, (1971) India's Green Revolution: Economic Gains and Political Costs, Princeton and New Jersey: Princeton University Press.
- F. Frankel, (2009) Harvesting Despair: Agrarian Crisis in India, Delhi: Perspectives, pp. 161-169.
- J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) Power Matters: Essays on Institutions, Politics, and Society in India, Delhi. Oxford University Press, pp. 29-32.
- K. Suri, (2006) 'Political economy of Agrarian Distress', in Economic and Political Weekly, XLI(16) pp. 1523-1529.
- P. Joshi, (1979) Land Reforms in India: Trends and Perspectives, New Delhi: Allied publishers.



- P. Appu, (1974) 'Agrarian Structure and Rural Development', in Economic and Political Weekly, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', Occasional Publication 22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) Agrarian Crises and Farmer Suicides (Land Reforms in India Series), New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in Economic and Political Weekly, XLI (16)
- G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) People's Rights: Social Movements and the State in the Third World New Delhi: Sage, pp. 353-371.
- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel, New Delhi: Sage.
- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in Economic and Political Weekly, XXI (28). pp. 1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) India's Contemporary Security Challenges, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) The Success of India's Democracy, Cambridge: CUP, pp.193-225.



S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) Social Movements and the State, New Delhi: Sage, pp. 251-266

Learning Experience

Social Movements and Development Process in India is a comprehensive course that helps students better understand and appreciate Indian society and the structures and processes that shape it. It develops the understanding of the agricultural and industrial policy of India.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER IV					
Course Code- SLPLMS404	The Modern State in Contemporary Perspective	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course focuses on studying the state in its historical and conceptual variations. It would focus on how the state may be studied as a conceptual variable, how states have been historically emergent and specific, and how the modern state has developed in various forms in history and in contemporary contexts viz., the state in Europe, Africa and Asia. The course also identifies certain themes viz., gender, class, race and nationality, which are relevant for the study of states, especially for etching out a common experience in the unfolding of state formation and state practices of rule.

Course Outcomes:

CO1: Students will be able to critically analyse the concept of the state, identifying its historical emergence and variations in different regions, including Europe, Africa, and Asia.

CO2: Students will gain the ability to compare and contrast the development of the modern state across different historical periods and contexts, understanding its evolution and contemporary significance.

CO3: Students will be able to evaluate the impact of social categories such as gender, class, race, and nationality on state formation and governance, recognizing common patterns across global histories.

CO4: Students will be equipped to apply theoretical frameworks related to state formation and practices to current global and regional political issues, enabling a nuanced understanding of state practices in modern governance.

Course Content:

Unit 1: (15 Hours)

Studying the State/Idea of the State: Modern, Colonial and Postcolonial State (s)

Unit 2: (15 Hours)



The Promise of the State, Constitutionalism and Postcolonial Legality

Unit 3: (15 Hours)

The State and Practices of Ruling

- a. Governmentality, enumeration, identification
- b. The security state: patriotism, surveillance, suspect communities, the masculinist /protective state and subordinate citizenship
- c. The Nation-state and gendered citizenship

Unit 4: (15 Hours)

The State and the Politics of the Governed

Text Books

Uppendra Baxi 2000. 'Constitutionalism as a Site of State Formative Practices', 21 Cardozo Law Reviews 1183, 2000

Ashis Nandy, The Romance of the State and the Fate of Dissent in the Tropics, Delhi, Oxford Indian Paperbacks, 2007 (1st edition 2003)

Partha Chatterjee, Nation and its Fragments, OUP, Delhi, 1993 (chapter 2: The Colonial State]

Partha Chatterjee, Politics of the Governed, OUP, Delhi, 2004.

Reference Books

Achille Mbembe, On the Post-colony, Berkeley, University of California Press, 2001.

Adeel Khan, Politics of Identity: Ethnic Nationalism and the State in Pakistan, New Delhi and London, Sage, 2005 [Chapter 2: Ethnicity, Nationalism and the Modern State, Chapter 3: Colonial State and Colonial Difference in India]

Austen Sarat, Law, Violence, and the Possibilities of Justice, Princeton University Press, Princeton, 2001.

Bernard S. Cohn and Nicholas B. Dirks, 'Beyond the Fringe: The Nation-State, Colonialism and Technologies of Power', Journal of Historical Sociology, Vol.1, No.2, June 1988.

David Dyzenhaus, The Constitution of Law: Legality in a Time of Emergency, Cambridge University Press, Cambridge, 2003.

David Held, 'The Development of the Modern State', Stuart Hall and Bram Gieben, eds. Formations of Modernity, Cambridge, Polity Press, 1982.

David Scott, 'Colonial Governmentality' in Refashioning Futures: Criticism after Postcoloniality, Princeton, Princeton University Press, 1999.



Gargi Chakravartty, *Coming Out of Partition: Refugee Women of Bengal*, New Delhi and Calcutta, Bluejay Books, 2005.

Georgio Agamben, *State of Exception*, (translated by Kevin Attell) the University of Chicago Press, Chicago, 2005.

Hamza Alavi, *State in Post Colonial Societies: Pakistan and Bangladesh*, New Left Review, 1972.

Iris Marion Young, 'The Logic of Masculinist Protection: Reflections on the Current Security State' (Part II, Ch.6) in *Global Challenges, War, Self Determination and Responsibility for Justice*, Polity, Cambridge, 2007, pp.117-139.

James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts*, New Haven, Yale University Press, 1990.

James Ferguson and Akhil Gupta, 'Spatialising States: Towards an Ethnography of Neoliberal Governmentality', in Jonathan Xavier Inda ed., *Anthropologies of Modernity*:

Foucault, *Governmentality and Life Politics*, Blackwell, 2005, pp.105-130.

James Tully, *Strange Multiplicity: Constitutionalism in an Age of Diversity*, Cambridge University Press, Cambridge, 1995.

Joel S. Migdal, 'Studying the State', in Mark Irving, Lichback and Alan S. Zukerman, *Comparative Politics, Rationality, Culture and Structure*, Cambridge, Cambridge University Press, 1997.

Jose Maria Maravall and Adam Przeworski, *Democracy and the Rule of Law*, Cambridge University Press, Cambridge, 2003.

Judith Butler, *Precarious Life: The Powers of Mourning and Violence*, Verso, London, New York, 2004.

Julia M.Eckert ed., *The Social Life of Anti-Terrorism Laws: The War on Terrorism and the Classification of the Dangerous Other*, Transaction, Piscataway, 2008.

Laura Nader, *The Life of the Law: Anthropological Projects*, University of California Press, California, 2002.

Michel Foucault, 'Governmentality', in G.Burchell, C.Gordon and P.Miller eds., *The Foucault Effect: Studies in Governmentality*, London, Harvester Wheatsheaf, 1991.

Mohammad Waseem, *Constitutionalism in Pakistan: The Lingering Crisis of Dyarchy* (Conference paper)

Philip Abrams, *Notes on the Difficulty of Studying the State* (1977), *Journal of Historical Sociology*, Vol.1, No.1, March 1988.

Quentin Skinner and Bo Strath eds., *States and Citizens: History, Theory, Prospects*, Cambridge, Cambridge University Press, 2003.



Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, Delhi, Kali for Women, 1998.

Sandro Mezzadra, 'Citizen and Subject: A Postcolonial Constitution for the European Union', *Situations*. 1(2): 31-42, 2006.

Sarbani Sen, *Popular Sovereignty and Democratic Transformation: The Constitution of India*, Delhi, OUP, 2007.

Sudipta Kaviraj, 'On the Construction of Colonial Power: Structure, Discourse, Hegemony' in Dagmar Engels and Shula Marks (eds.), *Contesting Colonial Hegemony*, Academic Press, London, 1994.

Upendra Baxi, 'Outline of a 'Theory of Practice' of Indian Constitutionalism', in Rajiv Bhargava ed. *Politics and Ethics of the Indian Constitution*, OUP, Delhi, 2008, pp.92-118.

Upendra Baxi, 'The (Im)possibility of Constitutional Justice: Seismographic Notes on Indian Constitutionalism' in Zoya Hasan, E.Sridhran and R.Sudarshan eds., *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, Delhi, 2002, pp.31-63.

Upendra Baxi, 'Postcolonial Legality', in Henry Schwartz and Sangeeta Ray eds., *A Companion to Postcolonial Studies*, Blackwell, 2000, pp.540-555.

Urvashi Butalia, 'Migration/Dislocation: A Gendered Perspective', in Navnita Chadha Behera (ed), *Gender, Conflict and Migration*, Delhi, Sage, 2006.

Shahanaz Rouse, *Shifting Body Politics: Gender, Nation, State in Pakistan*, Women Unlimited, New Delhi, 2004.

Uma Chakravarty, *Archiving Disquiet: Feminist Praxis and the Nation-State*, CWDS Occasional Paper, 2007.

Learning Experience

This course critically examines the concept and evolution of the state in modern, colonial, and postcolonial contexts. Students explore how constitutionalism and postcolonial legality shape the state's promises and limitations. The course delves into the practices of governance, focusing on techniques like enumeration, surveillance, and the construction of suspect communities. It also discusses how the state reinforces gendered citizenship and power hierarchies through security discourses and protective nationalism. Finally, learners study the everyday politics of the governed, encouraging them to analyze how marginalized communities interact with, resist, or reshape state power in contemporary democratic and postcolonial settings.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER IV					
Course Code- SLPLPG405	Politics of Globalisation	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course examines the paradoxes of contemporary globalisation. It has been crafted in a manner as to introduce to the students from diverse disciplinary backgrounds the complex multifaceted nature of the contemporary phenomenon of globalization. Students will learn about the evolution of globalization by examining whether globalization is a mere historical process, or, it is also a socio-cultural, politico-economic and, psychological phenomenon and, understands these through different conceptual frames. It then makes the students understand the debates that have been put forth for and against globalization. The course introduces the discourse regarding the Eurocentric formulations of globalization and the ways in which the non-European voices have historically been marginalized in the shaping of Western modernity. Students will also learn about the political, economic and cultural facets of globalization. As a political phenomenon, the course seeks to understand as to how globalization has impacted upon the functioning of the sovereignty of nation-states. In the realm of economy, it introduces the impact of time/space compression upon the macroeconomic structures of trade and finance as well as the structural transformation that information and communications technology has brought in the working of the global political economy. As a cultural phenomenon, the course also discusses the new global mobilizations in the form of global social movements, movements of people across borders and the political and economic impact of global epidemics.

Course outcomes

Upon successful completion of this course, students will have the knowledge and skills to:

CO1: Understand the nature, significance, and principal debates in the literature on globalisation and the concept of globalization as both a historical process and, a socio-cultural phenomenon.

CO2: Study various approaches which will augment student's knowledge on international political economy.

CO3: Demonstrate basic knowledge of the interconnectedness of global issues, processes, and dynamics.



CO4: Develop insight into the alternative understanding of globalisation and various critical aspects related to it like who are the beneficiaries in this process.

Course Content

UNIT – I (15 Hours)

Conceptualizing Globalisation

- Is Globalisation New? Historical Perspectives
- Approaches to Understand Globalisation
- The Globalisation Debate

UNIT – II (15 Hours)

Globalization: A Eurocentric Project?

- The Question of Post-Coloniality
- Making Sense of Globalization for the People at the Margins
- Sovereign State in a Globalised World
- Political Dimensions
- Shift from State to Market?

UNIT – III (15 Hours)

Role of International Institutions: Multi-dimensionality of Globalisation

- World Bank, International Monetary Fund, World Trade Organisation and, G-20
- The Globalisation of Trade
- Global Epidemics and Working of World Health Organization

UNIT – IV (15 Hours)

Responses and Resistances to Globalization

- Global Social Movements
- International Migration

Text Books

- Ritzer, George and Paul D. Paul, *Globalization: A Basic Text* (Second Edition), UK: Wiley Blackwell, 2015, pp. 14-53.
- Elizabeth, A. and Ozioko, M. V, *Effect of Globalisation on Sovereignty of States*, UN Document, 2000, pp. 256-270.
- Bull, Hedley. “Beyond the state system?” in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2000, pp 577-582.

Reference Books

- Hirst, Paul and Thompson, G. “*Globalisation in Question*” (Third Edition), UK: Polity Press, 2009, pp. 25-52.
- Held, D and et. al. “Rethinking Globalisation” in Held, David and Anthony McGrew (eds.) *The Global Transformations Reader: An Introduction to the Globalisation Debate*, (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 60-67.



- Ritzer, G and Dean, P. *Globalisation: The Essentials*, UK: Wiley-Blackwell, 2019, pp. 55- 92.
- Bishop, Matthew Louis & Anthony, “The political economies of different Globalizations: Theorising Reglobalization”, *Globalizations*, Vol. 18, June 2020, pp. 1- 21.
- Keohane, Robert O. and Nye Jr, Joseph S., “What’s New? What’s Not? (And So What?)”, in Held, D and McGrew, A (ed.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (2nd edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 75-84.
- Chatterjee, P. *Our Modernity* (SEPHIS) and (CODESRIA), Rotterdam/Dakar. 1997 pp. 3- 20.
- Sanjeev Kumar H.M., “Contesting Modernity: Crisis of Democratization in South Asia,” *India Quarterly*, LXIV (4), October-December 2008, pp. 124-155.
- Vandana Shiva, “Ecological Balance in an Era of Globalisation,” in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 422-429.
- Kirsten Foot, “Actors and Activities in the Anti-Human Trafficking Movement,” in Jorge Heine and Ramesh Thakur (eds.), *The Dark Side of Globalization*, Tokyo: UN University Press, 2011, pp. 249-265.
- Susan Strange, “The Declining Authority of States,” in in Frank J. Lechner and John Boli (eds.), *The Globalization Reader*, Oxford: Blackwell, 2004: pp. 219-224.
- Jessica T. Mathews, “Power Shift,” in David Held and Anthony McGrew (eds.), *The Global Transformations Reader: An Introduction to the Globalisation Debate* (Second Edition). Cambridge: Polity Press, Blackwell Publishing, 2003, pp. 204-212.
- Coffey Peter, Riley, Robert, *Reform of the International Institutions - The IMF, World Bank and the WTO*, Part-2, Edward Elgar Publishing, 2006, pp. 12-84.
- Dash, P., Shaw, Khandelwal, “Evolution of G20 Process: From Crisis Management to Development Cooperation”, *G 20 Digest*, pp. 5-12. Available at: https://www.g20-insights.org/wp-content/uploads/2020/01/Dash_Shaw_Khandelwal_Evolution_G20.pdf
- Woods, N. “International Political Economy in an Age of Globalisation”, and Watson, M. “Global Trade and Global Finance”, in Baylis J., Smith and Owens (eds.) *The Globalisation of World Politics: An Introduction to International Relations*, New York: Oxford University Press. 2017, pp. 243-257, 417-428.
- Editors, CFR. "What does the World Health Organisation do?" *Council on Foreign Relations*, 29 Jan. 2021, New York: 1-14. <https://www.cfr.org/backgrounder/what-does-worldhealth-organization-do> Lee,
- Kelley and Julliane Piper, “The WHO and Covid-19 Pandemic”, *Global Governance and Review of Multilateral Organizations*, 2020. <https://brill.com/view/journals/gg/gg-overview.xml>
- Keeley, B. “International Migration: The Human Face of Globalisation”, OECD, 2009, pp: 9-40



- Inglis Christine et al (edited), “Introduction,” in *The Handbook of International Migration*, New Delhi: Sage Publication, 2020, pp. 1-17

Learning Experience

This course provides students with a critical understanding of globalization and its multiple dimensions. It begins by exploring whether globalization is a new phenomenon and introduces various theoretical approaches and debates. Students examine the Eurocentric nature of globalization, post-colonial critiques, and the challenges faced by marginalized communities. The course analyzes how globalization reshapes state sovereignty and political structures. It also looks into the roles played by global institutions like the World Bank, IMF, WTO, and WHO in shaping economic and health policies. Finally, students study responses to globalization, including global social movements and patterns of international migration, fostering critical global awareness.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER IV					
Course Code- SLPLTP405	Theory and Practice of Democracy	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course offers an introduction to the evolution, theories, and practices of democracy. The course will introduce debates in democratic theory and practices in the past and their contested legacies in contemporary times. Students will learn to evaluate past practices, critically examine current practices, learn about recent innovations and discuss the future of democracy. This course will provide an overview of different theories of democracy, covering approaches such as civic republicanism, liberal constitutionalism, participatory and deliberative democracy. The course will engage in challenges and debates on diversity, citizenship, representation and globalization.

Course outcomes

After completing this course students will be able to:

CO1: Develop a broad historical, normative and empirical understanding of the idea and practice of democracy.

CO2: Distinguish different models of democracy and their normative assumptions. Understand different theories of democracy and how different theories led to waves of democratization over history.

CO3: Understand/assess some of the major political challenges that democracy faces in the wake of globalization.

CO4: Examine current problems and understand how different democratic crises have emerged in practice

Course Content

UNIT – I

(15 Hours)

Origins of the idea

- Ancient Greece and India
- Modern developments



- Procedural and substantive accounts
- Contemporary innovations

UNIT – II

(15 Hours)

Theory

- Liberal Representative democracy
- Participatory democracy
- Deliberative democracy

UNIT – III

(15 Hours)

Institutions

- Constitutionalism
- Legislatures and legislation
- Political Parties
- Media & the Civil Society

UNIT – IV

(15 Hours)

Contemporary Debates

- Diversity
- Representation
- Globalization & Global Issues

Text Books

- Arblaster, Anthony. *Democracy*. 3rd Edition. Open University Press, 2002.
- Pateman, C, 'Participatory Democracy Revisited', *Perspectives on Politics*, March 2012, Vol. 10:17.
- Birch, A. H. *The Concepts and Theories of Modern Democracy*, 3rd Edition. Routledge, 2007.

Reference Books

- Isakhan, Benjamin and Stephen Stockwell, *The Edinburgh Companion to the History of Democracy*, Edinburgh University Press, 2012. Ch. 3, 6, 7, 16, 17.
- Dahl, Robert. *On Democracy*. Yale University Press, 1998. Dunn, John (ed.), *Democracy: The Unfinished Journey: 508 BC to AD 1993*, Oxford University Press, 1992. Ch. 1, 4, 6, 7, 8.
- Schmitter, Philippe C. and Terry Lynn Karl, 'What Democracy is....and is not,' *Journal of Democracy*, Summer 1991: 3-16.
- Pateman, C, 'Rousseau, J. S. Mill, and G. D. H. Cole: A Participatory Theory of Democracy', in "Participation and Democratic Theory, Cambridge University Press, 1970.
- Saward, M. 'Representation and Democracy: Revisions and Possibilities', *Sociology Compass* 2/3 (2008): 1000–1013
- Mansbridge, J. Clarifying the Concept of Representation, *American Political Science Review* Vol. 105, No. 3 August 2011
- Gutman A, and Dennis Thompson, 'What Deliberative Democracy Means' in *Why Deliberative Democracy?* Princeton University Press, 2004. 235



- Manin, Bernard. *The Principles of Representative Government*. Cambridge: Cambridge University Press, 1997.
- Freeman, M. Constitutional Democracy and the Legitimacy of Judicial Review, *Law and Philosophy*, 9: 327-370, 1990-1991. L Zurn,
- C. From Majoritarian to Deliberative Theories of Constitutional Democracy' (Ch – III), in *Deliberative Democracy and the Institutions of Judicial Review*, Cambridge University Press, 2007
- Bark, A. 'Protecting the Constitution and Democracy' (Ch. 2) in *Judge in a Democracy* Princeton University Press, 2004.
- Dowding, Keith, James Hughes and Helen Margetts, *Challenges to Democracy: Ideas, Institutions and Involvement*. The PSA Yearbook 2000, Palgrave, 2001.
- Held, David. *Models of Democracy*. 3rd Edition. Polity Press, 2007.

Learning Experience

This course introduces students to the origins, theories, institutions, and contemporary debates surrounding democracy. It begins with the historical development of democratic ideas from ancient Greece and India to modern procedural and substantive forms, including recent innovations. Students explore key democratic theories such as liberal representative, participatory, and deliberative democracy. The course also examines democratic institutions like constitutions, legislatures, political parties, media, and civil society. In the final unit, learners engage with current debates on diversity, representation, and the impact of globalization. The course fosters critical thinking about democracy's evolving nature and its practice in today's interconnected world.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER V					
Course Code- SLPLGI504	Gender in International Relations	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course introduces the students to gender 'in' International Relations. Its aim is not only to make them understand how IR has been constituted and sustained by a number of so-called 'hegemonic' masculinities' and how these particular gendered constructions of a sovereign state, nationalism, security and militarism impact on the lives of particular groups of men and women, but, more importantly, to evaluate the specific contribution that feminist critiques have made as part of the so-called 'Critical Turn' in IR.

Course Outcome:

CO1: Students will be able to analyse how International Relations (IR) theories and practices have been influenced and sustained by dominant masculinities, including the gendered constructions of sovereign states, nationalism, security, and militarism.

CO2: Students will evaluate how these gendered constructions impact the lives of different groups of men and women, recognizing the implications for global and local contexts.

CO3: Students will critically examine the contributions of feminist critiques to the field of IR, understanding their role in challenging and expanding traditional perspectives.

CO4: Students will assess the significance of the feminist 'Critical Turn' in IR and its influence on the development of alternative theories and approaches within the discipline.

Course Content:

Unit 1: (15 Hours)

- 1) What's at Stake? The Nature of the Debate
- 2) Gendered Concepts of IR
 - a. Sovereignty
 - b. Security



c. Power

Unit 2: (15 Hours)

- 3) Hegemonic Masculinities: State & Nationalism
- 4) Militarisation of Women's Lives

Unit 3: (15 Hours)

- 5) Women in War and Peace Movements
- 6) Sex Trafficking and the Politics of Security

Unit 4: (15 Hours)

- 7) Gender, Conflict and Forced Migration
- 8) Gender and the 'Critical Turn': Where IR Does Understand

Text Books

- J. Ann Tickner, *Gendering World Politics* (New York: Columbia University Press, 2001)
- V. Spike Peterson & Anne Sisson Runyan, *Global Gender Issues* (Boulder: Westview Press, 1993)
- Rebecca Grant & Kathleen Newland (eds.), *Gender and International Relations* (Milton Keynes: OUP, 1991)

Reference Books

- Jan Jindy Pettman, *Worlding Women: A Feminist International Politics* (New York: Routledge, 1996)
- Anuradha M. Chenoy, 2002. *Militarism and Women in South Asia*. New Delhi: Kali for Women.
- Neelam Hussain, Samiya Mumtaz and Rubina Saigol (eds.), *Engendering the Nation-State, Volume 1 & II*, Lahore: Simorgh Publication, 1997.
- Vivienne Jabri & Eleanor O'Gorman (eds.), *Women, Culture, and International Relations* (Boulder: Lynne Rienner, 1999)
- Christine Sylvester, *Feminist International Relations* (Cambridge: CUP, 2002)
- V. Spike Peterson (ed.), *Gendered States* (Boulder: Lynne Rienner, 1992)
- Paul R. Highgate (ed.), *Military Masculinities* (London: Praeger, 2003)



Stefan Dudink, Karen Hagerman, & John Tosh (eds.), *Masculinities in Politics and War* (Manchester: MUP, 2004)

Jean Bethke Elstain, *Women and War* (Brighton: Harvester Press, 1987)

Cynthia Enloe, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (Berkeley: University of California Press, 1990)

Kumari Jayawardena, *Feminism and Nationalism in the Third World*. London: Zed Books, 1986

Waller, M. and J. Rycenga (eds.), 2000. *Frontline Feminisms: Women, War, and Resistance*. New York: Garland.

Lois Ann Lorentzen & Jennifer Turpin (eds.), *The Women and War Reader* (New York: NYUP, 1998)

Navnita Chadha Behera, (ed.), *Gender, Conflict and Migration* (Editor), New Delhi: Sage Publications, 2006.

Cockburn, Cynthia. 1998. *The Space Between Us: Negotiating Gender and National Identities in Conflict*. New York: Zed Books.

Rita Manchanda (ed.), *Women, War and Peace in South Asia: Beyond Victimhood to Agency*, New Delhi: Sage Publications, 2000.

Learning Experience

This course explores the intersection of gender and international relations (IR), challenging traditional frameworks by introducing feminist perspectives. Students examine how core IR concepts—sovereignty, security, and power—are shaped by gendered assumptions. The course investigates hegemonic masculinities in the state and nationalism, and how militarization impacts women's lives. It also analyzes women's roles in war, peace movements, and the politics of sex trafficking and security. In later modules, learners study the gendered dimensions of conflict, forced migration, and the evolving critical approaches within IR. The course encourages a deeper, inclusive understanding of global politics through a gender-sensitive lens.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER V					
Course Code:SLPLUS505	Understanding Savarkar	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

Vinayak Damodar Savarkar was one of the important leaders of the Indian National movement. He was a revolutionary who gradually turned to lay the foundation of Hindu Nationalism in India after release from the jail at Andaman and Nicobar. He remained at the thick of controversies due to his opposition due to his thoughts on Indian Nationalism which was essentially against Gandhian methods and approach to making national movement hostage to the whims of a particular community. His works Hindutva still continues to dominate the discourse of Indian politics wherein he is referred to by both his opponents and the supporters. He was a prolific writer both in Marathi and English. He had a clearly defined socio-political thought which he articulated through his poems, essays, stories, plays and the political speeches. It is therefore it is important to study his revolutionary journey as well his political thoughts and his position on key issues of India both before and after independence.

Course outcomes

CO1: The students will be able to understand his role and contribution in the freedom movement.

CO2: They will be able to contextualise his thoughts on Hindutva and differentiate it from Hinduism.

CO3: Students will be able to answer what impact religious conversion has on the cultural and political geography of a nation.

CO4: They will be able to understand how he differed from Ambedkar on caste and untouchability questions and what was his response to this important question?

Course Content

UNIT – I (15 Hours)

- Savarkar and Indian Historiography

UNIT – II (15 Hours)

- Savarkar and Indian National Movement

UNIT – III (15 Hours)



- Hindutva and Hinduism
- Savarkar and Language Questions in India

UNIT – IV

(15 Hours)

- Religious Conversion
- Untouchability and Caste Questions

Text Books

- Savarkar, Vinayak Damodar (2018). Six Glorious Epochs of Indian History, Prabhat Prakashan, Delhi.
- Savarkar, Vinayak Damodar. The Indian War of Independence, 1857. New Delhi: Rajdhani Granthnagar, 1970; 1st ed., 1908.
- Sampath, Vikram (2021). Savarkar: A Contested Legacy (1924-66). Penguin Random House India, New Delhi.

Reference Books

- Kumar, M. (2006). History and Gender in Savarkar's Nationalist Writings. Social Scientist, 34(11/12), 33–50.
- Raugh, H. E. (2017). The Battle of the Books: An Indian Mutiny Historiography Part 2. Journal of the Society for Army Historical Research, 95(381), 34–51.
- Pati, B. (2007). Historians and Historiography: Situating 1857. Economic and Political Weekly, 42(19), 1686–1691.
- Gilmartin, D. (2015). The Historiography of India's Partition: Between Civilization and Modernity. The Journal of Asian Studies, 74 (1), 23–41.
- Mahurkar, Uday and Pandit, Chirayu (2021). Veer Savarkar. Rupa Publications, New Delhi.
- Sharma, A. (2002). On Hindu, Hindustan, Hinduism and Hindutva. Numen, 49(1), 1–36.
- Savarkar, Vinayak Damodar (1928). Hindutva: Who is a Hindu? Nagpur.
- Savarkar, Vinayak Damodar (1949) Hindu Rashtra Darshan: A Collection of Presidential Speeches Delivered from the Hindu Mahasabha Platform. Bombay: Khare.
- Savarkar, Vinayak Damodar. Essentials of Hindutva, 1922-23, available at: http://savarkar.org/en/encyc/2017/5/23/2_12_12_04_essentials_of_hindutva.v001.pdf_1.pdf
- Sampath, Vikram (2021) Savarkar: A Contested Legacy, 1924-1966, Gurugram: Penguin Random House India.
- V. K. R. V. Rao. (1978). Many Languages, One Nation: Quest for an All-India Language. Economic and Political Weekly, 13(25), 1025–1030.
- Surajkumar Thube (2020). VD Savarkar's language purification project was a precursor to creating a 'Hindu language'.
- Savarkar V D (2014). Savarkar Samagra, Essays on Social Questions, Vol. 9&10. Prabhat Prakashan, Delhi.



- Sareen, T R (2019). Hindu Mahasabha Tryst with United India. Life Span Publishers and Distributors, New Delhi.
- Hindu Mahasabha Presidential Speech of VD Savarkar.
- Kanungo, P. (2007). Co-Opting Dalits into the Hindutva Fold [Review of Hindutva and Dalits: Perspectives for Understanding Communal Praxis, by Anand Teltumbde]. Economic and Political Weekly, 42(20), 1852–1854.
- Savarkar, Vinayak Damodar (2014). Savarkar Samagra, Essays on Social Questions, Vol. 7. Prabhat Prakashan, Delhi.

Learning Experience

This course offers an in-depth exploration of V. D. Savarkar's political thought and its impact on modern India. Students begin by analyzing Savarkar's contribution to Indian historiography and his interpretation of historical narratives. The course then examines his role in the Indian national movement and how his ideas influenced political strategies. It delves into the distinction between Hindutva and Hinduism, and his views on language politics in India. Finally, learners engage with Savarkar's perspectives on religious conversion, untouchability, and caste, encouraging critical reflection on the social and political challenges in India through the lens of his ideology.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER V					
Course Code:SLPLIN506	India's National Security: Major Challenges and Strategic Thinking	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites	NA				

Course Perspective

This course aims to link India's internal and external security challenges with its long term strategic thinking, approach and responses to the same. It introduces the historical dimensions of India's security challenges and the policy responses to students before equipping them with tools to conceptually analysing these. The course then discusses the intellectual foundations of India's strategic thinking drawn from both classical texts and past practices. Students will also learn about the major contemporary debates on India's strategic culture. The course will engage students in understanding both internal and external dimensions of India's major security challenges. Some of the key external challenges, it focuses on, include India's securitized borders, maritime security threats, nuclearization, and terrorism. In the internal realm, issues pertaining to Jammu & Kashmir, the North-east, Naxalism, along with cyber and information warfare have been discussed. The final component of the course introduces the students to an array of India's strategic responses ranging from non-alignment, forging strategic partnerships and military responses to pursuing multilateral strategies in the contemporary world.

Course outcomes

CO1: Understand the ways in which, the security threats to India have evolved historically and how have these been met.

CO2: Appreciate the intellectual and historical foundations of Indian strategic thinking.

CO3: Develop a nuanced understanding of India's strategic culture.

CO4: Learn about India's internal and external security threats in its multifarious dimensions.

Course Content

UNIT – I

(15 Hours)

Understanding India's National Security

- India's Security Policy: A Historical Perspective
- Contemporary Dimensions of India's National Security Framework



- Conceptualizing India's National Security

UNIT – II

(15 Hours)

Intellectual Foundations of India's Strategic Culture

- Ramayana & Mahabharata
- Kautilya
- Evolution and conceptualization
- Contemporary Trends

UNIT – III

(15 Hours)

India's National Security Challenges

External Challenges

- India's Neighbourhood (Cross-border terrorism, securitised borders, water sharing conflicts and nuclearization)
- Maritime Security

Internal Challenges

- Maoism/Naxalist Challenge
- Separatist Movements (J&K and the Northeast)
- Cyber Warfare

UNIT – IV

(15 Hours)

India's Strategic Responses

- Non-Alignment
- Strategic Partnerships
- Military Responses
- Multilateral Alliances

Text Books

- P. S. Raghavan, "National Security Determinants of Foreign Policy", in Arvind Gupta and Anil Wadhwa (Ed.), *India's Foreign Policy: Surviving in a Turbulent World*, New Delhi: (Sage Publications, 2020) pp. 34-44
- Subrata K. Mitra, "Kautilya and the Strategic Culture of India" in Subrata K. Mitra and Michael Liebig (eds.) *Kautilya's Arthashastra: An Intellectual Portrait* (Nomos, 2016) pp. 288-316
- Kanti Bajpai and Amitabh Mattoo "Introduction" in Kanti Bajpai, Amitabh Mattoo and George Tanham (eds.) *Securing India: Strategic Thought and Practice* (New Delhi: Manohar, 1996) pp. 15-27

Reference Books

- Raju G C Thomas, "The Strategic Environment and Defence Policies" in *Indian Security Policy* (Princeton: Princeton University Press, 1986) pp. 10-49
- Sanjay Chaturvedi, "Indian Geopolitics: 'Nation-State' and the Colonial Legacy" in Kanti Bajpai and Siddharth Mallavarapu (eds.) *International Relations in India: Theorising the Region and Nation* (Orient Longman, 2005) pp. 238-281
- Kanti Bajpai "India: Modified Structuralism" in Muthaiah Alagappa (eds.) *Asian Security Practice* (Stanford University Press, 1998) pp. 157-197



- Anshuman Behera and Areeba Ahsanat Moazzam, “India’s National Security Discourse: A Conceptual Introduction”, in Anshuman Behera & Sitakanta Mishra (eds.), *Varying Dimensions of India’s National Security* (Springer 2022) pp. 3-18
- Swarna Rajagopalan, “Grand Strategic Thought in the Ramayana and Mahabharata” in Kanti Bajpai, Saira Basit and V. Krishnappa (eds) *India’s Grand Strategy: History, Theory, Cases* (New Delhi: Routledge, 2014) pp. 31-62
- Arpita Anand, ‘A ‘Regional’ Intervention in the Debate on India’s Strategic Culture: Maratha Statecraft in Agyapatra,’ *Journal of Defence Studies*, 15:3, July-September 2021. Available at: <https://idsa.in/jds/a-regional-intervention-in-the-debate-on-indias-strategic-culture-aanant>
- Jayashree Vivekanandan, “Strategy, Legitimacy and the Imperium: Framing the Mughal Strategic Discourse,” in Kanti Bajpai, Saira Basit and V. Krishnappa (eds.) *India’s Grand Strategy: History, Theory, Cases* (New Delhi: Routledge, 2014) pp. 63-85.
- Jaswant Singh, “Strategic Culture” in *Defending India* (New Delhi: Palgrave Macmillan, 1999) pp. 1-60
- Michael Liebig, ‘Interrogating ‘Hyphenated Cultures’: India’s Strategic Culture and Intelligence Culture’, *Journal of Defence Studies*, 15:3, July-September 2021. Available at: <https://idsa.in/jds/interrogating-hyphenated-cultures-mliebig>
- Amrita Narlikar, “Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India”, in *International Affairs*, Vol. 82 (1) (2006): 59-76
- S. Muni, ‘Problem Areas in India’s Neighbourhood Policy’, *South Asian Survey*, Vol. 10 (2) (2003): 185-196.
- Sanjeev Kumar HM, Chp 3 in *The India-Pakistan Sub-conventional War: Democracy and Peace in South Asia* (New Delhi: Sage, 2022), pp. 162-192.
- Shyam Saran, “The Pakistan Puzzle” in *How India Sees the World: Kautilya to the 21st Century* (Juggernaut, 2018) pp. 77-106
- Alka Acharya, “China” in Kanti Bajpai and Harsh Pant (eds.) *India's Foreign Policy* (Oxford University Press, 2013) pp. 356-369
- Brahma Chellaney, “Water: The latest India-Pak Battle Line” in *Water: Asia’s New Battleground* (Georgetown University Press, 2011) pp. 286-296.
- Medha Bisht, “From the edges of borders: reflections on water diplomacy in South Asia” *Water Policy* 21 (2019): 1123–1138
- Jonathan Holslag, “Assessing the Sino-Indian Water Dispute,” *Journal of International Affairs*, 64:2, Spring/Summer 2011, pp. 19-35.
- Ashley J. Tellis, *India’s Emerging Nuclear Doctrine: Exemplifying the Lessons of Nuclear revolution*, *NBR Analysis*, 12:2, May 2001, pp. 1-16; 103-110.
- Sundaram, K. and MV Ramana. "India and the policy of no first use of nuclear weapons." *Journal of Peace and Nuclear Disarmament* 1, no. 1 (2018). Taylor & Francis: 152-68.



- S. Jaishankar, Chapter 8, “The Pacific Indian: A Re-Emerging Maritime Outlook,” in *The India Way: Strategies for an Uncertain World* (New Delhi: Harper Collins, 2020), pp. 179-200.
- Rajeswari Pillai Rajagopalan, “India’s maritime strategy”, in Anit Mukherjee and C. Raja Mohan (eds.) *India’s Naval Strategy and Asian Security* (London: Routledge, 2016) pp. 13- 36.
- Whagre Prateek & Shibani Mehta, “India’s National Cybersecurity Policy Must Acknowledge Modern Realities” (Diplomat, 2019). <https://thediplomat.com/2019/12/indias-national-cybersecurity-policy-must-acknowledge-modern-realities/>
- Rajen Harshe, “India’s Non-Alignment: An Attempt at Conceptual Reconstruction,” *Economic and Political Weekly*, 25:7-8, February 17-24, 1990, pp. 399-405.
- Khilnani, S., Rajiv Kumar and Pratap Bhanu Mehta (eds.) (2013). *Nonalignment 2.0: A Foreign & Strategic Policy for India in the 21st Century*. Penguin.
- Rajiv Sikri, “India’s Strategic Choices” in *Challenge & Strategy in Rethinking India’s Foreign Policy* (Sage Publications, 2009) pp. 277-290
- Ashley J. Tellis, “US-India Relations: The Struggle for an Enduring Partnership” in David M. Malone, C. Raja Mohan, and Srinath Raghavan (eds.) *The Oxford Handbook of Indian Foreign Policy* (Oxford University Press, 2015) pp. 481-494
- Dasgupta, Sunil and Stephen P. Cohen. "Is India ending its strategic restraint doctrine?", *Washington Quarterly* 34, no. 2 (2011). Taylor & Francis: 163-77.
- Tarapore, Arzan. *The Army in Indian Military Strategy: Rethink Doctrine or Risk Irrelevance*. New Delhi: Carnegie India Working Paper, 2020: 1-22.
- David Malone “The evolution of Indian Multilateralism” in *Does the Elephant Dance: Contemporary Indian Foreign Policy* (Oxford University Press, 2011) pp. 249-273
- Saran, Shyam (2013), *India and Multilateralism: A Practitioner’s Perspective* in Waheguru Pal Singh Sidhu, Pratap Bhanu Mehta, Bruce D. Jones (eds.), *Shaping the Emerging World: India and the Multilateral Order*, Washington DC: Brookings Institution Press, pp. 43-56

Learning Experience

This course provides students with a comprehensive understanding of India’s national security framework. It begins with a historical overview and contemporary analysis of India’s security policy and strategic thinking. Students explore the intellectual roots of India’s strategic culture through epics like the Ramayana, Mahabharata, and Kautilya’s Arthashastra, linking them to modern trends. The course critically examines both external and internal security challenges, including cross-border terrorism, maritime threats, separatist movements, and cyber warfare. Finally, learners analyze India’s strategic responses—ranging from non-alignment and military preparedness to forming strategic partnerships and engaging in multilateral security alliances in a rapidly evolving global environment.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code- SLPLUS605	Understanding Security	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is grounded in the field of security studies in international relations and, aims to provide the students a foundational understanding of the concept of security in the contemporary world. The conceptualisation of security has evolved over the past decades, encompassing diverse sectors, and incorporating referents from different levels. Students will learn about the traditional notions of security focusing on state and military as well as its individual and societal dimensions of security. In view of the fast-evolving global context, the course aims at explaining it in relation with other concepts such as power, peace and identity in international relations. The course introduces to students traditional as well as contemporary approaches to study the concept of security. Alongside the concerns of national security, the course apprises students about the emerging security issues ranging from energy security and cyber security to issues of public health. Finally, this course aims to familiarise students to the emerging non-western perspectives in the field of security studies.

Course outcomes

CO1: Develop a comprehensive understanding of the concept of security and how it relates to other key concepts such as power, peace and identity in International Relations.

CO2: Learn about the traditional and non-traditional sectors and various levels of analysis of security

CO3: Understand the traditional and contemporary approaches to study the concept of security

CO4: Analyse the range of security issues and challenges in the contemporary world and nature of policy response to them

Course Content

UNIT – I

(15 Hours)

Conceptualizing Security

- Security and core concepts in IR: Power, Peace and Identity
- Sectors of Security: Traditional and Non-Traditional Security
- Levels of Security Referents: Individual, State, Region, Society, Globe



- Indian understanding of security

UNIT – II

(15 Hours)

Major Approaches to Understanding Security

- Traditional approaches (Realism, Liberalism)
- Critical approaches to security
- Constructivism and security
- Gender and security
- Securitization

UNIT – III

(15 Hours)

Security Issues and Challenges in the Contemporary World

- National Security: From within and outside
- Challenges for India's security

UNIT – IV

(15 Hours)

- New Threats to Security (Energy Security, Cyber Security, Public Health)
- Non-western Perspectives

Text Book

- Williams, P.D. (ed.) (2008). Security Studies: An Introduction. Abingdon: Routledge, pp. 1-12
- Buzan, Barry & Lene Hansen (2009). Defining International Security Studies, in The Evolution of International Security Studies. Cambridge: Cambridge University Press. pp. 8-19
- Buzan, Barry (1991). New patterns of global security in the twenty-first century, International Affairs, 67 (3): 431–451.

Reference Books

- Buzan, Barry (1984). Peace, Power and Security: Contending Concepts in the Study of International Relations, Journal of Peace Research, 21:2, pp. 109-125.
- Bilgin, Pinar (2010). Identity/Security. In J.P. Burgess (Ed.), The Routledge Handbook of New Security Studies (1st ed.). Routledge. <https://doi.org/10.4324/9780203859483>
- Mallavarappu, S. (2008). International relations theory and non-traditional approaches to security. WISCOMP Perspectives 27. <http://wiscomp.org/Publications/141%20-%20Perspectives%2027%20-%20International%20Relations%20Theory%20and%20Non-Traditional%20Approaches%20to%20Security.pdf>
- Buzan, Barry and Ole Wæver (2003). Levels distinguishing the regional from the global. In Regions and Powers: The Structure of International Security. Cambridge: Cambridge University Press. pp. 27-39
- Bilgin, P. (2003). Individual and Societal Dimensions of Security. International Studies Review, 5 (2): 203–222. 148
- Shahrbanou, Tadjbakhsh and Anuradha M Chenoy. (2007). Human Security: Concepts and Implications. Routledge. Part 1. pp. 7-123.



- More, Sachin (2015). “Kautilya on State Fragility in Contemporary Security Environment” in Pradip Kumar Gautam et.al. Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol.1. Pentagon Press. pp. 11-23
- Olivelle, Patrick (2016) Economy, Ecology, and National Defence in Kauāilya’s Arthasāstra in Pradip Kumar Gautam et.al. Indigenous Historical Knowledge: Kautilya and His Vocabulary, Vol.3, pp.3-15
- Smith, Edward. (2015). “The Traditional Roots to Security: Realism and Liberalism”, in Peter Hough, Shahin Malik, Andrew Moran and Bruce Pilbeam (Ed). International Security Studies: Theory and Practice. Routledge: New York. Pp. 12-30
- Peoples, Columba and Nick Vaughan-Williams (2010). Postcolonial Perspectives, in Critical Security Studies: An Introduction. Routledge: New York. Chapter 1, Pp 17-32
- Malik, Shahin (2015), Constructing Security, in Peter Hough, Shahin Malik, Andrew Moran and Bruce Pilbeam (Ed). International Security Studies: Theory and Practice, Routledge: New York. Pp. 72-84
- Peoples, Columba and Nick Vaughan-Williams (2010). Critical Security Studies: An Introduction, Routledge: New York. Chapter 2, Pp 33-46
- Wæver O. (1995). Securitization and De securitization, in Ronnie D Lipschutz (Ed) On Security. Columbia: Columbia University Press. pp. 46-86
- Buzan, B. (2011). The national security problem in international relations, in C.W. Hughes, & Y.M. Lai (Eds.). Security Studies: A Reader (1st ed.). Routledge.
- Christian Fjäder (2014). The nation-state, national security and resilience in the age of globalisation, Resilience, 2:2, 114-129, DOI: 10.1080/21693293.2014.914771
- Smith, Michael E (2017). Terrorism. International Security: Politics, Policy, Prospects. Palgrave: New York. Chapter 7, Pp. 177-209
- Raphael, Sam and Doug Stokes (2013). Energy Security, in Allan Collins Contemporary Security Studies. Oxford University Press. pp 306-319.
- Smith, Michael E (2017). Cyber-Security. International Security: Politics, Policy, Prospects. Palgrave: New York. Chapter 8, Pp. 210-238
- Smith, Michael E (2017). Security and Public Health. International Security: Politics, Policy, Prospects. Palgrave: New York. Chapter 12, Pp. 332-359
- Ayoob, Mohammad (1995). The Third World Security Predicament: State making, regional conflict and international system, London: Lynne Rienner Publishers. Chapter 1, Pp. 1-20
- Barkawi T., and Laffey, M. (2006). The Postcolonial Moment in Security Studies, Review of International Studies, 32, pp.329-352.
- Bilgin, P. (2010). The “Western-Centrism” of Security Studies: “Blind Spot” or Constitutive Practice? Security Dialogue, 41(6), 615–622
- Dunn Cavelti, Myriam and Thierry Balzacq (2017). The Routledge Handbook of Security Studies. Routledge. 480pp
- Jarvis, Lee and Jack Holland (2015). Security: A Critical Introduction, Palgrave Macmillan
- Williams, P.D. (ed.) (2008). Security Studies: An Introduction. 568pp. Abingdon: Routledge



- Thomas C. (1987). In Search of Security: The Third World in International Relations. Boulder CO: Lynne Rienner.
- Job B.L., ed. (1992). The Insecurity Dilemma: National Security of Third World States. Boulder, CO: Lynne Rienner
- Booth, K (2007). Theory of World Security. Cambridge: Cambridge University Press.
- Rushton, Simon (2019). Security and Public Health. Wiley Online.
- UNDP. (1994). Human Development Report 1994: New Dimensions of Human Security. <http://www.hdr.undp.org/en/content/human-development-report-1994>.

Learning Experience

This course offers a broad and critical understanding of security in international relations. Students begin by exploring core concepts such as power, peace, and identity, along with traditional and non-traditional dimensions of security. The course analyzes various levels of security—ranging from individuals to the global level—while emphasizing Indian perspectives. Learners study major theoretical approaches, including realism, liberalism, constructivism, and critical theories, with special focus on gender and securitization. The course addresses pressing security challenges facing India and the world today, including cyber threats, energy crises, and public health. It also introduces non-Western perspectives, broadening students' global understanding of security.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code- SLPLAC606	Ambedkar in Contemporary India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course is proposed to introduce Ambedkar's ideas, thoughts and their relevance in contemporary India. To creatively engage students with the existing social concerns, state and economic structures and other (non) institutional mechanisms/paradigms of dominance and emancipation; it is essential to approach Ambedkar beyond his contextual and clichéd readings. Ambedkar's textual, contextual, symbolic, discursive, creative and emancipatory methods and contents explore substantial questions of state, society and governance in contemporary India.

Course Outcomes:

CO1: Understand Ambedkar's philosophical ideas and how they shaped his views on society, politics, and justice.

CO2: Explain Ambedkar's thoughts on nation-building, inclusive citizenship, and the importance of constitutional democracy.

CO3: Analyze Ambedkar's approach to economic development, planning, land reforms, and the rights of workers and marginalized communities.

CO4: Discuss Ambedkar's views on religion, caste, gender equality, and his reasons for embracing Buddhism as a path to social emancipation.

Course Contents:

Unit I. (15 Hours)

Introducing Ambedkar Philosophical Groundings of Ambedkar's thought and Ideas

Unit II. (15 Hours)



Nation and Constitutional Democracy a. Nation, Nationalism and inclusive Citizenship b. Constitution, Rights and Democracy

Unit III. (15 Hours)

Economy and Class Question a. Planning and Development b. Land and Labor

Unit IV. (15 Hours)

Religion and Emancipation.

a. Philosophy of Religion b. Buddhism and Conversion

Caste, Gender and Social Order

a. Caste and the Critique of Hindu Social Order

b. Religion & Patriarchy, Hindu Code Bill

Text Books

B R Ambedkar, Philosophy of Hinduism, New Delhi: Critical Quest, 2010. B. R Ambedkar, Babasaheb Ambedkar Writing and Speeches, Vol. 1, Maharashtra: Education Department Government of Maharashtra, 1979.

B. R Ambedkar, Babasaheb Ambedkar Writing and Speeches. Vol. 13.

B. R. Ambedkar, Castes in India: Their Mechanism, Genesis and Development. New Delhi: Critical Quest, 2013.

Reference Books

Aishwary Kumar, "Ambedkar's Inheritances", Modern Intellectual History, Vol.7, pp. 391-415, 2010.

Anand Teltumbde and Shoma Sen (eds). Caste Question in India, in Scripting the Change, Selected Writings of Anuradha Gandhi, Delhi: Daanish Books, 2013.

Anupama Rao (ed.), Gender and Caste: Issues in Contemporary Indian Feminism, New Delhi: Kali for Women and Women Unlimited. 2006.

Anupama Rao, "Sexuality and the Family Form", Economic and Political Weekly 40 (8), 2005.

Maharashtra: Education Department Government of Maharashtra, 2005.

Ambedkar Collective Hatred in the belly: Politics behind the appropriation of Dr Ambedkar's writings. New Delhi: Shared Mirror Publishing House 2015

B. R Ambedkar, Dr. Ambedkar and the Hindu Code Bill, Babasaheb Ambedkar Writing and Speeches. Vol. 14, Part I, II, Maharashtra: Education Department Government of Maharashtra, 1995.



B. R Ambedkar, “Who Were the Shudras? How they came to be the Fourth Varna in the Indo-Aryan Society”, Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990.

B.R. Ambedkar “The Untouchables: Who Were They and Why they Became Untouchables?” in Babasaheb Ambedkar Writing and Speeches, Vol 7. Education Department Government of Maharashtra, Vol. 1, 1990.

B. R. Ambedkar, “Ambedkar’s Speech on Draft Constitution in the Constitution Assembly Debates, (Nov. 8, 1948)., Babasaheb Ambedkar Writing and Speeches, Education Department Government of Maharashtra, Vol. 1, 1990 Vol. 13, p. 321, 2005.

B. R. Ambedkar, Buddha and His Dhamma, Babasaheb Ambedkar Writing and Speeches. Vol. 11. Maharashtra: Education Department Government of Maharashtra, 2010.

Brajanjan Mani, Debrahmanising History: Dominance and Resistance in Indian Society, Delhi: Manohar, 2011.

Arun Shourie, Worshipping False Gods: Ambedkar and the Facts that have Been Erased, India: Harper Collins, 2012.

Biswamoy Pati, Invoking Ambedkar: Contributions, Receptions and Legacies. New Delhi. Primus, 2013

Debjani Ganguly, History’s Implosions: A Benjaminian Reading of Ambedkar, Journal of Narrative Theory 32 (3), pp. 326-347, 2002.

Eleanor Zelliot, Ambedkar’s Conversion, Delhi: Critical Quest, 2013.

Francisco Jesús and Cháirez-Garza, Touching Space: Ambedkar on the Spatial Features of Untouchability, London: Routledge, available at, <http://www.tandfonline.com/loi/ccsa20>, 2014.

G Aloysius, Nationalism without a Nation in India. Delhi: Oxford University Press, 2014.

Gail Omvedt, Liberty Equality and Community: Dr. Ambedkar’s Vision of New Social Order, Delhi: Navyana Publication 2013.

Gail Omvedt, Seeking Begampura, Delhi: Navyana Publication, Delhi, 2011.

Gail Omvedt, Understanding Caste: From Buddha to Ambedkar and Beyond, Delhi: Orient Black Swan, 2011.

Guru, Gopal. “Appropriating Ambedkar”, Economic and Political Weekly 26 (27/28), pp. 1697- 1699, 1991.

Jotirao Phuley Slavery, New Delhi : Critical Quest, 2008.

M. S. Gore, The Social Context of an Ideology: Ambedkar’s Political and Social Thought, Delhi:Sage Publication, 1993.

Pandita Ramabai, The High Caste Hindu women. New Delhi: Critical Quest, 2013.



Ronki Ram, “Dr. Ambedkar, Neo Liberal Market-Economy and Social Democracy in India, Human Rights Global Focus”, 5 (384), pp. 12-38, available at roundtableindia.co.in (Part-I, II) 2010.

Sharmila Rege, *Against the Madness of Manu: B. R. Ambedkar’s Writings on Brahmanical Patriarchy*, Delhi: Navyana Publication, 2013.

Sukhdeo Thorat and Aryama, *Ambedkar in Retrospect: Essays on Economics, Politics and Society*, New Delhi: Rawat publications, 2007.

Sumit Sarkar and Tanika Sarkar (ed.), *Women and Reform in Modern India: A Reader*. Vol. II. Ranikhet: Permanent Black Publisher, 2007.

Valerian Rodrigues, *The Essential Writings of B. R. Ambedkar*, New Delhi: Oxford University Press, 2010.

Learning Outcomes:

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the University of having internal assessments and end-semester exams. The communication and analytical skills of students are evaluated through regular class presentations and group discussions. Term papers and field work provide training ground to students to both test their theoretical knowledge and help them develop keen interest to be part of community development programs, engage with the non- governmental sector and learn skills to undertake future research. Students are encouraged to read primary texts and create original understanding of the concepts.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VI					
Course Code- SLPLRP607	Regional Politics in India	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course situates the study of state politics as one of the key domains of Indian politics. It aims to introduce the students to 'state politics' in India as a significant site where key idioms, processes and practices of democratic politics are produced. Discussing the relevance of the theme, the course focusses on various theories on state politics, the historical and constitutional context that shaped state reorganisation including linguistic demands and other recent demands for smaller states. The course also focuses on the rise of regional parties and movements as the means through which state politics unfolds. It subsequently looks at the political economy of development in the states through a detailed analysis of agrarian change, with specific focus on the rise of the agrarian capitalist class, rural markets, agrarian movements, regional business and economic reforms in the states.

Course Outcomes

Upon completion of the course the learner will be able to:

CO1: Knowledge of the historical context and legal framework of the emergence of state politics in India

CO2: Understanding of the phenomenon of state formation and reorganisation as part of both national and regional politics in India

CO3: Awareness of the nature of agrarian politics in India and the political economy of states in India

CO4: Knowledge of electoral politics and political leadership in states in India.

Course Content:

UNIT – I (15 Hours)

- State politics in India
- Relevance and frameworks of analysis



- States reorganisation and formation of states

UNIT – II (15 Hours)

- Agrarian politics
- Rise of an agrarian capitalist class, rural markets, land acquisition and
- farmers' movements

UNIT – III (15 Hours)

- Political economy of development and reforms in the states Policy, politics, and regional business.

UNIT – IV (15 Hours)

- Electoral politics in states
- Political parties, leadership, and mobilisation

Text Books

Kumar, A. (2016) Introduction, in Rethinking State Politics in India-Regions Within Regions, Taylor and Francis.

Sarangi, A. and Pai, S. (2011), Introduction: Contextualising Reorganisation, in Sarangi, A. and

Pai, S. (2009) 'Agrarian Mobilization and Farmers' Movements in India' in Oxford Companion to Indian Politics (eds.) Pratap Bhanu Mehta and Niraja Gopal Jayal. Oxford: Oxford University Press.

Yadav, Yogendra, and Palshikar, S. (2006) 'Party system and electoral politics in the Indian States, 1952-2002: From hegemony to convergence,' India's political parties 6: 73-116.

Reference Books

- a. State politics in India: relevance and frameworks of analysis

Pai, Sudha (1989) 'Towards a theoretical framework for the study of state politics in India: Some observations, The Indian Journal of Political Science, Jan. - March, Vol. 50, No. 1, pp. 94-109

Tillin, L. (2013) 'National and Subnational Comparative Politics: Why, What and How,' Studies in Indian Politics, Vol.1, No.02, pp.235-240.

Snyder, R. (2001) 'Scaling Down: The Subnational Comparative Method,' Studies in Comparative International Development, Spring 2001, Vol. 36, No. 1, pp. 93-110.

- b. States reorganisation and formation of states

Mawdsley, E. (2002). Redrawing the body politic: federalism, regionalism and the creation of new states in India. Commonwealth & Comparative Politics, Vol. 40, No.3, pp. 34-54.



Pai, S (eds) *Interrogating Reorganisation of States-Culture, Identity and Politics in India*, Routledge, New Delhi.

Tillin, Louise (2011), *Reorganising the Hindi Heartland in 2000: The Deep Regional Politics of State Formation*, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States Culture, Identity and Politics in India*, Routledge, New Delhi.

Singh, M.P. (2008) 'Reorganisation of States in India,' *Economic and Political Weekly*, Vol. 43, No.11 (March 15-21) pp.70-75.

Tillin, Louise (2013). *Remapping India: New states and their political origins*. Hurst Publishers.

Samaddar, R. (2020). *Rule, Governmental Rationality and Reorganisation of States*, in Sarangi, A. and Pai, S (eds) *Interrogating Reorganisation of States* (pp. 48-65). Routledge India.

Nag, Sajal (2011) 'Linguistic Provinces' to 'Homelands': Shifting Paradigms of State-making in Post-colonial India, in Sarangi, A. and Pai, S. (eds) *Interrogating Reorganisation of States Culture, Identity and Politics in India*, Routledge, New Delhi.

c. Agrarian politics

Bhalla G.S. 1994 (ed.) *Economic Liberalisation and Indian Agriculture*, Institute for Studies in Industrial Development, New Delhi: 61107.

Brass, T. (1994) Introduction: The new farmers' movements in India, *The Journal of Peasant Studies*, 21:3-4, 3-26, DOI: 10.1080/03066159408438553

Frankel, F. and Rao, M.S.A. (1989 and 1990) (eds.) *Dominance and State Power in India* Oxford University Press, New Delhi 2 Vols. 198

Baviskar, A. and Levien, M. (2021) 'Farmers' protests in India: introduction to the JPS Forum,' *The Journal of Peasant Studies*, 48:7, DOI: 10.1080/03066150.2021.1998002
Political economy of development and reforms in the states

Ahluwalia, M. (2000) 'Economic Performance of States in Post-Reform Period,' *Economic and Political Weekly*, 6 May, pp.1637-1648

Jenkins, R. (2000). The evolution of economic reform in India. In *Democratic Politics and Economic Reform in India (Contemporary South Asia*, pp. 12-41). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511605871.004

Kennedy, L., Robin, K. and Zamuner, D. (2013) 'Comparing State-level policy responses to economic reforms in India,' 13 | 1er semestre / Spring 2013: *Économie politique de l'Asie* (1)

Sinha, A. (2016) 'A Distinctive Indian Political Economy: New Concepts and a Synthesising Framework', *Studies in Indian Politics*, Vol.4, No.02, pp. 266-273.

d. Electoral politics in states



Auerbach, A. M., Bussell, J., Chauchard, S., Jensenius, F. R., Nellis, G., Schneider, M., & Ziegfeld, A. (2022). Rethinking the study of electoral politics in the developing world:

Reflections on the Indian case. *Perspectives on Politics*, 20(1), 250-264.

Kumar, A. (2003). State Electoral Politics: Looking for the Larger Picture. *Economic and Political Weekly*, 38(30), 3145–3147

Yadav, Y. (1999). Electoral politics in the time of change: India's third electoral system, 1989-99. *Economic and political weekly*, 2393-2399.

Roy, H., Singh, M.P. and Chouhan, A.P.S. (2017) *State Politics in India*, Primus Books.

Narain, I. (1965) (ed.) *State Politics in India Meerut*, Meenakshi Prakashan.

Learning Experience

This course offers students an in-depth understanding of state politics in India, focusing on its evolution, relevance, and frameworks of analysis. It begins with the historical and political processes of state reorganisation and the formation of new states. The course then examines agrarian politics, the emergence of an agrarian capitalist class, rural market dynamics, land acquisition, and the rise of farmers' movements. Students explore the political economy of development and reforms within states, analyzing the interaction between policy, politics, and regional business. Finally, the course delves into electoral politics, including party systems, leadership patterns, and modes of political mobilisation.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VII						
Course Code- SLPLEP703	Ethics and Politics	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Discipline Specific Elective (DSE)					
Total Contact Hours	4					
Pre-Requisites/ Co-Requisites						

Course Perspective

The purpose of this course is expressed in the title itself. Ethics is inseparable from all domains of life from the issues of hunger and poverty to matters of violence and war to the problems of family, political virtues and the ethics of professional behaviour. As many contemporary political practices demand ethical reasoning we need a more focused and comprehensive engagement between ethics and politics that the paper provides.

Course Outcomes:

CO1: Students will be able to comprehend and critically analyse key ethical theories and their application to various domains of life, such as hunger, poverty, violence, and war.

CO2: Students will demonstrate the ability to apply ethical reasoning to contemporary political practices and evaluate the ethical dimensions of political decisions.

CO3: Students will gain insight into the ethical responsibilities and virtues required in professional and political life, fostering integrity and accountability.

CO4: Students will develop the skills to identify and address complex ethical dilemmas in both personal and public spheres, including family issues and broader societal concerns.

Course Contents:

Unit I. The Nature of Ethical Reasoning (15 Hours)

- Rationality and objectivity in Ethics
- Ethical Reasoning in politics



Poverty and Hunger

- a. Hunger, Homelessness and Freedom
- b. Hunger: Capabilities and the Right to Food
- c. International obligations to remove poverty

Unit II. Environment (15 Hours)

- a. The moral limits on the use of nature
 - b. Environment and Equality
 - c. Environment, Displacement and Culture
- Corruption
- a. Public ethics and Private Morality
 - b. Corruption in Public and Private Life
 - c. The Problem of Dirty hands and Democracy

Unit III. Free Speech (15 Hours)

- a. Values of Free Speech and its moral limits
 - b. Free Speech and Democracy
 - c. Hate Speech: Gender and Religious community
- Secularism, Tolerance and Minority Rights
- a. Traditions of Tolerance in India
 - b. Secularism and Minority rights
 - c. Secularism and Legal pluralism

Unit IV. The Morality of Representation (15 Hours)

- a. When is representation justified?
 - b. Who should represent me/us?
 - c. The idea and practice of group representation
- Ethics and the Professions
- a. Medical, Legal, Media and Business ethics

Text Books

Bell, Duncan (ed.), Ethics and World Politics, Oxford University Press, 2010.
Young, Iris Marion, Justice and the Politics of Difference, New Jersey, Princeton University Press, 1990.
Emanuel, Ezekiel J., The Ends of Human Life: Medical Ethics in a Liberal Polity, Harvard Mass, Harvard University Press, 1994

Reference Books

Beitz, Charles, R. Marshall Cohen, Thomas Scanlon and A. John Simmons, International Ethics, New Jersey, Princeton University Press, 1985.
Cohen, Marshall, Thomas Nagel and Thomas Scanlon (eds.), Equality and Preferential Treatment, New Jersey, Princeton University Press, 1977.
Gutmann, Amy, Democratic Education, New Jersey, Princeton University Press, 1987.
Honneth, Axel. The Struggle for Recognition, Cambridge Mass, MIT Press, 1996.



LaFollette, Hugh, Ethics in Practice, Massachusetts, 1997.
Luban, David, Lawyers and Justice an Ethical Study, New Jersey, Princeton University Press, 1988.
Nussbaum, Martha, Cultivating Humanity, Harvard Mass, Harvard University Press, 1997.
Sagoff, Mark, The Economy of the Earth, Cambridge, Cambridge University Press, 1988.
Sen, Amartya, Development as Freedom, Oxford, Oxford University Press, 2000.
Shue, Henry, Basic Rights, New Jersey, Princeton University Press, 1980.
Singer, Peter, Practical Ethics, Cambridge, Cambridge University Press, 1979.
Taylor, Charles, Philosophical Arguments, Harvard Mass, Harvard University Press, 1997.
Thompson, Dennis F., Political Ethics and Public Office, Harvard Mass, Harvard University Press, 1987.
Walzer, Michael, On Toleration, New Haven, Yale University Press, 1997.
Walzer, Michael, Spheres of Justice: A Defence of Pluralism and Equality, New York: basic Books, 1983.
Williams, Melissa, Voice, Trust, and Memory: Marginalized Groups and the Failings of Liberal Representation. Princeton, NJ: Princeton University Press, 1998.

Learning Experience

This course introduces students to ethical reasoning in political and social contexts, encouraging them to think critically about morality in public life. It begins by exploring the role of rationality and ethics in politics, focusing on global issues like poverty, hunger, and the right to food. Students then engage with environmental ethics, examining justice, displacement, and cultural impacts, as well as the moral challenges of corruption. The course also covers free speech, secularism, tolerance, and minority rights in democratic societies. Finally, it explores the morality of political representation and professional ethics across fields like medicine, law, media, and business.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VII						
Course Code- SLPLCT704	Critical Traditions in Political Theory	L	T	P	C	
Version 1.0		3	1	0	4	
Category of Course	Discipline Specific Elective (DSE)					
Total Contact Hours	4					
Pre-Requisites/ Co-Requisites						

Course Perspective

While the compulsory papers provide the necessary and mainstream bedrock of political theory, ancient and modern, this course highlights the primary challenges to mainstream liberal theory. It does so from various perspectives which would not otherwise receive the fuller treatment they deserve.

Course Outcomes:

CO1: Critically analyse the primary challenges to mainstream liberal political theory from alternative perspectives.

CO2: Demonstrate an understanding of political theories that challenge the traditional liberal framework by exploring underrepresented perspectives.

CO3: Evaluate the significance of non-mainstream perspectives in shaping political discourse beyond classical liberal theory.

CO4: Develop the ability to compare and contrast traditional political theory with alternative views, identifying key points of divergence and convergence.

Course Contents:

Unit I. Introduction (15 Hours)

- Interrogating tradition
- What is a critique?
- The importance of a critical tradition

Unit II. Marxism (15 Hours)

- Debates on Historical Materialism
- Critique of Capitalism: Alienation, Exploitation
- Theories of Revolution and non-western Marxism
- Philosophical encounters- Feminism, Psychoanalysis, Environmentalism, Postmodernism



Unit III. Feminism (15 Hours)

- a. Theories of knowledge, critiques of science and rationality
- b. Theories of the Public/Private, Equality/Difference
- c. Development of the sex/gender distinction, gender and caste/class/race
- d. Gender and Sexuality

Unit IV. Dalit Bahujan Critique (15 Hours)

- a. Critique of the theory and practice of caste
 - b. Theorising the encounter with modernity
- Critical race theory
- a. The problematisation of “race”
 - b. Critiques of the theory and practice of race
- Ecological Critique
- a. Ecological democracy and Ecological citizenship
 - b. Ecofeminism, Eco-socialism, Social Ecology

Text Books

Dobson, Andrew, Justice and the Environment, Oxford: Oxford University Press, 1998.

Hayward, Tim. Ecological Thought: An Introduction, Cambridge: Polity Press, 1994.

Barrett, Michelle, Women’s Oppression Today: Problems in Marxist Feminist Analysis, London: Verso, 1980.

Reference Books

Dobson, Andrew, Green Political Thought, 2nd. Ed., London: Routledge, 1995.

Evelyn, Fox Keller and Helen Longino (eds.), Feminism and Science, Oxford: Oxford University Press, 1996.

Geetha, V and S Rajadularai, Towards a non-Brahmin Millenium, Calcutta: Samya, 1998.
Gilroy, Robert, Green Political Theory, Cambridge, Polity, 1992.

Jaggar, Alison, Feminist Politics and Human Nature, Harvard: Harvester University Press, 1983.

Kolakowski, Leszek, Main Currents in Marxism, (Volumes 1-3), Oxford:, Clarendon Press, 1978.

La, Capra Dominick (ed.), The Bounds of Race: Perspectives on Hegemony and resistance, Ithaca: Cornell University Press, 1991.

Laclau, Ernesto and Chantal Mouffe. Hegemony and Socialist Strategy. London: Verso 1985.
Laclau, Ernesto, New Reflections on the Revolution of our Time, London: Verso, 1990.

Maria, Mies and Vandana Shive, Ecofeminism, Delhi: Kali for Women, 1993.



Merchant, Carolyn edited, Ecology: Key concepts in Critical Theory Series, Jaipur: Rawat.
Meszaros, Istvan, Marx,s theory of Alienation, London: Merlin Press, 1970.

Nicoloson, Lynda J., edited, Feminism/Postmodernism, London: Routledge 1990.

Rodinson, Maxine, Marxism and The Muslim World, Hyderabad: Orient Longman, 1980.

Munck, Ronaldo, A Difficult Dialogue: Marxism and Nationalism, London: Zed.

Ryle, Martin, Ecology and Socialism, London: Radius, 1988. Scott, Joan and Judith Butler edited.

Feminists Theorize the Political. London: Routledge,1992.

Williams. Patricia, The Alchemy of Race and Rights, Harvard: Harvard University Press, 1991.

Learning Experience

This course introduces students to critical traditions in political thought, beginning with the concepts of critique and the questioning of established traditions. It explores Marxism through debates on historical materialism, capitalism, alienation, and revolutionary theory, as well as its dialogue with feminism, psychoanalysis, and environmentalism. The feminist section examines knowledge systems, gender theories, and intersections with caste, class, race, and sexuality. Students also study the Dalit-Bahujan critique of caste and modernity, critical race theory's challenge to racial hierarchies, and ecological critiques, including ecofeminism and social ecology. The course develops analytical skills to question dominant power structures and envision alternative futures.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VII					
Course Code- SLPLIP705	Indian Polity in State-Society Interactions	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course aims at studying Indian politics within the discourse of state society relationship through a historical unravelling of major developments in Indian politics since the decade of 1960s. The intent of this course is to see how India provides a unique model in which the political is enmeshed in the wider social, economic and cultural matrix. This course takes up a range of themes to study political processes and their sociological underpinnings namely, emergency, coalitional politics, reservation debates, social movements, neo-liberal economic policies, and so on.

Course Outcome:

Upon completion of the course the learner will be able to:

CO1: Students will be able to analyse major developments in Indian politics since the 1960s and assess their historical significance in shaping contemporary political discourse.

CO2: Students will critically examine how political processes in India are intertwined with broader social, economic, and cultural frameworks, identifying the unique aspects of Indian state-society dynamics.

CO3: Students will develop an in-depth understanding of significant political themes such as the Emergency, coalition politics, reservation debates, and social movements, and how these themes reflect the sociological foundations of Indian politics.

CO4: Students will assess the influence of neo-liberal economic reforms on Indian politics and society, exploring their implications for governance, social justice, and public policy.

Course Content:

Unit 1: (15 Hours)

The chaotic decade of the 1960s

The national level coalition government in 1977 at the backdrop of the 1975-77 internal Emergency



Unit 2: (15 Hours)

Challenges of the 1990s – redefining social contour of Indian politics

The study of India's distinctive coalition experiments (in the wake of the NDA and the UPA)

Unit 3: (15 Hours)

Changing texture of Indian politics in the neo-liberal context, especially following the official endorsement of neo-liberal economic policies in 1991

The consolidation of Maoism in India

Unit 4: (15 Hours)

The failure of the conventional left, especially the major communist parties in India

Three major forces of colonialism, nationalism and democracy shaping the political in India

Text Books

Zoya Hasan, Politics of Inclusion: castes, minorities and affirmative action, New Delhi: Oxford University Press, 2009.

Sumantra Bose, Transforming India: challenges to the world's largest democracy, India: Picador, 2013.

Rajesh M Basur, ed., Challenges to Democracy in India, New Delhi: Oxford University Press, 2009.

Reference Books

Rahul Mukherji, Globalization and Deregulation: ideas, interests and institutional change in India, New Delhi: Oxford University Press, 2014.

Atul Kohli, Poverty amid plenty in the new India, Cambridge: Cambridge University Press, 2012.

Rob Jenkins, Loraine Kennedy and Partha Mukhopadhyay eds., Power, policy and protest: the politics of India's Special Economic Zones, New Delhi: Oxford University Press, 2014.

Aseema Sinha, The regional roots of developmental politics in India: a divided leviathan, New Delhi: Oxford University Press, 2005.

Stuart Corbridge and John Harriss, Reinventing India: liberalization, Hindu Nationalism and Popular Democracy, New Delhi: Oxford University Press, 2000.

Lloyd I. Rudolph and Susanne H. Rudolph, Explaining Indian Democracy (three volumes), New Delhi: Oxford University Press, 2008.

Stuart Corbridge, John Harriss and Craig Jeffrey, India: economy, politics and society, New Delhi: Oxford University Press, 2014.



Learning Experience

This course provides students with a nuanced understanding of key transformations in Indian politics from the 1960s onward. It begins by exploring the political instability of the 1960s and the emergence of coalition politics post-Emergency in 1977. Students analyze the major shifts of the 1990s, including changing social dynamics and the rise of national coalition governments like the NDA and UPA. The course examines the impact of neo-liberal reforms after 1991, along with the rise and consolidation of Maoist movements. Finally, it reflects on the decline of the conventional Left and the enduring influence of colonialism, nationalism, and democracy.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VIII					
Course Code- SLPLIW803	India and the World	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This paper is about the internal and external determinants of Indian foreign policy and its evolution since independence as well as the new pressures brought about by economic globalization and how India has sought to respond to them by involving itself and interrogating various regional and global groupings. Particular attention is paid to Indian post-cold War relations with various countries and regions.

Course Outcome:

CO1: Students will be able to explain the key internal and external factors that have shaped Indian foreign policy since independence.

CO2: Students will critically analyse how economic globalisation has influenced India's foreign policy and how India has responded to these pressures.

CO3: Students will assess India's involvement in various regional and global groupings and its strategies in shaping global diplomacy post-Cold War.

CO4: Students will evaluate India's foreign relations with key countries and regions in the post-Cold War era, identifying shifts and continuities.

Course Content:

Unit 1: (15 Hours)

1) The Nature of India's Foreign Policy: Domestic Determinants

- History and Geopolitical context
- Political and Ideological factors
- Economic compulsions
- Social dimensions

e. Emergence of Non-Alignment

2) Evolution of India's Foreign Policy

- Cold War and non-alignment
- End of Cold War and Bipolarity
- Regionalism



d. Nuclearisation

Unit 2: (15 Hours)

3) India and the International Economy

a. Traditional Foreign Economic Policy

b. Liberalization and Globalisation: Imperatives and Critical Evaluation

c. India and the W.T.O with special reference to TRIPS, TRIMS and Social Clauses

d. Relations with IMF; World Bank

4) India's Security: Policy, Perspectives, Problems.

a. Changing Security Perspectives: form Traditional to non-Traditional

b. Internal and External linkages

c. Defence Policy- Parameters, Evolution, Problems

d. India and the Disarmament Regimes- N.P.T, C.T.B.T, Missile Technology Regime, Chemical and Biological Weapons Regimes.

e. Nuclear Policy; the debate on nuclearisation.

India's Security: Transnational Dimensions.

a. Ethno-cultural

b. Demographic

c. Terrorism

d. Narcotics

e. Ecological

Unit 3: (15 Hours)

6) India's Post-Cold War Relations with:

a. U.S.A

b. Russia

7) India and Regional Cooperation

a. Significance of Regionalism

b. India and SAARC

c. India and I.O.R.

d. India and the Arab World

Unit 4: (15 Hours)

8) India and Other Regional Blocs

a. E.U

b. ASEAN

c. APEC

d. AU

9) India and The United Nations

a. NIEO

b. U.N Reforms

c. Participation and Development.

Text Books

Bandyopadhyaya, Jayanta, The Making of India's Foreign Policy. New Delhi, Allied, 1970.

Nanda, B.R. (ed.), India's Foreign Policy in the Nehru Years. New Delhi, Vikas, 1976.



C Rajamohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy* (New Delhi: Penguin, 2005).

Reference Books

Ahmed, Imtiaz., *State and Foreign Policy: India's Role in South Asia*, Delhi, Vikas Publishing House Ltd, 1993.

Bradnock, Robert. *India's Foreign Policy Since 1971*. London., Royal Institute for International Affairs, 1990.

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

Choudhury, G.W. *India, Pakistan, Bangladesh and the Major Powers*. New York., The Free Press, 1975.

Cohen, Stephen P., and Richard L. Park. *India: Emergent Power?* New York: Crane, Russak and Company, 1978.

Damodaran, AX and Rajpai.U.S., (eds.), *Indian Foreign Policy: The Indira Gandhi years*, New Delhi, Radiant, 1990.

Ganguly, Sivaji, U. *S.Policy Toward South Asia*, Boulder, Westview,1990.

Ganguly, Sumit. *The Origins of War in South Asia*, Boulder, Westview, 1986.

Gordon Sandy and Henningham. Srephert (eds.) *India Looks East An Emerging Power and Its Asia-Pacific Neighbours*. The Australian National University. Strategic and Defence Studies Centre, 1995.

Gould, Harold A. and Ganguly, Sumit, (eds.), *The Hope and the Reality: U.S – Indian Relations from Roosevelt to Bush*. Boulder. Westview, 1992.

Harrison, Selig S. and Subrahmanyam, K.. (eds.) *Superpower Rivalry in the Indian Ocean: Indian and American Perspectives*. New York, Oxford University Press, 1989.

Heimsath, Charles H., and Surjit Mansing. *A Diplomatic History of Modern India*. New Delhi, Allied, 1971.

Hoffmann, Steven A. *India and the China Crisis*. Berkeley, University of California Press, 1990.

Kapur, Ashok, *Pokhran and Beyond: India's Nuclear Behavior*. New Delhi, Oxford University Press, 2001.

Kapur, Ashok. *Pakistan in Crisis*. London, Routledge, 1991.

Kapur, Ashok and Wilsen, A. J.. *Foreign Policy of India and her Neighbors*. Houndmills, Macmillan Press, 1996.

Kheli, Shirim and Tahir R.. *India, Pakistan and the United States: Breaking with the Past*. New York, Council on Foreign: Relations Press, 1997.



Limaye, Satu P. U.S-Indian Relations: The Pursuit of Accommodation. Boulder, Westview, 1993.

Mathur, D. and Kamath, P.M.. Conduct of India Foreign Policy. Delhi, South Asian Publishers. 1996.

Merrill, Dennis and et al. The United States and India's Economic Development, 1947-1961.

Chapel Hill, University of North Carolina Press, 1990.

Mody, Nawaz B and Mehrish B.N. (eds.), India's Role in the United Nations, Allied Publishers Ltd. 1995.

Muni, S.D., Understanding South Asia: Essays in the Memory of Late Prof. Urmila Phadnis. New Delhi, South Asian Publishers, 1994.

Phadnis, Urmila and Ganguly Rajat, Ethnicity and National Building in South Asia. New Delhi, Sage. 1989.

Punjabi, Riyaz and A.K., Pasha (eds.) India and the Islamic World. Delhi Radiant Publishers, 1998.

Rose, Leo E. and Sisson, Richard. War and Secession: Pakistan, India and the Creation of Bangladesh. Berkeley, University of California Press, 1990.

Kanti Bajpai, "Indian Conception of Order/Justice in International Relations: Nehruvian, Gandhian, Hindutva and Neo-Liberal", in Political Ideas in Modern India, edited by V.R. Mehta and Thomas Pantham, New Delhi, Sage, 2006, pg 367-390

Learning Experience

This course offers a comprehensive analysis of India's foreign policy, tracing its evolution from independence to the post-Cold War era. Students explore the domestic determinants shaping policy—historical, political, economic, and social—and the emergence of non-alignment. The course examines India's engagement with the global economy, including its roles in the WTO, IMF, and World Bank, and evaluates security challenges from both traditional and non-traditional threats. It explores India's bilateral ties with major powers like the USA and Russia, regional cooperation through SAARC and IOR, and interactions with regional blocs like the EU and ASEAN. Students also assess India's evolving role in the United Nations.



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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VIII					
Course Code- SLPLSS804	State and Society in South Asia	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

This course seeks to present an analytical perspective on societal dynamics and their impact on political processes in South Asia. This paper focuses on the political economy, social history of South Asia as a whole as well as on the variant forms of government-authoritarian and democratic- of its member nations. The thrust of this course is not to study the national constituents separately but to look at the institutions, processes, problems, and solutions that pertain to the region as a whole.

Course Outcome:

CO1: Demonstrate the ability to analyse the impact of societal dynamics on political processes in South Asia, considering both historical and contemporary perspectives.

CO2: Explain the political economy of South Asia, including how economic factors influence political structures and policies across the region.

CO3: Differentiate between authoritarian and democratic forms of government within South Asian countries and evaluate their implications for governance and political stability.

CO4: Assess the role of regional institutions and processes and identify common problems and solutions pertinent to South Asia as a whole, rather than focusing on individual national contexts.

Course Content:

Unit 1: (15 Hours)

- 1) The Significance of South Asia
- 2) The South Asia Region: Political Geography and Social History
- 3) Colonialism and Nationalism
 - a. Nature, Phases and Impact of the Colonial Experience
 - b. Growth of Nationalism: Evolution and Character, Recent Trends



Unit 2: (15 Hours)

- 4) South Asian Political Economy
 - a. Strategies and Policies of Development; Performance and Problems, the Emerging Trends
 - b. Poverty and Human Development in South Asia
 - c. Globalisation and Liberalisation in South Asia
 - d. Debt, famine, and hunger in the region.
- 5) Patterns of Politics and Types of Governments
 - a. Democracy
 - b. Monarchy
 - c. Authoritarianism
 - d. Military

Unit 3: (15 Hours)

- 6) Political Institutions and Citizen Groups
 - a. Party Systems
 - b. Pressure Group.
 - c. Trade Unions
 - d. Mass Movements
 - e. NGOs
- 7) Politics of Identities
 - a. Tribal
 - b. Religious
 - c. Caste
 - d. Linguistic
 - e. Regional
 - f. Majoritarianism in South Asia

Unit 4: (15 Hours)

- 8) Environmental Issues in South Asia:
 - a. Policies
 - b. Movements
 - c. Trends
- 9) Issues and Problems of Democratic Transformation in South Asia
 - a. Democratisation and People's Participation
 - b. People's Rights: perspective and problems
 - c. Democracy and Development in South Asia: Assessment
 - d. Challenges to Nation-building in South Asia: As Non-Traditional forms of Security

Text Books

Asim Roy (ed.), Islam in History and Politics: Perspectives from South Asia, Oxford University Press, New Delhi, 2006.

B.H. Farmer, An Introduction to South Asia, London, Routledge, 1993.

C. Baxter et al (ed.), Government and Politics in South Asia, Boulder, Westview, 1987.



A. Jeyaratnam Wilson, *The Break-Up of Sri Lanka: The Sinhalese-Tamil Conflict*, Honolulu, University of Hawai Press, 1988.

Reference Books

Ayesha Jalal, *Democracy and Authoritarianism in South Asia; A Comparative and Historical Perspective*, New Delhi: Cambridge University Press, 1995.

Deepa M. Ollapally, *The Politics of Extremism in South Asia*, Cambridge: Cambridge University Press, 2008.

D. Suba Chandran and P. R. Chari (ed.), *Armed Conflict in South Asia: Growing Violence*, New Delhi, Routledge, 2008.

Hamza Alavi and John Harriss (ed.), *The Sociology of Developing States: South Asia*, Houndmill, Macmillan, 1987.

Harsh Sethi (eds.), *State of Democracy in South Asia: A Report*, the SDSA Team, Oxford University Press, New Delhi, 2008.

Hiranmay Karlekar, *Bangladesh: The Next Afghanistan*, Sage, New Delhi, 2005.

Iftexhar ur Zaman(ed.), *Ethnicity and Constitutional Reform in South Asia*, New Delhi, Manohar, 1998.

Ishtiaq Ahmed, *State, Nation and Ethnicity in Contemporary South Asia*, London and New Delhi; Pinter Publishers 1998.

Kulwant Kaur and Baljit S. Mann (eds.), *South Asia: Dynamics of Politics, Economy and Security*, Knowledge World, New Delhi, 2006.

Kumar Rupesinghe and Khawar Mumtaz (eds.), *Internal Conflicts in South Asia*, OS10: International Peace Research Institute, Sage, 1996.

Maya Chaddha, *Building Democracy in South Asia*, Vistar, New Delhi, 2000.

Mohanlal Sharma, Olive Peacock and Krishna Gopal, *Globalization, Democracy and Governance in South Asia*, South Asian Studies, New Delhi, 2003

P. R. Kumarswamy and Ian Copland (ed.), *South Asia: The Specter of Terrorism*, London, New York, New Delhi: Routledge, 2009.

Robert W. Stern, *Democracy and Dictatorship in South Asia*, India Research Press, New Delhi, 2001.

S. Partha Ghosh, *Cooperation and Conflict in South Asia*, New Delhi, Manohar, 1995.

Subrata K. Mitra and Dietmar Rothermund (eds.), *Legitimacy and Conflict in South Asia*, Manohar, New Delhi, 1997.

Subrata K. Mitra, Mike Enskat and Clemeno Spieb (eds.), *Political Parties in South Asia*, Praeger, Westport, 2004.



Urmila Phadnis and Rajat Ganguly, *Ethnicity and Nation Building in South Asia*, New Delhi: Sage, 2001.

V. A. Panandiker (ed.), *Problems of Governance in South Asia*, Konark, New Delhi, 2000.

W. Robert Stern, *Democracy and Dictatorship in South Asia*, New Delhi, Indian Research Press, 2001

Learning Experience

This course provides an in-depth understanding of the politics, society, and development of South Asia. Students begin by exploring the region's historical and political geography, the legacies of colonialism, and the evolution of nationalism. The course critically examines the political economy of South Asian nations, focusing on development strategies, globalization, poverty, and hunger. It also delves into governance patterns, from democracies to authoritarian regimes, and the role of political institutions and citizen groups. Students explore identity politics—tribal, religious, caste, and regional—and analyze environmental concerns and movements. Finally, the course addresses democratic transformation, rights, development, and challenges to nation-building across South Asia.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50



SEMESTER VIII					
Course Code- SLPLAW805	Africa and the World	L	T	P	C
Version 1.0		3	1	0	4
Category of Course	Discipline Specific Elective (DSE)				
Total Contact Hours	4				
Pre-Requisites/ Co-Requisites					

Course Perspective

The focus here is much more directly political and post-colonial. It deals with the impact of Cold War rivalry on Africa, the changes accompanying the collapse of that rivalry, the impact of economic globalisation over the last three decades and finally the evolving relationship between Africa and India.

Course Outcome:

CO1: Students will be able to evaluate how Cold War rivalries influenced political, economic, and social dynamics in Africa.

CO2: Students will be able to identify and explain the changes in African political and economic landscapes following the end of Cold War tensions.

CO3: Students will be able to analyse how economic globalization over the last three decades has affected Africa's development and integration into the global economy.

CO4: Students will be able to assess the development and current state of the relationship between Africa and India, considering historical, political, and economic factors.

Course Content

Unit 1: (15 Hours)

- 1) Historical Significance of the Emergence of Africa in World Politics
- 2) Africa in The International System: Theoretical models
- 3) Africa and the Cold War:
 - a. Geo-Politics
 - b. Strategic dimensions
 - c. Security issues
 - d. Role of Superpowers
- 4) Africa in Post Cold War Period:
 - a. Strategic issues
 - b. Security issues



Unit 2: (15 Hours)

Africa in the New International Economic Order:

- a. Globalisation
- b. Trade
- c. Aid
- d. Investments.
- e. Africa and the U.N.
- 6) Non-alignment: African Perceptions

Unit 3: (15 Hours)

7) AU and Regional Organization

- a. OAU
- b. AU (including African Charter of Human Rights)
- c. AEC
- d. SADL
- e. EAC
- 8) Political Economy of Regional Cooperation in African

Unit 4: (15 Hours)

9) Regional Conflicts and Civil Wars in Africa

10) Foreign Policy:

- a. Decision-Making and Conduct
- b. Case studies of South Africa and Nigeria
- 11) Africa and the Developing World
 - a. India-Africa
 - b. Cooperation with other Developing Countries.

Text Books

Chaliand, G., The Struggle for Africa. Houndsmill, Macmillan, 1982.

Delancy, Mark et. al. edited Africa's International Relations, Boulder. Westview 1994

Harbeson, J. and Rothchild D. (ed.), Africa in World Politics. Boulder, Westview, 1991

Reference Books

Callaghy Thomas and Ravenhill, I. (eds.), Hemmed in: Responses to Africa's Economic Decline. New York, 1995.

Clapham, Christopher, Africa and The International System, Cambridge, Cambridge University Press, 1996.

Arnold, Guy, The New South Africa. Houndsmill, Macmillan, 2000.

Foltz, William J. and Henry S. Bienen. Arms and the African, Military Influences on Africa's International Relations. New Haven, Yale University Press, 1981.



Nyango W. W., Africa in the UN System Houndsmill, Macmillan, 1985.

Olajide, Aiuko et. al (ed.), Africa's international Economic Relations, Houndsmill, Macmillan, 1983.

Toase F.H, and Yorke E. J. (ed.), The New South Africa: Prospects for Domestic and International Security. Houndsmill, Macmillan, 1998.

Pinkney, Robert; International Politics of East Africa; Manchester University Press, Manchester (2001).

Michael Fenner; Southern African Environment: Profiles at the SADC countries ; Area Studies Africa; Oxford Journals(1994).

Sengondo, Mvungi, The Draft Treaty for the Establishment of the East African Community: A Critical Review, Paperback (Jan 2005).

Doimi Di Delupis, Inqrid ; East African Community and Common Market (1970).

Charles C. Okeanalam, Strategic Alliances and Merges of Financial Exchanges: The case of the SADC; Journal of Southern African Studies Vol. 31 No. 1 March 2005 PP. 75 – 93.

Learning Experience:

This course offers students a deep understanding of Africa's role in world politics, both historically and in the contemporary era. Learners will explore Africa's strategic position during the Cold War and in the post-Cold War period. They will examine how globalization, trade, aid, and investments affect the continent and analyze Africa's relations with the UN and Non-Aligned Movement. The course also covers African regional organizations like AU and OAU, regional cooperation, conflicts, and civil wars. Through case studies of South Africa and Nigeria, students gain insight into African foreign policies and its growing ties with India and other developing nations.

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

Evaluation Scheme:

Components	Sessional I	Sessional II	Mid Term Exam	End Term Exam
Weightage (%)	15	15	20	50