



UNIVERSITY OF CALICUT

Abstract

General and Academic IV- Faculty of Humanities- Revised Scheme and Syllabus of BA Political Science Honours Programme -in tune with the CUFYUGP Regulations 2024, with effect from 2025 Admission onwards - Approved- By Exercising the powers of the Academic Council -Implemented- Orders Issued

G & A - IV - B

U.O.No. 9645/2025/Admn

Dated, Calicut University.P.O, 01.07.2025

*Read:-*1.U.O.No. 10849/2024/Admn dated 08.07.2024.

2.U.O.No. 18920/2024/Admn dated 20.12.2024.

3.U.O.No. 8414/2025/Admn dated 04.06.2025.

4.Item No 2 of the minutes of the meeting of the Board of Studies in Political Science UG held on 08.05.2025

5.Remarks of the Dean, Faculty of Humanities dated 26.05.2025.

6.Orders of the Vice Chancellor in the file of even No and dated 28.05.2025.

ORDER

1. The scheme and syllabus of the B.A.Political Science Honours programme in tune with CUFYUGP Regulations 2024 were implemented with effect from 2024 Admission onwards, vide paper read as (1) above and the same were revised, vide paper read as (2) and (3) above.
2. The Board of Studies in Political Science UG held on 08.05.2025, vide paper read as (4) above, has approved the revised syllabus of the BA Political Science Honours programme in tune with CUFYUGP Regulations 2024, w e f 2025 admission onwards.
3. The Dean, Faculty of Humanities vide paper read as (5) above, has approved the above recommendation of the Board of Studies in Political Science UG held on 08.05.2025.
4. Under these circumstances, considering the urgency, the Vice Chancellor has approved the item no 2 of the minutes of the meeting of the Board of Studies in Political Science UG held on 08.05.2025 by exercising the powers of the Academic Council conferred under section 10.13 of the Calicut University Act 1975 and accorded sanction to implement the revised scheme and syllabus of the B.A. Political Science Honours programme w e f 2025 admission onwards.
5. The revised scheme and syllabus of B.A. Political Science Honours programme in tune with CUFYUGP Regulations 2024 is thus implemented with effect from 2025 Admission

onwards.

6. Orders are issued accordingly. (Syllabus appended)

Ajayakumar T.K

Assistant Registrar

To

1.The Principals of all Affiliated Colleges 2. Deputy Registrar, CDOE

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Forwarded / By Order

Section Officer

B.A. POLITICAL SCIENCE HONOURS
UNIVERSITY OF CALICUT
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)

SYLLABUS
w.e.f. 2024 admission onwards
(CUFYUGP Regulations 2024)





UNIVERSITY OF CALICUT

B.A. POLITICAL SCIENCE HONOURS (FOUR-YEAR UNDER GRADUATE PROGRAMME IN POLITICAL SCIENCE)

(2024 Admission Onwards)

ACKNOWLEDGMENT

Restructuring the syllabus in political science is essential to align with contemporary academic and societal needs. The traditional syllabus often emphasizes classical theories and historical contexts, which, while foundational, may not fully engage with the dynamic nature of modern political landscapes. To address this, a revised syllabus should incorporate interdisciplinary approaches, integrating insights from economics, sociology, technology, and environmental studies. This will provide a holistic understanding of political phenomena and prepare students to navigate complex global challenges.

Incorporating contemporary issues such as climate change and digital governance into the curriculum is crucial. These topics reflect current and future challenges that political scientists must be equipped to address. Additionally, a focus on diverse political systems, including those in the Global South, will foster a more inclusive and comprehensive perspective on global politics.

Methodologically, the syllabus should emphasize both qualitative and quantitative research skills. Training in data analysis, statistical methods, and the use of software tools is increasingly important in an era where big data influences political decision-making. Moreover, critical thinking and analytical skills should be honed through case studies, simulations, and experiential learning opportunities such as internships and fieldwork. Regular reviews and updates should be institutionalized to ensure that the curriculum evolves with changing political realities and academic advancements. This dynamic approach to syllabus restructuring will better prepare political science students for the complexities of the modern world.

We sincerely thank the teachers from various fields who have significantly contributed to enriching the syllabus. The names of the contributors are appended herewith. The syllabus was materialised through the joint efforts of the UG and PG Boards of Studies in Political Science. It evolved from a three-day workshop and the consistent engagement of faculty members in various capacities. Our sincere thanks go to the G-IV B section of the University of Calicut for their constant support and commendable efforts in finalizing the syllabus. We also thank all our colleagues who worked hard, especially Dr. Sabu Thomas, Chairman of the PG Board.

Smt. Sandhya V S
Chairperson

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PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at Calicut University, a student would:

| | |
|-----|--|
| PO1 | Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study. |
| PO2 | Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity. |
| PO3 | Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability. |
| PO4 | Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information. |
| PO5 | Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions. |
| PO6 | Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment. |
| PO7 | Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development. |

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA Political Science (Honours) programme at Calicut University, a student would:

| | |
|------|--|
| PSO1 | Explain and interpret the basic concepts of Political science by attending lectures, taking down notes and participating in group discussions. |
| PSO2 | Empower students to participate in community-engaged services/activities to promote the well-being of society. |

| | |
|------|--|
| PSO3 | Attain knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity. |
| PSO4 | Adopt a gender-neutral approach, as well as empathy for the less advantaged and the differently abled including those with learning disabilities. |
| PSO5 | Critically analyse and advocate for solutions to environmental challenges, ensuring responsible resource management, biodiversity conservation, and sustainable living for present and future generations. |
| PSO6 | Apply analytical thinking to a body of knowledge, including the analysis and evaluation of policies, practices, evidence, arguments, claims, beliefs, and the reliability of relevance of evidence. |

**MINIMUM CREDIT REQUIREMENTS OF THE DIFFERENT PATHWAYS IN
THE THREE-YEAR PROGRAMME IN CUFYUGP**

| Sl. No. | Academic Pathway | Major | Minor/ Other Disciplines | Foundation Courses AEC: 4 MDC: 3 SEC: 3 VAC: 3 | Intern-ship | Total Credits | Example |
|---------|--|---------------------------|--------------------------------|--|-------------|---------------|---|
| | | Each course has 4 credits | | Each course has 3 credits | | | |
| 1 | Single Major (A) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Political Science + six courses in different disciplines in different combinations |
| 2 | Major (A) with Multiple Disciplines (B, C) | 68 (17 courses) | 12 + 12 (3 + 3 = 6 courses) | 39 (13 courses) | 2 | 133 | Major: Political Science |
| 3 | Major (A) with Minor (B) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Political Science Minor: |
| 4 | Major (A) with Vocational Minor (B) | 68 (17 courses) | 24 (6 courses) | 39 (13 courses) | 2 | 133 | Major: Political Sciences |

| | | | | | | | |
|---|---------------------|------------------------|---|-------------|---|-----|---|
| 5 | Double Major (A, B) | A: 48 (12 courses) | - | 12 + 18 + 9 | 2 | 133 | Political Science and Economics /History double major |
| | | B: 44 (11 courses)F | The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the Internship should be in Major A. Total credits in Major A should be 48 + 20 = 68 (50% of 133) | | | | |
| | | | 1 MDC, 1 SEC and 1 VAC should be in Major B. Total credits in Major B should be 44 + 9 = 53 (40% of 133) | | | | |
| Exit with UG Degree / Proceed to Fourth Year with 133 Credits | | | | | | | |

B.A. POLITICAL SCIENCE HONOURS PROGRAMME COURSE STRUCTURE FOR PATHWAYS 1 – 4

1. Single Major
3. Major with Minor

2. Major with Multiple Disciplines
4. Major with Vocational Minor

| Semester | Course Code | Course Title | Total Hours | Hours / Week | Credits | Marks | | |
|----------|-----------------------|--|-------------|---------------|-----------|----------|----------|------------|
| | | | | | | Internal | External | Total |
| 1 | POL1CJ101 / POL1MN100 | Core Course 1 Major Foundations of Political Science | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 1 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |
| | | Minor Course 2 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |
| | ENG1FA 101(1B) | Ability Enhancement Course 1– English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 2 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Multi-Disciplinary Course 1 | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22/ 24 | 21 | | | 525 |
| | POL2CJ102 /POL2MN100 | Core Course 2 Major Concepts of Political Science | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 3 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |
| | | Minor Course 4 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |

| | | | | | | | | |
|---|-------------------------|--|-------|--------------|-----------|----|----|------------|
| 2 | ENG2FA 103(1B) | Ability Enhancement Course 3– English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Ability Enhancement Course 4 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Multi-Disciplinary Course 2 | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22/24 | 21 | | | 525 |
| 3 | POL3CJ201 | Core Course 3 Major Indian Constitution | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL3CJ202/ POL3MN200 | Core Course 4 Major – Government and Politics in India | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Minor Course 5 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |
| | | Minor Course 6 | 60/75 | 4/5 | 4 | 30 | 70 | 100 |
| | | Multi-Disciplinary Course 3 – Kerala Knowledge System (offered by Additional Language) | 45 | 3 | 3 | 25 | 50 | 75 |
| | ENG3FV 108(1B) | Value-Added Course 1 – English | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 22/24 | 22 | | | 550 |
| 4 | POL4CJ203 | Core Course 5 Major Ancient and Medieval Political Thought | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL4CJ204 | Core Course 6 Major Modern Political Analysis and Political Sociology | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL4CJ205 | Core Course 7 Major Introduction to International Relations | 60 | 4 | 4 | 30 | 70 | 100 |
| | ENG4FV 109(1B) | Value-Added Course 2 – English | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Value-Added Course 3 – Additional Language | 45 | 3 | 3 | 25 | 50 | 75 |
| | ENG4FS 111(1B) | Skill Enhancement Course 1 – English | 60 | 4 | 3 | 25 | 50 | 75 |
| | | Total | | 22 | 21 | | | 525 |

| | | | | | | | | |
|---|-------------------------|---|----|-----------|-----------|----|----|------------|
| 5 | POL5CJ301 | Core Course 8 Major Western Political Thought | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL5CJ302 | Core Course 9 Major Comparative Politics | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL5CJ303 | Core Course 10 Major Indian Political Thought | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective 1 | Elective Course 1 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective 2 | Elective Course 2 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Skill Enhancement Course 2: | 45 | 3 | 3 | 25 | 50 | 75 |
| | | Total | | 23 | 23 | | | 575 |
| 6 | POL6CJ 304 / POL8MN 304 | Core Course 11 Major Theoretical Foundations of Human Rights | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL6CJ 305 / POL8MN 305 | Core Course 12 Major Principles of Public Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL6CJ306 / POL8MN 306 | Core Course 13 Major State, Society and Political Process in Kerala | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective 1 | Elective Course 1 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | Elective 2 | Elective Course 2 in Major | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL6FS113 | Skill Enhancement Course 3 – Electoral Management and Political Campaign | 45 | 3 | 3 | 25 | 50 | 75 |

| | | | | | | | | |
|--------------------------------------|---|--|-----|-----------|------------|----|-----|-------------|
| | POL6CJ349 | Internship in Major (Credit for internship to be awarded only at the end of Semester 6) | 60 | | 2 | 50 | - | 50 |
| | | Total | | 23 | 25 | | | 625 |
| Total Credits for Three Years | | | | | 133 | | | 3325 |
| 7 | POL7CJ401 | Core Course 14 in Major Gender Politics | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL7CJ402 | Core Course 15 in Major Geopolitics | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL7CJ403 | Core Course 16 in Major Public Policy | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL7CJ404 | Core Course 17 in Major India's Foreign Policy | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL7CJ405 | Core Course 18 in Major Indian Polity: Issues and Challenges | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Total | | 20 | 20 | | | 500 |
| 8 | POL8CJ406 / POL8MN406 | Core Course 19 in Major Citizenship and Ethnic Minorities | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL8CJ407 / POL8MN407 | Core Course 20 in Major Indian Administration | 60 | 4 | 4 | 30 | 70 | 100 |
| | POL8CJ408 / POL8MN408 | Core Course 21 in Major – Political Theory: Marxian Tradition | 60 | 4 | 4 | 30 | 70 | 100 |
| | OR (instead of Core Courses 19- 21 in Major) | | | | | | | |
| | POL8CJ449 | Project (in Honours programme) | 360 | 12 | 12 | 90 | 210 | 300 |
| | OR (instead of Core Courses 19 – 21 in Major) | | | | | | | |
| | POL8CJ 499 | Research Project (in Honours with Research programme) | 360 | 12 | 12 | 90 | 210 | 300 |
| | | Elective Course 5 in Major/Minor Course 7 | 60 | 4 | 4 | 30 | 70 | 100 |
| | | Elective Course 6 in Major: / Minor Course 8 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | |
|--|---|----|-----------|------------|----|----|-------------|
| | Elective Course 7 in Major / Minor Course 9/ Major Course in any Other Discipline | 60 | 4 | 4 | 30 | 70 | 100 |
| OR (instead of Elective Course 7 in Major, in the case of Honours with Research Programme) | | | | | | | |
| POL8CJ 489 | Research Methodology in Political Science | 60 | 4 | 4 | 30 | 70 | 100 |
| | Total | | 25 | 24 | | | 600 |
| Total Credits for Four Years | | | | 177 | | | 4425 |

CREDIT DISTRIBUTION FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

| Semester | Major Courses | Minor Courses | General Foundation Courses | Internship/ Project | Total |
|--------------------------------|----------------------|---------------|----------------------------|---------------------|------------|
| 1 | 4 | 4 + 4 | 3 + 3 + 3 | - | 21 |
| 2 | 4 | 4 + 4 | 3 + 3 + 3 | - | 21 |
| 3 | 4 + 4 | 4 + 4 | 3 + 3 | - | 22 |
| 4 | 4 + 4 + 4 | - | 3 + 3 + 3 | - | 21 |
| 5 | 4 + 4 + 4 + 4 + 4 | - | 3 | - | 23 |
| 6 | 4 + 4 + 4 + 4 + 4 | - | 3 | 2 | 25 |
| Total for Three Years | 68 | 24 | 39 | 2 | 133 |
| 7 | 4 + 4 + 4 + 4 + 4 | - | - | - | 20 |
| 8 | 4 + 4 + 4 | 4 + 4 + 4 | - | 8* / 12** | 24 |
| Instead of three Major courses | | | | | |
| Total for Four Years | 88 + 12 = 100 | 36 | 39 | 2 | 177 |

DISTRIBUTION OF MAJOR COURSES IN POLITICAL SCIENCE FOR PATHWAYS 1 – 4

1. Single Major

2. Major with Multiple Disciplines

3. Major with Minor

4. Major with Vocational Minor

| Semester | Course Code | Course Title | Hours / Week | Credits |
|----------|-------------------------|--|--------------|---------|
| 1 | POL1CJ101/ POL1MN100 | Core Course 1 in Major Foundations of Political Science | 4 | 4 |
| 2 | POL2CJ102/ POL2MN100 | Core Course 2 in Major Concepts of Political Science | 4 | 4 |
| 3 | POL3CJ201 | Core Course 3 in Major Indian Constitution | 4 | 4 |
| | POL3CJ202/ POL3MN200 | Core Course 4 in Major Government and Politics in India | 4 | 4 |
| 4 | POL4CJ203 | Core Course 5 in Major Ancient and Medieval Political Thought | 4 | 4 |
| | POL4CJ204 | Core Course 6 in Major Modern Political Analysis and Political Sociology | 4 | 4 |
| | POL4CJ205 | Core Course 7 in Major Introduction to International Relations | 4 | 4 |
| 5 | POL5CJ301 | Core Course 8 in Major Western Political Thought | 4 | 4 |
| | POL5CJ302 | Core Course 9 in Major Comparative Politics | 4 | 4 |
| | POL5CJ303 | Core Course 10 in Major Indian Political Thought | 4 | 4 |
| | | Elective Course 1 in Major: | 4 | 4 |
| | | Elective Course 2 in Major: | 4 | 4 |
| 6 | POL6CJ304/ POL8MN304 | Core Course 11 in Major Theoretical Foundations of Human Rights | 4 | 4 |
| | POL6CJ305/ POL8MN305 | Core Course 12 in Major Principles of Public Administration | 4 | 4 |
| | POL6CJ306/ POL8MN306 | Core Course 13 in Major State, Society and Political Process in Kerala | 4 | 4 |
| | | Elective Course 3 in Major | 4 | 4 |
| | | Elective Course 4 in Major | 4 | 4 |
| | POL6CJ349 | Internship in Major | - | 2 |

| | | | | |
|----------------------------------|--|---|----|------------|
| Total for the Three Years | | | | 70 |
| 7 | POL7CJ401 | Core Course 14 in Major – GENDER POLITICS | 4 | 4 |
| | POL7CJ402 | Core Course 15 in Major – GEOPOLITICS | 4 | 4 |
| | POL7CJ403 | Core Course 16 in Major – PUBLIC POLICY | 4 | 4 |
| | POL7CJ404 | Core Course 17 in Major – INDIA'S FOREIGN POLICY | 4 | 4 |
| | POL7CJ405 | Core Course 18 in Major – INDIAN POLITY: ISSUES AND CHALLENGES | 4 | 4 |
| 8 | POL8CJ 406 / POL8MN406 | Core Course 19 in Major – CITIZENSHIP AND ETHNIC MINORITIES | 4 | 4 |
| | POL8CJ 407 / POL8MN407 | Core Course 20 in Major – INDIAN ADMINISTRATION | 4 | 4 |
| | POL8CJ 408 / POL8MN408 | Core Course 21 in Major – POLITICAL THEORY: MARXIAN TRADITION | 4 | 4 |
| | OR (instead of Core Courses 19 to 21 in Major) | | | |
| | POL8CJ 449 | Project (in Honours programme) | 12 | 12 |
| | OR (instead of Core Courses 19 – 21 in Major) | | | |
| | POL8CJ 499 | Research Project (in Honours with Research programme) | 12 | 12 |
| | | Elective Course 5 in Major | 4 | 4 |
| | | Elective Course 6 in Major | 4 | 4 |
| | | Elective Course 7 in Major: | 4 | 4 |
| | OR (instead of Elective course 7 in Major, in Honours with Research programme) | | | |
| | POL8CJ489 | Research Methodology in Political Science | 4 | 4 |
| Total for the Four Years | | | | 114 |

ELECTIVE COURSES IN POLITICAL SCIENCE WITH SPECIALISATION

| Gro up No. | Sl. No. | Course Code | Title | Semester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|------------------|------------|------------------------|----------------------|----------|--------------|--------------|---------|----------|--------------|-------|
| | | | | | | | | Internal | Extern al | Total |
| 1 | | INTERNATIONAL POLITICS | | | | | | | | |
| | 1 | POL5EJ301 (1) | Security Studies | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL5EJ302 (1) | South Asian Politics | 5 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | | | |
|---------------------|---|------------------|---|---|----|---|---|----|----|-----|
| | 3 | POL6EJ301 (1) | Issues in International Politics | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 4 | POL6EJ302 (1) | International Organizations and Global Governance | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| HUMAN RIGHTS | | | | | | | | | | |
| 2 | 1 | POL5EJ303 (2) | Social Movements and Contentious Politics | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL5EJ304 (2) | Environment and Politics | 5 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL6EJ303 (2) | Human Rights in India | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 4 | POL6EJ304 (2) | Disability and Citizenship | 6 | 60 | 4 | 4 | 30 | 70 | 100 |

ELECTIVE COURSES IN POLITICAL SCIENCE WITH NO SPECIALISATION

| Sl. No. | Course Code | Title | Seme ster | Total Hrs | Hrs/ Week | Credits | Marks | | |
|---------|-------------|---|-----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | Internal | External | Total |
| 1 | POL6EJ305 | Citizenship and Diaspora | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 2 | POL6EJ306 | Women's Rights | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 3 | POL6EJ307 | Marginality and Social Exclusion | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 4 | POL6EJ 308 | Conflict Resolutions and Peace Studies | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 5 | POL6EJ309 | Postcolonial International Relations | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 6 | POL6EJ310 | Advances in Political Psychology | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 7 | POL6EJ311 | Understanding Identity Politics | 6 | 60 | 4 | 4 | 30 | 70 | 100 |
| 8 | POL8EJ404 | Ethnicity, Ethno-nationalism and Ethnic Conflicts | 8 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | | |
|----|------------|---|---|----|---|---|----|----|-----|
| 9 | POL8EJ405 | Theoretical Foundations of Eco-Politics | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 10 | POL8EJ 406 | Gender In International Relations | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 11 | POL8EJ407 | Political Economy | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 12 | POL8EJ408 | Literature in International Relations | 8 | 60 | 4 | 4 | 30 | 70 | 100 |
| 13 | POL8EJ409 | Globalizations and It's Changing Impact | 8 | 60 | 4 | 4 | 30 | 70 | 100 |

GROUPING OF MINOR COURSES IN POLITICAL SCIENCE

Note: The minor courses given below should not be referred to the students who have chosen Political Science as their Major Discipline. They should be referred to students from other major disciplines only

| Group No. | Sl. No. | Course Code | Title | Sem ester | Total Hrs | Hrs/ Week | Credits | Marks | | |
|-----------|---------|--|--|-----------|-----------|-----------|---------|----------|----------|-------|
| | | | | | | | | Internal | External | Total |
| 1 | | (Title of the Minor: Public Administration and Governance) (preferable for History, Economics, Sociology, Law and Political Science students) | | | | | | | | |
| | 1 | POL1MN101 | Principles of Public Administration | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN101 | Indian Administration | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN201 | Internet Democracy and E-Governance | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 2 | | (Title of the Minor: Indian Constitution and Political System) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN102 | A Preface to Indian Constitution | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN102 | State and Politics in India | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN202 | Indian Polity:Political Dynamics and Emerging Trends | 3 | 60 | 4 | 4 | 30 | 70 | 100 |

| | | | | | | | | | | |
|---|---|--|---|---|----|---|---|----|----|-----|
| 3 | | (Title of the Minor: International Relations) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN103 | Introduction to International Politics | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN103 | International Organizations and Politics | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN203 | Issues in International Politics | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 4 | | (Title of the Minor: Government and Politics) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN104 | Introduction to Political Science | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN100 | Concepts of Political Science | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN204 | Political Sociology | 3 | 60 | 4 | 4 | 30 | 70 | 100 |
| 5 | | (Title of the Minor: Human Rights) (preferable for all Disciplines students) | | | | | | | | |
| | 1 | POL1MN105 | Human Rights | 1 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 2 | POL2MN105 | Indian Constitution and Human Rights | 2 | 60 | 4 | 4 | 30 | 70 | 100 |
| | 3 | POL3MN205 | Gender Politics and Human Rights in Popular Culture | 3 | 60 | 4 | 4 | 30 | 70 | 100 |

- (i). Students in Single Major pathway can choose course/courses from any of the Minor/groups offered by a discipline other than their Major discipline.
- (ii). Students in Major with Multiple Disciplines pathway can choose as one of the multiple disciplines, all the three courses from any one of the Minor groups offered by any discipline other than their major discipline. The minor courses should not be referred to the students who have chosen Political Science as their Major Discipline. They should be referred to students from other major disciplines only.
- (iii). Students in Major with Minor pathway can choose all the courses from any two Minor groups offered by any discipline. If the students choose any two Minor groups in Political Science as given above, then the title of the Minor will be **Political Science**.

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN POLITICAL SCIENCE

| Seme ster | Course Code | Course Title | Total Hours | Hours/ Week | Credits | Marks | | |
|--------------|-------------|---|----------------|----------------|---------|----------|----------|-------|
| | | | | | | Internal | External | Total |
| 1 | POL1FM 105 | Multi-Disciplinary Course 1 – Introduction to Indian Constitution | 45 | 3 | 3 | 25 | 50 | 75 |
| 2 | POL2FM106 | Multi-Disciplinary Course 2 – An Introduction to Human Rights | 45 | 3 | 3 | 25 | 50 | 75 |
| 2 | POL2FM106-2 | Multi-Disciplinary Course 3 – Social Media and Digital Politics | 45 | 3 | 3 | 25 | 50 | 75 |
| 5 | POL5FS112 | Skill Enhancement Course 2 – Political Reporting | 45 | 3 | 3 | 25 | 50 | 75 |
| 6 | POL6FS113 | Skill Enhancement Course 3 – Electoral Management and Political Campaign | 45 | 3 | 3 | 25 | 50 | 75 |

EVALUATION SCHEME

- The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
- The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
 - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
 - In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20

marks. The internal evaluation of the 4 theory modules is for 10 marks.

3. All the 3-credit courses (General Foundational Courses) in Political Science are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
4. The students can write the external examinations in Political Science either completely in English or in Malayalam.

| Sl. No. | Nature of the Course | | Internal Evaluation in Marks (about 30% of the total) | | External Exam | Total Marks |
|---------|----------------------|--------------------------------|---|------------------------|----------------------|-------------|
| | | | Open-ended module / Practical | On the other 4 modules | on 4 modules (Marks) | |
| 1 | 4-credit course | only theory (5 modules) | 10 | 20 | 70 | 100 |
| 2 | 4-credit course | Theory (4 modules) + Practical | 20 | 10 | 70 | 100 |
| 3 | 3-credit course | only theory (5 modules) | 5 | 20 | 50 | 75 |

1. MAJOR AND MINOR COURSES

1.1. INTERNAL EVALUATION OF THEORY COMPONENT

| Sl. No. | Components of Internal Evaluation of Theory Part of a Major / Minor Course | Internal Marks for the Theory Part of a Major / Minor Course of 4-credits | | | |
|---------|--|---|-------------------|--------------------|-----------|
| | | Theory Only | | Theory + Practical | |
| | | 4 Theory Modules | Open-ended Module | 4 Theory Modules | Practical |
| 1 | Test paper/ Mid-semester Exam | 10 | 4 | 5 | - |
| 2 | Seminar/ Viva/ Quiz | 6 | 4 | 3 | - |
| 3 | Assignment | 4 | 2 | 2 | - |
| Total | | 20 | 10 | 10 | 20* |
| | | 30 | | 30 | |

* Refer the table in section 1.2 for the evaluation of practical component

1.2. EVALUATION OF PRACTICAL COMPONENT

The evaluation of practical component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practical by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practical examination and viva-voce, and the evaluation of practical records shall be conducted by the teacher in-charge and an internal examiner appointed by the Department Council.
- The process of continuous evaluation of practical courses shall be completed before 10 days from the commencement of the end-semester examination.
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce.

The scheme of continuous evaluation and the end-semester examination and viva-voce of practical component shall be as given below:

| Sl. No. | Evaluation of Practical Component of Credit-1 in a Major / Minor Course | Marks for Practical | Weightage |
|-------------|---|---------------------|-----------|
| 1 | Continuous evaluation of practical/ exercise performed in practical classes by the students | 10 | 50% |
| 2 | End-semester examination and viva-voce to be conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council | 7 | 35% |
| 3 | Evaluation of the Practical records submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner | 3 | 15% |
| Total Marks | | 20 | 100% |

1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

| Duration | Type | Total No. of Questions | No. of Questions to be Answered | Marks for Each Question | Ceiling of Marks |
|-------------|--------------------|------------------------|---------------------------------|-------------------------|------------------|
| 2 Hours | Short Answer | 10 | 8 – 10 | 3 | 24 |
| | Paragraph/ Problem | 8 | 6 – 8 | 6 | 36 |
| | Essay | 2 | 1 | 10 | 10 |
| Total Marks | | | | | 70 |

2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry, public offices or organization (NGOs), or training in research institutions with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve training on a particular skill/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in Political Science or allied disciplines.
2. There should be minimum 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. In BA Political Science (Honours) programme, institute/ industry visit or study tour is a requirement for the completion of Internship. Visit to minimum one national research institute, research laboratory and place of scientific importance should be part of the study tour. A brief report of the study tour has to be submitted with photos and analysis.
5. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final

report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.

6. The log book and the typed report must be submitted at the end of the Internship.
7. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

| Sl. No. | Components of Evaluation of Internship | | Marks for Internship 2 Credits | Weightage |
|---------|--|------------------------------------|--------------------------------|-----------|
| 1 | Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council | Acquisition of skill set | 10 | 40% |
| 2 | | Interim Presentation and Viva-voce | 5 | |
| 3 | | Punctuality and Log Book | 5 | |
| 4 | Report of Institute Visit/ Study Tour | | 5 | 10% |
| 5 | End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council | Quality of the work | 6 | 35% |
| 6 | | Presentation of the work | 5 | |
| 7 | | Viva-voce | 6 | |
| 8 | Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council | | 8 | 15% |
| | Total Marks | | 50 | |

3. PROJECT

3.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum one faculty member with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum four students in Honours with Research stream.

3.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. Project can be in Political Science or allied disciplines.
2. Project should be done individually.
3. Project work can be of experimental/ theoretical/ computational in nature.
4. There should be minimum 240 hrs. of engagement from the student in the Project work in Honours programme.
5. There should be minimum 360 hrs. of engagement from the student in the Project work in Honours with Research programme.
6. The various steps in project works are the following:
 - ☐ Wide review of a topic.
 - ☐ Investigation on a problem in systematic way using appropriate techniques.
 - ☐ Systematic recording of the work.
 - ☐ Reporting the results with interpretation in a standard documented form.
 - ☐ Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries in to a

personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.

8. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
9. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
10. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
11. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

3.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme will be evaluated for 200 marks. Out of this, 60 marks is from internal evaluation and 140 marks, from external evaluation.
- The Project in Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external evaluation.
- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

| Components of Evaluation of Project | Marks for the Research Project (Honours with Research) | Marks for the Optional Project (Honours) | Weightage |
|---|--|--|-----------|
| | 12 Credits | 8 Credits | |
| Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council | 90 | 60 | 30% |
| End-semester viva-voce examination to be conducted by the external examiner appointed by the university | 150 | 100 | 50% |
| Evaluation of the day-to-day records and project report submitted for the end-semester viva-voce examination conducted by the external examiner | 60 | 40 | 20% |
| Total Marks | 300 | 200 | |

INTERNAL EVALUATION OF PROJECT

| Sl. No | Components of Evaluation of Project | Marks for the Research Project (Honours with Research programme) 12 credits | Marks for the Optional Project (Honours programme) 8 credits |
|--------|--|---|--|
| 1 | Skill in doing project work | 30 | 20 |
| 2 | Interim Presentation and Viva-Voce | 20 | 15 |
| 3 | Punctuality and Log book | 20 | 15 |
| 4 | Scheme/ Organization of Project Report | 20 | 10 |
| | Total Marks | 90 | 60 |

EXTERNAL EVALUATION OF PROJECT

| Sl. No | Components of Evaluation of Project | Marks for the Research Project (Honours with Research programme) 12 credits | Marks for the Optional Project (Honours programme) 8 credits |
|--------|---|---|--|
| 1 | Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research | 50 | 40 |
| 2 | Presentation of the Project | 50 | 30 |

| | | | |
|-------------|--|-----|-----|
| 3 | Project Report (typed copy), Log Book and References | 60 | 40 |
| 4 | Viva-Voce | 50 | 30 |
| Total Marks | | 210 | 140 |

4. GENERAL FOUNDATION COURSES

- All the General Foundation Courses (3-credits) in Political Science are with only theory component.

4.1. INTERNAL EVALUATION

| Sl. No. | Components of Internal Evaluation of a General Foundation Course in Political Science | Internal Marks of a General Foundation Course of 3-credits in Political Science | |
|---------|---|---|-------------------|
| | | 4 Theory Modules | Open-ended Module |
| 1 | Test paper/ Mid-semester Exam | 10 | 2 |
| 2 | Seminar/ Viva/ Quiz | 6 | 2 |
| 3 | Assignment | 4 | 1 |
| | | 20 | 5 |
| Total | | 25 | |

4.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

| Duration | Type | Total No. of Questions | No. of Questions to be Answered | Marks for Each Question | Ceiling of Marks |
|-------------|--------------------|------------------------|---------------------------------|-------------------------|------------------|
| 1.5 Hours | Short Answer | 10 | 8 – 10 | 2 | 16 |
| | Paragraph/ Problem | 5 | 4 – 5 | 6 | 24 |
| | Essay | 2 | 1 | 10 | 10 |
| Total Marks | | | | | 50 |

5. LETTER GRADES AND GRADE POINTS

- Mark system is followed for evaluating each question.
- For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.

- The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
- The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
- Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

| Sl. No. | Percentage of Marks (Internal & External Put Together) | Description | Letter Grade | Grade Point | Range of Grade Points | Class |
|---------|---|---------------|--------------|-------------|-----------------------|------------------------------|
| 1 | 95% and above | Outstanding | O | 10 | 9.50 – 10 | First Class with Distinction |
| 2 | Above 85% and below 95% | Excellent | A+ | 9 | 8.50 – 9.49 | |
| 3 | 75% to below 85% | Very Good | A | 8 | 7.50 – 8.49 | |
| 4 | 65% to below 75% | Good | B+ | 7 | 6.50 – 7.49 | First Class |
| 5 | 55% to below 65% | Above Average | B | 6 | 5.50 – 6.49 | |
| 6 | 45% to below 55% | Average | C | 5 | 4.50 – 5.49 | Second Class |
| 7 | 35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation | Pass | P | 4 | 3.50 – 4.49 | Third Class |
| 8 | Below an aggregate of 35% or below 30% in external evaluation | Fail | F | 0 | 0 – 3.49 | Fail |
| 9 | Not attending the examination | Absent | Ab | 0 | 0 | Fail |

- When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
- The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree (Honours) or UG Degree (Honours with Research), as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA } (S_i) = \frac{\sum (C_i \times G_i) / \sum (C_i)}{\sum (C_i \times G_i) / \sum (C_i)} (C_i)$$

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 in the given semester. Credit Point of a course is the value obtained by multiplying the credit (C_i) of the course by the grade point (G_i) of the course.

$$\text{SGPA} = \frac{\sum \text{of the credit points of all the courses } \in \text{ a semester}}{\text{Total credits } \in \text{ that semester}}$$

ILLUSTRATION – COMPUTATION OF SGPA

| Semester | Course | Credit | Letter Grade | Grade point | Credit Point (Credit x Grade) |
|----------|----------|--------|--------------|-------------|----------------------------------|
| I | Course 1 | 3 | A | 8 | 3 x 8 = 24 |
| I | Course 2 | 4 | B+ | 7 | 4 x 7 = 28 |
| I | Course 3 | 3 | B | 6 | 3 x 6 = 18 |
| I | Course 4 | 3 | O | 10 | 3 x 10 = 30 |
| I | Course 5 | 3 | C | 5 | 3 x 5 = 15 |
| I | Course 6 | 4 | B | 6 | 4 x 6 = 24 |
| | Total | 20 | | | 139 |
| | SGPA | | | | 139/20 = 6.950 |

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.
CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\sum \text{of the credit points of all the courses } \in \text{ six semesters}}{\text{Total credits } \in \text{ six semesters (133)}}$$

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$CGPA = \frac{\sum \text{of the credit points of all the courses} \in \text{eight semesters}}{\text{Total credits} \in \text{eight semesters (177)}}$$

- The SGPA and CGPA shall be rounded off to three decimal points and reported in the transcripts.
- Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

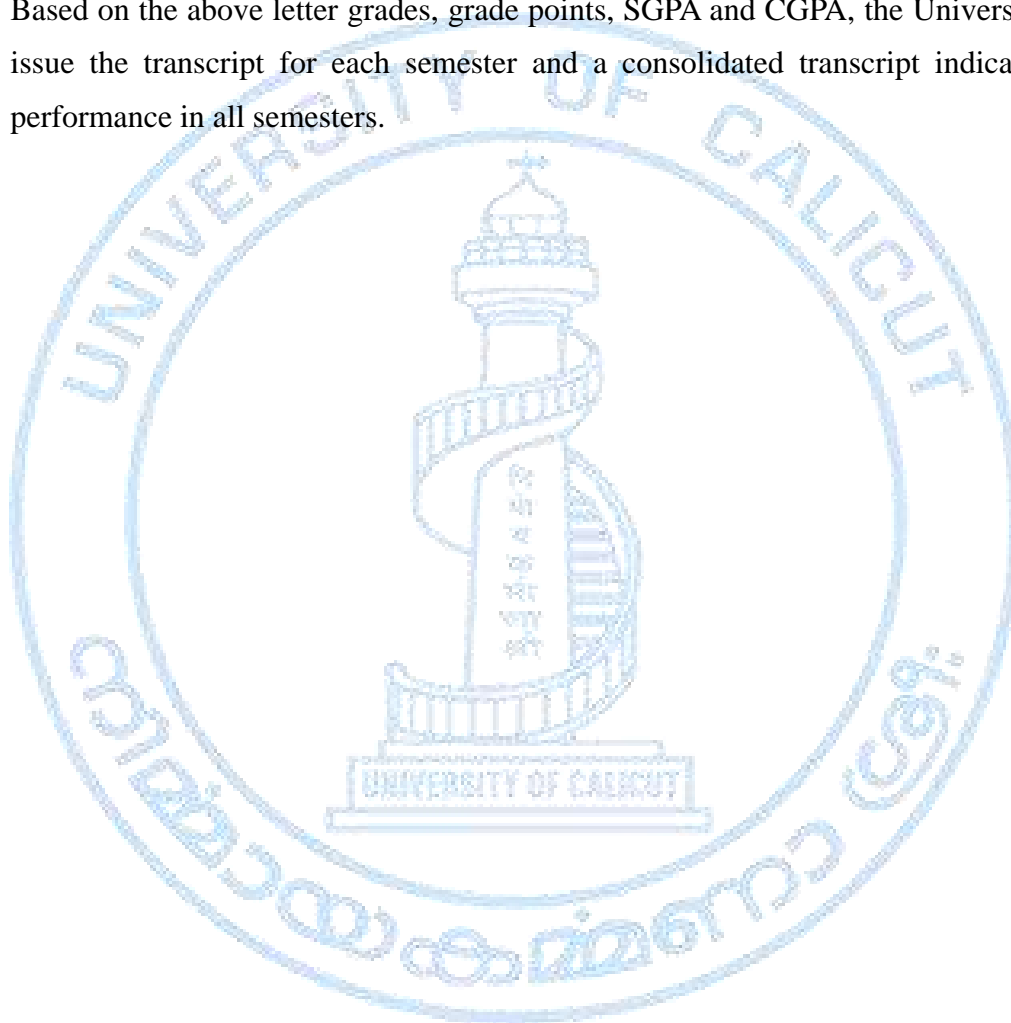


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UNIVERSITY OF CALICUT

MAJOR COURSES

FOUNDATIONS OF POLITICAL SCIENCE

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1CJ101 / POL1MN100 | | | | |
| Course Title | FOUNDATIONS OF POLITICAL SCIENCE | | | | |
| Type of Course | Major | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | Foundations of Political Science provides a comprehensive exploration of the fundamental concepts such as Politics, State, Government and Governmental Structures. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students will be able to understand fundamental political science concepts, such as state, Government and rule of law. | U | C | Instructor-created exams / Quiz |
| CO2 | Students will critically analyse and demonstrate a comprehensive understanding of the various theories of the origin of the state, exploring its historical context, key proponents, and critiques. | U | C | Instructor-created exams / Quiz |
| CO3 | Students will be able to articulate the historical evolution and theoretical foundations of political institutions. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Acquire a comprehensive understanding of various political systems, both historical and contemporary. | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|--|---|----|---|---|
| | including democratic, authoritarian, and hybrid systems, and analyze their structures and functions. | | | |
| CO5 | Learners will engage in comparative analyses between traditional and modern government structures, identifying commonalities, differences, and evolutionary trends. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Through written assignments, presentations, and class discussions, students will enhance their ability to communicate complex political ideas clearly and persuasively. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|-----------|------|---|----------------|---------------|
| I | | Introduction | 12 | 20 |
| | 1 | Politics: Nature and Meaning | 2 | |
| | 2 | Scope and Significance of Political Science. | 2 | |
| | 3 | Major Approaches in Political Science a) Historical b) Philosophical c) Institutional d) Behavioural Approach e) Post-Behavioural | 8 | |
| | | Sections from References: Aristotle. 1996. <i>Politics</i> . Translated by Carnes Lord. Chicago: University of Chicago Press. Heywood, Andrew. 2008. <i>Political Theory: An Introduction</i> . New York : Palgrave Macmillan. Sabine, George H. 1937. A History of Political Theory. New York: Holt, Rinehart and Winston. | | |
| II | | The State | 12 | 15 |
| | 4 | Meaning and nature of state, Elements of State | 4 | |
| | 5 | Theories of Origin of the State a) Patriarchal Theory b) Matriarchal Theory c) Divine Origin Theory d) Social Contract Theory e) Historical Theory/Evolutionary Theory | 4 | |
| | 6 | Sovereignty-meaning, Monistic and Pluralistic interpretations | 3 | |

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|------------|--|--|---------------------------------|-----------|
| | Sections from References: Bodin, Jean. 1576. <i>The Six Books of the Commonwealth</i> . Edited by Kenneth Douglas McRae. Cambridge: Cambridge University Press, 1992. Hobbes, Thomas. 1651. <i>Leviathan</i> . Edited by Richard Tuck. Cambridge: Cambridge University Press, 1991. Locke, John. 1690. <i>Two Treatises of Government</i> . Edited by Peter Laslett. Cambridge: Cambridge University Press, 1988. Rousseau, Jean-Jacques. 1762. <i>The Social Contract</i> . Translated by Maurice Cranston. London: Penguin Classics, 1968. Filmer, Robert. 1680. <i>Patriarcha and Other Political Works of Sir Robert Filmer</i> . Edited by Peter Laslett. Oxford: Basil Blackwell, 1949. Lijphart, Arend. 1971. <i>The Politics of Accommodation: Pluralism and Democracy in the Netherlands</i> . Berkeley: University of California Press. Watts, Ronald L. 1998. <i>Comparing Federal Systems</i> . Montreal: McGill-Queen's University Press. | | | |
| III | Government | | 12 | 20 |
| | 7 | Understanding Government | 3 | |
| | 8 | Organs of Government: Legislature, Executive and Judiciary | 3 | |
| | 9 | Theory of Separation of power | 3 | |
| | 10 | Types of Government: Parliamentary and presidential | 3 | |
| | | | | |
| | Sections from References: Finer, S. E. 1997. <i>The History of Government from the Earliest Times: Volume I, Ancient Monarchies and Empires</i> . Oxford: Oxford University Press. Huntington, Samuel P. 1968. <i>Political Order in Changing Societies</i> . New Haven: Yale University Press. Arend, Anthony Clark. 1990. <i>The American System of Government</i> . Chicago: University of Chicago Press. Stepan, Alfred, and Cindy Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarism Versus Presidentialism." <i>World Politics</i> 46 (1): 1-22. Linz, Juan J. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i> 1 (1): 51-69. | | Presidential form of Government | |
| IV | Party and Elections | | 12 | 15 |
| | 11 | Party System-Meaning, Functions. | 3 | |
| | 12 | Classification of Political Parties | 3 | |
| | 13 | Pressure groups and Interest groups | 3 | |
| | 14 | Elections-Significance and methods | 3 | |
| | Sections from References: Rodriguez, Carlos M. 2012. <i>Judicial Power and Executive Authority: A Comparative Study</i> . London: Routledge. Patel, Aisha D. 2018. <i>The Nexus of Government</i> | | | |

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|--|---|---|-----------|-----------|
| | <i>Functions: Insights from Constitutional Law.</i> Washington, D.C.: Georgetown University Press. Garcia, Maria R. 2007. <i>Executive Decision-Making in Modern Democracies.</i> Toronto: University of Toronto Press. Gupta, Rajesh P. 2019. <i>Harmony in Governance: Understanding the Relationship Between the Three Branches.</i> Mumbai: Sage Publications,. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions 1. Various forms of Governments 2. Constitutions 3. Mapping of linkages between government, executive, and judiciary Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Almond, and Powell. 2005. <i>Comparative Politics: A Developmental Approach.</i> New Delhi: PHI. Appadorai, A. 2002. <i>Substance of Politics.</i> New Delhi: Oxford University Press. Asirvatham, and Misra. 2001. <i>Political Theory.</i> New Delhi: S. Chand & Company. Ball, Alan R. 2008. <i>Modern Politics and Government.</i> New York: Palgrave Macmillan. Gauba, O.P. 1995. <i>An Introduction to Political Theory.</i> New Delhi: Macmillan Publishers. Haris, Peter B. 2009. <i>Foundations of Political Science.</i> Oxford IBH. Heywood, Andrew. 2007. <i>Politics.</i> New York: Palgrave Macmillan. Heywood, Andrew. 2008. <i>Political Theory: An Introduction.</i> New York: Palgrave Macmillan. Hovyda, Abbas, and Ranajay Kumar. 2012. <i>Political Theory.</i> Pearson. Laski, Harold J. 2006. <i>Grammar of Politics.</i> New Delhi: Surjeeth Publications. Leftwitch, Andrian (ed). 2005. <i>What is Politics. Polity?</i> New Delhi: Atlantic Distributors. Mahajan, V.D. 2009. <i>Political Theory.</i> New Delhi: Chand & Company. Rathore, L. S. 2010. <i>Relevance of Political Theory.</i> New Delhi: Rawat Publishers. Robertson, David. 2007. <i>The Dictionary of Politics.</i> New Delhi: Routledge, Ane Books. | | | | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | | | | | | | | | | |
| CO 2 | | 3 | 2 | | | | | | | | | |

| | | | | | | | | | | | | |
|------|--|---|---|---|--|---|--|--|--|--|--|--|
| CO 3 | | | 3 | | | 1 | | | | | | |
| CO 4 | | 3 | 2 | 1 | | | | | | | | |
| CO 5 | | 2 | | | | 3 | | | | | | |
| CO 6 | | | | 3 | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

CONCEPTS OF POLITICAL SCIENCE

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2CJ102/ POL2MN100 | | | | |
| Course Title | CONCEPTS OF POLITICAL SCIENCE | | | | |
| Type of Course | Major | | | | |
| Semester | 2 | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to provide a detailed understanding of the concepts of power, authority, influence, legitimacy, rights, equality, justice, liberty, and democracy. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | To provide the students with the means to analyse the concepts of power, authority, influence, legitimacy, rights, equality, justice, liberty and democracy. | U | F | Instructor-created exams / Quiz |
| CO2 | To enable students to compare the various forms of Democracy and develop a sense of Democratic values | U | C | Instructor-created exams / Quiz |
| CO3 | Students will develop the ability to critically analyse and understand key political concepts, theories, and ideologies, and apply them to contemporary political issues. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students will develop the competency to make use of various themes of political science | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | By the end of the course, students will have the skills to critically assess various political theories and concepts. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Through assignments and projects, students will | An | P | One Minute Reflection Writing |

| | | | | |
|--|---|--|--|-------------|
| | enhance their research and writing skills, producing well-structured and evidence-based analyses of political concepts. | | | assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|------|--|----------------|---------------|
| I | | Basic Concepts | 12 | 20 |
| | 1 | Law: Meaning, Sources of Law | 2 | |
| | 2 | Liberty a) Positive Liberty b) Negative Liberty | 2 | |
| | 3 | Equality | 3 | |
| | 4 | Justice a) Distributive Justice b) Retributive Justice c) Restorative Justice | 3 | |
| | 5 | Rights a) Natural Rights b) Legal Rights | 2 | |
| | | Sections from References: Berlin, Isaiah. 2002. <i>Four Essays on Liberty</i> . Oxford: Oxford University Press. Braithwaite, John. 2002. <i>Restorative Justice and Responsive Regulation</i> . Oxford: Oxford University Press. Cohen, G. A. 1989. <i>The Idea of Justice</i> . Cambridge, MA: Harvard University Press. Constant, Benjamin. 1988. <i>Political Writings</i> . Cambridge: Cambridge University Press. Duff, Antony. 2018. <i>Criminal Law and Justice: An Introduction</i> . Oxford: Oxford University Press. Pettit, Philip. 1999. <i>Republicanism: A Theory of Freedom and Government</i> . Oxford: Oxford University Press. Rawls, John. 2001. <i>Justice as Fairness: A Restatement</i> . Cambridge, MA: Belknap Press. Sen, Amartya. 1999. <i>The Idea of Justice</i> . Cambridge, MA: Harvard University Press. Skinner, Quentin. 1998. <i>Liberty before Liberalism</i> . Cambridge: Cambridge University Press. Tasioulas, John. 2017. <i>Human Rights: From Morality to Law</i> . Oxford: Oxford University Press. Waldron, Jeremy. 1993. <i>Liberal Rights: Collected Papers 1981-1991</i> . Cambridge: Cambridge University Press. Walzer, Michael. 1983. <i>Spheres of Justice: A Defense of Pluralism and Equality</i> . New York: Basic Books. | | |

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|------------|---|---|-----------|-----------|
| II | Power and Influence | | 12 | 15 |
| | 6 | Defining Power: Concepts and Dimensions | 3 | |
| | 7 | Types of Power | 2 | |
| | 8 | Power and Influence | 2 | |
| | 9 | Soft Power and Hard Power | 2 | |
| | 10 | Persuasion, Coercion and Manipulation | 3 | |
| | Sections from References: Arendt, Hannah. 1969. <i>On Violence</i> . New York: Harcourt, Brace & World. Dahl, Robert A. 1957. <i>Power: Meaning and Uses</i> . New Haven: Yale University Press. Lukes, Steven. 2005. <i>Power: A Radical View</i> . New York: Palgrave Macmillan. Parsons, Talcott. 1960. <i>Structure of Social Action</i> . New York: Free Press. Wrong, Dennis H. 1995. <i>Power: Its Forms, Bases, and Uses</i> . Oxford: Blackwell. | | | |
| III | Authority and Legitimacy | | 12 | 20 |
| | 11 | Authority: Traditional, Charismatic, and Legal-Rational | 4 | |
| | 12 | Challenges to Authority: Rebellion, Resistance, and Revolutions | 4 | |
| | 13 | Legitimacy | 4 | |
| | Sections from References: Cialdini, Robert B. 1984. <i>Influence: The Psychology of Persuasion</i> . New York: HarperCollins. Dahl, Robert A. 1956. <i>A Preface to Democratic Theory</i> . Chicago: University of Chicago Press. Foucault, Michel. 1977. <i>Discipline and Punish: The Birth of the Prison</i> . New York: Vintage Books. French, John R. P., and Bertram Raven. 1959. <i>The Bases of Social Power</i> . Ann Arbor: University of Michigan Press. Huntington, Samuel P. 1991. <i>The Third Wave: Democratization in the Late Twentieth Century</i> . Norman: University of Oklahoma Press. Weber, Max. 1947. "The Theory of Social and Economic Organization." New York: Free Press. Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i> . Berkeley: University of California Press. | | | |
| IV | Democracy | | 12 | 15 |
| | 14 | Democracy–Evolution, Meaning | 2 | |
| | 15 | Forms of democracy:- a) Direct democracy b) Indirect Democracy c) Procedural and substantive democracy | 4 | |
| | 16 | Conditions necessary for the working of Democracy | 3 | |
| | 17 | Challenges of Modern Democracies | 3 | |
| | Sections from References: Dahl, Robert A. 1971. <i>Polyarchy: Participation and Opposition</i> . New Haven: Yale University Press. Diamond, Larry. 1999. <i>Developing Democracy: Toward</i> | | | |

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|---|--|-----------|-----------|
| | <p><i>Consolidation</i>. Baltimore: Johns Hopkins University Press.</p> <p>Tocqueville, Alexis de. 1835. <i>Democracy in America</i>. New York: Vintage Books.</p> <p>Held, David. 2006. <i>Models of Democracy</i>. Stanford: Stanford University Press.</p> <p>Przeworski, Adam. 1991. <i>Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America</i>. Cambridge: Cambridge University Press.</p> <p>Sartori, Giovanni. 1987. <i>The Theory of Democracy Revisited</i>. Chatham: Chatham House Publishers.</p> <p>O'Donnell, Guillermo A., and Philippe C. Schmitter. 1986. <i>Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies</i>. Baltimore: Johns Hopkins University Press.</p> <p>Levitsky, Steven, and Lucan A. Way. 2010. <i>Competitive Authoritarianism: Hybrid Regimes after the Cold War</i>. New York: Cambridge University Press.</p> <p>Schedler, Andreas. 2006. <i>The Logic of Electoral Authoritarianism</i>. New York: Routledge.</p> | | |
| V | Open Ended Module | 12 | 10 |
| | <p>1 Case studies</p> <p>1. Case studies on democratic erosion</p> <p>Real-World Issues</p> <p>1. Identify factors influencing the stability of democracy</p> <p>Open-Ended Discussions</p> <p>Group Assignment</p> | | |
| | Sections from References: | | |
| <p>Books and References:</p> <p>Appadorai, A. 2002. <i>Substance of Politics</i>. New Delhi: Oxford University Press.</p> <p>Ball, Alan R. 2008. <i>Modern Politics and Government</i>. New York: Palgrave Macmillan.</p> <p>Heywood, Andrew. 2007. <i>Key Concepts in Politics</i>. New York: Palgrave Macmillan.</p> <p>Barrie Axford et al. 2008. <i>Politics: An Introduction</i>. London: Routledge.</p> <p>Dahl, R., and Bruce Stinebrickner. 2008. <i>Modern Political Systems</i>. New Delhi: Pearson.</p> <p>Robertson, David. 2007. <i>Dictionary of Politics, 3rd ed.</i> New Delhi: Ane Books.</p> <p>Gauba, O.P. 1995. <i>Introduction to Political Theory</i>. New Delhi: Macmillan Publishers.</p> <p>Laski, H.J. 2006. <i>Grammar of Politics</i>. New Delhi: Surjeeth Publications.</p> <p>Mahajan, V.D. 2009. <i>Political Theory</i>. New Delhi: Chand & Company.</p> <p>Haris, Peter B. 2007. <i>Foundations of Political Science</i>. New Delhi: Oxford IBH.</p> <p>Sharma, Urmila, and S.K. Sharma. 2007. <i>Principles and Theory of Political Science</i>. New Delhi: Atlantic Publishers.</p> <p>Varma, S.P. 1984. <i>Modern Political Theory</i>. New Delhi: Vikas.</p> <p>Ray, Shafali. 2014. <i>Society and Politics in India: Understanding Political Sociology</i>. New Delhi: PHI Learning.</p> | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | | | | | | | | | | |
| CO 2 | 2 | | | 1 | | 1 | | | | | | |
| CO 3 | | 3 | | | | 2 | | | | | | |
| CO 4 | 3 | | | | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | | 3 | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIAN CONSTITUTION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3CJ201 | | | | |
| Course Title | INDIAN CONSTITUTION | | | | |
| Type of Course | Major | | | | |
| Semester | 3 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course provides a comprehensive exploration of the Indian Constitution, offering a detailed analysis of its historical evolution, key principles, and fundamental rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | The students shall be able to analyse judicial verdicts, particularly those related to minority rights, fundamental rights, and religious freedom, fostering critical thinking and enhancing legal analysis skills. | U | F | Instructor-created exams / Quiz |
| CO2 | Students shall be able to analyse the organisational structures of the Indian Constitution, including its preamble, and recognise the principles guiding the governance of the nation. | U | C | Instructor-created exams / Quiz |
| CO3 | Students shall be able to examine the directive principles of state policy and understand their role in shaping governance and public policy. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students shall critically analyse contemporary challenges and issues gaining an understanding of the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental rights | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students shall demonstrate an enhanced ability to critically | An | K | Seminar Presentation / |

| | | | | | |
|--|--|----|---|-----------------------|---------------------|
| | evaluate legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | | | Group Work | Tutorial |
| CO6 | By the end of this module, students will gain a solid understanding of how the Indian Constitution was created by the Constituent Assembly and the salient features of the Indian Constitution | An | P | One Minute Reflection | Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> | | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|--|---|----------------|---------------|
| I | Introduction to Indian Constitution | | 12 | 20 |
| | 1 | Constitution: Meaning and Classifications Constitution and Constitutionalism | 3 | |
| | 2 | Constituent Assembly and the drafting process | 3 | |
| | 3 | Salient Features of Indian Constitution | 3 | |
| | 4 | Preamble: the philosophy of the Constitution | 3 | |
| | Sections from References: Ackerman, Bruce. 1991. <i>We the People, Volume 1: Foundations</i> . Cambridge: Belknap Press. Austin, Granville. 2016. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford Basu, Durga Das. 2018. <i>Introduction to the Constitution of India</i> . Nagpur: Lexis Nexis. Bognador, Fabien, and Jacques Ziller. 2015. <i>Comparative Constitutional Reasoning</i> . Cambridge: Cambridge University Press. Chester, Lucy. 1995. <i>The Government of England Under Edward I</i> . Cambridge: Cambridge University Press. Choudhry, Sujit. 2011. <i>Constitution Making</i> . Oxford: Oxford University Press. Dyzenhaus, David. 2015. <i>The Constitution of Law: Legality in a Time of Emergency</i> . Cambridge: Cambridge University Press. Friedman, Barry. 2006. <i>The Will of the People: How Public Opinion Has Influenced the Supreme Court and Shaped the Meaning of the Constitution</i> . New York: Farrar, Straus and Giroux. Metcalf, Thomas R. 2002. <i>The Aftermath of Revolt: India, 1857-1870</i> . Princeton: Princeton University Press. | | | |

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|------------|--|-----------|-----------|
| | Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Ray of Hope</i> . New Delhi: Atlantic Publishers. | | |
| II | Fundamental Rights and the Citizen | 12 | 15 |
| | 5 Fundamental Rights- Nature and Features | 4 | |
| | 6 Fundamental rights in the Constitution (Article 12-35) | 4 | |
| | 7 Criticism of Fundamental Rights | 4 | |
| | Sections from References: Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Comprehensive Study</i> . New Delhi: Atlantic Publishers. Pandey, J.N. 2019. <i>Constitutional Law of India</i> . Allahabad: Central Law Agency. Tripathi, Brij Kishore. 2017. <i>Preamble of the Constitution: A Critical Appraisal</i> . New Delhi: PHI Learning. Bakshi, P.M. 2013. <i>The Preamble of the Constitution of India: Its Significance and Interpretation</i> . New Delhi: Universal Law Publishing Co. | | |
| III | Directive Principles of State Policy | 12 | 20 |
| | 8 Directive Principles-Features and Classification | 4 | |
| | 9 Implementation of Directive Principles | 4 | |
| | 10 Fundamental Rights and Directive Principles | 2 | |
| | 11 Fundamental Duties | 2 | |
| | Sections from References: Stone, Geoffrey R. 1987. "Content-Based Speech Regulations and the Doctrine of Viewpoint Discrimination." <i>The Supreme Court Review</i> 1987, no. 1: 103-138. Bhatia, Gautam. 2016. <i>The Transformative Constitution: A Radical Biography in Nine Acts</i> . New Delhi: HarperCollins India. Pylee, M.V. 2012. <i>India's Constitution</i> . New Delhi: Universal Law Publishing. Kashyap, Subhash C. 2010. <i>Constitutional Law of India</i> . New Delhi: Universal Law Publishing. Dhavan, Rajeev. 2008. <i>Public Interest Litigation: Understanding the Law and Its Relevance</i> . New Delhi: Universal Law Publishing. Baxi, Upendra. 1982. <i>The Indian Supreme Court and Politics</i> . Delhi: Oxford University Press. | | |
| IV | Working of the Constitution | 12 | 15 |
| | 12 Amending the constitution | 4 | |
| | 13 Emergency Provisions | 4 | |
| | 14 Elections and Election Commission | 4 | |
| | Sections from References: Baxi, Upendra. 1982. <i>The Crisis of the Indian Legal System: Alternatives in Development Law</i> . New Delhi: Indian Law Institute. Austin, Granville. 2003. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford University Press. Dhavan, Rajeev. 2011. <i>The Constitution of India: Miracle, Surrender, Hope</i> . New Delhi: Universal Law Publishing Co. Sarkar, Sudhir. 2013. <i>The Constitution of India: Historical Roots and the Modern Perspective</i> . New Delhi: Lexis Nexis. | | |

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| | Bhattacharya, Pradeep. 2008. <i>Constitutional History of India: Including the Judicial Contributions, 1935-2007</i> . New Delhi: Lexis Nexis. Kohli, Shubhankar. 2019. <i>Understanding India's Constitution: The Spirit, Letter, and Structure</i> . New Delhi: Lexis Nexis. Sharma, R.N. 2010. <i>Introduction to the Constitution of India</i> . New Delhi: PHI Learning Pvt. Ltd. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Example 1. Basic Structure of the Constitution: <i>Kesavanada Bharati v. State of Kerala (1973)</i> 2. Minority Rights: <i>D. A. V. College Etc v. State Of Punjab & Ors (1971)</i> 3. Fundamental Rights: <i>Maneka Gandhi v. Union Of India (1978)</i> 4. Religious Freedom: <i>Shayara Bano v. Union of India (Triple Talaq case) (2017)</i> Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Austin, Granville. 2008. <i>Indian Constitution: A Cornerstone of a Nation</i> . New Delhi: OUP. Avasthi, A. P. 2012. <i>Indian Government and Politics</i> . New Delhi: Lakshmi Narayan Agarwal. Basu, Durga Das. 2010. <i>Introduction to the Constitution of India</i> . New Delhi: Prentice Hall. Chakrabarthy, Bidyut. 2008. <i>Indian Government and Politics</i> . New Delhi: Sage. Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In <i>A Qualified Hope: The Indian Supreme Court and Progressive Social Change</i> , edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press. Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. <i>The Oxford Handbook of the Indian Constitution</i> . Oxford: Oxford University Press. Fadia, B. L. 2010. <i>Indian Government and Politics</i> . New Delhi: Sahitya Bhavan Publications. Johari, J. C. 2008. <i>Indian Political System</i> . New Delhi: Anmol Publications. Kanth, Laxmikanth. 2010. <i>Indian Polity</i> . New Delhi: TATA Magrow. Kashyap, Subhash C. 2019. <i>Constitution Of India - A Handbook For Students</i> . India: Vitasta Publishing Pvt. Ltd. Kashyap, Subhash C. 2008. <i>Our Political System</i> . New Delhi: National Book Trust. Louis, Prakash. 2014. <i>Rights of the Minorities in India</i> . New Delhi: Manak Publications. Mody, Zia. 2013. <i>Ten Judgements that Changed India</i> . New Delhi: Shobhaa De Books. Noorani, G. 2006. <i>Constitutional and Citizen's Rights</i> . New Delhi: OUP. Pylee, M. V. 2010. <i>India's Constitution</i> . New Delhi: Vikas. Pylee, M. V. 2004. <i>An Introduction to the Constitution of India</i> . New Delhi: S.Chand (G/L) & Company Ltd. Raju, M.P. 2002. <i>Minority Rights: Myth or Reality</i> . New Delhi: Media House. Sathe, S. P. 2002. <i>Judicial Activism in India: Transgressing Borders and Enforcing Limits</i> . Oxford: Oxford University Press. Shama, B. K. 2007. <i>Introduction to the Constitution of India</i> . New Delhi: Prentice Hall. | | | | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

GOVERNMENT AND POLITICS IN INDIA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3CJ202/ POL3MN200 | | | | |
| Course Title | Government and Politics in India | | | | |
| Type of Course | Major | | | | |
| Semester | 3 | | | | |
| Academic Level | 200 – 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course delves into the core principles shaping Indian governance, offering a comprehensive exploration of the Indian judicial system, the nuanced interplay between federalism and unitary features within the Constitution, and the organizational structures of both central and state governments. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students will gain a profound understanding of the foundations that underpin India's political landscape, equipping them with insights into the judiciary, federal structures, and overall governance dynamics. | U | F | Instructor-created exams / Quiz |
| CO2 | Students will develop a knowledge of the composition and powers of the judicial system in India. Upon completing this module, students will be proficient in analysing and understanding the roles of judicial activism, judicial review, and constitutional remedies in addressing fundamental rights. | U | C | Instructor-created exams / Quiz |
| CO3 | Students shall be able to examine the directive principles of state policy and understand their role | U | C | Instructor-created exams / Home Assignments |

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| | in shaping governance and public policy. | | | |
| CO4 | Students shall critically analyse contemporary challenges and issues gaining an understanding of the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental rights | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students shall demonstrate an enhanced ability to critically evaluate legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | By the end of this module, students will gain a solid understanding of how the Indian Constitution was created by the Constituent Assembly and the salient features of the Indian Constitution | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|--|--|--------------------|---------------|
| I | Executive | | 12 | 20 |
| | 1 | The Union Executive- President- Election of the President – Impeachment- Powers and Functions of the President -Vice President | 3 | |
| | 2 | Prime Minister and The Council of Ministers - Appointment of the Prime Minister- Powers and Functions | 3 | |
| | 3 | State Executive – Governor; Constitutional Position of Governor- Appointment -Powers and Functions | 3 | |
| | 4 | Chief Minister- Appointment of Chief Minister - Powers and Functions of Chief Minister-Council of Ministers | 3 | |
| | Sections from References: Pylee, M.V. (2005) Constitutional Government in India. | | | |

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| | <p>Delhi: S. Chand & Company.</p> <p>Sarkar, Sudhir Ranjan. (1973) Judicial Control of Administrative Action in India. Bombay: N.M. Tripathi Pvt. Ltd.</p> <p>Rao, P. S. Narayana. (1985) Independence of the Judiciary. Calcutta: Eastern Law House.</p> <p>Sharma, J.N. (2006) Constitutional Law of India. Allahabad: Central Law Agency.</p> <p>Bhagwati, P. N., & Bhagwati, P. R. (2004) Courting the People: Public Interest Litigation in Post-Emergency India. New Delhi: Oxford University Press.</p> <p>Basu, D. D. (2013) Introduction to the Constitution of India. Nagpur: LexisNexis Butterworths.</p> <p>Austin, Granville. (1999) The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.</p> | | |
| II | Legislature | 12 | 15 |
| | 5 The Union Legislature - Lok Sabha and the Rajya Sabha, composition, powers and functions - Role of Speaker | 4 | |
| | 6 Legislative Procedure , Parliamentary committees, Parliamentary Privileges. | 4 | |
| | 7 State Legislature- Organisation, Powers and Functions. | 4 | |
| | <p>Sections from References:</p> <p>Dua, A. S. (2018). The President of India: Powers and Functions. New Delhi: Orient BlackSwan.</p> <p>Shukla, S. K. (2016). Vice President of India: Constitutional Perspectives. Mumbai: Lexis Nexis.</p> <p>Kashyap, S. C. (2017). The Prime Minister and the Cabinet System. Delhi: Pearson India Education Services.</p> <p>Arora, R. K. (2019). Indian Civil Service: Historical Evolution and Contemporary Relevance. Chicago: University of Chicago Press.</p> <p>Baxi, U. (2015). Governors and Governance in India. Hyderabad: Orient BlackSwan.</p> <p>Singh, M. K. (2018). Chief Minister and State Council of Ministers. Kolkata: Rupa Publications.</p> <p>Gupta, A. K. (2020). State Public Service Commissions: A Comprehensive Study. New York: Routledge.</p> <p>Basu, D. D. (2016). Introduction to the Constitution of India. Allahabad: Lexis Nexis.</p> <p>Chand, H. (2017). Constitutional Bodies in India: Role and Functioning. Mumbai: Eastern Book Company.</p> <p>Subramanian, K. (2019). Cabinet Responsibility in India: A Comprehensive Analysis. Delhi: Cambridge University Press India.</p> <p>Maheshwari, S. R. (2018). Comparative Politics: Government and Politics in India and the United States. Chicago: University of Chicago Press.</p> <p>Verma, S. P. (2015). Impeachment of the President of India:</p> | | |

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| | An Analytical Study. New Delhi: Manas Publications. | | | |
| III | Judiciary | | 10 | 20 |
| | 8 | The Supreme Court- Composition , Powers and Functions | 3 | |
| | 9 | The High Courts -Composition, Powers and Functions. | 3 | |
| | 10 | Subordinate Courts, Judicial Activism, Judicial review,Public Interest Litigation, Tribunals | 4 | |
| | Sections from References: D'souza, Rochelle. 2018. Parliamentary Democracy in India: A Critical Appraisal. New Delhi: Oxford Chatterjee, Shibani Kinkar. 2020. The Indian Parliament: A Critical Appraisal. Mumbai: Allied Sharma, R.K. 2015. Role of the Speaker in the Lok Sabha. Delhi: Academic Excellence. Legislative Procedure and Parliamentary Committees: Mukherjee, Subrata. 2019. Parliamentary Committees in India: Structure, Role, and Functioning. Kolkata: K.P. Bagchi & Company. Sen, Amartya. 2017. Parliamentary Sessions and Opposition Leadership in India. Chennai: Orient Blackswan. Rao, C.L. 2016. Parliamentary Privileges in India. Hyderabad: Asia Law House. Gupta, Subhash C. 2018. State Legislatures in India: Functions and Responsibilities. Lucknow: Eastern Book Company. Reddy, D. Raja. 2014. State Legislature in India: A Comparative Study. Jaipur: Rawat Publications. Singh, S.C. 2020. Presiding Officers of State Legislatures in India. Bhopal: Sarup & Sons. State Council of Ministers: Menon, N.R. Madhava. 2019. State Council of Ministers: Constitutional Provisions and Practices. Delhi: Kapoor, Alok. 2016. Union Territories in India: Governance and Administration. Chandigarh: S. Chand & Company. | | | |
| IV | Federal and Unitary Features | | 14 | 15 |
| | 11 | Federal Features- Division of Powers- Union List- State List- Concurrent List | 4 | |
| | 12 | Unitary Features- Centre State Relations- Administrative Relations. | 4 | |
| | 13 | Fiscal Federalism and Financial Relations, Decentralization | 3 | |
| | 14 | Challenges to Indian federalism | 3 | |
| | Sections from References: Dua, J.C. 2005. Federal Structure of India: A Study of Union-State Relations. New Delhi: Concept Publishing Company. Ghai, Yash. 1982. The Political Economy of Indian Federalism. New Delhi: Oxford University Press. Basu, Durga Das. 2013. Introduction to the Constitution of | | | |

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| | <p>India. Nagpur: Lexis Nexis.</p> <p>Austin, Granville. 1999. <i>Working a Democratic Constitution: A History of the Indian Experience</i>. New Delhi: Oxford University Press.</p> <p>Sharma, Brij Kishore. 2001. <i>Distribution of Legislative Powers in India</i>. Lucknow: Eastern Book Company.</p> <p>Kashyap, Subhash C. 2003. <i>History of the Constitution of India</i>. New Delhi: Universal Law Publishing Co.</p> <p>Singh, Mahendra Prasad. 2010. <i>Fiscal Federalism in India</i>. New Delhi: Deep & Deep Publications.</p> <p>Srivastava, R.M. 2008. <i>Financial Relations between the Centre and the States</i>. Mumbai: Asia Publishing House.</p> <p>Rangarajan, C., and S. Mahendra Dev, eds. 2005. <i>India Development Report 2005</i>. New Delhi: Oxford University Press.</p> <p>Mohan, Rakesh. 2019. <i>India Transformed: 25 Years of Economic Reforms</i>. New Delhi: Penguin Random House India.</p> | | |
| V | <p style="text-align: center;">Open Ended Module</p> | 12 | 10 |
| | <p>1 Case studies /Group assignments</p> <ol style="list-style-type: none"> 1. Interstate issues and regional politics 2. Role of the Judiciary in the Strengthening of Indian Democracy 3. Engage in discussions on contemporary governmental issues and propose practical solutions. <p>Real-World Issues Open-Ended Discussions Group Assignment</p> | | |
| | Sections from References: | | |
| <p>Books and References:</p> <p>Austin, Granville. 2008. <i>Indian Constitution: A Cornerstone of a Nation</i>. New Delhi: OUP.</p> <p>Avasthi, A. P. 2012. <i>Indian Government and Politics</i>. New Delhi: Lakshmi Narayan Agarwal.</p> <p>Basu, Durga Das. 2010. <i>Introduction to the Constitution of India</i>. New Delhi: Prentice Hall.</p> <p>Chakrabarty, Bidyut. 2008. <i>Indian Government and Politics</i>. New Delhi: Sage.</p> <p>Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In <i>A Qualified Hope: The Indian Supreme Court and Progressive Social Change</i>, edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press.</p> <p>Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. <i>The Oxford Handbook of the Indian Constitution</i>. Oxford: Oxford University Press.</p> <p>Fadia, B. L. 2010. <i>Indian Government and Politics</i>. New Delhi: Sahitya Bhavan Publications.</p> <p>Johari, J. C. 2008. <i>Indian Political System</i>. New Delhi: Anmol Publications.</p> <p>Kanth, Laxmikanth. 2010. <i>Indian Polity</i>. New Delhi: TATA Magrow.</p> <p>Kashyap, Subhash C. 2019. <i>Constitution Of India - A Handbook For Students</i>. India: Vitasta Publishing Pvt. Ltd.</p> <p>Kashyap, Subhash C. 2008. <i>Our Political System</i>. New Delhi: National Book Trust.</p> <p>Louis, Prakash. 2014. <i>Rights of the Minorities in India</i>. New Delhi: Manak Publications.</p> <p>Mody, Zia. 2013. <i>Ten Judgements that Changed India</i>. New Delhi: Shobhaa De Books.</p> | | | |

Noorani, G. 2006. *Constitutional and Citizen's Rights*. New Delhi: OUP.
Pylee, M. V. 2010. *India's Constitution*. New Delhi: Vikas.
Pylee, M. V. 2004. *An Introduction to the Constitution of India*. New Delhi: S.Chand (G/L) & Company Ltd.
Raju, M.P. 2002. *Minority Rights: Myth or Reality*. New Delhi: Media House.
Sathe, S. P. 2002. *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. Oxford: Oxford University Press.
Shama, B. K. 2007. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.
Singh, N. P., and R. Saxsena. 2014. *Indian Politics, Constitutional Foundations and Institutional Functions*. New Delhi: PHI.

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | CO 1 | | | | 3 | | | | | | | |
| CO 2 | CO 2 | 3 | | | | | | | | | | |
| CO 3 | CO 3 | | | | 3 | | | | | | | |
| CO 4 | CO 4 | | 2 | | 3 | | | | | | | |
| CO 5 | CO 5 | | | | 3 | | | | | | | |
| CO 6 | CO 6 | 3 | | | | | | | | | | |

Correlation Levels:

| Leve l | Correlation |
|-----------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ANCIENT AND MEDIEVAL POLITICAL THOUGHT

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL4CJ203 | | | | |
| Course Title | Ancient and Medieval Political Thought | | | | |
| Type of Course | Major | | | | |
| Semester | 4 | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the evolution of political ideas from antiquity to the Middle Ages, examining key thinkers, texts, and concepts that have shaped political theory and practice throughout history. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|-----------------------|
| CO 1 | Students will demonstrate a comprehensive understanding of key concepts, theories, and thinkers in ancient and medieval political thought | U | C | |
| CO 2 | Students will develop the ability to critically analyse primary texts from ancient and medieval political thinkers, identifying central arguments, evaluating supporting evidence, and assessing the implications of these ideas within their historical contexts. | E | F | |
| CO 3 | Students will compare and contrast political ideologies and theories across different historical periods, examining continuities, disruptions, and transformations in political thought from antiquity through the Middle Ages. | Ap | P | |
| CO 4 | Students will evaluate the enduring influence of ancient and medieval political thought on contemporary political theory and practice, considering how ideas such as justice, authority, and governance | | | |

| | | | | |
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| | continue to shape political discourse today. | | | |
| CO 5 | Students will construct well-reasoned arguments supported by evidence from primary texts and secondary sources, articulating their own interpretations and insights into key debates within ancient and medieval political theory. | E | F | |
| CO 6 | Students will engage in informed scholarly discourse on topics related to ancient and medieval political thought, participating in discussions, debates, and written analyses that demonstrate their mastery of course content and critical thinking skills. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|--|--|-------------|------------|
| I | Introduction | | 10 | 15 |
| | 1 | Meaning and Significance of Political Thought | 4 | |
| | 2 | Political Thought and Political Philosophy | 2 | |
| | 3 | Approaches and methods: Textual Method and Contextual Method | 4 | |
| | Sections from References: Skinner, Quentin. (1978). The Foundations of Modern Political Thought: Volume 1, The Renaissance. Cambridge: Cambridge University Press. Sabine, George H. (1973). A History of Political Theory. New York: Holt, Rinehart and Winston. Strauss, Leo. (1987). The Political Philosophy of Hobbes: Its Basis and Its Genesis. Chicago: University of Chicago Press. Wolin, Sheldon S. (2004). Politics and Vision: Continuity and Innovation in Western Political Thought. Princeton: Princeton University Press. Parel, Anthony J. (2009). Comparing Political Philosophy: A Theoretical Approach. Toronto: University of Toronto Press. Dunn, John. (2000). The History of Political Theory and Other Essays. Cambridge: Cambridge University Press. | | | |

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|------------|--|--|-----------|-----------|
| II | Greek Political Tradition | | 14 | 20 |
| | 4 | Sophists | 2 | |
| | 5 | Socrates– Virtue is Knowledge | 4 | |
| | 6 | Plato: Philosopher King, Ideal State, Justice, Education and Communism | 4 | |
| | 7 | Aristotle: State, Classification of Governments, Slavery and Revolution | 4 | |
| | Sections from References: Finley, M. I. (1983). The Ancient Greeks. Penguin Books. (London: Penguin Books) Guthrie, W. K. C. (1986). Socrates. Cambridge University Press. (Cambridge: Cambridge University Press) Plato. (2000). The Republic. Translated by C. D. C. Reeve, Hackett Publishing Company. (Indianapolis: Hackett Publishing Company) Aristotle. (1998). Politics. Translated by C. D. C. Reeve, Hackett Publishing Company. (Indianapolis: Hackett Publishing Company) Barker, E. (2009). The Political Thought of Plato and Aristotle. Dover Publications. (Mineola, NY: Dover Publications) Lane, M. S. (2019). Aristotle's Politics Today. Cambridge University Press. (Cambridge: Cambridge University Press) | | | |
| III | ROMAN POLITICAL THOUGHT | | 12 | 20 |
| | 8 | Introduction to Roman Political Thought-Greek tradition-Stoicism, Epicureanism | 4 | |
| | 9 | Polybius- Theory of Political Change and Mixed Constitution | 4 | |
| | 10 | Cicero-Law and state | 4 | |
| | Sections from References: Momigliano, A. (1990). On Pagans, Jews, and Christians. Oxford University Press: Oxford, UK. Polybius, & Paton, W. R. (2011). The Histories of Polybius: Book Six. Cambridge University Press: Cambridge, UK. Cicero, M. T., & Zetzel, J. E. G. (2004). On the Commonwealth and On the Laws. Cambridge University Press: Cambridge, UK. Griffin, M. T. (2002). Cicero, the Republic and the Laws. University of Oklahoma Press: Norman, OK. Grillo, L. H. (2013). Cicero's Law: Rethinking Roman Law of the Late Republic. Edinburgh University Press: Edinburgh, UK. Forsythe, G. (1985). The Historian L. Calpurnius Piso Frugi and the Roman Annalistic Tradition. University of Toronto Press: Toronto, Canada. | | | |
| IV | Ancient Indian Political Thought | | 12 | 15 |
| | 11 | Brahmanic and Shramanic Traditions | 4 | |
| | 12 | Buddhist and Jain tradition | 4 | |
| | 13 | Manu-Concept of state, Dharma | 4 | |
| | Sections from References: Smith, B. (2010). The Concept of the State in Ancient India: A Historical Outline. Delhi: Motilal Banarsidass Publishers. Olivelle, P. (2005). Manu's Code of Law: A Critical Edition and Translation of the Manava-Dharmasastra. New York: Oxford University Press. Nakamura, H. (1999). Indian Buddhism: A Survey with Bibliographical Notes. Delhi: Motilal Banarsidass Publishers. | | | |

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| | Dundas, P. (2002). The Jains. London: Routledge. Dasgupta, S. (2013). A History of Indian Philosophy (5 Volumes). Kolkata: Firma KLM Private Ltd. Radhakrishnan, S. (1992). Indian Philosophy (2 Volumes). New Delhi: Oxford University Press. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies/ discussions Real-World Applications. Open-Ended Exploration and Assessment Group Assignment | 12 | |
| | Sections from References: | | | |
| <p>Books and References:</p> <p>Strauss, L. (1987). On Tyranny (Revised Edition). Chicago: University of Chicago Press.</p> <p>Skinner, Q. (1998). Liberty Before Liberalism. Cambridge: Cambridge University Press.</p> <p>Pangle, T. L. (2013). Political Philosophy and the God of Abraham. Baltimore: Johns Hopkins University Press.</p> <p>Plato. (1992). The Republic. New York: Basic Books.</p> <p>Aristotle. (2013). Politics. Chicago: University of Chicago Press.</p> <p>Augustine. (2002). City of God. New York: Penguin Classics.</p> <p>Aquinas, T. (2013). Selected Political Writings. Oxford: Oxford University Press.</p> <p>Machiavelli, N. (1992). The Prince. New York: Penguin Books.</p> <p>Hobbes, T. (1996). Leviathan. New York: Oxford University Press.</p> <p>Arendt, H. (1998). The Human Condition. Chicago: University of Chicago Press</p> | | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | | | 3 | | | | | | | |
| CO 2 | | 3 | | | | | | | | | | |
| CO 3 | | | | | 3 | | | | | | | |
| CO 4 | 1 | | 2 | | 3 | | | | | | | |
| CO 5 | | | | | 3 | | | | | | | |
| CO 6 | 2 | 3 | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

MODERN POLITICAL ANALYSIS AND POLITICAL SOCIOLOGY

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL4CJ204 | | | | |
| Course Title | MODERN POLITICAL ANALYSIS AND POLITICAL SOCIOLOGY | | | | |
| Type of Course | Major | | | | |
| Semester | IV | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The Course will develop the ability to critically analyze contemporary political systems, political behaviours, and political phenomena, using both qualitative and quantitative research methods. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Students will learn to apply theories of political analysis and political sociology to real-world situations, enhancing their problem-solving skills in political contexts. | R | F | Instructor-created exams / Quiz |
| CO2 | Students will gain a deep understanding of key theories and concepts in modern political analysis and political sociology, including but not limited to political culture, political socialization, political communication, and political participation. This includes an appreciation of how these concepts evolve over time and how they apply in different national and cultural contexts. | U | C | Instructor-created exams / Quiz |
| CO3 | Students will learn to design, conduct, and evaluate political research using a variety of methods, including surveys, case studies, and content analysis. This includes developing skills in data collection, data analysis, and the presentation of research | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| | findings in a clear and compelling manner. | | | |
| CO4 | Students will explore the processes of political modernization and development, understanding the role of political systems and practices in the economic, social, and cultural development of societies. They will critically assess theories of development and modernization, including their implications for policy and practice. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students will critically engage with the concept, meaning, and nature of new social movements, analyzing their impact on political processes and societal change. This includes an exploration of the role of social media, globalization, and other modern phenomena in shaping political activism and participation. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students will develop an ethical understanding of political analysis and political sociology, including considerations of power, inequality, and justice in political processes. They will learn to apply ethical principles in their research and analysis, promoting a more equitable and just understanding of political life | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|------|---------|------------------------|---------------|
|--------|------|---------|------------------------|---------------|

| | | | | |
|------------|--|---|-----------|-----------|
| I | NATURE OF POLITICAL ANALYSIS | | 12 | 15 |
| | 1 | Political Sociology as an academic discipline: meaning, importance. | 6 | |
| | 2 | Structuralism and Post Structuralism | 6 | |
| | Sections from References: Lipset, Seymour Martin. 1960. Political Man: The Social Bases of Politics. London: Heinemann. Weber, Max. 2013. Economy and Society: An Outline of Interpretive Sociology. Berkeley: University of California Press. Mills, C. Wright. 2000. The Power Elite. Oxford: Oxford University Press. | | | |
| II | THEORIES AND APPROACHES | | 12 | 20 |
| | 3 | Input-Output Approach (David Easton) | 4 | |
| | 4 | Structural-Functional Approach (Gabriel Almond) | 4 | |
| | 5 | Marxian and Weberian Approaches | 4 | |
| | Sections from References: Easton, David. 1957. An Approach to the Analysis of Political Systems. World Politics 9, no. 3: 383-400. Cambridge: Cambridge University Press. Easton, David. 1965. A Framework for Political Analysis. Englewood Cliffs, NJ: Prentice-Hall. Almond, Gabriel A., and G. Bingham Powell Jr. 1966. Comparative Politics: A Developmental Approach. Boston: Little, Brown and Company. Almond, Gabriel A. 1956. Comparative Political Systems. The Journal of Politics 18, no. 3: 391-409. Cambridge: Cambridge University Press. Marx, Karl. 1867. Capital: A Critique of Political Economy, Volume I. London: Penguin Books in association with New Left Review, 1976. Marx, Karl, and Friedrich Engels. 1848. The Communist Manifesto. London: Penguin Books, 2002. Weber, Max. 1922. Economy and Society: An Outline of Interpretive Sociology. Berkeley: University of California Press, 1978. Weber, Max. 1905. The Protestant Ethic and the Spirit of Capitalism. London: Routledge, 1992. | | | |
| III | POWER AND AUTHORITY | | 12 | 15 |
| | 6 | Power-Authority-Legitimacy | 6 | |
| | 7 | Elite Theory- Pareto, Mosca and Michael | 6 | |
| | Sections from References: Dahl, Robert A. 1958. "A Critique of the Ruling Elite Model." American Political Science Review 52(2): 463-469. Pareto, Vilfredo. 1935. "The Mind and Society." New York: Harcourt, Brace. Mosca, Gaetano. 1939. "The Ruling Class." New York: McGraw-Hill. Michels, Robert. 1915. "Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy." New York: Free Press. Lukes, Steven. 2005. "Power: A Radical View." 2nd ed. New York: Palgrave Macmillan. | | | |

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| | <p>Beetham, David. 1991. "The Legitimation of Power." London: Macmillan.</p> <p>Mills, C. Wright. 1956. "The Power Elite." New York: Oxford University Press.</p> <p>Schumpeter, Joseph A. 1942. "Capitalism, Socialism, and Democracy." New York: Harper & Brothers.</p> <p>Bottomore, Tom. 1966. "Elites and Society." London: Watts.</p> <p>Higley, John, and Michael Burton. 2006. "Elite Foundations of Liberal Democracy." Lanham, MD: Rowman & Littlefield Publishers.</p> | | |
| IV | POLITICAL PROCESS, MODERNISATION AND DEVELOPMENT | 12 | 20 |
| 8 | POLITICAL PROCESS a) Political Culture b) Political Socialization c) Political Communication d) Political Participation | 6 | |
| 9 | MODERNISATION AND DEVELOPMENT a) Political Modernisation b) Political Development | 6 | |
| | Sections from References: Almond, Gabriel A., and Sidney Verba. 1963. The Civic Culture: Political Attitudes and Democracy in Five Nations. Princeton: Princeton University Press. Easton, David, and Jack Dennis. 1969. Children in the Political System: Origins of Political Legitimacy. New York: McGraw-Hill. McNair, Brian. 2011. An Introduction to Political Communication. 5th ed. London: Routledge. Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. Voice and Equality: Civic Voluntarism in American Politics. Cambridge: Harvard University Press. Huntington, Samuel P. 1968. Political Order in Changing Societies. New Haven: Yale University Press. Fukuyama, Francis. 1992. The End of History and the Last Man. New York: Free Press. Rist, Gilbert. 2014. The History of Development: From Western Origins to Global Faith. 4th ed. London: Zed Books. Della Porta, Donatella, and Mario Diani. 2006. Social Movements: An Introduction. 2nd ed. Oxford: Blackwell Publishing. | | |
| V | Open Ended Module | 12 | 10 |
| 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 9 fixed units and one open-ended module with a variable number of units. There are total 48

instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 9 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | CO 1 | | | | 3 | | | | | | | |
| CO 2 | CO 2 | 3 | | | | | | | | | | |
| CO 3 | CO 3 | | | | 3 | | | | | | | |
| CO 4 | CO 4 | | 2 | | 3 | | | | | | | |
| CO 5 | CO 5 | | | | 3 | | | | | | | |
| CO 6 | CO 6 | 3 | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

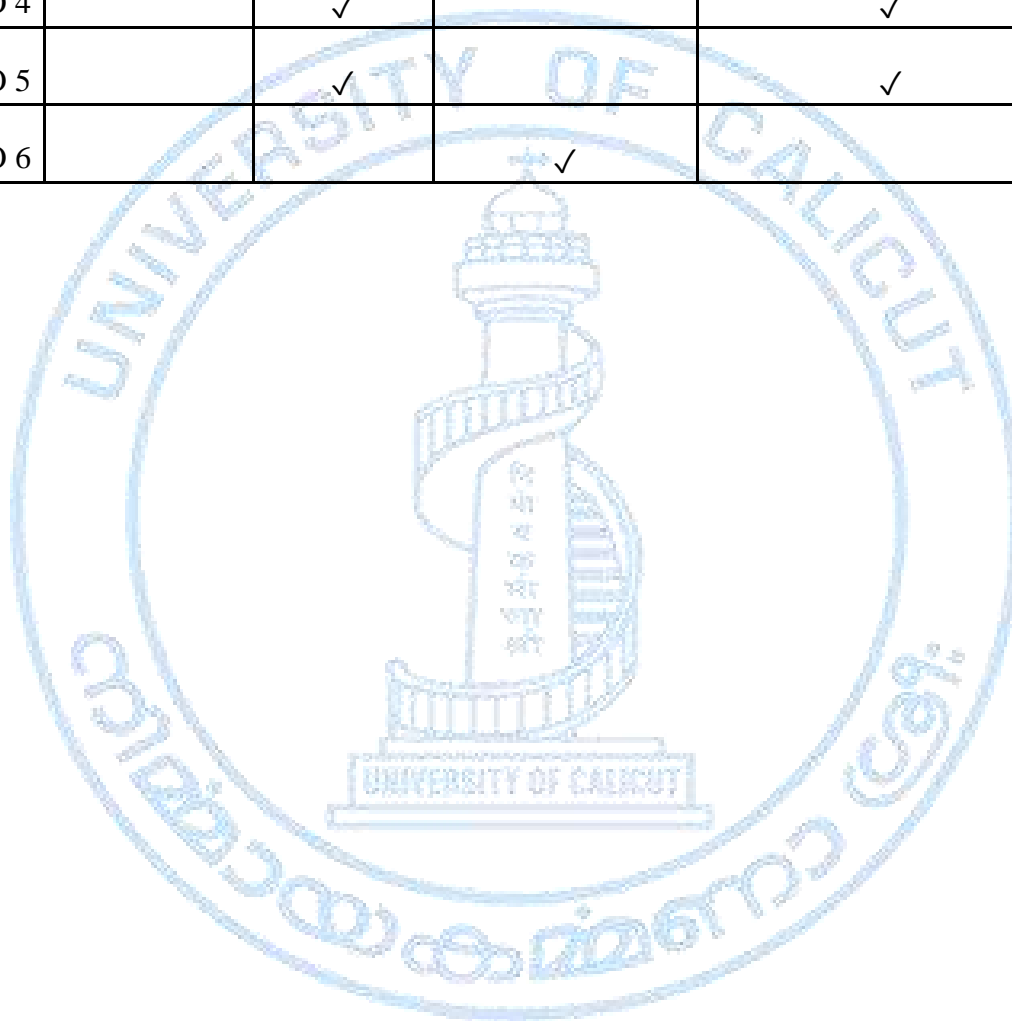
Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

\Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



INTRODUCTION TO INTERNATIONAL RELATIONS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL4CJ205 | | | | |
| Course Title | INTRODUCTION TO INTERNATIONAL RELATIONS | | | | |
| Type of Course | Major | | | | |
| Semester | IV | | | | |
| Academic Level | 200 - 299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course "Introduction to International Politics" explores the fundamental principles and dynamics shaping global affairs, examine key concepts, historical events, and contemporary challenges to develop a comprehensive perspective on the forces influencing international relations. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students will demonstrate a comprehensive knowledge of major international relations theories, including realism, liberalism, and constructivism, and analyze their relevance in explaining global political phenomena. | R | F | Instructor-created exams / Quiz |
| CO2 | Students will critically evaluate contemporary geopolitical issues, such as conflicts, economic interdependence, and environmental concerns, to understand their impact on international politics and develop analytical skills in assessing global challenges. | U | C | Instructor-created exams / Quiz |
| CO3 | Gain insights into the structure and functions of international organizations, such as the United Nations, and assess their effectiveness in addressing global issues, promoting cooperation, and maintaining | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| | international peace and security. | | | |
| CO4 | Students will trace the historical development of diplomacy and analyze how diplomatic practices have evolved, especially in the post-Cold War period, considering changes in communication, technology, and the role of non-state actors. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Develop a nuanced understanding of the factors influencing foreign policy decisions, including political, economic, cultural, and strategic considerations, and analyze case studies to assess the complexities of foreign policy formulation. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students will examine various instruments of foreign policy, such as military force, economic sanctions, and diplomacy, and critically assess their effectiveness and ethical implications in achieving national objectives on the global stage. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content- | Hrs (48 +12) | Marks (70) |
|----------|---------------------|--|---------------|------------|
| I | Introduction | | 12 | 15 |
| | 1 | Meaning, nature, scope and importance of International Politics | 4 | |
| | 2 | Approaches to the study of International Politics- Idealism, Realism and Neo-Realism | 4 | |
| | 3 | Systems theory, Game theory, and Decision-Making theory. | 4 | |

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|------------|--|------------------------------------|-----------------------------------|
| | Sections from References: Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf, 1948. Keohane, Robert O., and Joseph S. Nye Jr. Power and Interdependence: World Politics in Transition. Boston: Little, Brown, 1977. Waltz, Kenneth N. Theory of International Politics. Reading, MA: Addison-Wesley, 1979. Buzan, Barry, and Ole Wæver. Regions and Powers: The Structure of International Security. Cambridge: Cambridge University Press, 2003. Jervis, Robert. Perception and Misperception in International Politics. Princeton, NJ: Princeton University Press, 1976. Axelrod, Robert. The Evolution of Cooperation. New York: Basic Books, 1984. Snyder, Glenn H., Paul Diesing. Conflict Among Nations: Bargaining, Decision Making, and System Structure in International Crises. Princeton, NJ: Princeton University Press, 1977. Wendt, Alexander. Social Theory of International Politics. Cambridge: Cambridge University Press, 1999. | | |
| II | Emergence of the International System 4 Westphalian system 5 Imperialism and Colonialism 6 Cold War-meaning and implications | 9 3 3 3 | 15 |
| | Sections from References: Osiander, Andreas. "Sovereignty, International Relations, and the Westphalian Myth." International Organization 55, no. 2 (2001): 251-287. Cambridge: Cambridge University Press. Croxford Leslie, and Osiander Andreas, eds. The Peace of Westphalia of 1648 and the Origins of the Sovereign State System. New York: Routledge, 2017. Said, Edward W. Orientalism. New York: Vintage Books, 1979. Hobson, John A. Imperialism: A Study. London: James Nisbet & Co., 1902. Gaddis, John Lewis. The Cold War: A New History. New York: Penguin Press, 2005. Westad, Odd Arne. The Global Cold War: Third World Interventions and the Making of Our Times. Cambridge: Cambridge University Press, 2007. | | |
| III | Power in International Relations 7 Power, National Power, Elements of National Power 8 Balance of Power: Meaning, devices and contemporary relevance 9 Collective Security: Meaning and safeguards 10 Pacific settlement of International disputes: Devices under UN charter 11 International Law: nature and limitations | 15 3 3 3 3 3 | 25 |
| | Sections from References: Morgenthau, Hans J. 1948. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf. Wohlforth, William C., ed. 2007. The Balance of Power in World | | |

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| | History. New York: Palgrave Macmillan. United Nations. 1945. Charter of the United Nations and Statute of the International Court of Justice. San Francisco: United Nations. Goldstein, Judith, Miles Kahler, Robert O. Keohane, and Anne-Marie Slaughter, eds. 2001. Legalization and World Politics. Cambridge: MIT Press. | | |
| IV | Diplomacy and Foreign Policy | 12 | 15 |
| | 12 Diplomacy: Meaning and nature | 2 | |
| | 13 Functions, types and limitations of Diplomacy. | 2 | |
| | 14 Diplomacy in the post-Cold war period | 2 | |
| | 15 Foreign Policy: Meaning and Determinants | 2 | |
| | 16 Instruments of foreign policy | 2 | |
| | 17 War and foreign policy | 2 | |
| | Sections from References: Kissinger, Henry. Diplomacy. New York: Simon & Schuster, 1994. Nicolson, Sir Harold. Diplomacy. Oxford: Oxford University Press, 1963. Berridge, G.R. Diplomacy: Theory and Practice. Basingstoke: Palgrave Macmillan, 2015. Blackwill, Robert D., and Harris, Jennifer M. War by Other Means: Geoeconomics and Statecraft. Cambridge, MA: The Belknap Press of Harvard University Press, 2016. Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf, 1948. Holsti, Kalevi J. The Dividing Discipline: Hegemony and Diversity in International Theory. Boston: Allen & Unwin, 1985. Nye, Joseph S. Soft Power: The Means to Success in World Politics. New York: Public Affairs, 2004. Keohane, Robert O., and Nye, Joseph S. Power and Interdependence: World Politics in Transition. Boston: Little, Brown, 1977. Clausewitz, Carl von. On War. Edited and translated by Michael Howard and Peter Paret. Princeton: Princeton University Press, 1976. Jervis, Robert. Perception and Misperception in International Politics. Princeton: Princeton University Press, 1976. | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

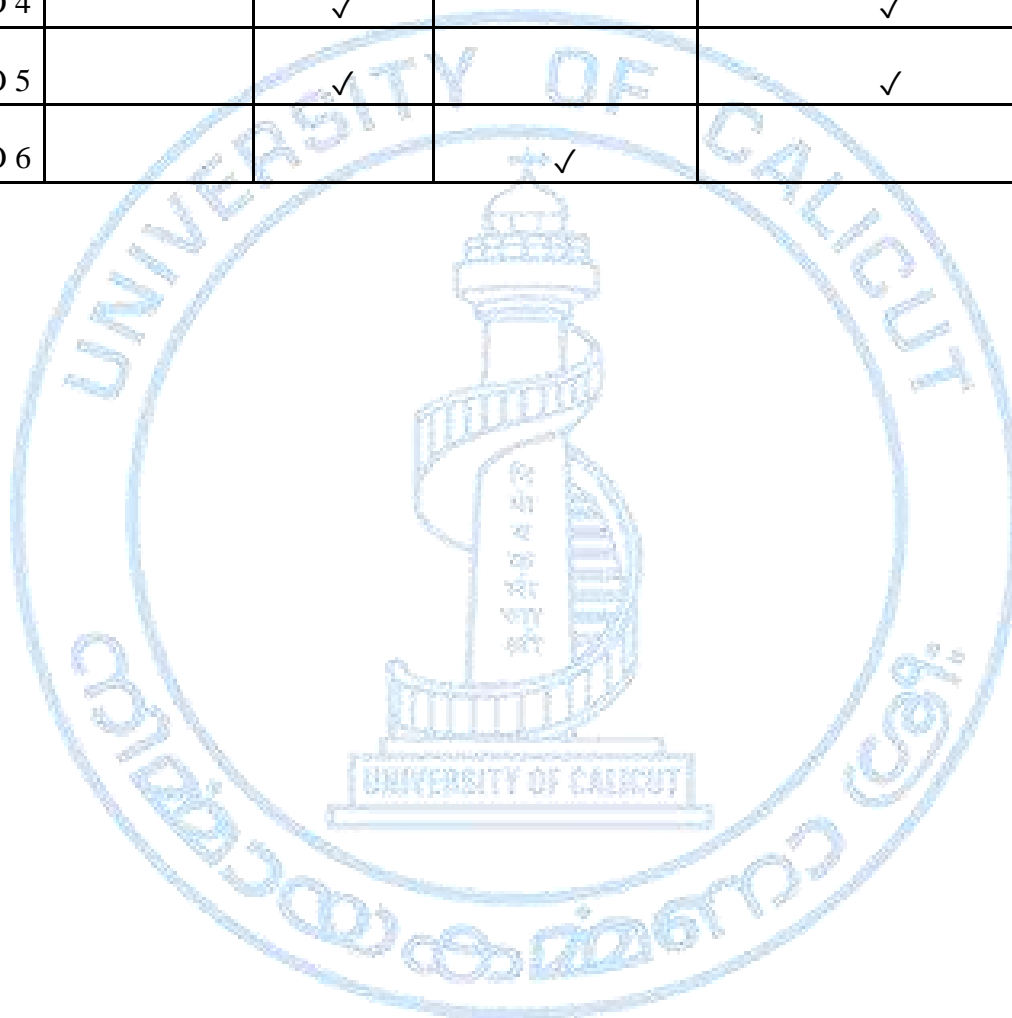
Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



WESTERN POLITICAL THOUGHT

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5CJ301 | | | | |
| Course Title | WESTERN POLITICAL THOUGHT | | | | |
| Type of Course | Major | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course on "Western Political Thought" is to provide students with a comprehensive understanding of the historical evolution, key philosophical concepts, and influential thinkers that have shaped political thinking in the modern world. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Students will acquire a comprehensive understanding of the key concepts, philosophical traditions, and historical developments in Western Political Thought, spanning ancient, medieval, modern, and contemporary periods. | U | F | Instructor-created exams / Quiz |
| CO2 | Develop the ability to critically analyze and evaluate the political ideas presented by prominent Western thinkers, examining their contributions to shape modern world. | U | C | Instructor-created exams / Quiz |
| CO3 | Students shall be able to understand ancient and medieval Western Political Thought is characterized by the rich tapestry of philosophical traditions. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students shall critically analyze that modern political thought encompasses a rich | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|---|----|----|--|
| | tapestry of ideas, ideologies, and debates that emerged in response to modernity. | | | |
| CO5 | Students shall demonstrate an enhanced ability to critically evaluate and reflects a dynamic and evolving discourse that grapples with the multifaceted challenges posed by the contemporary world. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Apply theoretical insights gained from the study of Western Political Thought to contemporary socio-political challenges, fostering the ability to draw connections between historical philosophical concepts and their relevance in addressing issues such as democracy, diversity, and global interactions in contemporary world. | An | Ap | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|---|------------------------|---------------|
| I | Human Nature in Politics | | 12 | 20 |
| | 1 | Machiavelli -Human nature in Politics | 3 | |
| | 2 | Politics and ethics | 3 | |
| | 3 | Concept of state | 3 | |
| | 4 | Realism in Machiavellian political philosophy | 3 | |
| | Sections from References: Machiavelli, Niccolò. The Prince. Translated by Harvey C. Mansfield, University of Chicago Press, 1998. Chicago. Strauss, Leo. Thoughts on Machiavelli. University of Chicago Press, 1978. Chicago. Skinner, Quentin. Machiavelli: A Very Short Introduction. Oxford University Press, 2000. New York. | | | |

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|------------|---|-----------|-----------|
| | Hobbes, Thomas. Leviathan. Edited by Richard Tuck, Cambridge University Press, 1996. Cambridge. Martinich, A. P. Hobbes: A Biography. Cambridge University Press, 1999. Cambridge. | | |
| II | Social Contract | 12 | 15 |
| | 5 Thomas Hobbes: State of nature, Social contract. | 4 | |
| | 6 John Locke: State of nature, Social contract, Natural rights. | 4 | |
| | 7 J.J. Rousseau: State of nature, social contract, General will. | 4 | |
| | Sections from References: Hampton, Jean. Hobbes and the Social Contract Tradition. Cambridge University Press, 1988. Cambridge. Locke, John. Two Treatises of Government. Edited by Peter Laslett, Cambridge University Press, 1988. Cambridge. Dunn, John. Locke: A Very Short Introduction. Oxford University Press, 2003. New York. Tully, James. An Approach to Political Philosophy: Locke in Contexts. Cambridge University Press, 1993. Cambridge. Rousseau, Jean-Jacques. The Social Contract. Translated by Maurice Cranston, Penguin Books, 1968. London. Cress, Donald A. Rousseau's Political Writings. Oxford University Press, 2012. Oxford. Masters, Roger D. The Political Philosophy of Rousseau. Princeton University Press, 1973. Princeton. Green, T.H. Lectures on the Principles of Political Obligation. Cambridge University Press, 2002. Cambridge. Ritchie, David George. The Principles of State Interference: Four Essays on the Political Philosophy of Mr. Herbert Spencer, J. S. Mill, and T. H. Green. Macmillan and Co., 1891. London. Vincent, Andrew. The Philosophy of T. H. Green. Oxford University Press, 1996. Oxford. | | |
| III | Utilitarians and idealists | 12 | 20 |
| | 8 Jeremy Bentham: Pleasure pain theory | 2 | |
| | 9 James Mill: On Government, Utilitarianism | 2 | |
| | 10 J.S. Mill: Modifications of Bentham's Theory, On Liberty | 2 | |
| | 11 T H Green, Theory of State, Positive Freedom | 2 | |
| | 12 Hegel: Dialectics, State and freedom, Rights, Political obligation | 2 | |
| | Sections from References: Arendt, Hannah. The Human Condition. Chicago: University of Chicago Press, 1958. Bentham, Jeremy. An Introduction to the Principles of Morals and Legislation. London: Dover Publications, 2007. Berlin, Isaiah. Two Concepts of Liberty. Oxford: Clarendon Press, 1958. Foucault, Michel. Discipline and Punish: The Birth of the Prison. New York: Vintage Books, 1995. Hegel, G.W.F. The Philosophy of Right. Oxford: Clarendon Press, 1942. Hobbes, Thomas. Leviathan. Edited by C. B. Macpherson. | | |

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| | <p>Harmondsworth: Penguin, 1968.</p> <p>Locke, John. Two Treatises of Government. Edited by Peter Laslett. Cambridge: Cambridge University Press, 1960.</p> <p>Marx, Karl, and Friedrich Engels. The Communist Manifesto. Edited by Frederic L. Bender. New York: Norton, 1988.</p> <p>Marx, Karl. Capital: A Critique of Political Economy. New York: Penguin Classics, 1992.</p> <p>Mill, James. On Government, Utilitarianism. Chicago: University of Chicago Press, 1985.</p> <p>Mill, John Stuart. On Liberty. Edited by Elizabeth Rapaport. Indianapolis: Hackett Publishing Company, 1978.</p> <p>Mill, John Stuart. Utilitarianism, in On Liberty and Other Essays. New York: Oxford University Press, 2008.</p> <p>Rawls, John. A Theory of Justice. Cambridge: Belknap Press, 1971.</p> <p>Rousseau, Jean-Jacques. The Social Contract. Translated by Maurice Cranston. New York: Penguin Books, 1968.</p> <p>Strauss, Leo. Natural Right and History. Chicago: University of Chicago Press, 1953.</p> | | |
| IV | LIBERAL & COMMUNITARIAN THINKERS | 12 | 15 |
| | 13 Robert Nozick: Minimal state | 4 | |
| | 14 John Rawls-Theory of Justice | 4 | |
| | 15 Samuel P. Huntington: Clash of Civilizations | 4 | |
| | <p>Sections from References:</p> <p>Gramsci, Antonio. "Hegemony, State and Civil Society." New York: Monthly Review Press, 1971.</p> <p>Hayek, F.A. "Constituent Liberty." Chicago: University of Chicago Press, 2013.</p> <p>Nozick, Robert. "Minimal State." Cambridge, MA: Harvard University Press, 1974.</p> <p>Rawls, John. "Theory of Justice." Cambridge, MA: Belknap Press of Harvard University Press, 1971.</p> <p>Huntington, Samuel P. "Clash of Civilizations." New York: Simon & Schuster, 1996.</p> <p>Negri, Antonio. "Post-Marxism." Minneapolis: University of Minnesota Press, 1998.</p> <p>Brown, Wendy. Undoing the Demos: Neoliberalism's Stealth Revolution. New York: Zone Books, 2015.</p> <p>Mouffe, Chantal. Agonistics: Thinking the World Politically. London: Verso, 2013.</p> <p>Rawls, John. Justice as Fairness: A Restatement. Cambridge: Belknap Press, 2001.</p> <p>Foucault, Michel. Society Must Be Defended: Lectures at the Collège de France, 1975-76. Edited by Mauro Bertani and Alessandro Fontana. New York: Picador, 2003.</p> <p>Arendt, Hannah. The Human Condition. Chicago: University of Chicago Press, 1958.</p> <p>Habermas, Jürgen. Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy. Cambridge: MIT Press, 1996.</p> <p>Butler, Judith. Notes Toward a Performative Theory of</p> | | |

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|-----------------------|--|--|----|----|
| | Assembly. Cambridge: Harvard University Press, 2015. Sen, Amartya. The Idea of Justice. Cambridge: Belknap Press, 2009. Žižek, Slavoj. The Sublime Object of Ideology. London: Verso, 1989. Rancière, Jacques. Disagreement: Politics and Philosophy. Minneapolis: University of Minnesota Press, 1999. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Example Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 15 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

COMPARATIVE POLITICS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5CJ302 | | | | |
| Course Title | Comparative Politics | | | | |
| Type of Course | Major | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 – 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course delves deeply into the foundational concepts and methodologies essential for understanding political systems in a comparative perspective. | | | | |

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | The course elucidates how constitutions shape the political landscape, examining the nuances of constitutionalism and the rule of law in fostering democratic governance. | U | F | Instructor-created exams / Quiz |
| CO2 | The features of the constitutions of the UK, USA, France, Switzerland, and China, this paper unveils a fascinating mosaic of political structures that reflect historical, cultural, and ideological trajectories. | U | C | Instructor-created exams / Quiz |
| CO3 | The course elucidates how these diverse constitutional frameworks influence governance, rights protection, federalism, and democratic practices within each country, contributing significantly to our understanding of comparative politics and constitutional law. | U | C | Instructor-created exams / Home Assignments |

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|---|---|----|----|---|
| CO4 | This paper delves into the intricacies of party systems across various countries, highlighting the unique dynamics and implications of multiparty, bi-party, and single-party systems. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | A comparative analysis will elucidate the strengths and weaknesses of such systems, examining issues like political polarisation, representation challenges, and the role of third-party movements in shaping national agendas. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | The course explores the political decision-making processes in different countries, considering how global trends shape domestic politics and governance structures. | An | Ap | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|--|------------------------|---------------|
| I | COMPARATIVE POLITICS | | 9 | 15 |
| | 1 | Constitution, Constitutionalism, Rule of law | 3 | |
| | 2 | Nature and Scope of Comparative Politics, | 3 | |
| | 3 | Approaches -Traditional and Modern | 3 | |
| | Sections from References: Ray, S. N. (2007). <i>Modern Comparative Politics: Approaches, Methods and Issues</i> (4th ed.). New Delhi: Prentice Hall of India. Newton, K., & Van Dath, J. W. (2005). <i>Foundations of Comparative Politics</i> . Cambridge: Cambridge University Press. Almond, G., et al. (2003). <i>Comparative Politics Today</i> . Delhi: Pearson. Lijphart, A. (2012). <i>Patterns of democracy: Government forms and performance in thirty-six countries</i> . New Haven, CT: Yale University Press. Linz, J. J., & Stepan, A. (1996). <i>Problems of democratic transition and consolidation: Southern Europe, South America,</i> | | | |

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|------------|--|-----------|-----------|
| | and post-communist Europe. Baltimore, MD: Johns Hopkins University Press. Almond, G. A., & Verba, S. (1963). The civic culture: Political attitudes and democracy in five nations. Princeton, NJ: Princeton University Press. Dahl, R. A. (1989). Democracy and its critics. New Haven, CT: Yale University Press. Powell, G. B., Jr., Dalton, R. J., & Strom, K. (2012). Comparative politics today: A world view. Boston, MA: Pearson. | | |
| II | FEATURES OF SELECTED CONSTITUTIONS | 15 | 15 |
| | 4 U.K. | 3 | |
| | 5 U.S.A. | 3 | |
| | 6 France | 3 | |
| | 7 Switzerland | 3 | |
| | 8 China | 3 | |
| | Sections from References: Barnett, H. (2017). Constitutional & administrative law (12th ed.). London: Routledge. Chemerinsky, E. (2019). Constitutional law: Principles and policies (6th ed.). New York: Wolters Kluwer. Beaud, O. (2013). La Constitution (3rd ed.). Paris: Montchrestien. Aubert, J. F. (2013). Swiss constitutional law (4th ed.). Zurich: Schulthess. Chen, J. (2015). The Constitution of China: A contextual analysis (1st ed.). Oxford: Hart Publishing. | | |
| III | RULEMAKING, RULE APPLICATION, RULE ADJUDICATION | 12 | 25 |
| | 9 Rulemaking Process in U.K., U.S.A., France, Switzerland and China | 4 | |
| | 10 Rule application Process in U.K., U.S.A., France, Switzerland and China | 4 | |
| | 11 Rule adjudication Process in UK-USA-France | 4 | |
| | Sections from References: Craig, P. (2020). <i>Administrative law</i> . (8th ed.). Oxford, United Kingdom: Oxford University Press. Elliott, M., & Thomas, R. (2021). <i>Public law</i> . (4th ed.). Oxford, United Kingdom: Oxford University Press. Kerwin, C. M., & Furlong, S. R. (2018). <i>Rulemaking: How government agencies write law and make policy</i> . (5th ed.). Washington, D.C., USA: CQ Press. Zheng, S. (2017). <i>Chinese administrative law</i> . (2nd ed.). Beijing, China: China University of Political Science and Law Press. Peerenboom, R. (2014). <i>China's long march toward rule of law</i> . Cambridge, United Kingdom: Cambridge University Press. Ray, S. N. (1999). <i>Modern Comparative Politics: Approaches, Methods and Issues</i> . New Delhi: Prentice Hall of India. Bara, J., & Pennington, M. (Eds.). (2009). <i>Comparative Politics</i> . New Delhi: Sage. Saxena. (Ed.). (2011). <i>Varieties of Federal Governance</i> . New Delhi: Cambridge University Press. | | |

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|-----------------------|---|---|----|----|
| | Caramani, D. (2010). <i>Comparative Politics</i> . New Delhi: Oxford University Press. | | | |
| IV | PARTY SYSTEM | | 12 | 15 |
| | 12 | Multiparty System-France, Switzerland | 4 | |
| | 13 | Bi Party System-USA, UK | 4 | |
| | 14 | Single Party System-China | 4 | |
| | Sections from References: Elgie, R. (2015). <i>Political institutions of contemporary France</i> . Cambridge, UK: Cambridge University Press. Knapp, A., & Wright, V. (2006). <i>The government and politics of France</i> . London, UK: Routledge. Church, C. (2004). <i>The politics and government of Switzerland</i> . Basingstoke, UK: Palgrave Macmillan. Linder, W. (2010). <i>Swiss democracy: Possible solutions to conflict in multicultural societies</i> (3rd ed.). Basingstoke, UK: Palgrave Macmillan. Aldrich, J. H. (1995). <i>Why parties? The origin and transformation of political parties in America</i> . Chicago, IL: University of Chicago Press. Hershey, M. R. (2015). <i>Party politics in America</i> (16th ed.). Boston, MA: Pearson. Denver, D. (2007). <i>Elections and voters in Britain</i> (2nd ed.). Basingstoke, UK: Palgrave Macmillan. Webb, P., Fisher, J., & Denver, D. (2002). <i>The British general election of 2001</i> . Basingstoke, UK: Palgrave Macmillan. | | | |
| V | Open Ended Module: Role of International Organizations in Promoting Democracy | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIAN POLITICAL THOUGHT

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5CJ303 | | | | |
| Course Title | Indian Political Thought | | | | |
| Type of Course | Major | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 – 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course on "Indian Political Thought" is to provide students with a comprehensive understanding of the historical evolution, key philosophical concepts, and influential thinkers that have shaped political thinking in the Indian subcontinent. Through critical analysis and exploration of various traditions, the course aims to foster a nuanced appreciation of the diverse perspectives within Indian political thought, equipping students with the knowledge to engage thoughtfully with the political ideas and challenges present in contemporary India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---------------------------------|
| CO1 | Students will acquire a comprehensive understanding of the key concepts, philosophical traditions, and historical developments in Indian Political Thought, spanning ancient, medieval, modern, and contemporary periods. | U | F | Instructor-created exams / Quiz |
| CO2 | Develop the ability to critically analyze and evaluate the political ideas presented by prominent Indian thinkers, examining their contributions to issues such as governance, social justice, and identity, while also considering the historical | U | C | Instructor-created exams / Quiz |

| | | | | |
|-----|---|----|---|---|
| | and cultural contexts that shape these perspectives. | | | |
| CO3 | Students shall be able to understand ancient and medieval Indian Political Thought is characterized by the rich tapestry of philosophical traditions, including the Brahmanic and Shramanic schools of thought, such as Buddhism and Jainism. Concepts like Dharma (righteous duty), Karma (action), and Moksha (liberation) emerged as foundational principles, influencing governance and ethical conduct, while the political treatise "Arthashastra" by Kautilya provided insights into statecraft during these historical periods. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students shall critically analyse modern indian political thought encompasses a rich tapestry of ideas, ideologies, and debates that emerged in response to colonial rule and the quest for self-determination. Influenced by figures like Mahatma Gandhi, B.R. Ambedkar, and Jawaharlal Nehru, this period witnessed the articulation of diverse political philosophies, ranging from non-violent resistance and social justice to secularism and grassroots democracy. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students shall demonstrate an enhanced ability to critically evaluate and reflect a dynamic and evolving discourse that grapples with the multifaceted | An | K | Seminar / Presentation / Group Tutorial Work |

| | | | | |
|---|---|----|----|---|
| | challenges posed by globalization, identity politics, environmental concerns, and social justice. Scholars and thinkers engage critically with these issues, contributing to ongoing debates on the intersection of tradition, modernity, and the evolving socio-political landscape in India. | | | |
| CO6 | Apply theoretical insights gained from the study of Indian Political Thought to contemporary socio-political challenges, fostering the ability to draw connections between historical philosophical concepts and their relevance in addressing issues such as democracy, diversity, and global interactions in present-day India. | An | Ap | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---|--|------------------------|---------------|
| I | Introduction to Indian Political Thought | | 8 | 15 |
| | 1 | Key concepts: Dharma (righteous duty), Karma (action), Moksha (liberation) | 4 | |
| | 2 | Kautilya-State Craft, Theory of state, Foreign policy and war | 4 | |
| | Sections from References: Bhargava, Rajeev. 2008. "What is Political Theory and Why Do We Need It?" Oxford University Press, New Delhi. Shukla, N.K. 2008. "Indian Political Thought: Themes and Thinkers." Pearson Education India, New Delhi. Bhargava, Rajeev. 2012. "Political Theory in India: An Introduction." Oxford University Press, New Delhi. Chatterjee, Satischandra. 2005. "An Introduction to Indian Philosophy." University of Calcutta, Kolkata. | | | |

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|------------|--|---|-----------|-----------|
| II | INDIAN RENAISSANCE | | 14 | 20 |
| | 3 | Raja Ram Mohan Roy: Social reforms, Liberty and Rights. | 4 | |
| | 4 | Jyothirao Phule : Equality | 3 | |
| | 5 | Swami Vivekananda: Views on Nationalism, and Democracy | 4 | |
| | 6 | Pandita Ramabhai : Emancipation of Women | 3 | |
| | Sections from References: Zimmer, Heinrich. 1953. "Philosophies of India." Princeton University Press, Princeton. Radhakrishnan, S., and Moore, C. A. 1957. "A Sourcebook in Indian Philosophy." Princeton University Press, Princeton. Dundas, Paul. 2002. "The Jains." Routledge, London. Dasgupta, Surendranath. 1975. "A History of Indian Philosophy." Motilal Banarsidass, Delhi. Kautilya. 1960. "Arthashastra." Translated by Shamashastry, R. Shama Sastry. Motilal Banarsidass, Delhi. Trautmann, Thomas R. 1971. "Kautilya and the Arthashastra." Brill, Leiden. Vaudeville, Charlotte. 1987. "A Weaver Named Kabir: Selected Verses with a Detailed Biographical and Historical Introduction." Oxford University Press, New Delhi. Schimmel, Annemarie. 1975. "Mystical Dimensions of Islam." University of North Carolina Press, Chapel Hill. | | | |
| III | Gandhian Political Thought | | 12 | 15 |
| | 7 | Sathyagraha, Non violence | 3 | |
| | 8 | Trusteeship, Ideal state | 3 | |
| | 9 | Religion and Politics | 3 | |
| | 10 | Gram Swaraj | 3 | |
| | Sections from References: Fischer, Louis. 1962. The Mind of Mahatma Gandhi. New York: Harper & Brothers. Dalton, Dennis. 1981. Gandhi: A Political and Spiritual Life. New York: Viking. Dalton, Dennis. 1981. Mahatma Gandhi: Nonviolent Power in Action. New York: Columbia University Press. Iyer, Raghavan, ed. 2011. Gandhi's Experiments with Truth: Essential Writings by and about Mahatma Gandhi. New Delhi: Penguin Books. Ray, B.N. 2015. Gandhi and the Challenge of Religious Diversity: Religious Pluralism Revisited. New Delhi: Oxford University Press. Chatterjee, Partha. 1986. "Nationalist Thought and the Colonial World: A Derivative Discourse?" Zed Books, London. Jaffrelot, Christophe. 2005. "Dr. Ambedkar and Untouchability: Analysing and Fighting Caste." Permanent Black, Ranikhet. Rau, B. N. 2006. "The Framing of India's Constitution: Select Documents." Lexis Nexis Butterworths Wadhwa, Nagpur. | | | |
| IV | Socialism and Social Democracy | | 14 | 20 |

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|------------------------------|--|--|-----------|-----------|
| | 11 | M.N.Roy - Radical Humanism | 4 | |
| | 12 | Ram Manohar Lohia - views on Socialism | 2 | |
| | 13 | Jawaharlal Nehru – Socialism and Secularism | 3 | |
| | 14 | Jayaprakash Narayan - Total Revolution | 2 | |
| | 15 | Dr.B.R.Ambedkar - Views on Caste System, Social Justice | 3 | |
| | Sections from References: Roy, Arundhati. 2004. "The Algebra of Infinite Justice." Penguin Books, New Delhi. Spivak, Gayatri Chakravorty. 1988. "Can the Subaltern Speak?" In "Marxism and the Interpretation of Culture," edited by Cary Nelson and Lawrence Grossberg. University of Illinois Press, Urbana. Bhargava, Rajeev. 2010. "What is Political Theory and Why Do We Need It?" Oxford University Press, New Delhi. Menon, Nivedita. 2018. "Seeing like a Feminist." Zubaan Books, New Delhi. Guru, Gopal. 2019. "The Cracked Mirror: An Indian Debate on Experience and Theory." Oxford University Press, New Delhi. Shiva, Vandana. 1991. "The Violence of the Green Revolution: Third World Agriculture, Ecology, and Politics." Zed Books, London. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Example Real-World Issues Open-Ended Discussions 1. Issues in Contemporary Indian Political Thought 2. Caste, Gender, and Public Sphere 3. Religion and Pluralism in Contemporary India Group Assignment | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 15 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

THEORETICAL FOUNDATIONS OF HUMAN RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL6CJ304/POL8MN304 | | | | |
| Course Title | THEORETICAL FOUNDATIONS OF HUMAN RIGHTS | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the principles, laws, and historical contexts that define and protect the fundamental rights and freedoms of individuals globally. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Students will demonstrate an understanding of the historical development of rights and human rights, tracing their evolution from ancient philosophical concepts to modern legal frameworks and international conventions. | U | C | Instructor-created exams / Quiz |
| CO2 | Students will cultivate the ability to engage in respectful dialogue and collaboration with diverse perspectives on rights and human rights issues, fostering understanding, empathy, and cooperation in addressing complex social challenges and promoting human dignity and equality. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Students will critically evaluate current debates and controversies surrounding rights and human rights, including topics such as civil liberties, social justice, minority rights, and the intersectionality of various forms of oppression. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Students will demonstrate the ability to evaluate the effectiveness of UN mechanisms, such as treaty bodies, special rapporteurs, and the Universal Periodic Review, in | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|---|--|----|---|---|
| | promoting and safeguarding human rights worldwide. | | | |
| CO5 | Students will develop advocacy skills and strategies to promote the protection and advancement of rights and human rights within their communities and broader society, engaging in activism, lobbying, and grassroots organizing. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Evaluate the impact of legal and institutional mechanisms, including the Constitution of India, judiciary, and statutory bodies, in protecting and promoting human rights, with a critical examination of their effectiveness and limitations. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|---------------|------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Human Rights: Meaning, Evolution, Importance | 4 | |
| | 2 | Natural Rights: Theoretical Perceptions <ul style="list-style-type: none"> • St.Thomas Aquinas • Thomas Hobbes • John Locke • Jean Jacques Rousseau | 4 | |
| | 3 | Classifications of Human Rights | 4 | |
| | Sections from References: <ol style="list-style-type: none"> 1. Alston, Philip. 2013. <i>The Architecture of Human Rights</i>. Oxford University Press. 2. Donnelly, Jack. 2013. <i>Universal Human Rights in Theory and Practice</i>. Cornell University Press. 3. Glendon, Mary Ann. 2001. <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>. Random House. 4. Ivison, Duncan. 2018. <i>Rights</i>. New York: Routledge. | | | |
| II | UN AND HUMAN RIGHTS | | 12 | 20 |
| | 3 | Universal Declaration of Human Rights | 3 | |
| | 4 | ICCPR | 3 | |
| | 5 | ICESCR | 3 | |
| | 6 | UN Commission on Human Rights (UNCHR) | 3 | |
| | HUMAN RIGHT INSTITUTIONS AND | | | |

| | MECHANISMS | | | |
|------------|---|--|-----------|-----------|
| III | | | 12 | 20 |
| | 7 | United Nations Human Rights Institutions and Mechanisms-ECOSOC, Security Council | 4 | |
| | 8 | Amnesty International, Human Rights Watch, Red Cross | 4 | |
| | 9 | Media and Human Rights | 4 | |
| | Sections from References: Smith, Rhona K.M., and Christien van den Anker. 2005. <i>The Essentials of Human Rights</i> . London: Hodder Arnold. Moeckli, Daniel, Sangeeta Shah, and Sandesh Sivakumaran, eds. 2014. <i>International Human Rights Law</i> . Oxford: Oxford University Press. Goodhart, Michael. 2013. <i>Human Rights: Politics and Practice</i> . Oxford: Oxford University Press. Chetail, Vincent, and Céline Bauloz, eds. 2016. <i>Research Handbook on International Law and Migration</i> . Cheltenham, UK: Edward Elgar Publishing. Weiss, Thomas G., Tatiana Carayannis, Louis Emmerij, and Richard Jolly. 2009. <i>UN Voices: The Struggle for Development and Social Justice</i> . Bloomington: Indiana University Press. Hopgood, Stephen. 2013. <i>The Endtimes of Human Rights</i> . Ithaca, NY: Cornell University Press. Mertus, Julie A. 2009. <i>The United Nations and Human Rights: A Guide for a New Era</i> . London: Routledge. | | | |
| IV | HUMAN RIGHT- CONCERNS | | 12 | 15 |
| | 10 | Issues of Women, Children, Minorities and LGBTQAI+ | 3 | |
| | 11 | Fundamentalism | 3 | |
| | 12 | Communalism | 3 | |
| | 13 | Terrorism | 3 | |
| | Sections from References: 1. Amnesty International. Annual Report 2022. The State of the World's Human Rights. New York: Amnesty International. 2. Aslan, Reza. 2005. <i>No god but God: The Origins, Evolution, and Future of Islam</i> . New York: Random House. 3. Brass, Paul R. <i>Riots and Pogroms</i> . 1996. Delhi: Oxford University Press. 4. Forsythe, David P. 2012. <i>Human Rights in International Relations</i> . Cambridge: Cambridge University Press. 5. Hoffman, Bruce. 2006. <i>Inside Terrorism</i> . New York: Columbia University Press. 6. Martin, William C. 1996. <i>With God on Our Side: The Rise of the Religious Right in America</i> . New York: Broadway Books. 7. Sen, Amartya. 2009. <i>The Idea of Justice</i> . Chicago: The University of Chicago Press. 8. Stern, Jessica. 2003. <i>Terror in the Name of God: Why Religious Militants Kill</i> . New York: HarperCollins. 9. United Nations. Convention on the Elimination of All Forms of Discrimination Against Women. Geneva: United Nations, 1979. | | | |

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|-----------------------|---|-----------|-----------|
| | 10. Varshney, Ashutosh. 2002. <i>Ethnic Conflict and Civic Life: Hindus and Muslims in India</i> . New Haven: Yale University Press. | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies Interactions and field visit Open-Ended Exploration and Assessment: Group Assignment: | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

PRINCIPLES OF PUBLIC ADMINISTRATION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6CJ305/ POL8MN305 | | | | |
| Course Title | Principles of Public Administration | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to provide a comprehensive understanding to the discipline of Public Administration with a special focus on contemporary administrative developments. The course explores some of the systems and structures in public administration. The paper contains certain classical and contemporary administrative theories. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students should be able to demonstrate a comprehensive understanding of the historical, theoretical, and conceptual foundations of public administration, including key principles and thinkers. | R | F | Instructor-created exams / Quiz |
| CO2 | Students should be able to analyze the structure, functions, and processes of public organizations, including how they relate to and interact with other governmental and non-governmental entities. | U | C | Instructor-created exams / Quiz |
| CO3 | Students should be able to evaluate the decision-making processes within public administration, examining how policies are formulated, implemented, and assessed, and understanding the challenges associated with these processes. | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| CO4 | Students should be able to critically assess ethical issues and challenges in public administration, including issues related to transparency, accountability, and the responsible use of public resources. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students should be able to apply fundamental management and leadership principles to public organizations, including aspects of planning, organizing, staffing, directing, and controlling within the context of public administration. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students should be able to communicate effectively, both in writing and orally, in the context of public administration. This includes the ability to convey information clearly, participate in collaborative decision-making, and engage in public discourse on administrative issues. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|---|------------------------|---------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Definition, nature, scope and importance of Public Administration | 4 | |
| | 2 | Public Administration and Private Administration | 4 | |
| | 3 | Theories of Administration-Scientific Management; Human Relations; Bureaucratic theories. | 4 | |
| | Sections from References: Simon, Herbert A. 1997. <i>Administrative Behaviour: A Study of Decision-Making Processes</i> . New York: Free Press. Mayo, Elton. 2003. <i>The Human Problems of an Industrialized</i> | | | |

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|------------|---|--|-----------|-----------|
| | <p><i>Civilization</i>. New York: Routledge.</p> <p>Taylor, Frederick W. 2004. <i>The Principles of Scientific Management</i>. Chicago: Waveland Press.</p> <p>Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i>. Chicago: University of California Press.</p> | | | |
| II | PRINCIPLES OF PUBLIC ADMINISTRATION | | 12 | 20 |
| | 4 | Organization; Definition and Meaning | 4 | |
| | 5 | Principles of organisation, Hierarchy, Span of Control, unity of command, coordination | 4 | |
| | 6 | Bases of Departmental organization (4 Ps), Line Staff, and auxiliary agencies. | 4 | |
| | <p>Sections from References:</p> <p>Frederickson, H. George. 2012. <i>The Public Administration Theory Primer</i>. Chicago: Westview Press.</p> <p>Goodnow, Frank J. 1900. <i>Politics and Administration: A Study in Government</i>. Chicago: Macmillan.</p> <p>Gullick, Luther, and Lyndell. 1937. <i>Papers on the Science of Administration</i>. Chicago: Institute of Public Administration,</p> <p>Hood, Christopher. 1986. <i>The Tools of Government</i>. Chicago: University of Chicago Press.</p> <p>Osborne, David, and Ted Gaebler. 1992. <i>Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector</i>. Chicago: Addison-Wesley.</p> <p>Riggs, Fred W. 1965. <i>Administration in Developing Countries: The Theory of Prismatic Society</i>. Chicago: Houghton Mifflin.</p> <p>Simon, Herbert A. 1976. <i>Administrative Behaviour: A Study of Decision-Making Processes in Administrative Organizations</i>. Chicago: Free Press.</p> <p>Stallman, Richard J. 2010. <i>Public Administration: Concepts and Cases</i>. Chicago: CQ Press.</p> <p>Waldo, Dwight. 1948. <i>The Administrative State: A Study of the Political Theory of American Public Administration</i>. Chicago: University of Chicago Press.</p> <p>Wilson, Woodrow. 1887. <i>The Study of Administration</i>. Chicago: Political Science Quarterly.</p> | | | |
| III | ORGANISATION MANAGEMENT | | 12 | 15 |
| | 7 | Bureaucracy - Meaning – Characteristics - Defects and merits- Max Weber on Bureaucracy | 4 | |
| | 8 | Recruitment and Training, Morale | 4 | |
| | 9 | Budget: Meaning – Characteristics - Types Principles of budgeting | 4 | |
| | <p>Sections from References:</p> <p>Blau, Peter M. 1955. <i>The Dynamics of Bureaucracy: A Study of Interpersonal Relations in Two Government Agencies</i>. Chicago: University of Chicago Press.</p> <p>Crozier, Michel. 1964. <i>The Bureaucratic Phenomenon</i>. Chicago: University of Chicago Press, 1964.</p> <p>Downs, Anthony. 1967. <i>Inside Bureaucracy</i>. Chicago: Little, Brown.</p> <p>Etzioni, Amitai. 1964. <i>Modern Organizations</i>. Chicago: Prentice-Hall.</p> <p>Gouldner, Alvin W. 1954. <i>Patterns of Industrial Bureaucracy</i>.</p> | | | |

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|---|---|-----------|-----------|
| | Chicago: University of Chicago Press. Merton, Robert K. 1940. <i>Bureaucratic Structure and Personality</i> . Chicago: University of Chicago Press. Niskanen, William A. 1971. <i>Bureaucracy and Representative Government</i> . Chicago: Aldine-Atherton. Simon, Herbert A. 1947. <i>Administrative Behaviour: A Study of Decision-Making Processes in Administrative Organizations</i> . Chicago: Free Press. Thompson, James D. 1967. <i>Organizations in Action: Social Science Bases of Administrative Theory</i> . Chicago: McGraw-Hill. Weber, Max. 1947. <i>The Theory of Social and Economic Organization</i> . Translated by A. M. Henderson and Talcott Parsons. New York: Oxford University Press. Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i> . Chicago: University of Chicago Press. | | |
| IV | PUBLIC ADMINISTRATION IN A GLOBALIZED WORLD | 12 | 20 |
| | 10 New Public Management, New Public Service Good Governance E Governance Public Private Partnership | 12 | |
| | Sections from References: Brown, Thomas. 2009. <i>The Economics of Public Administration</i> . Chicago: North-western University Press. Carter, Patricia L. <i>Public Budgeting in America</i> . 2016. Washington, D.C.: CQ Press. Davis, Emily. 2018. <i>Public Administration and Policy Analysis</i> . Boston: Pearson. Johnson, Mary A. 2015. <i>Government Budgeting: Theory and Practice</i> . New York: Oxford University Press. Miller, David. 2013. <i>Financial Administration in Government</i> . Atlanta: Georgia State University Press. Smith, John. 2010. <i>Public Finance: Principles and Practices</i> . Chicago: University of Chicago Press. Thompson, Michael R. 2014. <i>Local Government Finance: Concepts and Practices</i> . San Francisco: Jossey-Bass. Williams, Robert. 2012. <i>Financial Management in the Public Sector</i> . Los Angeles: Sage Publications. | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| Books and References: Arora, R. K and S. Sharma (eds.). 1992. <i>Comparative & Development Administration: Ideas & Action</i> . Jaipur: Arihant. Avasthi, A and Maheswari, S. R. 1996. <i>Public Administration</i> . Agra: Lakshmi Narain Aggarwal. | | | |

Basu, D. D. 1986. *Administrative Law*, New Delhi, Prentice Hall.

Bava, Noorjahan. 2001. *Development Policies and Administration in India*. Delhi: Uppal Publishers.

Bhambri, C. P. 1991. *Administration in a Changing Society: Bureaucracy and Politics in India*. Delhi: Vikas.

Chakrabarty, Bidyut. 2007. *Reinventing Public Administration: The Indian Experience*. Orient Longman.

Gadkari, S. S and Kolhetkar, M. R. 2000. *Introduction in Public Administration*. New Delhi: Allied Publishers.

Maheshwari, S. R. 1994. *Administrative Theories*. New Delhi: Allied.

Nigam, S. N. 1980. *Principles of Public Administration*. Allahabad: Kitab Mahal.

Perry, James. 1989. *Handbook of Public Administration*. San Francisco: Jossey-Bass.

Sahni, Pradeep and Edukula, Vayunadan. 2010. *Administrative Theory*. New Delhi: PHI Learning.

Note: The course is divided into five modules, with four modules together having total 10 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 10 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

STATE, SOCIETY AND POLITICAL PROCESS IN KERALA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6CJ306/ POL8MN306 | | | | |
| Course Title | STATE, SOCIETY AND POLITICAL PROCESS IN KERALA | | | | |
| Type of Course | Major | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course intends to create an in-depth understanding of modern Kerala, its society, polity and economy. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Students will identify the features of political system in Kerala, including its institutions, governance structures, and political parties | R | F | Instructor-created exams / Quiz |
| CO 2 | Capacitate the students to review the Kerala Model Development and identify the social and cultural dynamics of Kerala, including its diverse communities, caste system, religious composition, and socio-economic indicators . | U | C | Instructor-created exams / Quiz |
| CO 3 | Students will identify and summarise how societal factors shape the state's policies and how the state influences and interacts with various societal groups, such as marginalized communities, interest groups, and civil society organization | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|---|---|----|---|---|
| CO 4 | Students interpret and review the policy-making and implementation processes in Kerala. | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Students have a comprehensive analysis of Kerala's polity, its contemporary challenges and the problems faced by some of the important sections of the state. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Acquire a detailed account of the evolution of socio-political processes, social and political movements, governmental actions, etc. that led to the formation of present Kerala. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Note: Course outcomes need not be envisioned as the outcomes for each module, they should be more generic such that they reflect the totality of the outcomes intended from a course as a whole. The additional explanation in some of the course outcomes is optional; it can serve to clarify the pedagogical objectives and strategies involved in the particular course.

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|--------------------|---------------|
| I | MAKING OF MODERN KERALA | | 12 | 15 |
| | 1 | Caste and class structure in Kerala | 4 | |
| | 2 | Social Reformers -Ayyankali, Sree Narayana Guru, Chattampi Swamikal, Vakkom Abdul Khader Moulavi , Role of Missionaries | 4 | |
| | 3 | Rise of representative institutions | 4 | |
| | Sections from References: Nayar, K. Balachandran. (1992). <i>In Quest of Kerala</i> . New Delhi: Mittal Publications. Pillai, K. R. Ramakrishna. (1972). <i>Caste, Class, and Social Inequality in Kerala</i> . Trivandrum: Kerala Historical Society. Menon, A. Sreedhara. (2007). <i>A history of Kerala, 1498-1801</i> . Trivandrum: Kerala Historical Society. | | | |
| II | GENESIS OF SOCIAL AND POLITICAL ACTIVISM | | 15 | 15 |
| | 4 | Channar Lahala | 2 | |
| | 5 | Malayali and Ezhava Memorial | 2 | |
| | 6 | Temple Entry Movements – Vaikom and Guruvayoor | 2 | |
| | 7 | Abstention movement | 3 | |
| | 8 | Development of National movement, Peasant movements, Trade Union Movements | 3 | |

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|------------|--|---|-----------|-----------|
| | Sections from References: Nossiter, T. J. (1982). <i>Communism in Kerala: A Study in Political Adaptation</i> . Delhi: Vikas Publishing House. Zachariah, K. C., & Rajan, S. Irudaya. (2001). <i>Migration, Remittances and Employment in the State of Kerala, India</i> . New Delhi: Sage Publications India Pvt Ltd. Nair, T. G. (1989). Channar Lahala and the Ezhava Memorial. Trivandrum: Kerala Historical Society. Pillai, M. G. S. (1971). The Vaikom struggle and the Guruvayur satyagraha. Madras: New Century Book House. Iyer, K. N. (1988). Emergence of Nationalism in Kerala: A Study of Political Developments in Kerala, 1896-1921. New Delhi: Mittal Publications. | | | |
| III | FORMATION OF KERALA AND POLITICAL PROCESS | | 12 | 25 |
| | 9 | Aikya Kerala Movement, Land reforms, Vimochana Samaram | 4 | |
| | 10 | Coalition Politics - Emerging Trends | 4 | |
| | 11 | Working of Panchayathiraj institutions – Peoples Planning Programme | 4 | |
| | Sections from References: Sankaran, K. (2010). Trade Union Movement in Kerala: An Historical Perspective. New Delhi: A.P.H. Publishing Corporation Menon, N. R. (1996). Aikya Keralam Movement. Thiruvananthapuram, Kerala: Kerala Historical Society. Panikkar, K. N. (2007). Land Reforms in Kerala. Delhi, India: Kalpaz Publications. Kumar, K. S. (2013). Vimochana Samaram: A Historical Perspective. Hyderabad, Telangana: Orient BlackSwan. Pillai, V. N. (2018). Coalition Politics: Emerging Trends. Mumbai, Maharashtra: Himalaya Publishing House. Rajan, R. (2005). Working of Panchayathiraj Institutions: People's Planning Programme. New Delhi, India: Atlantic Publishers & Distributors. Abraham, P. (2009). Kerala's People's Plan: A Review. Chennai, Tamil Nadu: Orient Longman. | | | |
| IV | KERALA MODEL OF DEVELOPMENT | | 12 | 15 |
| | 12 | Kerala Model of Development- Features and Challenges | 4 | |
| | 13 | Poverty Alleviation- Kudumbasree | 4 | |
| | 14 | Kerala Diaspora | 4 | |
| | Sections from References: Pillai, K. N., & Bhavadasan, S. K. (2010). <i>Kerala's Economic Development: Performance and Problems in the Post-Liberalization Period</i> . New Delhi, India: Sage Publications India Pvt Ltd. Mohanakumar, S. (2015). <i>Kudumbashree: Towards Gender Equality and Women Empowerment</i> . Thiruvananthapuram, India: Centre for Development Studies. Nair, P. S. (Ed.). (2003). <i>Kerala's Economic Development: Issues and Problems</i> . New Delhi, India: Response Books. Irudayarajan, M. S. (2012). <i>Kerala's Gulf Connection: CDS Studies on International Labour Migration from Kerala</i> . Thiruvananthapuram, India: Centre for Development Studies. Nair, J. (2016). <i>Development and Democracy in Kerala: Challenges of Electoral Politics</i> . Kolkata, India: Sage Publications India Pvt Ltd. Radhakrishnan, M. G. (2001). <i>Environmental Movements in India: Kerala</i> | | | |

| | | | | |
|----------|--|---|-----------|-----------|
| | <i>Experience</i> . Trivandrum, India: Kerala Sastra Sahitya Parishad. | | | |
| V | Open Ended Module: Role of International Organizations in Promoting Democracy | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | 12 | |
| | Sections from References: | | | |

Books and References:

John, P. (1983). Coalition Governments in Kerala. Trivandrum: Institute for the Study of Public Policy and Management.

Tharamangalam, J. (Ed.). (2006). Kerala: The Paradoxes of Public Action and Development. New Delhi: Orient Longman.

Mathew, E. T. (Ed.). (2003). Dynamics of Migration in Kerala: Dimension, Differential and Consequences. New Delhi: Orient Longman.

Nossiter, T. R. (1982). Communism in Kerala: A Study in Political Adaptation. New Delhi: Oxford University Press.

Oommen, M. A. (Ed.). (1999). Kerala's Development Experiences: Vols. I & II. New Delhi: Concept Publishing Company.

Ramakrishnan Nair, R. (n.d.). Constitutional Experiments in Kerala. Trivandrum: Kerala Academy of Political Sciences.

Jeffrey, R. (1993). Politics, Women and Well-being: How Kerala Became a Model?. New Delhi: Oxford University Press.

Jeffrey, R. (n.d.). Decline of Nair Dominance: Society and Politics in Travancore, 1847-1907. New Delhi: Vikas Publishing.

Issac, T. M., & Frank, R. (2000). Local Democracy and Development: The People's Campaign for Decentralised Planning in Kerala. New Delhi: LeftWord Books.

Jose, C. N. (1986). Kerala: Dynamics of State Politics. Delhi: Sterling Publishers.

K P Kannan (2018), Kerala in Transition: Essays on economy, polity and Society, Cost Ford ,Thrissur

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|--|--|---|--|--|--|--|--|--|--|--|
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

GENDER POLITICS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL7CJ401 | | | | |
| Course Title | GENDER POLITICS | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the theoretical foundations of gender politics and feminist movements. The course explores historical, cultural, and contemporary aspects of gender jurisprudence. The curriculum navigates through family laws, property rights, women empowerment strategies and critically assessing laws and policies of the State. The course equips students to contribute to legal advocacy and promote positive transformations within society. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO1 | Students will be able to understand the difference between Gender and Sex | R | F | Instructor-created exams / Quiz |
| CO2 | Students will be able to understand the role of Gender in the marginalisation women. | U | C | Instructor-created exams / Quiz |
| CO3 | Students will be able to describe the structure and functions of the Patriarchy in Politics. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students will comprehend and identify the working patterns of sexual politics. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students will be able to think critically about politics and make persuasive arguments using theoretical tools to explain historical events. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Examine the policies of the State within the framework of gender politics. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) | | | | |

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|-----------|--|-------------------------------------|--------------------|---------------|
| I | Foundational Concepts | | 12 | 15 |
| | 1 | Understanding Gender and Sex | 3 | |
| | 2 | Patriarchy | 3 | |
| | 3 | Matriarchy | 3 | |
| | 4 | LGBTQAI+ | 3 | |
| | Sections from References: Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . New York: Routledge,1990. de Beauvoir, Simone. <i>The Second Sex</i> .New. York: Vintage Books, 1953. Millett, Kate. <i>Sexual Politics</i> . Garden City, NY: Doubleday Year of Publication, 1970. Lerner, Gerda. <i>The Creation of Patriarchy</i> . New York: Oxford University Press, 1986. Goettner-Abendroth, Heide. <i>Matriarchal Societies: Studies on Indigenous Cultures Across the Globe</i> . New York: Peter Lang,2012. Eller, Cynthia. <i>The Myth of Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000. Warner, Michael. <i>The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life</i> . Cambridge, MA: Harvard University Press,1999 Feinberg, Leslie. <i>Stone Butch Blues</i> . Ithaca, NY: Firebrand Books,1993. McBride, Sarah. <i>Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality</i> . New York: Crown Archetype,2018. Lorde, Audre. <i>Zami: A New Spelling of My Name. Freedom</i> , CA: The Crossing Press, 1982. | | | |
| II | Gender and Politics | | 12 | 15 |
| | 5 | Gender and equality | 4 | |
| | 6 | Gender and justice | 4 | |
| | 7 | Gender and Political representation | 4 | |
| | Sections from References: Pateman, Carole. <i>The Sexual Contract</i> . Stanford: Stanford University Press, 1988. Gender, <i>Development</i> , and Welfare: Sen, Amartya. <i>Development as Freedom</i> . New York: Anchor Books, 1999. Phillips, Anne. <i>The Politics of Presence: Issues in Democracy and Gender</i> . Oxford: Oxford University Press, 1995. Bose, Brinda, and Nirmala Banerjee. <i>Women in Indian Politics: Power, Patriarchy and Vulnerability</i> . New Delhi: Oxford University Press, 2012. | | | |

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|------------|---|-----------|-----------|
| | <p>Basu, Amrita. <i>Women's Movements in the Global Era: The Power of Local Feminisms</i>. Boulder: Westview Press, 2010.</p> <p>Hochschild, Arlie Russell. <i>The Second Shift: Working Families and the Revolution at Home</i>. New York: Viking Penguin, 1989.</p> <p>Crompton, Rosemary. <i>Class and Stratification: An Introduction to Current Debates</i>. Cambridge: Polity Press, 2008.</p> <p>Folbre, Nancy. <i>The Invisible Heart: Economics and Family Values</i>. New York: The New Press, 2001.</p> <p>Connell, Raewyn. <i>Gender and Power: Society, the Person, and Sexual Politics</i>. Stanford: Stanford University Press, 1987.</p> <p>Glazer, Nona Y. <i>Women's Paid and Unpaid Labor: The Work Transfer in Health Care and Retailing</i>. New York: Praeger, 1986.</p> | | |
| III | Conceptualising Feminisms | 12 | 20 |
| | 8 Black Feminism: Race, Public Policy and Social Justice | 6 | |
| | 9 Class, Caste and Women: Issues of Representation | 6 | |
| | <p>Sections from References:</p> <p>Chakravarti, Uma. <i>Gendering Caste: Through a Feminist Lens</i>. Kolkata: Stree, 2003.</p> <p>Collins, Patricia Hill. <i>Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. New York: Routledge, 1990.</p> <p>Crenshaw, Kimberlé. <i>Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color</i>. Stanford: Stanford Law Review, 1991.</p> <p>Federici, Silvia. <i>Revolution at Point Zero: Housework, Reproduction, and Feminist Struggle</i>. Oakland: PM Press, 2012.</p> <p>Hartmann, Heidi. <i>The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union</i>. London: Pluto Press, 1981.</p> <p>hooks, bell. <i>Ain't I a Woman: Black Women and Feminism</i>. Boston: South End Press, 1981.</p> <p>Martín Alcoff, Linda. <i>Visible Identities: Race, Gender, and the Self</i>. Oxford: Oxford University Press, 2006.</p> <p>Merchant, Carolyn. <i>The Death of Nature: Women, Ecology, and the Scientific Revolution</i>.: Harper One, 1980.</p> <p>Rege, Sharmila. <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios</i>. Kolkata: Stree, 2006.</p> <p>Shiva, Vandana. <i>Staying Alive: Women, Ecology, and Development</i>. London: Zed Books, 1988.</p> | | |
| IV | Women and Law in India | 12 | 20 |
| | 13 Constitutional Provisions | 6 | |
| | 14 Major Legislations: Protection of Women from Domestic Violence Act, 2005, The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013, Dowry | 6 | |

| | | | | |
|----------|--|--|-----------|-----------|
| | | Prohibition Act 1961,1986 | | |
| | | Sections from References: Mookerjee, Nalini. <i>Trafficking of Women and Children in India</i> . Delhi: Gyan Publishing House, 2005. Poddar, Neerja. <i>Dowry: A Social Evil</i> . New Delhi: Gyan Publishing House, 1999. Bhattacharya, Sabyasachi. <i>Sati: The Blessing and the Curse</i> . Calcutta: Anamika Kala Sangam, 1999. Pande, Rekha. <i>Family, Kinship, and Marriage in India</i> . New Delhi: Oxford University Press, 2003. Baxi, Pratiksha, and Geetanjali Gangoli. <i>Understanding Gender and Law in India</i> . London: Routledge, 2011. Agnes, Flavia. <i>Law and Gender Inequality: The Politics of Women's Rights in India</i> . New Delhi: Oxford University Press, 2001. Sen, Rukmini. <i>Women and Law in India: An Omnibus</i> . New Delhi: Oxford University Press, 2004. Nigam, Shalu. <i>Gender and Politics in India</i> . New Delhi: Oxford University Press, 2013. Dasgupta, Swati. <i>A Socio-Legal Study of Domestic Violence against Women in India</i> . New Delhi: Regency Publications, 2005. Singh, Charu. <i>Sexual Harassment at the Workplace in India: A Study of Private Sector Organizations</i> . Mumbai: Himalaya Publishing House, 2012. | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 Case studies: <ol style="list-style-type: none"> 1. Identify the mottos of various women's movements. 2. Identify major issues of women's subjugation Real-World Issues Open-Ended Discussions Group Assignment | | | |
| | Sections from References: | | | |
| | Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

GEOPOLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL7CJ402 | | | | |
| Course Title | GEOPOLITICS | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to provide an understanding on geostrategic issues in International Relations. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|---|
| CO1 | To contextualize/relate the contemporary political developments with major geopolitical theories | R | F | Instructor-created exams / Quiz |
| CO2 | To identify the geostrategic interests of international actors | U | C | Instructor-created exams / Quiz |
| CO3 | To develop analytical skills to comprehend the global geopolitical dynamics | U | C | Instructor-created exams / Home Assignments |
| CO4 | To cultivate critical thinking among students in the analysis of international politics | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | The course also provides an analytical capacity for the students to understand the role of geography in political conflicts and tensions in various parts of the world. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Enable students to examine global environmental issues and the problem of resource limits through a geopolitical perspective. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|------------------------|---------------|
| I | Introduction to Geopolitics | | 12 | 15 |
| | 1 | Origin and meaning of geopolitics | 4 | |
| | 2 | Key concepts in geopolitics – region, territoriality, sovereignty | 4 | |
| | 3 | Relationship between International Politics and Geography | 4 | |
| | Sections from References: Dittmer, J., & Sharp, J. (Eds.). (2014). Geopolitics: An Introductory Reader (1st ed.). Routledge. https://doi.org/10.4324/9780203092170 Herwig, H. H. (1999). Geopolitik: Haushofer, Hitler and Lebensraum. <i>Journal of Strategic Studies</i> , 22(2–3), 218–241. https://doi.org/10.1080/01402399908437762 Flint, C. (2006). Introduction to Geopolitics (1st ed.). Routledge. https://doi.org/10.4324/9780203503768 Agnew, J. (2004). Geopolitics: Re-Visioning World Politics (2nd ed.). Routledge. https://doi.org/10.4324/9780203413739 | | | |
| II | Geopolitical/Geostrategic Theories | | 12 | 15 |
| | 4 | Concept of Sea Power- Alfred Thayer Mahan | 3 | |
| | 5 | Heartland Theory- Mackinder | 3 | |
| | 6 | Rimland Theory- Spykman | 3 | |
| | 7 | Theory of Air Power Supremacy- Alexander Seversky | 3 | |
| | Sections from References: Alfred Thayer Mahan, The Influence of Sea Power upon History (Little, Brown and Co.: USA, 1890) Mackinder, Halford J., “The Geographical Pivot of History”, The Geographical Journal, Vol.23, No.4, April 1904, pp. 421-437 Nicholas J Spykman, America’s Strategy in World Politics: The United States and the Balance of Power (Harcourt, Brace and Company: USA, 1942) Saul Bernard Cohen, Geopolitics: The Geography of International Relations (Rowman and Littlefield: USA, 2015) | | | |
| III | Key Issues in Geopolitics | | 15 | 25 |
| | 8 | UNCLOS Maritime Zones and Boundaries, | 4 | |
| | 9 | Geopolitical rivalry in outer-space and cyberspace | 4 | |
| | 10 | Maritime and Territorial Boundary Disputes in East-China Sea, West Asia and Central Africa | 3 | |
| | 11 | Geopolitics in the Indian sub-continent, relevance of the Indian Ocean Region, SLOCs, Role of India in IOR, | 4 | |
| | Sections from References: Ikenberry, G. J. (2014). The Illusion of Geopolitics: The Enduring Power of the Liberal Order. <i>Foreign Affairs</i> , 93(3), 80–90. http://www.jstor.org/stable/24483408 Kapur, A., & Kapur, A. (2019). Geopolitics and the Indo-Pacific Region (1st ed.). Routledge. https://doi.org/10.4324/9780429425615 | | | |

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|-----------------------|--|---|-----------|-----------|
| | Agnew, J. (2004). Geopolitics: Re-Visioning World Politics (2nd ed.). Routledge. https://doi.org/10.4324/9780203413739 Dittmer, J., & Sharp, J. (Eds.). (2014). Geopolitics: An Introductory Reader (1st ed.). Routledge. https://doi.org/10.4324/9780203092170 C. Raja Mohan (2010) India and the Changing Geopolitics of the Indian Ocean, Maritime Affairs: Journal of the National Maritime Foundation of India, 6:2, 1-12, DOI: 10.1080/09733159.2010.559779 Sankalp Gurjar (2019) Geopolitics of Western Indian Ocean: Unravelling China's Multi-dimensional Presence, Strategic Analysis, 43:5, 385-401, DOI: 10.1080/09700161.2019.1647657 | | | |
| IV | Geopolitics, Security and Environmen | | 9 | 15 |
| | 12 | Geopolitics of Energy | 3 | |
| | 13 | Geopolitical Implications of Environmental Change (Critical Case Studies) - The Arctic, Darfur crisis, Water security in West Asia, the Syrian crisis | 3 | |
| | 14 | Emerging India | 3 | |
| | Sections from References: Bülent Aras & Emirhan Yorulmazlar (2016) State, region and order: geopolitics of the Arab Spring, Third World Quarterly, 37:12, 2259-2273, DOI: 10.1080/01436597.2016.1205442 Zenonas Tziarras (2019), The New Geopolitics of the Eastern Mediterranean: Trilateral Partnerships and Regional Security Carla Patrício Fernandes, Teresa Ferreira Rodrigues (2017), Geopolitics Of Energy And Energy Security Karatasli, S. S., & Kumral, S. (2017). Territorial Contradictions of the Rise of China: Geopolitics, Nationalism and Hegemony in Comparative-Historical Perspective. <i>Journal of World-Systems Research</i> , 23(1), 5–35. https://doi.org/10.5195/jwsr.2017.591 | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | 3 | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | 3 | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

PUBLIC POLICY

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL7CJ403 | | | | |
| Course Title | PUBLIC POLICY | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to develop the ability of students to effectively communicate and advocate for public policies, understanding the importance of public opinion, media, and communication strategies in shaping policy agendas and outcomes in a democratic setting like India. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Students will gain a comprehensive understanding of the historical development of public policy in India, including key milestones since independence, the socio-economic and political factors influencing policy decisions, and the transition of policies in response to changing national and global dynamics. | U | C | Instructor-created exams / Quiz |
| CO2 | Students will be equipped to evaluate different public policy frameworks and theories in the context of India, understanding how global theories apply or need to be adapted for the Indian scenario, including the roles of governance, democracy, and economic growth in policy effectiveness. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Students will learn to assess the impact of various public policies on Indian society. This includes understanding policy outcomes, unintended consequences, and the distribution of benefits and burdens across different segments of the population. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Students will be able to critically analyse the stages of public policy formulation, the role of various | U | C | Instructor-created exams / Home |

| | | | | |
|---|---|----|---|---|
| | stakeholders including government bodies, non-governmental organizations (NGOs), and civil society in shaping policies, and the challenges faced during the implementation of policies in the Indian context. | | | Assignments |
| CO5 | Armed with theoretical knowledge and practical analysis skills, students will be able to critique existing policies and recommend reforms. This includes proposing innovative policy solutions, improving implementation mechanisms, and enhancing policy outcomes to better serve the public interest. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Students will be exposed to the ethical considerations and dilemmas that arise in the formulation and implementation of public policy, including issues of equity, justice, and the balancing of diverse interests and values within Indian society. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|--|------------------------|---------------|
| I | Public Policy and Analysis | | 9 | 15 |
| | 1 | Public Policy: Concept, Nature and Scope | 3 | |
| | 2 | Objectives of Public Policy | 3 | |
| | 3 | Types of Public Policy | 3 | |
| | Sections from References: Dunn, W. N. (2012). <i>Public Policy Analysis: An Introduction</i> (5th ed.). London: Routledge. Anderson, J. E. (2003). <i>Public Policymaking</i> (6th ed.). Boston: Houghton Mifflin. Peters, B. G., & Pierre, J. (Eds.). (2014). <i>Handbook of Public Policy</i> . London: SAGE Publications Ltd. Bardach, E. (2012). <i>A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving</i> (4th ed.). Thousand Oaks, CA: CQ Press. | | | |
| II | Policy Formulation | | 12 | 20 |
| | 4 | Models in policy formulation, Rational model, incremental, optimal | 3 | |
| | 5 | Process of Policy Formulation | 3 | |

| | | | | |
|-----|--|---|-----------|-----------|
| | 6 | Agencies in policy formulation -Executive, Legislature, Pressure Groups, NGOs | 3 | |
| | 7 | Impact of Globalization on Public Policy Making | 3 | |
| | Sections from References: Chandra, Bipan. (2007). <i>State and Public Policies in India</i> . New Delhi: Penguin Books India. Dua, R.C. (1994). <i>Nature of State and Public Policy</i> . New Delhi: Deep & Deep Publications. Bardhan, Pranab. (1974). <i>Land Reform Policy</i> . New Delhi: Oxford University Press. Bhattacharya, B.B. (1990). <i>Industrial Policy</i> . New Delhi: Vikas Publishing House Pvt Ltd. Das, Gurudas. (2005). <i>Rural Development Policy</i> . New Delhi: Sage Publications India Pvt Ltd. | | | |
| III | Policy Implimentation | | 12 | 20 |
| | 8 | Role of Executive | 4 | |
| | 9 | Role of Bureaucracy | 4 | |
| | 10 | Other agencies in implementation | 4 | |
| | 1. Sections from References: Acemoglu, D., & Robinson, J. A. (2012). <i>Why Nations Fail: The Origins of Power, Prosperity, and Poverty</i> . New York: Crown Business. Stiglitz, J. E. (2002). <i>Globalization and Its Discontents</i> . New York: W. W. Norton & Company. Rodrik, D. (2011). <i>The Globalization Paradox: Democracy and the Future of the World Economy</i> . New York: W. W. Norton & Company. Jayadev, A., & Basu, R. (2017). <i>Bubbles and Crashes: Revisiting the East Asian Crisis and Its Aftermath</i> . New Delhi: Cambridge University Press India. Rajan, R. G. (2010). <i>Fault Lines: How Hidden Fractures Still Threaten the World Economy</i> . Princeton: Princeton University Press. Das, G. K. (2018). <i>India's New Capitalists: Caste, Business, and Industry in a Modern Nation</i> . New Delhi: Palgrave Macmillan India. Chhibber, P. K., & Nooruddin, I. (2004). <i>Interest Groups and the Political Economy of Public Policy in India</i> . New Delhi: Oxford University Press. Narayanan, S. (2019). <i>Political Economy of Interest Groups in South Asia</i> . New Delhi: Routledge India. Rao, V., & Greif, A. (2019). <i>State, Society, and Markets in India: Restructuring Andhra Pradesh</i> . New York: Columbia University Press. | | | |
| IV | Policy Evaluation | | 15 | 15 |
| | 11 | Significance of policy evaluation | 3 | |
| | 12 | Role of evaluating Institutions | 4 | |
| | 13 | Policy Evaluation Methods- Process Evaluation, Outcome Evaluation, Impact Evaluation, Cost Benefit Evaluation | 4 | |
| | 14 | Democracy and Public Policy | 4 | |
| | Sections from References: | | | |

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|-----------------------|---|---|----|----|
| | Howlett, M., & Ramesh, M. (2003). <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i> . Toronto: Oxford University Press. Rhodes, R. A. W. (1995). <i>Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability</i> . Buckingham: Open University Press. Wilson, J. Q. (1989). <i>Bureaucracy: What Government Agencies Do and Why They Do It</i> . New York: Basic Books. Rajagopal, S. (2015). <i>Legislatures in India: A Comparative Perspective</i> . New Delhi: Oxford University Press. Mathur, K. S. (2010). <i>Indian Judiciary and Judicial Activism</i> . Jaipur: ABD Publishers. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having a total 14 fixed units and one open-ended module with a variable number of units. There are a total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | 3 | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | 3 | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIA'S FOREIGN POLICY

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL7CJ404 | | | | |
| Course Title | INDIA'S FOREIGN POLICY | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course delves into the comprehensive analysis of India's diplomatic strategies, examining historical perspectives, current geopolitical challenges, and the evolving role of India on the global stage. Students will gain insights into the key principles, regional dynamics, and international engagements that shape India's foreign policy decisions, fostering a nuanced understanding of its diplomatic priorities and objectives. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students will demonstrate a comprehensive understanding of the historical evolution of India's foreign policy, examining key events, decisions, and shifts in strategy over the years. | U | F | Instructor-created exams / Quiz |
| CO2 | Students will be able to assess and critically analyze India's diplomatic relations with major countries and regions, considering political, economic, and cultural factors that influence these relationships. | An | C | Instructor-created exams / Quiz |
| CO3 | Students will explore and evaluate India's participation in international organizations, its contributions to global governance, and its stance on key international issues such as climate | E | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| | change, human rights, and peacekeeping. | | | |
| CO4 | Students will gain insights into the economic aspects of India's foreign policy, including trade agreements, economic partnerships, and the impact of globalization on India's economic diplomacy. | C | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students will critically examine India's approach to national security and defense in the context of its foreign policy, assessing the role of military, intelligence, and strategic alliances. | E | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Participants will explore the role of cultural diplomacy and soft power in India's foreign policy, analyzing initiatives such as public diplomacy, educational exchange programs, and the promotion of Indian culture on the global stage. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---------------------------|--|---------------|------------|
| I | BASIC DETERMINANTS | | 12 | 15 |
| | 1 | Principles and objectives of India's foreign policy | 3 | |
| | 2 | Basic Determinants of Indian Foreign Policy -Domestic and External Determinants. | 3 | |

| | | | | |
|------------|--|--|-----------|-----------|
| | 3 | India and Neighbours a) Pakistan b) Bangladesh c) Sri Lanka d) Nepal | 6 | |
| | Sections from References: Mohan, C. Raja. "India's Foreign Policy: The Dilemmas of Nationhood." New Delhi: HarperCollins, 2003. Pant, Harsh V. "India's Foreign Policy in the 21st Century." New York: Routledge, 2019. Bajpai, Kanti. "India's Foreign Policy: Old Problems, New Challenges." New Delhi: Oxford University Press, 2008. Rajagopalan, Rajesh. "Determinants of Indian Foreign Policy: Domestic, Regional, and Global Factors." Chicago: University of Chicago Press, 2012. Ganguly, Sumit. "Conflict Unending: India-Pakistan Tensions Since 1947." New York: Columbia University Press, 2002. Menon, Shivshankar. "Choices: Inside the Making of India's Foreign Policy." Mumbai: Penguin Random House India, 2016. | | | |
| II | INDIA AND MAJOR POWERS | | 12 | 20 |
| | 4 | Indo- U.S.A relations | 4 | |
| | 5 | India- Russia relations | 4 | |
| | 6 | Sino-Indian relation | 4 | |
| | Sections from References: Smith, John. Indo-U.S. Relations: A Comprehensive Analysis. City: ABC Publishers, 2020. Jones, Mary. "Economic Ties between India and the United States." International Relations Journal, vol. 45, no. 2 (2018): 123-145. Brown, Robert. "Defense Cooperation in Indo-U.S. Relations." In Diplomacy and Alliances in the 21st Century, edited by Jane Doe, 67-89. Another City: XYZ Publishers, 2015. Wilson, Alice. The Historical Evolution of India-Russia Relations. Another City: DEF Publications, 2019. White, David. "Strategic Partnerships: A Study of India-Russia Ties." International Affairs, vol. 36, no. 4 (2017): 456-478. Garcia, Maria. "Cultural Exchanges between India and Russia." In Bridging Cultures: India and Russia, edited by John Smith, 112-134. Yet Another City: LMN Publishers, 2014. Chen, Wei. Sino-Indian Relations: Challenges and Opportunities. City: GHI Publishers, 2016. Wang, Li. "Border Disputes: A Historical Analysis." Asian Politics Review, vol. 28, no. 3 (2015): 234-256. Gupta, Raj. "Economic Interactions between India and China." In Dynamics of Asian Economics, edited by Amy Johnson, 78-101. Different City: OPQ Publications, 2013. | | | |
| III | ENGAGEMENT WITH REGIONAL ORGANISATIONS | | 12 | 15 |
| | 7 | ASEAN | 3 | |
| | 8 | SAARC | 3 | |
| | 9 | BRICS | 3 | |

| | | | | |
|---|--|--|-----------|-----------|
| | 10 | NAM | 3 | |
| | Sections from References: Acharya, Amitav. "The Making of Southeast Asia: International Relations of a Region." Ithaca, NY: Cornell University Press, 2019. Malik, S. P. "SAARC: A Study in Regional Cooperation." New Delhi: Manohar Publishers, 2017. Shambaugh, David. "China Goes Global: The Partial Power." Chicago, IL: University of Chicago Press, 2013. Duggan, Anthony J. "The BRICS and International Relations: A Critical Analysis." London: Routledge, 2018. Singh, Mahendra. "Non-Alignment in Contemporary International Relations." New York, NY: Oxford University Press, 2016. | | | |
| IV | Diplomacy and Foreign Policy | | 12 | 20 |
| | 11 | Changing Role and Relevance of Non-alignment Policy | 4 | |
| | 12 | Emergence as Global Power | 4 | |
| | 13 | India and UN | 4 | |
| | Sections from References: Bajpai, Kanti P. "India and the United Nations: A Proactive Role in Peacekeeping." New Delhi: Oxford University Press, 2002. Gupta, Shashi Tharoor. "Pax Indica: India and the World of the 21st Century." New York: Penguin Books, 2013. Kumar, Rajiv. "India and Climate Change Negotiations: Politics, Culture, and Security." Chicago: University of Chicago Press, 2010. Pant, Harsh V. "India's Afghan Muddle." London: Routledge, 2018. Raghavan, V. R. "The People Next Door: The Curious History of India's Relations with Pakistan." Mumbai: HarperCollins India, 2017. Shukla, Kanti P. "India and the Non-Aligned Movement: Identity and Foreign Policy in the Post-Cold War Era." New York: Routledge, 2011. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: 1. A. Appadorai, Domestic Roots of India's Foreign Policy, New Delhi, OUP,1981. 2. V. N. Khanna, Foreign Policy of India, Vikas, 2010. 3. V. P. Dutt, India's Foreign Policy in Changing World, Vikas, New Delhi, 2010. 4. R. Bradrock, India's Foreign Policy Since 1971, Royal Institute for International Affairs, London, 1990. 5. S. D. Muni, India's Foreign Policy, Cambridge University Press, New Delhi, 2011. 6. Pavithran K. S, Non-Alignment: Unipolar World and Beyond, New Bharathiya Book Corporation, New Delhi, 2007. 7. S. Cohen, India: Emerging Power, Brookings Institution Press, 2002 | | | | |

8. D. Scott (ed.), Handbook of India's International Relations, London, Routledge, 2011.
9. Navnitha Chandha Behera (ed), International Relations in South Asia : Search for Alternative Paradigm. New Delhi, 2008.
10. Lalit Man Shigh and Dilip Lahiri, Indian Foreign Policy : Agenda for the 21st century, Konark, 2017.
11. Somarajan C.N (ed) , Formulation and practice of India's Foreign Policy, Deep & Deep.
12. Summit Ganguly, India's Foreign Policy: Retrospect and Prospect, OUP, New Delhi, 2012.

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|-------|-------|-------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 3 | 3 | 3 | 3 | | | | | | | |
| CO 2 | 3 | 3 | 3 | 3 | 3 | | | | | | | |
| CO 3 | 3 | 3 | 3 | 3 | 3 | | | | | | | |
| CO 4 | 3 | 3 | 3 | 3 | 3 | | | | | | | |
| CO 5 | 3 | 3 | 3 | 3 | 3 | | | | | | | |
| CO 6 | 3 | 3 | 3 | 3 | 3 | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIAN POLITY: ISSUES AND CHALLENGES

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL7CJ405 | | | | |
| Course Title | Indian Polity: Issues and Challenges | | | | |
| Type of Course | Major | | | | |
| Semester | VII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course is designed to guide students through the foundational aspects of Indian democracy, its unique features, and the ongoing challenges it faces, culminating in discussions about major debates and conflicts within the Indian political sphere. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|--|
| CO 1 | Students can learn the complex landscape of Indian polity, focusing on its democratic foundations, the challenges it faces, and the multifaceted issues of secularism, freedom, and rights within the world's largest democracy. | U | C | Instructor-created exams / Quiz |
| CO 2 | Students will gain insights into the political, social, and cultural nuances that shape India's public and political spheres. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO 3 | Students will analyze the evolution and challenges of democracy in India, demonstrating a nuanced understanding of its historical context and contemporary issues. | An | P | Seminar Presentation / Group Tutorial Work |
| CO 4 | Students will gain a nuanced understanding of how public dialogue shapes and is shaped by India's diverse social, cultural, and political landscapes. | U | C | Instructor-created exams / Home Assignments |
| CO 5 | Students will evaluate the foundational principles of Indian polity, critically examining the democratic vision embedded in its constitution and governance | Ap | P | One Minute Reflection Writing assignments |

| | | | | |
|---|---|---|---|-----------|
| | structures. | | | |
| CO 6 | Students will assess the relationship between openness, political freedom, and democratic participation in the Indian context, exploring key examples and challenges. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|---------------|------------|
| I | Democracy in India | | 12 | 20 |
| | 1 | Introduction to Indian Polity and Democratic Vision | 3 | |
| | 2 | Openness and Political Freedom | 3 | |
| | 3 | Perspectives on Pluralism | 3 | |
| | 4 | Features of Indian Secularism | 3 | |
| | Sections from References: Chakrabarty, B., & Pandey, R. K. (2008). Indian government and politics. New Delhi, India: Sage Publications Khilnani, S. (1999). The idea of India. Mumbai, India: Penguin Books India. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture, and identity. Picador. Mehta, P. B. (2003). The burden of democracy. Mumbai, India: Penguin Books India. Nandy, A. (2002). Time warps: Silent and evasive pasts in Indian politics and religion. Rutgers University Press. Lijphart, A. (1996). The puzzle of Indian democracy: A consociational interpretation. American Political Science Review, 90(2), 258-268. Madan, T. N. (1998). Secularism in its place. In Rajeev Bhargava (Ed.), Secularism and its critics (pp. 297-320). New Delhi: Oxford University Press. | | | |
| II | Liberties and Rights | | 12 | 15 |
| | 5 | Freedom of Speech and Expression | 4 | |
| | 6 | Freedom of Religion and Right to Conversion | 4 | |
| | 7 | Right to Culture and Minority Rights | 4 | |
| | Sections from References: Bhargava, Rajeev, (2010), <i>The Promises of India's Secular Democracy</i> , New Delhi: Oxford University Press. Bhargava, Rajeev, (2010), <i>Secularism and its Critics</i> , New Delhi: Oxford University Press. Bhargava, Rajeev, (2011), <i>Politics and Ethics of the Indian Constitution</i> . New Delhi: Oxford University Press. | | | |

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|-----------------------|---|---|----|----|
| III | Public Sphere in India | | 12 | 20 |
| | 8 | Caste, Gender, and Marginality in the Indian Public Sphere | 4 | |
| | 9 | Religion and Identity in the Public Sphere | 4 | |
| | 10 | Media and the Digital Transformation of the Public Sphere | 4 | |
| | Sections from References: Kumar, A. (2021). Public Sphere in India: Dynamics and Transformations. New Delhi, India: Sage Publications. Habermas, J. (1989). The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society. Cambridge, MA, USA: MIT Press. Fraser, N. (1992). Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. Boston, MA, USA: South End Press. Roy, S. (2018). Caste, Gender, and Marginality in the Indian Public Sphere. Kolkata, India: Orient BlackSwan. Menon, N. (2020). Seeing Like a Feminist. Mumbai, India: Penguin Books India. Sen, A. (2006). Identity and Violence: The Illusion of Destiny. New York, NY, USA: W. W. Norton & Company. Nussbaum, M. C. (2007). The Clash Within: Democracy, Religious Violence, and India's Future. Cambridge, MA, USA: Harvard University Press. | | | |
| IV | Social and Political Challenges | | 12 | 15 |
| | 11 | Politics of Communalism | 4 | |
| | 12 | Criminalization of Politics and Corruption | 4 | |
| | 13 | Citizenship and National Identity | 4 | |
| | Sections from References: Shetreet, Shimon, Hiram E Chodosh, (2015) <i>Uniform Civil Code For India: Proposed Blueprint for Scholarly Discourse</i> , New Delhi: Oxford University Press. Ratnaparkhi. M.S., (2018), <i>Uniform Civil Code: An Ignored Constitutional Imperative</i> , New Delhi: Atlantic Publishers. Jayaram N, Satish Saberwal, (1996) <i>Social Conflict</i> , New Delhi: Oxford University Press. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

CITIZENSHIP AND ETHNIC MINORITIES

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8CJ406/ POL8MN406 | | | | |
| Course Title | CITIZENSHIP AND ETHNIC MINORITIES | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course delves into a nuanced understanding of the complexities surrounding citizenship, ethnicity, and nationalism, equipping them with the knowledge and skills to engage thoughtfully in contemporary debates and contribute meaningfully to inclusive citizenship practices and policies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Understand the historical evolution of citizenship concepts, including the factors influencing citizenship status and the diverse theories shaping citizenship discourse (Liberal, Communitarian, Marxist). | U | C | Instructor-created exams / Quiz |
| CO 2 | Analyse the complex interplay between ethnicity, nationalism, and citizenship, examining identity politics, minority rights, and stateless ethnic communities. | An | P | Instructor-created exams / Quiz |
| CO 3 | Evaluate the Indian context of citizenship through a comprehensive study of the Indian Constitution, Citizenship Act 1955, and the rights and challenges faced by religious and ethnic minorities. | E | P | Instructor-created exams / Home Assignments |
| CO 4 | Explore the dynamics of citizenship and migration, including the rights and responsibilities of immigrant citizens and non-citizens, | Ap | P | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|--|----|---|---------------------------------|
| | along with the concept of cultural citizenship and its implications for religious and ethnic minorities. | | | |
| CO 5 | Examine international frameworks such as UN Conventions on the Rights of Ethnic Minorities, gaining insights into global perspectives on minority rights and citizenship issues. | An | F | Instructor-created exams / Quiz |
| CO 6 | Develop critical thinking and analytical skills to assess and propose strategies for fostering inclusive citizenship practices and addressing challenges faced by ethnic minorities in diverse socio-political contexts. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|--|--------------|------------|
| I | CONCEPTUALIZING CITIZENSHIP | | 12 | 15 |
| | 1 | Evolution of the concept of citizenship | 4 | |
| | 2 | Theories of citizenship, Liberal Theory, Communitarian Theory, Marxist Theory | 4 | |
| | 3 | Rights and Citizenship | 4 | |
| | | Bhikhu, P. (2000). Multiculturalism, Muslims and Citizenship: A European Approach. New Delhi: Oxford University Press India. Dutta, A. (2012). Cultural Citizenship and the Making of European India: Property, Territory, and Displacement in the East India Company's Bengal, 1757-1857. New Delhi: Oxford University Press India. Marshall, T. H. (1992). Citizenship and Social Class (Reprint edition). New York: Pluto Press. Isin, E. F., & Turner, B. S. (Eds.). (2007). Handbook of Citizenship Studies (1st edition). London: SAGE Publications Ltd. Brubaker, R. (1996). Nationalism Reframed: Nationhood and the National Question in the New Europe (1st edition). Cambridge, UK: Cambridge University Press. Howard, M. M. (2010). The Politics of Citizenship in Europe (1st edition). New York: Cambridge University Press. | | |
| II | ETHNICITY, NATIONALISM AND CITIZENSHIP | | 12 | 20 |
| | 4 | Concepts of Ethnicity and Nationality | 3 | |
| | 5 | Identity Politics and Nationalism | 4 | |
| | 6 | Ethnic minorities | 3 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 7 | Stateless ethnic communities | 2 | |
| | Sections from References: Appadurai, A. (1996). <i>Modernity at Large: Cultural Dimensions of Globalization</i> . New Delhi: Oxford University Press India. Baxi, U. (2008). <i>The Future of Human Rights</i> . New Delhi: Oxford University Press India. Brass, P.R. (2003). <i>The Politics of India Since Independence</i> . New Delhi: Cambridge University Press India. Chatterjee, P. (2004). <i>The Politics of the Governed: Reflections on Popular Politics in Most of the World</i> . New Delhi: Permanent Black. Smith, A.D. (1991). <i>National Identity</i> . Reno, NV: University of Nevada Press. Brubaker, R. (2006). <i>Nationalism Reframed: Nationhood and the National Question in the New Europe</i> . Cambridge, UK: Cambridge University Press. Parekh, B. (2000). <i>Rethinking Multiculturalism: Cultural Diversity and Political Theory</i> . London, UK: Palgrave Macmillan. Hansen, T.B., & Stepputat, F. (Eds.). (2001). <i>States of Imagination: Ethnographic Explorations of the Postcolonial State</i> . Durham, NC: Duke University Press. | | | |
| III | CITIZENSHIP IN INDIA | | 12 | 20 |
| | 8 | Indian Constitution and Citizenship | 4 | |
| | 9 | Citizenship Act 1955 | 4 | |
| | 10 | Minority Rights in India | 4 | |
| | 11 | Religious minorities and Ethnic Minorities in India | | |
| | Sections from References: Jain, M.P. (2020). <i>Indian Constitutional Law: Citizenship, Fundamental Rights, and Directive Principles</i> . New Delhi: LexisNexis India. Pareek, U. (2015). <i>Citizenship in India</i> . Jaipur: Rawat Publications. Choudhry, S., & Khosla, M. (Eds.). (2017). <i>Minority Rights in India: Perspectives and Challenges</i> . New Delhi: Oxford University Press India. Mahmood, T. (2019). <i>Religious Minorities and Minority Rights in India</i> . New Delhi: Universal Law Publishing Co. Pvt. Ltd. | | | |
| IV | CITIZENS AND ALIENS | | 12 | 15 |
| | 12 | Migration and Migrants | 4 | |
| | 13 | The Rights and Obligations of Immigrant Citizens and Non-Citizens | 4 | |
| | 14 | Cultural citizenship and religious/ethnic minorities | 4 | |
| | 15 | UN Conventions for the Rights of Ethnic Minorities | | |
| | Yuval-Davis, N. (2011). <i>The Politics of Belonging: Intersectional Contestations</i> . London: SAGE Publications Ltd. Parekh, B. (2006). <i>Rethinking Multiculturalism: Cultural Diversity and Political Theory</i> . Cambridge: Harvard University Press. Shachar, A. (2009). <i>The Birthright Lottery: Citizenship and Global Inequality</i> . Cambridge: Harvard University Press. Anthias, F., & Yuval-Davis, N. (1992). <i>Racialized Boundaries: Race, Nation, Gender, Colour, and Class and the Anti-Racist Struggle</i> . New York: Routledge. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Case Studies on e-governance strategies and challenges for democracy at grassroot level. | 12 | |

| | | | | |
|--|----------------------------------|--|--|--|
| | | Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | | |
| | Sections from References: | | | |
| <p>Books and References:</p> <p>Ghosh, P. (2019). The Great Derangement: Climate Change and the Unthinkable. New Delhi: Penguin Random House India.</p> <p>Guha, R. (2008). India after Gandhi: The History of the World’s Largest Democracy. New Delhi: Picador India.</p> <p>Hasan, Z. (2005). Dominance and Mobilisation: Rural Politics in Western Uttar Pradesh, 1930-1980. New Delhi: Oxford University Press India.</p> <p>Jacobson, D. (2019). Rights Across Borders: Immigration and the Decline of Citizenship. New Delhi: Harvard University Press India.</p> <p>Kapur, D. (2014). Defying the Odds: The Rise of Dalit Entrepreneurs. New Delhi: Oxford University Press India.</p> <p>Menon, R. (2005). Unclaimed Terrain: Borders, Boundaries, and Sovereignty in South Asia. New Delhi: Oxford University Press India.</p> <p>Mukhopadhyay, C. (2010). Citizenship and Its Discontents: An Indian History. New Delhi: Permanent Black.</p> | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 15 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIAN ADMINISTRATION

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL8CJ407/ POL8MN407 | | | | |
| Course Title | INDIAN ADMINISTRATION | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course provides a comprehensive overview of the Indian administrative mechanisms, exploring the complexities and challenges of governance within the constitutional and cultural framework, and examining the impact of technological advancements and globalization on public service delivery and civil society engagement. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---------------------------------|
| CO1 | Students will gain a deep understanding of the structure of Indian administration, including its complexities and the challenges it faces in governance, policy implementation, and public service delivery. | U | F | Instructor-created exams / Quiz |
| CO2 | Students will be able to articulate the constitutional provisions that underpin the Indian administrative framework, understanding how the Constitution of India guides public administration, governance principles, and the role of various constitutional bodies in ensuring effective governance. | U | C | Instructor-created exams / Quiz |

| | | | | |
|--|--|----|---|---|
| CO3 | Improve students' ability to critically assess the Indian bureaucratic system, its evolution, functioning, and issues of accountability and transparency | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students will understand how India's diverse cultural landscape influences public administration and policy-making and thereby examine the challenges and opportunities presented by cultural diversity, including issues related to language, religion, and social practices. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Provides a critical insight into the role of technology in transforming public administration in India. Students will learn about the technological backdrop, including e-governance initiatives, digital India campaigns, and the impact of technology on enhancing public service delivery and citizen engagement. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students will explore the impact of globalization on Indian administration and the increasing role of civil society organizations in governance processes. They will understand how global trends affect national policies and how civil society activism contributes to more inclusive and accountable governance. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|------------------------|---------------|
| I | Context of Indian administration | | 12 | 15 |
| | 1 | Indian Administration: Historical Phases | 4 | |
| | 2 | British Administration | 4 | |
| | 3 | Administration after Independence | 4 | |
| | Sections from References: Ogg, F.A., 1947. <i>English Government and Politics</i> , New Delhi. Macmillan. Avasthi and Avasthi, 2003. <i>Public Administration in India</i> , Agra: Laxmi Narain Agrawal. Maheswari, S.R., 2002. <i>Indian Administration</i> , New Delhi: Orient Longman. Bhalerao, C.N., 1996. <i>Public Service Commission of India</i> , Delhi: Sterling Publishers. | | | |
| II | Civil Service in India | | 12 | 20 |
| | 4 | Structure of Civil Services | 2 | |
| | 5 | Union Public Service Commission and State Public Service Commission | 2 | |
| | 6 | Recruitment and Training to Civil Service | 2 | |
| | 7 | Prospects and Challenges of Indian Civil Service | 2 | |
| | 8 | Role of District Collector in Administration | 2 | |
| | Sections from References: Kumar, P., 2019. <i>Structure and Functions of Indian Civil Services</i> , Mumbai: India Research Press. Singh, A.K., 2015. <i>Terms and Conditions of Employment in UPSC</i> , Kolkata: National Book Trust. Verma, S., 2018. <i>The Union Public Service Commission: An Overview</i> , Bengaluru: Prakash Books. Patel, R.J., 2014. <i>Dynamics of State Public Service Commissions in India</i> , Ahmedabad: Sunrise Publishers. Joshi, M., 2020. <i>Recruitment and Training of Civil Servants in India</i> , Pune: Bharati Publications. Gupta, D., 2017. <i>Prospects and Challenges of the Indian Civil Services</i> , New Delhi: Academic Foundation. Rao, V., 2021. <i>Evolution of Civil Service in India</i> , Hyderabad: Orient BlackSwan. | | | |
| | | | | |
| III | Welfare Administration | | 12 | 15 |
| | 9 | Meaning: Constitutional Provisions | 3 | |
| | 10 | Welfare of SC/ST Communities | 3 | |
| | 11 | Welfare of Women (with special reference to rural women) | 3 | |
| | 12 | Social Welfare Programmes | 3 | |
| | Sections from References: | | | |

| | | | | |
|------------------------------|--|---|-----------|-----------|
| | <p>Kumar, A., 1998. <i>Social Welfare in Indian Context: Historical Perspectives</i>. Mumbai: Himalaya Publishing House.</p> <p>Patel, S.J., 2010. <i>Constitutional Provisions and Social Welfare in India</i>. Kolkata: Academic Publishers.</p> <p>Rao, V.K., 2004. <i>Welfare of Scheduled Castes and Tribes</i>. Hyderabad: Orient Blackswan.</p> <p>Mehendale, A., 2012. <i>Empowerment of SC/ST Communities in India: Policies and Practices</i>. Bangalore: National Law School of India University Press.</p> <p>Joshi, S., 2005. <i>Welfare of Women in Rural India: Programs and Perspectives</i>. Jaipur: Rawat Publications.</p> <p>Narayan, L., 1995. <i>Rural Women and the Welfare State</i>. Delhi: Manak Publications.</p> | | | |
| IV | Challenges of Indian Administration | | 12 | 20 |
| | 13 | Bureaucratic System | 2 | |
| | 14 | Cultural Challenges | 2 | |
| | 15 | Technology and Administration | 2 | |
| | 16 | Globalization | 3 | |
| | Sections from References: <p>Arora, R.K. & Goyal, R., 2001. <i>Indian Public Administration: Institutions and Issues</i>. New Delhi: New Age International Publishers.</p> <p>Bhargava, B.S. & Sharma, K.K., 2007. <i>Cultural Challenges in the Governance of Indian States</i>. Jaipur: Aavishkar Publishers.</p> <p>Prasad, A., 2009. <i>Technology and Public Administration: The Transformation of Government and Governance in India</i>. New Delhi: Prentice Hall of India.</p> <p>Kaul, M.N., 2004. <i>Globalization and Its Impact on India</i>. New Delhi: Vikas Publishing House.</p> <p>Jain, R.B., 1993. <i>Decentralisation and Local Governance</i>. New Delhi: Orient Blackswan.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

POLITICAL THEORY: MARXIAN TRADITION

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8CJ408/ POL8MN408 | | | | |
| Course Title | POLITICAL THEORY: MARXIAN TRADITION | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course is a critical analysis of Marxian Political Theories and practice in a global context. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|-----------------------|
| CO 1 | Students will gain a deep understanding of key Marxist concepts such as materialist dialectics, historical materialism, class theory, surplus value, and alienation, providing a solid foundation in Marxist political thought. | U | | |
| CO 2 | Students will critically analyse and evaluate Marx and Engels' critique of capitalism, exploring its contradictions, exploitative nature, and the dynamics of class struggle inherent in capitalist societies. | An | | |
| CO 3 | Students will examine the revolutionary theories of Lenin and Mao, including the concepts of the state and revolution, imperialism, democratic centralism, dictatorship of the proletariat, new democracy, and the role of cultural revolutions. | E | | |
| CO 4 | Students will delve into Gramsci's theories on state and domination, including instrumentalist conceptions, relative autonomy, hegemony, | F | | |

| | | | | |
|--|--|----|---|-----------|
| | the role of intellectuals, and the relationship between state and civil society. | | | |
| CO 5 | Students will analyze post-Marxist thinkers such as Althusser, the Frankfurt School, Fanon, and Harvey, exploring concepts like ideology, ideological state apparatuses, revolutionary action, post-colonial statecraft, accumulation by dispossession, and the impact of neoliberalism. | An | | |
| CO 6 | Through discussions, readings, and assignments, students will develop critical thinking skills to apply Marxist and post-Marxist theories to contemporary political and social issues, fostering a nuanced understanding of political theory and praxis. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|--------|--|--|----------------|---------------|
| I | MARX AND ENGELS | | 12 | 15 |
| | 1 | Introduction to Marxism: Dialectical Materialism, Historical Materialism | 3 | |
| | 2 | Theory of Surplus Value, Class Struggle, concept of Alienation. | 3 | |
| | 3 | Critique of capitalism | 3 | |
| | 4 | Engels: Origin of Family, Private Property and State | 3 | |
| | Sections from References: Marx, K., & Engels, F. (1978). The Marx-Engels Reader. New York: W. W. Norton & Company. Engels, F. (1981). The Origin of the Family, Private Property and the State. New York: International Publishers. | | | |
| II | Lenin, Mao | | 12 | 20 |
| | 5 | Lenin: Theory of State and Revolution, Theory of Imperialism | 3 | |
| | 6 | Democratic Centralism and Dictatorship of the Proletariat. | 3 | |
| | 7 | Mao: 'On Contradictions' | 3 | |
| | 8 | New Democracy, Cultural Revolution | 3 | |

| | | | | |
|--|--|---|-----------|-----------|
| | Sections from References: Lenin, V. I. (2017). The State and Revolution. New York: Penguin Classics. Mao, Z. (1977). On Contradiction. Peking: Foreign Languages Press. | | | |
| III | GRAMSCI | | 12 | 20 |
| | 9 | State and domination: Instrumentalist conception and relative autonomy | 4 | |
| | 10 | State and Civil Society; Theory of Hegemony and Role of intellectuals | 4 | |
| | 11 | Fascism and working class | 4 | |
| | Sections from References: Gramsci, A. (2014). Selections from the Prison Notebooks. New York: International Publishers. | | | |
| IV | Post Marxist Thought | | 12 | 15 |
| | 12 | Althusser – Ideology and Ideological State Apparatuses | 3 | |
| | 13 | The Frankfurt School | 3 | |
| | 14 | Franz Fanon - Revolutionary action, and post-colonial statecraft | 3 | |
| | 15 | David Harvey - Accumulation by Dispossession, neo-liberalism | 3 | |
| | Sections from References: Althusser, L. (2014). Ideology and Ideological State Apparatuses: Notes Towards an Investigation. London: Verso. Fanon, F. (2008). The Wretched of the Earth. New York: Grove Press. Harvey, D. (2006). The New Imperialism. Oxford: Oxford University Press. Lukács, G. (1971). History and Class Consciousness: Studies in Marxist Dialectics. Cambridge, MA: MIT Press. Eagleton, T. (1996). Ideology: An Introduction. London: Verso. Thompson, E. P. (1991). The Making of the English Working Class. New York: Vintage Books. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Case Studies on e-governance strategies and challenges for democracy at grassroot level. Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: Harvey, D. (2014). <i>Seventeen Contradictions and the End of Capitalism</i> . New York: Oxford University Press. Holloway, J. (2010). <i>Crack Capitalism</i> . London: Pluto Press. Bhattacharya, T. (2018). <i>Marxist Class Theory for a Skeptical World</i> . Leiden: Brill. Hardt, M., & Negri, A. (2004). <i>Multitude: War and Democracy in the Age of Empire</i> . New York: Penguin Press. Postone, M. (1993). <i>Time, Labor, and Social Domination: A Reinterpretation of Marx's</i> | | | | |

Critical Theory. Cambridge: Cambridge University Press.

Desai, A.R. (1983). *Marxist Thought in India: Critical Issues*. New Delhi: Vikas Publishing House.

Patnaik, P. (2004). *Marxist Political Economy in India*. New Delhi: Aakar Books.

Samaddar, R. (1999). *Marxism, Indian History and the Question of Nationalities: A Critique of Rajni Kothari's Analyses*. New Delhi: Aakar Books.

Chandra, B. (1990). *Marxist Theory and Nationalist Politics: The Case of Colonial India*. New Delhi: Tulika Books.

Singh, R. (2002). *Marxism and Indian Politics*. New Delhi: Aakar Books.

Prasad, V. (Ed.). (1999). *Marxism and Indian Intellectuals*. New Delhi: Tulika Books.

Bose, S., & Jalal, A. (Eds.). (1998). *Marxist Perspectives on South Asia: A Reader*. New Delhi: Three Essays Collective.

Chakrabarty, B. (2004). *Indian Politics and Society Since Independence: Events, Processes and Ideology*. New Delhi: Routledge India.

Bayly, C.A. (1990). *Indian Society and the Making of the British Empire*. New Delhi: Cambridge University Press India.

Sheth, D.L., & Vora, R. (Eds.). (2005). *Marxist Sociology in India: Views and Reviews*. New Delhi: Sage Publications.

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 15 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

RESEARCH METHODOLOGY IN POLITICAL SCIENCE

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8CJ489 | | | | |
| Course Title | RESEARCH METHODOLOGY IN POLITICAL SCIENCE | | | | |
| Type of Course | Major | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers a range of qualitative and quantitative methodologies, emerging digital tools, and ethical considerations in contemporary political science research. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | To explore the theoretical foundations of gender in international relations | U | C | Instructor-created exams / Quiz |
| CO2 | Apply gendered lenses to demonstrate a basic understanding of a global, multicultural, and interconnected world and use this knowledge to explain and predict issues in IR. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | To analyse the role of feminist thought and critical feminist approaches to understand conflict and peace. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Demonstrate analytical knowledge of contemporary topics and issues relating to gender and various international and global issues | U | C | Instructor-created exams / Home Assignments |
| CO5 | Develop critical intellectual and analytical skills to interrogate constructed and established concepts used to create gender difference and hierarchy in IR | Ap | P | One Minute Reflection Writing assignments |
| CO6 | | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|---|--------------|------------|
| I | Introduction to Research Methodology | | 12 | 20 |
| | 1 | Research: Meaning and dimension | 2 | |
| | 2 | Epistemology, Ontology and Hermeneutics | 2 | |
| | 3 | Scientific Method in Social Science-Objectivity and Subjectivity | 2 | |
| | 4 | Induction and Deduction | 2 | |
| | 5 | Social Research – Nature and Types Quantitative and Qualitative, Pure and Applied, Historical and Analytical, | 4 | |
| | Sections from References: Goertz, Gary, and James Mahoney. "A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences." Princeton University Press, 2012. | | | |
| II | Qualitative Methods in Political Science | | 12 | 15 |
| | 6 | Qualitative Research Designs: Case studies, ethnography, interviews, participatory research methods, content analysis, and discourse analysis. | 4 | |
| | 7 | Validity and reliability: Data Collection Techniques, Interviews, focus groups, and content analysis. | 4 | |
| | 8 | Data-Primary and secondary data, sampling techniques- Data Analysis and Interpretation Digital tools and techniques in data analysis | 4 | |
| | Sections from References: Yanow, Dvora, and Peregrine Schwartz-Shea, editors. "Interpretation and Method: Empirical Research Methods and the Interpretive Turn." M.E. Sharpe, 2014. | | | |
| III | PROBLEM FORMULATION | | 12 | 20 |
| | 9 | Problem Formulation- Research questions, | 4 | |
| | 10 | Hypothesis- Types, functions, importance | 4 | |
| | 11 | Concepts, Constructs, Variables | 4 | |
| | Sections from References: Berry, William D., and Mitchell S. Sanders. "Understanding Multivariate Research: A Primer for Beginning Social Scientists." Westview Press, 2000. Creswell, John W., and Vicki L. Plano Clark. "Designing and Conducting Mixed Methods Research." 3rd ed., SAGE Publications, Inc, 2017. | | | |
| IV | Reporting and Report Writing | | 12 | 15 |
| | 12 | a) Report Writing : Purpose and Types of reports b) Style Manuals: MLA, APA; Referencing , Bibliography and Indexing c) Ethics in research: Plagiarism, Use of Softwares in Social Research | 6 | |
| | 13 | Use of Computers in research, AI in research | 6 | |

| | | | | |
|-----------------------|--|--|-----------|-----------|
| | Sections from References: Kitchin, Rob. "The Data Revolution: Big Data, Open Data, Data Infrastructures and Their Consequences." SAGE Publications, 2014. Schrag, Zachary M. "Ethical Imperialism: Institutional Review Boards and the Social Sciences, 1965–2009." Johns Hopkins University Press, 2010. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Workshop: Conducting mock interviews and coding data Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ELECTIVE COURSES

ELECTIVE-1 INTERNATIONAL POLITICS

SECURITY STUDIES

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5EJ301(1) | | | | |
| Course Title | SECURITY STUDIES | | | | |
| Type of Course | Elective | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to study the challenges and strategies related to the protection and promotion of national, regional, and global security. It involves analysing traditional and non-traditional security concerns such as migration, biopolitics, environmental degradation, and pandemics. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Identify and analyse different approaches to the study of international security. How and why should we broaden the concept of security through critical security studies. | R | F | Instructor-created exams / Quiz |
| CO2 | To understand new security agendas in different sectors like Environment, Biopolitics, Economy etc. It also deals with securitisation theory and its practical applications. | U | C | Instructor-created exams / Quiz |
| CO3 | To understand the levels of analysis of security from regional to global. Also, different conceptions of security. | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|---|----|---|---|
| CO4 | Introduce and evaluate the relation between technology and security with its practical applications. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Identify major issues of international security across the world | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students can acquire an analytical understanding of the dynamics of conflict and cooperation among states, international organizations, non-state actors, and transnational networks. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|---------------|------------|
| I | INTERNATIONAL SECURITY | | 13 | 15 |
| | 1 | International security-An Introduction, | 2 | |
| | 2 | Conventional and non-conventional notions of Security, | 3 | |
| | 3 | Theoretical Approaches to International security- Structural Realism, Critical Security Studies, Gender conceptions of security, The Copenhagen and Aberystwyth School. | 8 | |
| | Sections from References: Adam Cote (2016), "Agents without Agency: Assessing the Role of the Audience in Securitization Theory," Security Dialogue, 47:6, 541-558. Caroline Thomas (1987), In Search of Security: The Third World in International Relations, Boulder: Lynne Rienner,. Caron Gentry (2009), "Twisted Maternalism: From Peace to Violence", International Feminist Journal of Politics, vol.11, no.2. Catarina Kinnvall and Jennifer Mitzen (2017), "Introduction to the Special Issue: Ontological Securities in World Politics," Cooperation and Conflict, 52, 1. Christine Sylvester (2012), "War experiences/war practices/war theory," Millennium, 40(3): 483–503. | | | |
| II | SECURITY AGENDA | | 14 | 20 |
| | 4 | Migration and Security | 2 | |
| | 5 | Environmental security | 2 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 6 | Biopolitics and security | 2 | |
| | 7 | Economic security, | 2 | |
| | 8 | Theory and Ethics of Securitisation | 2 | |
| | 9 | Securitisation and Security Policymaking | 2 | |
| | 10 | Securitisation as practice- The Paris School. | 2 | |
| | Sections from References: Columba Peoples ((2011), “Security after Emancipation? Critical Theory, Violence and Resistance”, Review of International Studies, 37, 1113-1135. Dan Reiter (2015), “The Positivist Study of Gender and International Relations”, Journal of Conflict Resolution, 59, 7, 1301-1326. David Baldwin (1997), “The Concept of Security”, Review of International Studies, 23:1, pp. 5-26. Didier Bigo (2002) “Security and immigration: Towards a critique of the governmentality of unease”, Alternatives: Global, Local, Political, 27(Special Issue), 63– 92. Edward Newman (2010), “Critical Human Security Studies”, Review of International Studies, 36:1, pp. 77-94. Jef Huysmans (1998) “Security! What Do You Mean? From Concept to Thick Signifier”, European Journal of International Relations, 4(2), pp. 539-561. Claudia Aradau and Jef Huysmans (2014), “Critical Methods in International Relations: The Politics of Techniques, Devices and Acts”, European Journal of International Relations, 20 (3), 596-619. | | | |
| III | ISSUES OF INTERNATIONAL SECURITY | | 9 | 15 |
| | 11 | Energy-Water-climate change and natural disasters | 3 | |
| | 12 | Migration and conflict | 3 | |
| | 13 | Food security | 3 | |
| | Sections from References: Jennifer Mitzen and Kyle Larson (2017), “Ontological security and Foreign Policy,” Oxford Research Encyclopedia of Politics. Jill Steans (2003), “Engaging from the Margins: Feminist Encounters with the Mainstream of International Relations”, British Journal of Politics and International Relations, 5, 3, 428-454. Joao Nunes (2012), “Reclaiming the Political: Emancipation and Critique in Security Studies”, Security Dialogue, vol.43, no.4. Keith Krause and Michael Williams (1996), “Politics and Method in Neorealist Security Studies”, Mershon International Studies Review, 40: supplement 2, 229-254. | | | |
| IV | CHALLENGES TO INTERNATIONAL SECURITY | | 12 | 20 |
| | 14 | War and Conflicts | 3 | |
| | 15 | Terrorism | 3 | |
| | 16 | Drugs and Trafficking | 3 | |
| | 17 | Soft Challenges | 3 | |
| | Sections from References: Linklater, Andrew (2007), Critical Theory and World Politics: Citizenship, Sovereignty and Humanity, London: Routledge. | | | |

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|---|--|-----------|-----------|
| | <p>McDonald, Matt (2005) "Constructing Insecurity: Australian Security Discourse and Policy Since 2001", <i>International Relations</i>, 19(3): 297-320.</p> <p>Madhan Mohan Jaganathan, Amna Sunmbul, Gaurav Saini (2014), "The Quest for Security: Fictitious? Flawed? Façade?", <i>South Asian Survey</i>, 21:1-2, pp.77-89.</p> <p>Mark Salter (2008), "Imagining Numbers: Risk, Quantification, and Aviation Security," <i>Security Dialogue</i>, 39:2-3, 243-266.</p> <p>Mark Salter (2006), "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics", <i>Alternatives</i>, 31:2, 167-189.</p> <p>Keith Krause, and Kichael C. William (1997) (eds.), <i>Critical Security Studies</i>, Minneapolis: University of Minnesota Press.</p> <p>Limor Samimian-Darash and Meg Stalcup (2017), "Anthropology of Security and Security in Anthropology: Cases of Counterterrorism in the United States", <i>Anthropological Theory</i>, 17:1, 60-87.</p> <p>Melissa Curley and Jonathan Herington (2011), "The Securitisation of Avian Influenza: International Discourses and Domestic Politics in Asia", <i>Review of International Studies</i>, 37:1, 141-166</p> | | |
| V | Open Ended Module | 12 | 10 |
| 1 | <p>Case studies:</p> <p>a) Regional and Global Security,</p> <p>b) Risk society</p> <p>Real-World Issues</p> <p>Open-Ended Discussions</p> <p>Group Assignment</p> | | |
| | Sections from References: | | |
| <p>Michael Williams (2008), "(In)Security Studies, Reflexive Modernisation and the Risk Society", <i>Cooperation and Conflict</i>, vol.43, no.1.</p> <p>Mike Bourne & Dan Bulley (2011), "Securing the Human in Critical Security Studies: The Insecurity of a Secure Ethics", <i>European Security</i>, vol.20, no.3.</p> <p>Mohammed Ayoob (1995), <i>The Third World Security Predicament: State making, Regional Conflict and International system</i>, Boulder: Lynne Rienner.</p> <p>Nik Hynek and David Chandler (2013), "No Emancipatory Alternative, No Critical Security Studies", <i>Critical Studies on Security</i>, 1:1, 46-63.</p> <p>Ole Waever et al. (1993), <i>Identity, Migration and the New Security Agenda in Europe</i> (London: Pinter, Chapter 2: Waever, 'Societal Security: The Concept'.</p> <p>Richard Wyn Jones, "On Emancipation: Necessity, Capacity, and Concrete Utopias," in Ken Booth, ed., <i>Critical Security Studies and World Politics</i>, 215-233.</p> <p>Roxanna Sjöstedt, "Health Issues and Securitization: The Construction of HIV/AIDS as a US National Security Threat", in Thierry Balzacq, ed., <i>Securitization Theory: How Security Problems Emerge and Dissolve</i>, 150-169.</p> <p>Sarah Leonard (2010) "EU Border Security and Migration into the European Union: FRONTEX and securitization through practices", <i>European Security</i>, 19, 2, 231-254.</p> <p>Stefan Elbe (2006), "Should HIV/AIDS Be Securitized? The Ethical Dilemmas of Linking HIV/AIDS and Security", <i>International Studies Quarterly</i>, vol.50, no.1, 2006.</p> | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

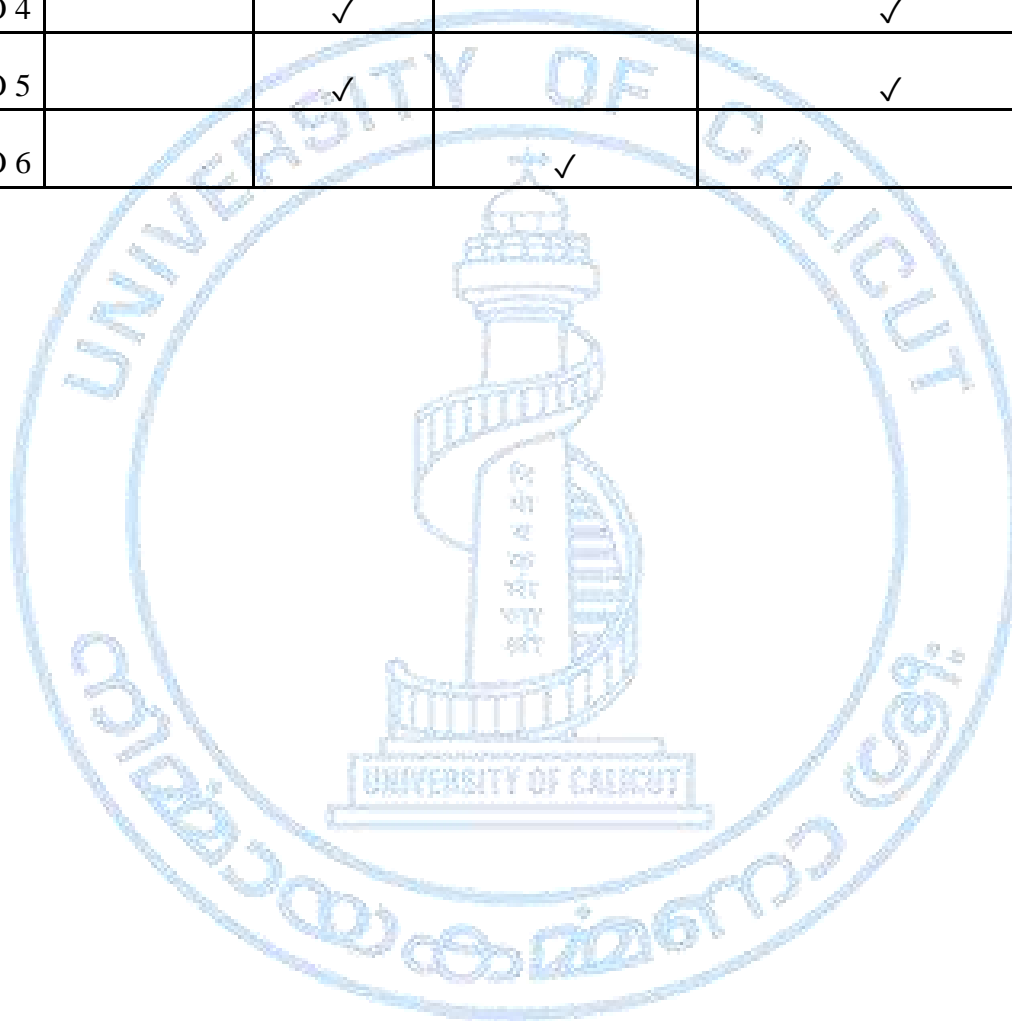
| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



SOUTH ASIAN POLITICS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5EJ302 (1) | | | | |
| Course Title | South Asian Politics | | | | |
| Type of Course | Elective | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This paper introduces students to the countries of South Asia, their common colonial legacy, struggle for freedom, and the development of democratic institutions and politics. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the profiles of South Asian political systems through critical evaluation, fostering a nuanced comprehension of regional political dynamics. | R | F | Instructor-created exams / Quiz |
| CO2 | Analyze major issues such as terrorism, religious fundamentalism, poverty, and environmental degradation within the context of South Asian politics. | U | C | Instructor-created exams / Quiz |
| CO3 | Evaluate the impact of political systems on addressing common threats to the region, including but not limited to terrorism, religious fundamentalism, poverty, and environmental degradation. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Develop a comparative understanding of political structures and processes across South Asian countries, enhancing | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|--|---|----|---|---|
| | regional political literacy. | | | |
| CO5 | Apply theoretical frameworks to analyze and explain the complexities of political interactions among South Asian states, international organizations, and non-state actors. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Critically assess policy responses and strategies employed by South Asian governments and regional organizations to address challenges such as terrorism, religious fundamentalism, poverty, and environmental degradation. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|-----------|---|---|--------------------|---------------|
| I | SOUTH ASIA AS A REGION | | 12 | 15 |
| | 1 | Constituent Countries-Demography | 4 | |
| | 2 | Historical background of common colonial legacy | 4 | |
| | 3 | Struggle for freedom and independence | 4 | |
| | Sections from References: Bose, S. (2007). <i>A Hundred Horizons: The Indian Ocean in the Age of Global Empire</i> . Cambridge, MA: Harvard University Press. Das, V. (2012). <i>Life and Words: Violence and the Descent into the Ordinary</i> . Berkeley, CA: University of California Press. Jalal, A. (1994). <i>The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan</i> . Cambridge, UK: Cambridge University Press. Menon, R., & Bhasin, K. (1998). <i>Borders and Boundaries: Women in India's Partition</i> . New Brunswick, NJ: Rutgers University Press. Raghavan, S. (2013). <i>India's War: World War II and the Making of Modern South Asia</i> . New York, NY: Basic Books. Wolpert, S. (1999). <i>India</i> . Berkeley, CA: University of California Press. | | | |
| II | SOUTH ASIAN POLITICAL SYSTEMS | | 12 | 20 |
| | 4 | Profile of South Asian Political Systems | 4 | |

| | | | | |
|-----|--|---|-----------|-----------|
| | 5 | India, Sri Lanka, Pakistan, Bangladesh, Nepal, Maldives, | 4 | |
| | 6 | Bhutan, and Afghanistan | 4 | |
| | Sections from References: Bajpai, K. (2008). <i>India's political system (2nd ed.)</i> . New Delhi, India: Oxford University Press. Das, D. (2017). <i>Sri Lanka: The political economy of constitutional reforms (1st ed.)</i> . Colombo, Sri Lanka: Vijitha Yapa Publications. Rizvi, H. (2015). <i>Pakistan: Political dynamics (3rd ed.)</i> . Karachi, Pakistan: Oxford University Press. Khan, M. (2020). <i>Bangladesh: Political history and governance (4th ed.)</i> . Dhaka, Bangladesh: University Press Limited. Thapa, D. (2019). <i>Nepal's evolving political system (2nd ed.)</i> . Kathmandu, Nepal: Himal Books. Ahmed, I. (2016). <i>Afghanistan's political landscape (1st ed.)</i> . Kabul, Afghanistan: Kabul University Press. | | | |
| III | CRITICAL ASSESSMENT | | 12 | 15 |
| | 7 | Critical Assessment of Political Systems in South Asian countries- focussing on Democracy, Military Rule, Monarchy, Authoritarianism, | 4 | |
| | 8 | Decentralised Governance | 4 | |
| | 9 | Political Parties – Elections | 4 | |
| | Sections from References: Mohanty, M. (2019). <i>South Asian Political Systems: A Comparative Study</i> . New Delhi, India: Oxford University Press. Khan, H. (2018). <i>Democracy and Authoritarianism in South Asia</i> . Karachi, Pakistan: Oxford University Press. Gupta, A. (2020). <i>Military Rule in South Asia: Challenges and Prospects</i> . Dhaka, Bangladesh: University Press Limited. Singh, R. (2017). <i>Monarchy and Politics in South Asia</i> . Kathmandu, Nepal: Ratna Sagar Publications. Basu, D. (2021). <i>Decentralised Governance in South Asia: Issues and Trends</i> . Colombo, Sri Lanka: Vijitha Yapa Publications. Ahmed, S. (2019). <i>Political Parties and Elections in South Asia</i> . Islamabad, Pakistan: National Book Foundation. | | | |
| IV | REGIONAL INTEGRATION AND COOPERATION | | 12 | 20 |
| | 10 | SAARC –Origin, structure, role, and relevance. | 4 | |
| | 11 | SAFTA, and SAPTA. | 4 | |
| | 12 | Future challenges of economic integration | 4 | |
| | Sections from References: Hossain, M. (2010). <i>South Asian Association for Regional Cooperation (SAARC): An emerging collaboration architecture</i> . New Delhi: Manohar Publishers & Distributors. Mahmood, S. (2015). <i>SAARC: Challenges and Opportunities</i> . Islamabad: Institute of Regional Studies. Mishra, A. (2017). <i>SAFTA and SAPTA: Trade Liberalisation in South Asia</i> . Mumbai: Himalaya Publishing House. Bhattacharya, D. (2019). <i>Regional Integration and</i> | | | |

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|--|--|--|----|----|
| | <i>Cooperation in South Asia: Perspectives and Prospects.</i> Kolkata: Books Way. Subramanian, A. (2021). <i>South Asian Economic Integration: Prospects and Challenges.</i> Colombo: Vijitha Yapa Publications. Kamal, P. (2023). <i>Future Challenges of Economic Integration in South Asia.</i> Dhaka: Academic Press. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Brass, P. R. (Ed.). (2010). <i>Routledge Handbook of South Asian Politics.</i> London: Routledge. Jala, A. (1995). <i>Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective.</i> Cambridge: Cambridge University Press. Bose, S., & Jalal, A. (1997). <i>Modern South Asia: History, Culture, Political Economy.</i> Oxford: Oxford University Press. Oberst, R. C., Malik, Y. K., Kennedy, C. H., Kapur, A., Lawoti, M., Rahman, S., & Ahmad, A. (2019). <i>Government and Politics in South Asia.</i> London: Routledge. Kukreja, V., & Singh, M. P. (Eds.). (2008). <i>Democracy, Development, and Discontent in South Asia.</i> New Delhi: Sage. Baxter, C. (1998). <i>Government and Politics in South Asia.</i> London: Westview Press. Johari, J. C. (1991). <i>Governments and Politics of South Asia.</i> New Delhi: Sterling Publishers. Allen, D. (Ed.). (1992). <i>Religion and Political Conflict in South Asia: India, Pakistan, and Sri Lanka.</i> Westport, CT: Praeger Publishers. Kumar, R., & Goyal, O. (Eds.). (2016). <i>Thirty Years of SAARC: Society, Culture and Development.</i> New Delhi: Sage Publications. Devotta, N. (Ed.). (2016). <i>An Introduction to South Asian Politics.</i> London: Routledge. | | | | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ISSUES IN INTERNATIONAL POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ301 (1) | | | | |
| Course Title | Issues in International Politics | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to familiarise students with the main issues and concerns of the contemporary international order. It discusses a range of themes in international politics to develop critical insights into pertinent political questions of the contemporary world. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students should gain a comprehensive understanding of key theories in international politics, such as realism, liberalism, constructivism, and others. This includes the ability to analyze and critique these theories in the context of contemporary global issues. | U | F | Instructor-created exams / Quiz |
| CO2 | Develop critical thinking skills to assess and evaluate complex international political issues. This involves the ability to analyze multiple perspectives, consider the implications of various policy options, and identify the underlying assumptions of different approaches. | An | C | Instructor-created exams / Quiz |
| CO3 | Enhance skills to gather and analyze information related to international political issues. This includes proficiency in | E | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| | using academic sources, databases, and primary documents to support arguments and analyses. | | | |
| CO4 | Foster an awareness of global issues, challenges, and trends. Students should develop an understanding of the interconnected nature of international politics and appreciate the complexities of global governance. | C | K | Assignment / Observation of Practical Knowledge |
| CO5 | Explore the ethical dimensions of international political issues, including human rights, justice, and the responsibilities of states and international actors. Encourage students to reflect on the moral implications of various policy choices. | E | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Encourage an interdisciplinary approach to understanding international politics by integrating insights from history, economics, sociology, and other relevant fields. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---|---|------------------------|---------------|
| I | POST-COLD WAR INTERNATIONAL POLITICS | | 12 | 15 |
| | 1 | Nature of contemporary international system | 4 | |
| | 2 | End of Ideology and Clash of Civilizations Debate | 4 | |

| | | | | |
|-----------|---|------------------------------|-----------|--|
| | 3 | Rise of Multipolarity | 4 | |
| | Sections from References: Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order. New York: Simon & Schuster. Fukuyama, F. (1992). The End of History and the Last Man. New York: Free Press. Waltz, K. N. (1979). Theory of International Politics. Reading, MA: Addison-Wesley. Zakaria, F. (2008). The Post-American World. New York: W.W. Norton & Company. Mearsheimer, J. J. (2001). The Tragedy of Great Power Politics. New York: W.W. Norton & Company. Kagan, R. (2003). Paradise and Power: America and Europe in the New World Order. New York: Vintage Books. Wendt, A. (1999). Social Theory of International Politics. Cambridge: Cambridge University Press. Nye, J. S. (1990). Bound to Lead: The Changing Nature of American Power. New York: Basic Books. Zakaria, F. (2003). The Future of Freedom: Illiberal Democracy at Home and Abroad. New York: W.W. Norton & Company. Gilpin, R. (1981). War and Change in World Politics. Cambridge: Cambridge University Press. | | | |
| II | DISARMAMENT AND HUMAN SECURITY PERSPECTIVE | 12 | 20 | |
| | 4 | Disarmament and Arms Control | 2 | |
| | 5 | Weapons of Mass destruction | 2 | |
| | 6 | NPT | 2 | |
| | 7 | CTBT | 2 | |
| | 8 | Peacekeeping and UN | 2 | |
| | 9 | Human Security and Peace | 2 | |
| | Sections from References: Jervis, R. (1988). The Meaning of the Nuclear Revolution. Political Science Quarterly, 103(3), 459-481. Waltz, K. N. (2001). Man, the State, and War: A Theoretical Analysis. New York: Columbia University Press. Sagan, S. D. (1993). The Limits of Safety: Organizations, Accidents, and Nuclear Weapons. Princeton, NJ: Princeton University Press. United Nations. (1970). Treaty on the Non-Proliferation of Nuclear Weapons (NPT). New York: United Nations. Zartman, I. W. (Ed.). (1995). Collapsed States: The Disintegration and Restoration of Legitimate Authority. Boulder, CO: Lynne Rienner Publishers. Ferguson, C. D. (1999). High Stakes, No Prisoners: A Winner's Tale of Greed and Glory in the Internet Wars. New York: Random House. International Campaign to Abolish Nuclear Weapons (ICAN). (2017). The Treaty on the Prohibition of Nuclear Weapons: A New Path to Nuclear Disarmament. Geneva: ICAN. United Nations. (2020). United Nations Department of Peace | | | |

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| | Operations. New York: United Nations. Slaughter, A.-M. (2005). A New World Order. Princeton, NJ: Princeton University Press. Buzan, B., Wæver, O., & de Wilde, J. (1998). Security: A New Framework for Analysis. Boulder, CO: Lynne Rienner Publishers. | | |
| III | NON-STATE ACTORS IN INTERNATIONAL POLITICS | 12 | 15 |
| | 10 International Financial Institutions -World Bank, IMF, WTO | 4 | |
| | 11 Multinational corporations (MNCS), Transnational Corporations (TNCS) | 4 | |
| | 12 Track II Diplomacy: Transnational Non-Governmental Organizations and Social Movements. | 4 | |
| | Sections from References: Dunning, J. H. (1993). Multinational Enterprises and the Global Economy. Wokingham: Addison-Wesley. Helleiner, E. (2014). The Status Quo Crisis: Global Financial Governance After the 2008 Meltdown. Oxford: Oxford University Press. Hirst, P., & Thompson, G. (1999). Globalization in Question: The International Economy and the Possibilities of Governance. Cambridge: Polity Press. Keck, M. E., & Sikkink, K. (1998). Activists Beyond Borders: Advocacy Networks in International Politics. Ithaca: Cornell University Press. Kolk, A. (2016). Multinationals and Corporate Social Responsibility: Limitations and Opportunities in International Law. Cambridge: Cambridge University Press. Risse-Kappen, T. (1995). Bringing Transnational Relations Back In: Non-State Actors, Domestic Structures, and International Institutions. Cambridge: Cambridge University Press. Rugman, A. M., & Verbeke, A. (1992). A Note on the Transnational Solution and the Transaction Cost Theory of Multinational Strategic Management. Journal of International Business Studies, 23(4), 761–771. Strange, S. (1996). The Retreat of the State: The Diffusion of Power in the World Economy. Cambridge: Cambridge University Press. Woods, N. (2006). The Globalizers: The IMF, the World Bank, and Their Borrowers. Ithaca: Cornell University Press. | | |
| IV | CONTEMPORARY ISSUES IN GLOBAL POLITICS | 12 | 20 |
| | 13 Globalization: Meaning, dimensions and impact | 3 | |
| | 14 International Terrorism | 3 | |
| | 15 Environmental Issues: Climatic change, Global warming | 3 | |
| | 16 Refugees and Migration | 3 | |
| | Sections from References: Keohane, R. O., & Nye Jr., J. S. (2000). Globalization: What's New? What's Not? (And So What?). Foreign Policy, 118(Spring), 104-119. Cambridge, MA: MIT Press. Hoffman, B. (2006). Inside Terrorism. New York, NY: Columbia University Press. | | |

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|--|--|--|----|----|
| | Houghton, J. (2016). Global Warming: The Complete Briefing. Cambridge, UK: Cambridge University Press. Lovelock, J. (2006). The Revenge of Gaia: Earth's Climate Crisis and the Fate of Humanity. New York, NY: Basic Books. Castles, S., & Miller, M. J. (2009). The Age of Migration: International Population Movements in the Modern World. Basingstoke, UK: Palgrave Macmillan. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Waltz, K. N. (1979). Theory of International Politics. New York: McGraw-Hill. Keohane, R. O., & Nye, J. S. (1977). Power and Interdependence: World Politics in Transition. Boston: Little, Brown. Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order. New York: Simon & Schuster. Mearsheimer, J. J. (2001). The Tragedy of Great Power Politics. New York: W.W. Norton. Wendt, A. (1999). Social Theory of International Politics. Cambridge: Cambridge University Press. Fukuyama, F. (1992). The End of History and the Last Man. New York: Free Press. Naim, M. (2006). Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy. New York: Anchor Books. Zakaria, F. (2011). The Post-American World: Release 2.0. New York: W.W. Norton. Slaughter, A.-M. (2017). The Chessboard and the Web: Strategies of Connection in a Networked World. New Haven: Yale University Press. Krasner, S. D. (1999). Sovereignty: Organized Hypocrisy. Princeton: Princeton University Press. Kegley, C. W., et al. (2000). World Politics: Trends and Transformation. New York: St. Martins Publications. Dar, G. M. (2008). An Introduction to International Relations. New Delhi: Rajath Publications. Morgenthau, H. J. (1985). Politics among Nations: Struggle for Power and Peace (revised edition). New Delhi: Kalyani Publishers. Wittaker, D. J. (2001). The Terrorism: A Reader. London: Routledge. Moore Jr., J. A., & Pubants, J. (n.d.). The New UN: International Organisation in the 21st Century. Baylis, J., & Smith, S. (2008). The Globalization of World Politics: An Introduction to International Relations (4th edition). New York: Oxford University Press. Palmer, M., & Perkins, P. (2002). International Relations (Revised Indian edition). New Delhi: A.I.T.B.S Publisher's. Jackson, R., & Sorensen, G. (2008). Introduction to International Relations, Theories and Approaches (3rd edition). New York: Oxford University Press. Gopakumar, G. (Ed.). (2011). Federalism, Foreign Policy and International Treaties. New Delhi: New Century Publications. Saxena, K. P. (2003). Reforming the United Nations, The Challenges and Relevance. New Delhi: Sage. Steger, M. M. (2009). Globalization: A Very Short Introduction. Pondichery: Oxford University Press. | | | | |

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

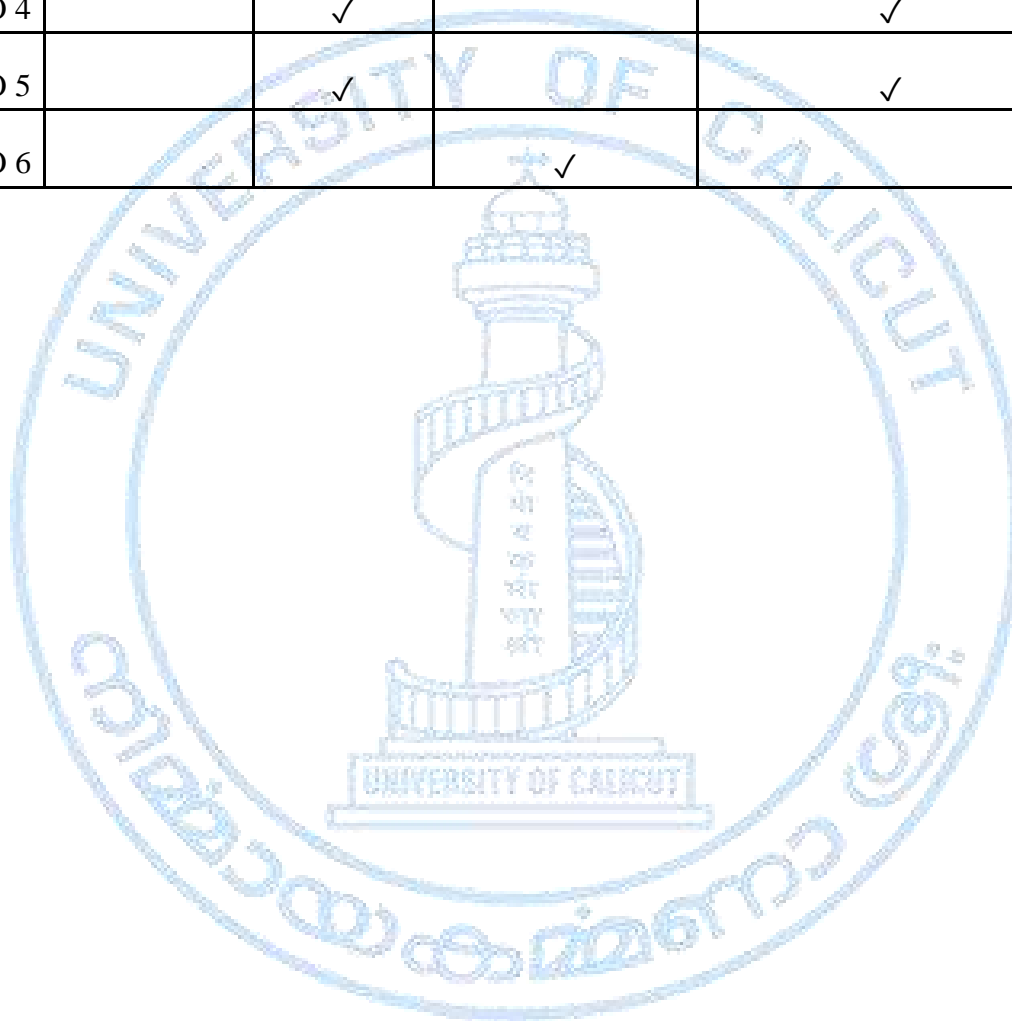
| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ302(1) | | | | |
| Course Title | INTERNATIONAL ORGANIZATIONS AND GLOBAL GOVERNANCE | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the global political institutions and the role of international institutions in the setting up of national and international policies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|---|
| CO 1 | Students will be able to understand the Historical Genesis of International Organizations | R | F | Instructor-created exams / Quiz |
| CO 2 | Students will be able to understand the role of international organizations in resolving global challenges. | U | C | Instructor-created exams / Quiz |
| CO 3 | Students will be able to describe the structure and functions of the main International Governmental Organizations. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | Students will comprehend and identify the working patterns of international organizations in the last decades. | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Students will be able to think critically about politics and make persuasive arguments using theoretical tools to explain historical events. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Examine the role of international organizations within international relations, peacekeeping, economy, security, and conflict resolution. | An | P | One Minute Reflection Writing assignments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|--|------------------------|---------------|
| I | Genesis of International Organisations | | 10 | 15 |
| | 1 | Concert of Europe | 2 | |
| | 2 | League of Nations | 3 | |
| | 3 | United Nations | 3 | |
| | 4 | IMF/GATT/WTO | 2 | |
| | Sections from References: Elrod, R. B. (1976). The Concert of Europe: A fresh look at an international system. World Politics, 28(2), 159-174. Egerton, G. W. (1967). Great Britain and the League of Nations. London: Methuen & Co Ltd. Armstrong, D. (1982). The Rise of International Organizations: A Short History. Cambridge: Cambridge University Press. Morgenthau, H. J. (2001). Politics among Nations: The Struggle for Peace and Power. New York: McGraw-Hill. | | | |
| II | Understanding Global Governance | | 10 | 15 |
| | 5 | What is global governance? | 2 | |
| | 6 | Actors in Global Governance | 2 | |
| | 7 | The Nature and Characteristics of International Organizations | 2 | |
| | 8 | Classification of International Organisations | 2 | |
| | 9 | Non-Governmental Organizations | 2 | |
| | Sections from References: Iriye, A. (2002). The Origins of Global Community. In Global Community: The Role of International Organizations in the Making of the Contemporary World (1st ed., pp. 9–36). University of California Press. Retrieved from http://www.jstor.org/stable/10.1525/j.ctt1pn7tf.5 Abbot, K., & Snidal, D. (1998). Why States Act through Formal Organizations. Journal of Conflict Resolution, 42(1), 3-32. Axelrod, R., & Keohane, R. O. (1985). Achieving cooperation under anarchy: Strategies and institutions. World Politics, 38(1), 226-254. Jervis, R. (1978). Cooperation under the security dilemma. World Politics, 30(2), 167-214. | | | |
| III | The United Nations | | 20 | 25 |
| | 10 | Foundations of the United Nations: The UN Charter and Key Principles | 3 | |
| | 11 | The major Organs of the UN: General Assembly, Security Council, Economic and Social Council, Secretariate, International Court of Justice, Trusteeship Council | 4 | |
| | 12 | Role of the UN in peace keeping, disarmament, conflict resolution and humanitarian interventions. Politics in the | 4 | |

| | | | | |
|-----------|--|---|-----------|-----------|
| | | Cold War World, Post-Cold World War Politics, Globalization and World Politics in a New Millenium | | |
| | 13 | The changing role of the UN and the need for UN reformation: Financing, Coordination and Management, Structural Reform of the Security Council, Integrating Nonstate Actors | 6 | |
| | 14 | The UN's Relationship to Regional Organizations | 3 | |
| | Sections from References: Karns, M. P., Mingst, K. A., & Stiles, K. W. (2005). International Organizations: The Politics and Processes of Global Governance. Boulder, CO: Lynne Rienner Publishers. Hathaway, O. (2002). Do human rights treaties make a difference? Yale Law Journal, 111(8), 1935-2042. Moravcsik, A. (2000). The origins of human rights regimes: Democratic delegation in post-war Europe. Journal of Conflict Resolution, 49(6), 925-953. Neumayer, E. (2005). Do international human rights treaties improve respect for human rights? Journal of Conflict Resolution, 49(6), 925-953. Landman, T. (2005). Review Article: The Political Science of Human Rights. British Journal of Political Science, 35(3), 549-572. Kennedy, P. (2006). The Parliament of Man: The Past, Present, and Future of the United Nations. Toronto: HarperCollins. | | | |
| IV | Development Organizations | | 8 | 15 |
| | 15 | The International Bank for Reconstruction and Development (IBRD) | 2 | |
| | 16 | International Development Association (IDA) | 2 | |
| | 17 | Multilateral Investment Guarantee Agency (MIGA) | 2 | |
| | 18 | International Finance Corporation (IFC) | 2 | |
| | Sections from References: Marshall, Katherine. (2008). The World Bank: From reconstruction to development to equity. New York: Routledge. Harrigan, Jane, Chengang Wang, & Hamed El-Said. (2006). The Economic and Political Determinants of IMF and World Bank Lending in the Middle East and North Africa. World Development, 34(2), 247-270. Kilby, Christopher. (2006). Donor Influence in Multilateral Development Banks: The Case of the Asian Development Bank. Review of International Organizations, 1(2), 173-195. Vreeland, James Raymond. (2007). The International Monetary Fund: Politics of Conditional Lending. New York: Routledge. Przeworski, Adam, & James Raymond Vreeland. (2000). The Effect of IMF Programs on Economic Growth. Journal of Development Economics, 62, 385-421. | | | |
| V | Open Ended Module: Role of International Organizations in Promoting Democracy | | 12 | 10 |
| | 1 | Case studies: 1. UN Peace-keeping operations 2. Issues of Climate Change and UN Interventions Real-World Issues | 12 | |

| | | | | |
|--|--|--|--|--|
| | | Open-Ended Discussions Group Assignment | | |
| | | Sections from References: | | |
| | | Books and References: | | |

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

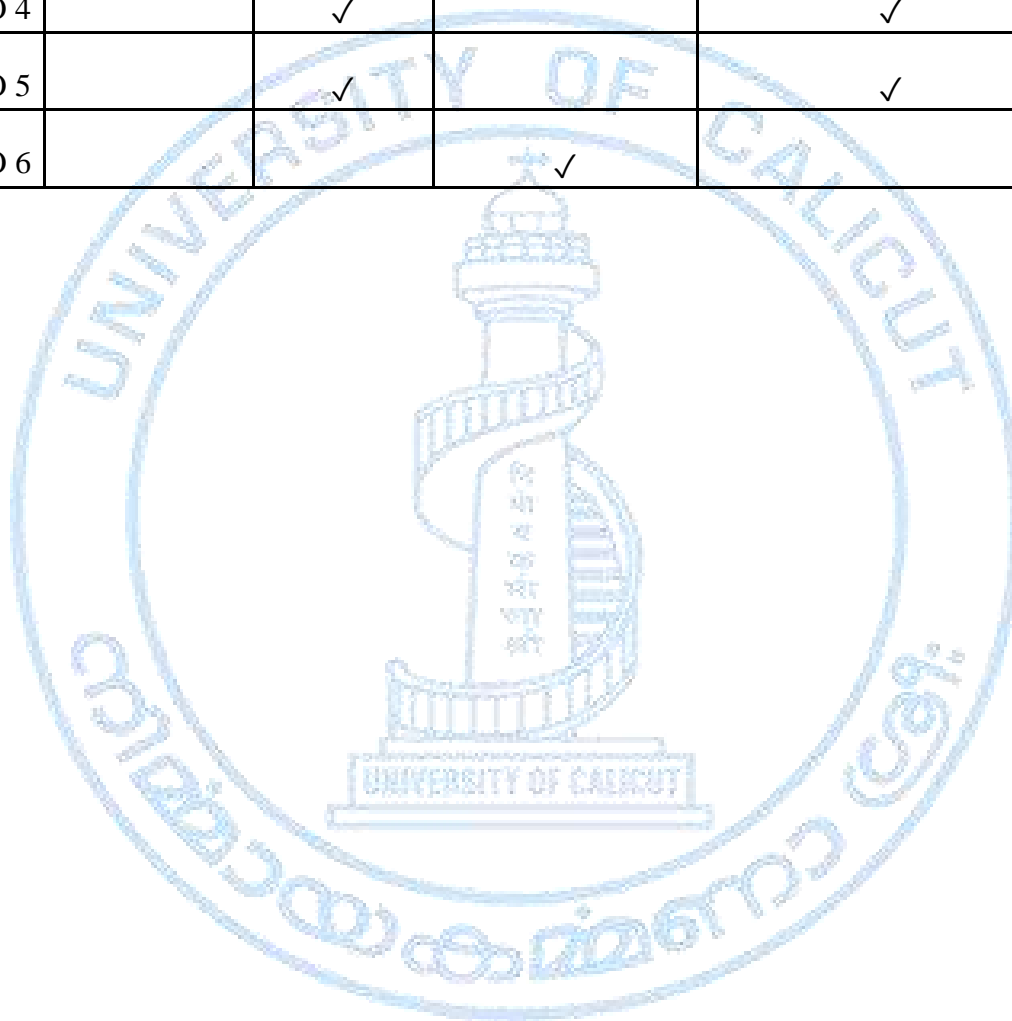
| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



ELECTIVE 2 HUMAN RIGHTS

SOCIAL MOVEMENTS AND CONTENTIOUS POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL5EJ303(2) | | | | |
| Course Title | Social Movements and Contentious Politics | | | | |
| Type of Course | Elective | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 – 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course examines the dynamics, strategies, and impacts of social movements and contentious politics, exploring how collective actions and protests shape political discourse, influence policy changes, and contribute to social transformation. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Analyze and critique various theoretical frameworks used to understand social movements and contentious politics, including but not limited to resource mobilization theory, political process theory, and framing theory. | U | C | Instructor-created exams / Quiz |
| CO2 | Investigate the relationship between social movements and political institutions, examining how movements influence policy-making processes, electoral outcomes, and broader political change. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Assess the significance of identity, ideology, and culture in shaping the formation, strategies, and | Ap | P | Seminar Presentation / Group Tutorial |

| | | | | |
|--|--|----|---|---|
| | outcomes of social movements and contentious political actions across different contexts and historical periods. | | | Work |
| CO4 | Examine the dynamics of protest and repression, exploring how state actors, security forces, and other power structures respond to social movements, and the implications of repression for movement resilience and success. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Synthesize interdisciplinary perspectives from sociology, political science, history, and communication studies to gain a comprehensive understanding of the complexities and dynamics of social movements and contentious politics in contemporary society. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Demonstrate a comprehensive understanding of the diverse theoretical frameworks used to analyze and interpret social movements, including but not limited to resource mobilization theory, political process theory, new social movement theory, and framing theory. | M | P | Viva Voce |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (45) | Marks (70) |
|----------|---------------------|---|-----------|------------|
| I | Introduction | | 12 | 15 |
| | 1 | Introduction to Social Movements; meaning, types, dynamics. | 2 | |
| | 2 | Definitions: New and Old Movement | 2 | |
| | 3 | Reform and Revival, Leadership and Counter Movements. | 2 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | 4 | Classifications of Old Movements: Nationalist Movements, Tribal Movements, Peasants Movements, Class Movements, Ethnic Movements. | 6 | |
| | Sections from References: Buechler, Steven M. 1995. New Social Movement Theories. <i>The Sociological Quarterly</i> , Vol. 36(3). Calhoun, C., 1993. New Social Movements of the Early Nineteenth Century, <i>Social Science History</i> , Vol.17(3)pp385-427. D'Anieri, Paul, Claire Ernst and Elizabeth Kier, 1990. New Social movements in Historical Perspective, <i>Comparative Politics</i> , Vol.22(4), pp445-458. Furer, Christoph von and Haimendorf (1982): <i>Tribes of India: The Struggle for Survival</i> , (New Delhi: Oxford University Press). http://www.jstor.org/stable/421973 Kunhaman, M. (1989): <i>Development of Tribal Economy</i> , (New Delhi: Classical Publishing Company) Melucci, Alberto (1980): "The New Social Movements: A Theoretical Approach", <i>Social Science Information</i> , Vol.19. Offe, Claus (1985): "New Social Movements: Challenging the Boundaries of Institutional Politics", <i>Social Research</i> , Winter Vol.52. Porta Donatella Della and Mario Diani. 2006 (2 nd Ed.). <i>Social movements: An Introduction</i> , Blackwell Publishing, Malden, USA. Offe, Claus (1985): "New Social Movements: Challenging the Boundaries of Institutional Politics", <i>Social Research</i> , Winter Vol.52. | | | |
| II | Theories of Social Movements | | 10 | 15 |
| | 5 | Structural-functional | 2 | |
| | 6 | Marxist/Left movements | 2 | |
| | 7 | Deprivation theory | 2 | |
| | 8 | Political process theory, | 2 | |
| | 9 | Resource mobilisation. | 2 | |
| | Sections from References: Melucci, Alberto. 1985. 'The Symbolic Challenge of Contemporary Movements', <i>Social Research</i> . Vol. 52, No. 4, pp. 789-816 Rootes, C.A., 1990. Theory of social movements: Theory for social movements? <i>Philosophy and Social Action</i> . 16(4).pp5-17 Scott, A. 1990. <i>Ideology and New Social Movements</i> . London: Routledge. | | | |
| III | New Social Movement Perspectives | | 14 | 20 |
| | 10 | New Social Movements Movements: Jurgen Habermas, Andre Gunter Frank and Marth Fueventus | 4 | |
| | 11 | Collective Identity and New Social Movements in India: Dalit Movements, Women Movements, Environmental Movements, LGBTQ movements. | 6 | |
| | 12 | Role Media, Framing theory, reporting contextualization's of social movements in the contemporary sphere. | 4 | |

| | | | |
|-----------|--|-----------|-----------|
| | Sections from References: Calhoun, C., 1993. <i>New Social Movements of the Early Nineteenth Century</i> , <i>Social Science History</i> . Vol.17(3)pp385-427. Furer, Christoph von and Haimendorf.1982. <i>Tribes of India: The Struggle for Survival</i> . New Delhi: Oxford University Press. Kumar, Sunil, K. 2010. <i>Contextualising New Social Movements: Identity Politics of Adivasis</i> . <i>Social Action</i> . Vol. 60(1) Kunhaman, M. 1989. <i>Development of Tribal Economy</i> . New Delhi: Classical Publishing Company Offe, Claus.1985. <i>New Social Movements: Challenging the Boundaries of Institutional Politics</i> . <i>Social Research</i> . Winter Vol.52. Oommen, T.K., 1990. <i>Protest and Change: Studies in Social Movements</i> . Delhi: Sage. Oommen, T.K., 2010 (Ed). <i>Social movements</i> , Vol. I & II, New Delhi, OUP. Rao, M.S.A., 1979. <i>Social Movements in India</i> . New Delhi, Manohar. Rossley, Nick. 2002. <i>Making Sense of Social Movements</i> . Philadelphia: Open University Press. Shiva, Vandana, 1991. <i>Ecology and the Politics of Survival</i> , New Delhi. Sage. Sha, Ghanshyam, 1977. <i>Protest Movements in two Indian States</i> . New Delhi. Ajantha. Sha, Ghanshyam, 1990. <i>Social Movements in India: A Review of the Literature</i> . Delhi. Sage. | | |
| IV | Contentious Politics | 12 | 20 |
| | 13 Introduction to Contentious Politics <ul style="list-style-type: none"> • Historical context and evolution of the study of contentious politics • Introduction to the works of Charles Tilly and Sidney Tarrow | 3 | |
| | 14 Charles Tilly's Contribution to Contentious Politics <ul style="list-style-type: none"> • Understanding Tilly's concept of "contentious politics" • Tilly's theories of state formation and contention • Tilly's theoretical framework, his concepts of "repertoires of contention," "contentious performances," and "collective action" | 3 | |
| | 15 Sidney Tarrow's Contribution to Contentious Politics <ul style="list-style-type: none"> • Tarrow's concept of "contentious politics" and its relation to social movements • Tarrow's theories on the dynamics of protest cycles and cycles of contention • Tarrow's theoretical framework, including his concepts of "political opportunity structure" and "mobilizing structures" | 3 | |
| | 16 Contemporary Applications of Tilly and Tarrow's Theories <ul style="list-style-type: none"> • Comparative overview of Tilly and Tarrow's approaches to contentious politics • Application of Tilly and Tarrow's theories to study | 3 | |

| | | | | |
|---|--|---|----|----|
| | | contemporary social movements. <ul style="list-style-type: none">• Current debates and future directions in the study of contentious politics | | |
| | Sections from References: <p>Tilly, Charles. 1978. <i>From Mobilization to Revolution</i>. Reading, MA: Addison-Wesley.</p> <p>Tilly, Charles. 1985. <i>Social Movements and National Politics</i>. Cambridge, MA: Harvard University Press.</p> <p>Tilly, Charles. 1993. <i>European Revolutions, 1492-1992</i>. Oxford: Blackwell.</p> <p>Tilly, Charles. 2003. <i>The Politics of Collective Violence</i>. Cambridge, UK: Cambridge University Press.</p> <p>Tarrow, Sidney. 1994. <i>Power in Movement: Social Movements and Contentious Politics</i>. Cambridge: Cambridge University Press.</p> <p>Tarrow, Sidney. 2005. <i>The New Transnational Activism</i>. Cambridge: Cambridge University Press.</p> <p>Tarrow, Sidney. 2011. <i>Struggle, Politics, and Reform: Collective Action, Social Movements, and Cycles of Protest</i>. Ithaca, NY: Cornell University Press.</p> <p>McAdam, Doug, Sidney Tarrow, and Charles Tilly. 2001. <i>Dynamics of Contention</i>. Cambridge, UK: Cambridge University Press.</p> <p>della Porta, Donatella, and Mario Diani. 2006. <i>Social Movements: An Introduction</i>. Malden, MA: Blackwell Publishing.</p> <p>Goodwin, Jeff, James M. Jasper, and Francesca Polletta. 2001. <i>Passionate Politics: Emotions and Social Movements</i>. Chicago: University of Chicago Press.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 5 | |
| | Sections from References: | | | |
| <p>Bernstein, Mary (2005): "Identity Politics", Annual Review of Sociology, Vol. 31, August.</p> <p>Buechler, Steven M. (1995): "New Social Movement Theories", The Sociological Quarterly, Vol. 36(3).</p> <p>Buchler, S.M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press.</p> <p>Melucci, Alberto (1980): "The New Social Movements: A Theoretical Approach", Social Science Information, Vol.19.</p> <p>Calhoun, C., 1993. New Social Movements of the Early Nineteenth Century, Social Science History, Vol.17(3)pp385-427.</p> <p>Cohen, Jean (1983): "Rethinking Social Movements, Berkeley Journal of Sociology, Vol. 28.</p> <p>Cohen, Jean (1985): "Strategy of Identity: New Theoretical Paradigms an Contemporary Social Movements", Social Research, Winter Vol.52.</p> <p>D’Anieri, Paul, Claire Ernst and Elizabeth Kier, 1990. New Social Movements in Historical Perspective, Comparative Politics, Vol.22(4), pp445-458.</p> <p>http://www.jstor.org/stable/421973</p> | | | | |

Furer, Christoph von and Haimendorf.1982. Tribes of India: The Struggle for Survival. New Delhi: Oxford University Press.

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Oommen, T.K., 2010 (Ed). Social movements, Vol. I & II, New Delhi, OUP.

Offe, Claus (1985): "New Social Movements: Challenging the Boundaries of Institutional Politics", Social Research, Winter Vol.52.

Polletta F. and Jasper J. M. (2001): "Collective Identity and Social Movements", Annual Review Sociology, Vol.27.

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Rao, M.S.A., 1979. Social Movements in India. New Delhi, Manohar.

Rossley, Nick (2002): Making Sense of Social Movements, (Philadelphia: Open University Press).

Rootes, C.A., 1990. Theory of social movements: Theory for social movements? Philosophy and Social Action. 16(4).pp5-17

Sha, Ghanshyam, 1977. Protest Movements in two Indian States. New Delhi, Ajantha.

Sha, Ghanshyam, 1990. Social Movements in India: A Review of the Literature, Delhi. Sage.

Shiva, Vandana, 1991. Ecology and the Politics of Survival, New Delhi. Sage.

Singh, K.S., 1982. Tribal Movements in India, New Delhi, Manohar.

Zelliot, Eleanor, 1995. From Untouchable to Dalit: Essays on the Ambedkar, New Delhi, Manohar.

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Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |

| | | | | | | | | | | | | |
|------|--|---|--|---|--|--|--|--|--|--|--|--|
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ENVIRONMENT AND POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL5EJ304(2) | | | | |
| Course Title | ENVIRONMENT AND POLITICS | | | | |
| Type of Course | Elective | | | | |
| Semester | 5 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Knowledge of current ecological issues | | | | |
| Course Summary | The course aims to generate an outstanding commitment among students to protect the environment and sustainable development goals with an in-depth theoretical understanding on eco-politics | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the rise of ecology as a global concern | U | F | Instructor-created exams / Quiz |
| CO2 | Understand the rise of eco-political movements as parliamentary movements since the 1980s. | U | C | Instructor-created exams / Quiz |
| CO3 | Encourage students to sensitise the ecological issues in a global context. | S | C | Instructor-created exams / Home Assignments |
| CO4 | Realise the Indian context of eco-political movements. | S | K | Assignment / Observation of Practical Knowledge |
| CO5 | Support students to realise the challenges and prospects of eco-political movements | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Create an awareness among the students in eco-political Philosophy | A | P | One Minute Reflection Writing assignments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (45) | Marks (50) |
|------------|------|--|-------------------------------|------------|
| I | | Introduction | 8 | 15 |
| | 1 | Eco System, Environment and Bio Diversity | 2 | 4 |
| | 2 | Preservation and Conservation of Ecology | 2 | 4 |
| | 3 | Green Politics, | 2 | 4 |
| | 4 | Eco-Feminism | 2 | 3 |
| | | Sections from References: Barry, John. <i>Environment and Social Theory</i> . Routledge, 1999. Bookchin, Murray. <i>The Philosophy of Social Ecology; Essays on Dialectical Naturalism</i> . Rawat Publication, 1996. Rosenbaum, Walter A. <i>Environmental Politics and Policy</i> . East-West Press Pvt. Ltd, 1991. Sachs, Wolfgang. <i>The Development Dictionary - A Guide to Knowledge as Power</i> . Orient Longman, 1997. Sarkar, Saral. <i>Green Alternative Politics in West Germany (Vol. I): The New Social Movements</i> . Promila and Co Publishers, 1993. Shiva, Vandana. <i>Ecology and Gandhian Thought</i> . Anamika Publishers & Distributors Pvt. Ltd., 1991 Nayer, Shabnam K. <i>Gandhi and the Environmental Movement in India</i> . Concept Publishing Company, 1996 | 22HR Learner Engagement | |
| II | | Perspectives in Environmentalism and Development | 8 | 20 |
| | 5 | Capitalist, Socialist and Third World Perspective | 2 | 6 |
| | 6 | Gandhian Perspective | 2 | 4 |
| | 7 | Marxian Perspective | 2 | 4 |
| | 8 | North South Divide | 2 | 5 |
| | | Sections from References: Arnold, David, and Ramachandra Guha. <i>Nature, Culture, Imperialism: Essays on the Environmental History of South Asia</i> . Oxford University Press, 1995. Shah, Ghanshyam. <i>Social Movements and the State</i> . Sage Publication, 2002. Desrochers, John, Bastiaan Wielenga, and Vibhuti Patel. <i>Social Movements Towards a Perspective</i> . Indian Institute of Social Science, 1996. | 22HR Learner Engagement | |
| III | | Global Environmental Governance | 10 | 20 |
| | 9 | Sustainable development | 2 | 6 |
| | 10 | Role of UN Agencies, SDGs | 2 | 4 |
| | 11 | Stock Home Conference, | 2 | 4 |
| | 12 | UNEP, | 2 | 5 |

| | | | | |
|----|---|---|-------------------------------|-----------|
| | 13 | Brundtland Report, Earth Summit, WCSD | 2 | |
| | Sections from References: Antony, M.J. <i>Landmark Judgements on Environmental Protection</i> . Indian Social Institute, 1995. Cheriyan, George. <i>Equation for Life: Issues on Sustainable Development</i> . Books for Change, 1999. Krishna, Sumi. <i>Environmental Politics: Peoples's Lives and Choices</i> . Sage Publications, 1996. Leung, Trini Wood, Fung Chi. <i>Nuclear Power Development and Peoples's Movement in East Asia</i> . Committee for Concern of Nuclear Energy, 1987. Wielenga, Bas. <i>Towards an Eco-Just Society</i> . Centre for Social Action, 1999. Wignaraja, Poona (ed). <i>New Social Movements in the South: Empowering the People</i> . Vistaar Publications, 1991. | | 22HR Learner Engagement | |
| IV | Neoliberalism and Eco-Politics | | 10 | 15 |
| | 14 | Greening of International Economy | 2 | 4 |
| | 15 | Ozone Depletion and Global Warming | 4 | 3 |
| | 16 | Green Capitalism | 2 | 3 |
| | 17 | Ecology and Marginalised Communities | 2 | 5 |
| | Sections from References: Giddens, Anthony. <i>Beyond Left and Right: The Future of Radical Politics</i> . Stanford University Press, 1994. Hocking, Brian. <i>Localizing Foreign Policy: Non-Central Government and Multilayered Diplomacy</i> . St. Martins Press Inc., 1993. Karns, Margret P., and Karen A. Mingst. <i>International Organizations: The Politics and Process of Global Governance</i> . Viva Books, 2010. Keil, Roger, et al. <i>Political Ecology: Global and Local</i> . Routledge, 1996. Krishna, Sumi. <i>Environmental Politics: Peoples's Lives and Choices</i> . Sage Publications, 1996. Leung, Trini Wood, Fung Chi. <i>Nuclear Power Development and Peoples's Movement in East Asia</i> . Committee for Concern of Nuclear Energy, 1987. Linklater, Andrew. <i>The Transformation of Political Community: Ethical Foundations of the Post-Westphalian Era</i> . Polity Press, 1998. Lourdasamy, Stan. <i>Peoples Liberation: Characteristics of Parties, Movements and Peoples Struggles in India</i> . Indian Social Institute, 1985. Rosenbaum, Walter A. <i>Environmental Politics and Policy</i> . East-West Press Pvt. Ltd, 1991. | | 24HR Learner Engagement | |
| V | Open Ended Module | | 9 Hr | 10 |
| | | Case studies: 1. Identify various environmental movements. 2. Identify major ecological issues | | |

| | | | | |
|---|--|--|--|--|
| | | Real-World Issues Open-Ended Discussions Group Assignment | | |
| Books and References: Kolbert, Elizabeth. <i>The Sixth Extinction: An Unnatural History</i> . New York: Henry Holt and Company, 2014. Klein, Naomi. <i>This Changes Everything: Capitalism vs. The Climate</i> . New York: Simon & Schuster, 2014. Sessions, George. <i>Deep Ecology for the Twenty-First Century</i> . Boston: Shambhala Publications, 1995. Bookchin, Murray. <i>Ecology of Freedom: The Emergence and Dissolution of Hierarchy</i> . Oakland: AK Press, 2005. Dobson, Andrew. <i>Green Political Thought</i> . New York: Routledge, 2007. Eckersley, Robyn. <i>The Green State: Rethinking Democracy and Sovereignty</i> . Cambridge: MIT Press, 2004. Mitchell, Timothy. <i>Carbon Democracy: Political Power in the Age of Oil</i> . London: Verso, 2011 | | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

HUMAN RIGHTS IN INDIA

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL6EJ303(2) | | | | |
| Course Title | HUMAN RIGHTS IN INDIA | | | | |
| Type of Course | Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers a broad spectrum of topics aimed at understanding the framework, challenges, and implementation of human rights in the Indian context. A detailed study of the Indian Constitution, focuses on fundamental rights, the role of the judiciary, and the directives for the state to ensure human rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | To understand the idea and status of rights in India, also helps students to understand the historical growth of human rights in India | U | C | Instructor-created exams / Quiz |
| CO2 | Gives insight into the constitutional, statutory and institutional aspects of human rights protection in India. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Understand discrimination against Disadvantaged Sections in India. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | The course provides the student with the capacity to identify major issues and problems relating to the realization of human rights | U | C | Instructor-created exams / Home Assignments |
| CO5 | Students will be able to develop investigative and | Ap | P | One Minute Reflection |

| | | | | |
|---|--|---|---|---------------------|
| | analytical skills in the field of human rights | | | Writing assignments |
| CO6 | Evaluate the impact of legal and institutional mechanisms, including the Constitution of India, judiciary, and statutory bodies, in protecting and promoting human rights, with a critical view. | M | P | Viva Voce |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|--|---------------|------------|
| I | Human Rights Protection in India | | 12 | 15 |
| | 1 | Constitutional Framework for the Protection of Human Rights. | 3 | |
| | 2 | Preamble of the Constitution of India | 3 | |
| | 3 | Fundamental Rights a) Right to Equality b) Right to Freedom c) Right against Exploitation d) Right to freedom of religion e) Cultural and Educational Rights f) Right to Constitutional Remedies | 3 | |
| | 4 | Directive Principles of State Policy | 3 | |
| | Sections from References: Peetush, Ashwani, Jay Drydyk. 2015. <i>Human Rights India and the West</i> . Oxford University Press. Basu, D D, 2019. <i>Introduction to the Constitution of India</i> (24 th edition) Lexis Nexis. Myneni, S.R. (2016)), <i>Huuman Rights</i> , Hyderabad: Asian Law House. | | | |
| II | Human Rights Protection Structures in India | | 12 | 20 |
| | 5 | Salient features of Human Rights Protection Act 1993 | 3 | |
| | 6 | National Human Rights Commission | 2 | |
| | 7 | Appointment, Removal and Term of Members | 2 | |
| | 8 | Functions and Powers of the Commission | 2 | |
| | 9 | Procedures for dealing with complaints by the commission | 3 | |
| | Sections from References: Bhanwar, Harsh. 2008. <i>Human Rights Law in India: Protection</i> | | | |

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|------------|---|-----------|-----------|
| | <p><i>and Implementation of the Human Rights</i>, New Delhi: Regal Pub., 2008.</p> <p>Aftab, Alam. 2004. <i>Human Rights in India: Issues and Challenges</i>. Delhi: Raj Publications.</p> <p>Awasthi, S.K. & R.P. Kataria. 2002. <i>Law Relating to Protection of Human Rights</i>. New Delhi: Orient Publishing.</p> <p>Shanker Sen. 2009. <i>Tryst with Law Enforcement and Human Rights: four decades in Indian Police</i>, New Delhi: APH.</p> | | |
| III | State Human Rights Commission | 12 | 20 |
| | 10 Constitution of State Human Rights Commission: Jurisdiction, and appointment of Chairperson and other members. | 3 | |
| | 11 Responsibilities and functions of State Human Rights Commission | 3 | |
| | 12 Human Rights Courts in Districts | 3 | |
| | 13 Matters not subject to the jurisdiction of the commission | 3 | |
| | <p>Sections from References:</p> <p>Mishra, A. K. (2019). <i>Human Rights and Social Justice: Role of State Human Rights Commission</i>. New Delhi, India: Kalpaz Publications.</p> <p>Sharma, R. S. (2020). <i>Constitutional Law of India: Rights and Freedoms</i>. Mumbai, India: Eastern Book Company.</p> <p>Kumar, A. (Ed.). (2018). <i>Human Rights: Issues, Challenges, and Dimensions</i>. New Delhi, India: SAGE Publications India.</p> <p>Arora, R. (2021). <i>Human Rights and Justice System</i>. New Delhi, India: Universal Law Publishing.</p> <p>Thakur, B. B. (2017). <i>District Human Rights Courts: Challenges and Solutions</i>. Mumbai, India: LexisNexis.</p> | | |
| IV | Rights of SC/ST Communities and Minorities | 12 | 15 |
| | 14 Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act, 1989 | 3 | |
| | 15 Violation of SC/ST Rights: Mob lynching, humiliation, rape and murder | 3 | |
| | 16 Minority Rights and National Commission for Minorities | 3 | |
| | 17 Programmes and Schemes for the Development of Minority Communities | 3 | |
| | <p>Sections from References:</p> <p>Debarati Halder, Shrut S. Brahmhatt(Edited), 2021. <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i>, New Delhi: SAGE Publications Pvt. Ltd.</p> <p>Rajesh M. Basru, 2009. <i>Challenges to Democracy in India</i>, New Delhi: Oxford University Press.</p> <p>Batbyal, Rakesh 2005. <i>Communalism in Bengal: From Famine to Noakhali, 1943-47</i>, New Delhi: Sage Publications.</p> <p>Desai, A.R., 1986. <i>Violation of Democratic Rights in India</i>, Vol.1, Popular Prakashan, Bombay.</p> <p>Chandra, Biban. 2009. <i>Communalism in Modern India</i>. Har-Anand Publications Pvt Limited.</p> <p>Madhusudhan B. 2021. <i>Transgender Rights: Identity And Mobility</i>, Kalpaz Publications.</p> <p>J. Alberto del Real Alcala, 2017. <i>Human Rights Issues and</i></p> | | |

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|-----------------------|---|---|----|----|
| | <i>Vulnerable Groups</i> , Bentham Science Publishers. Janetius, S. T., 2012. <i>Human Rights and Abuse on Elderly People</i> , Discovery Publishing Pvt.Ltd. Ali Nawaz Zaidi, S. 2010. <i>Differently Abled People and Human Rights</i> , New Royal Book Company. Gopal Iyer, K. 2003. <i>Migrant Labour and Human Rights in India</i> , Kanishka Publishers. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

DISABILITY AND CITIZENSHIP

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ304(2) | | | | |
| Course Title | DISABILITY AND CITIZENSHIP | | | | |
| Type of Course | Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the intricate intersection between disability studies and the concept of citizenship. Examining the challenges faced by individuals with disabilities, it delves into the dynamics of inclusion, rights, and societal participation, fostering a critical understanding of how citizenship can be redefined to accommodate diverse abilities. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | To understand the concept of disability and differentiate between disability and benchmark disability. To theorise the concepts of disability. | R | F | Instructor-created exams / Quiz |
| CO2 | To evaluate rights of Persons with Disability and to analyse its implications. | U | C | Instructor-created exams / Quiz |
| CO3 | To evaluate the inclusion of the disabled in the public domain and to critically examine the accessibility of public and private spaces. To comprehend terminologies like 'individualisation and disability' and to correlate the concept of justice and sustainability with disability. | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|---|--|----|---|---|
| CO4 | To examine the role of disability movements among the fraternity of disabled in elevating their status and to evaluate the role of institutions in promoting their rights. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | To disseminate the knowledge among the student regarding the welfare schemes and programmes. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48) | Marks (70) |
|-----------|---|--|-----------|------------|
| I | Introduction | | 12 | 15 |
| | 1 | Definition, concepts and 'benchmark disability', | 6 | |
| | 2 | Theories and debates: Critical disability theory – social model, valuing diversity, rights, voices of disability, transformative politics. | 6 | |
| | | Sections from References: Morris, Jenny. "Disability, Identity and Difference." Chicago: University of Chicago Press, 1996. Shakespeare, Tom. "The Social Model of Disability." New York: Routledge, 2013. Davis, Lennard J. "Enforcing Normalcy: Disability, Deafness, and the Body." London: Verso, 1995. Oliver, Michael. "Understanding Disability: From Theory to Practice." Oxford: Oxford University Press, 1996. Goodley, Dan. "Disability Studies: An Interdisciplinary Introduction." London: Sage Publications, 2011. Erevelles, Nirmala. "Disability and Difference in Global Contexts: Enabling a Transformative Body Politic." New York: Palgrave Macmillan, 2011. Charlton, James I. "Nothing about Us without Us: Disability Oppression and Empowerment." Berkeley: University of California Press, 1998. Barnes, Colin, and Mercer, Geof. "Disability." Cambridge: Polity Press, 2010. | | |
| II | Conventions on Disability Rights | | 12 | 20 |
| | 3 | International Covenant on Civil and Political Rights | 4 | |
| | 4 | UN Convention on Rights of Persons with Disabilities 2006 | 4 | |
| | 5 | Rights of Persons with Disability Act 2016 in India. | 4 | |

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|------------|--|--|---|-----------|-----------|
| | Sections from References: United Nations. 1966. "International Covenant on Civil and Political Rights." New York: United Nations. United Nations. 2006. "Convention on the Rights of Persons with Disabilities." New York: United Nations. Disability Rights Commission. 2007. "The United Nations Convention on the Rights of Persons with Disabilities: A Guide for Disabled People." London: The Stationery Office. Quinn, Gerard. 2012. "Human Rights and Disability Advocacy." Philadelphia: University of Pennsylvania Press. Degener, Theresia. 2016. "Comparative, European and International Law: Perspectives on the Implementation of the UN Convention on the Rights of Persons with Disabilities." Berlin: Springer. Hossain, Sara, and Alexandre Cote. 2017. "Disability and Human Rights: Global Perspectives." London: Routledge. Ministry of Social Justice and Empowerment, Government of India. 2016. "The Rights of Persons with Disabilities Act." New Delhi: Publications Division, Ministry of Information and Broadcasting. Choudhury, Cyriac K. 2018. "Disability Rights Law and Policy: International and National Perspectives." New York: Springer. | | | | |
| III | Global Scenario | | | 12 | 15 |
| | 6 | Inclusive citizenship and question of accessibility in public and private spaces across the globe; Individualisation and Medicalisation of Disability (Foucault) | 3 | | |
| | 7 | Affirmative action in job and educational institutions | 3 | | |
| | 8 | Justice and concept of disability; distributive justice | 3 | | |
| | 9 | Sustainable Development Goals (SDGs) and Disability | 3 | | |
| | | Sections from References: Davis, Lennard J. The Disability Studies Reader. London: Routledge, 2018. Shakespeare, Tom. Disability Rights and Wrongs. Cambridge: Cambridge University Press, 2006. Brown, Susan M. Disability and Society: Emerging Issues and Insights. Boston: Pearson, 2012. United Nations. Convention on the Rights of Persons with Disabilities. New York: United Nations, 2006. World Health Organization. World Report on Disability. Geneva: World Health Organization, 2011. Morris, Jenny. Pride Against Prejudice: Transforming Attitudes to Disability. London: The Women's Press, 1991. Barnes, Colin, and Mercer, Geof. Exploring Disability. Cambridge: Polity Press, 2010. | | | |
| IV | Movements and Institutions | | | 12 | 20 |
| 10 | Disability and Oppression; | | | 4 | |
| 11 | Disability movements and organizations | | | 4 | |
| 12 | Disability commissioner for the protection of rights of Persons with Disability | | | 4 | |

| | | | |
|---|---|----|----|
| | <p>Sections from References:</p> <p>Anita Ghai – <i>Disability in South Asia: Knowledge and Experience</i> (2018)</p> <ul style="list-style-type: none"> ○ Publisher: Sage Publications ○ A key text analyzing disability movements and the social model of disability in India. <p>Tom Shakespeare – <i>Disability: The Basics</i> (2017)</p> <ul style="list-style-type: none"> ○ Publisher: Routledge ○ Offers a concise global introduction to disability studies and rights movements. <p>Michael Oliver – <i>The Politics of Disablement</i> (1990)</p> <ul style="list-style-type: none"> ○ Foundational work on the social model of disability and institutional oppression. <p>G.N. Karna – <i>Disability Studies in India: Retrospect and Prospects</i> (2001)</p> <ul style="list-style-type: none"> ○ A comprehensive look into Indian disability research and policy formation. <p>M. Miles – <i>Disability and Social Responses in India and Pakistan</i> (2000)</p> <ul style="list-style-type: none"> ○ A historical review of cultural and institutional responses to disability. <p>Key Reports and Government Publications</p> <p>Rights of Persons with Disabilities Act, 2016 (India)</p> <ul style="list-style-type: none"> ○ Full Act: Legislation on India Code ○ Establishes legal protection, institutional responsibilities, and rights for persons with disabilities. <p>Annual Reports of the Chief Commissioner for Persons with Disabilities (CCPD), India</p> <ul style="list-style-type: none"> ○ Official CCPD Website → Annual Reports section ○ Contains updates on legal cases, institutional developments, and awareness campaigns. <p>United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)</p> <ul style="list-style-type: none"> ○ [UN Treaty Body Database] (https://tbinternet.ohchr.org) | | |
| V | Open Ended Module | 12 | 10 |

| | | | | |
|--|---|---|--|--|
| | 1 | <p>Case studies:</p> <ol style="list-style-type: none"> 1. Identify the mottos of various women's movements. 2. Identify major issues of women's subjugation <p>Real-World Issues</p> <p>Open-Ended</p> <p>Discussions</p> <p>Group</p> <p>Assignment</p> | | |
|--|---|---|--|--|

Note: The course is divided into five modules, with four modules together having total 9 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 9 units from the fixed

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

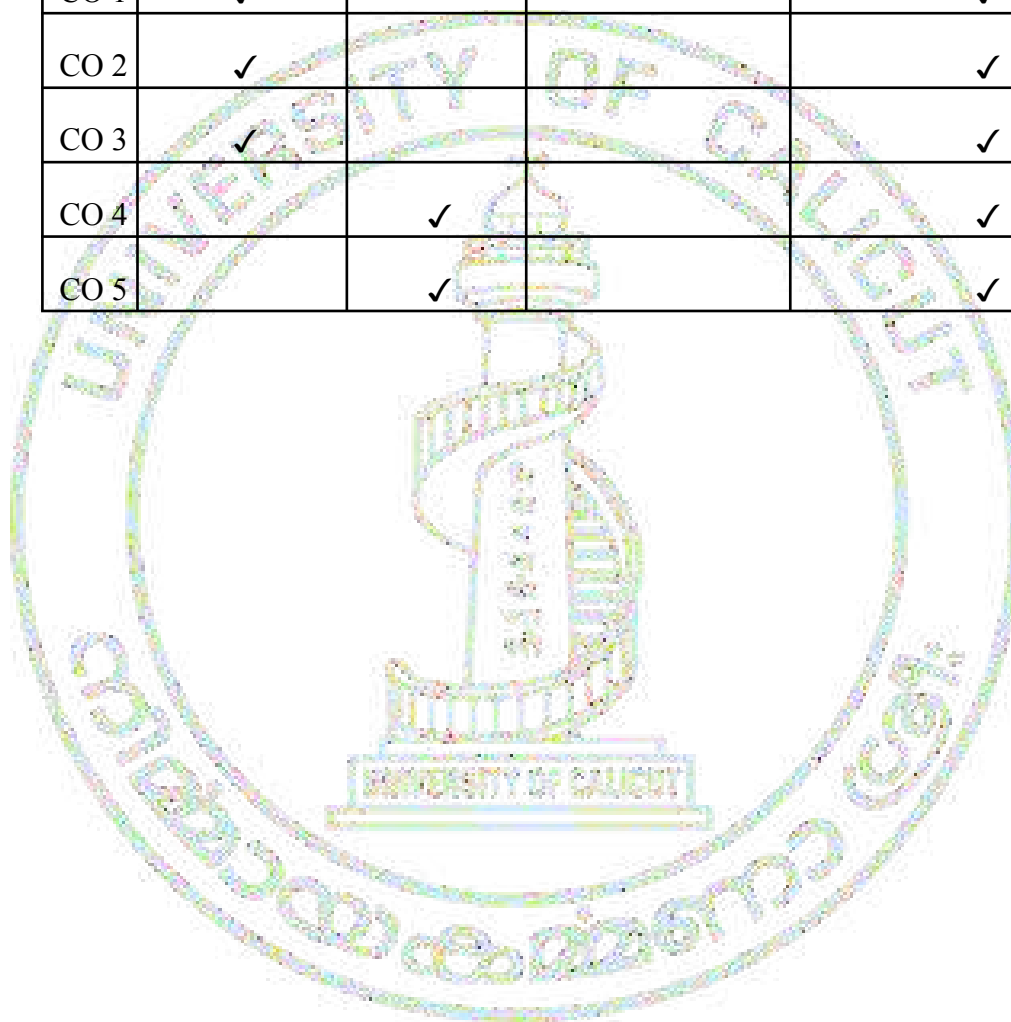
| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |



ELECTIVE COURSES IN POLITICAL SCIENCE WITH NO SPECIALISATION

CITIZENSHIP AND DIASPORA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ305 | | | | |
| Course Title | Citizenship and Diaspora | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the complex intersections of citizenship and diasporic experiences, examining the ways in which individuals navigate identity, belonging, and political participation across borders. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|---|
| CO 1 | To comprehend the theoretical frameworks and historical developments of citizenship and diaspora. | R | F | Instructor-created exams / Quiz |
| CO 2 | To analyze the diverse experiences of diasporic communities and understand the factors influencing their formation. | U | C | Instructor-created exams / Quiz |
| CO 3 | To critically examine policies and practices related to citizenship and diaspora. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | To encourage students to document on their own experiences about the contributions of the diasporic community in their region. | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|--|----|---|--|
| CO 5 | Upon completing the course students will be able to critically analyse the complex intersections between citizenship and diasporic experiences, demonstrating a nuanced understanding of how political, social, and cultural factors shape the identities and rights of individuals living outside their home countries. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | By the end of the course, students will develop the ability to evaluate the impact of diasporic communities on global politics and transnational relationships, gaining insights into the challenges and opportunities that arise from the interaction between citizenship and diaspora. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|--|--------------|------------|
| I | Introduction to Citizenship and Diaspora | | 12 | 15 |
| | 1 | Definitions and key concepts of Citizenship and Diaspora | 3 | |
| | 2 | Evolution of citizenship and rights of diaspora | 3 | |
| | 3 | Debates on birthright vs naturalization | 3 | |
| | 4 | Dual Citizenship and Voting Rights | 3 | |
| | Sections from References: Anderson, Benedict. Imagined Communities: Reflections on the Origin and Spread of Nationalism. London: Verso, 1983. Brubaker, Rogers. Citizenship and Nationhood in France and Germany. Cambridge, MA: Harvard University Press, 1992. Faist, Thomas. The Volume and Dynamics of International Migration and Transnational Social Spaces. Oxford: Oxford University Press, 2000. | | | |

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|------------|--|--|-----------|-----------|
| | <p>Hansen, Randall, and Patrick Weil. Dual Nationality, Social Rights, and Federal Citizenship in the U.S. and Europe: The Reinvention of Citizenship. Oxford: Berghahn Books, 2002.</p> <p>Jacobson, David. Rights across Borders: Immigration and the Decline of Citizenship. Baltimore: Johns Hopkins University Press, 1996.</p> <p>Kymlicka, Will. Multicultural Citizenship: A Liberal Theory of Minority Rights. Oxford: Clarendon Press, 1995.</p> <p>Soysal, Yasemin Nuhoglu. Limits of Citizenship: Migrants and Postnational Membership in Europe. Chicago: University of Chicago Press, 1994.</p> <p>Spiro, Peter J. Beyond Citizenship: American Identity After Globalization. Oxford: Oxford University Press, 2008.</p> <p>Tichenor, Daniel J. Dividing Lines: The Politics of Immigration Control in America. Princeton, NJ: Princeton University Press, 2002.</p> <p>Weil, Patrick. How to Be French: Nationality in the Making since 1789. Durham, NC: Duke University Press, 2008.</p> | | | |
| II | Causes and patterns of diaspora formation | | 12 | 15 |
| | 5 | Historical roots of diaspora | 3 | |
| | 6 | Early diasporic movement | 3 | |
| | 7 | Types of Diasporas - the colonial and the postcolonial, the indentured and the voluntary and the labour and the professional | 6 | |
| | <p>Sections from References:</p> <p>Safran, William. "Diasporas in Modern Societies: Myths of Homeland and Return." <i>Diaspora: A Journal of Transnational Studies</i> 1, no. 1 (1991): 83-99.</p> <p>Cohen, Robin. <i>Global Diasporas: An Introduction</i>. Seattle: University of Washington Press, 1997.</p> <p>Sheffer, Gabriel. <i>Diaspora Politics: At Home Abroad</i>. New York: Cambridge University Press, 2003.</p> <p>Dufoix, Stéphane. <i>Diasporas</i>. Berkeley: University of California Press, 2008.</p> <p>Safran, William. "Diaspora and Transnationalism: Concepts, Theories, and Methods." <i>IMIS-Beiträge</i> 13 (2003): 1-25.</p> <p>Telang, Vidya. "Indentured Labour Migration in the Indian Ocean World: A Comparative Analysis of the Girmitiyas." <i>The Indian Economic & Social History Review</i> 54, no. 3 (2017): 287-307. DOI: 10.1177/0019464617715806</p> <p>Smith, Michael Peter, and Luis Eduardo Guarnizo. <i>Transnationalism From Below</i>. New Brunswick: Transaction Publishers, 1998.</p> <p>Vertovec, Steven. <i>The Political Importance of Diasporas</i>. Oxford: Oxford University Press, 2003.</p> <p>Safran, William. "Diaspora in Modern Societies: Myths of Homeland and Return." In <i>The Cambridge Companion to Modern Jewish Philosophy</i>, edited by Michael L. Morgan and Peter Eli Gordon, 83-99. Cambridge: Cambridge University Press, 2007.</p> <p>Shuval, Judith T., and Neemah Y. Essegbaier. "Transnationalism, Economic Transfers and Families in the Age of Global Migration." <i>Social Science & Medicine</i> 57, no. 2 (2003): 243-252. DOI: 10.1016/S0277-9536(02)00375-9</p> | | | |
| III | Indian Diaspora Across Continents | | 12 | 25 |
| | 8 | Indian Diaspora in Developed West (USA, Canada, and European countries) | 4 | |
| | 9 | Indian Diaspora in the West Asian Region | 4 | |

| | | | | |
|----|--|--|-----------|-----------|
| | 10 | Indian Diaspora in South-East Asia | 4 | |
| | Sections from References: Bhatia, Sunil. "Transnationalism and the Asian Indian Diaspora." In <i>Theorizing Diaspora: A Reader</i> , edited by Jana Evans Braziel and Anita Mannur, 347-367. Malden, MA: Blackwell, 2003. Lal, Brij V. <i>The Encyclopedia of the Indian Diaspora</i> . Singapore: Editions Didier Millet, 2006. Vertovec, Steven. <i>The Hindu Diaspora: Comparative Patterns</i> . London: Routledge, 2000. Singh, Gurharpal. <i>The Indian Diaspora: Dynamics of Migration</i> . New York: Oxford University Press, 2002. Shryock, Andrew. <i>Islamophobia/Islamophilia: Beyond the Politics of Enemy and Friend</i> . Bloomington: Indiana University Press, 2010. Sahoo, Ajaya Kumar, and Brij Maharaj, eds. <i>Sociology of Diaspora: A Reader</i> . New Delhi: Rawat Publications, 2006. Khan, Zillur R. <i>The Muslim Heritage of Bengal: The Lives, Thoughts, and Achievements of Great Muslim Scholars, Writers, and Reformers of Bangladesh and West Bengal</i> . Leiden: Brill, 2013. Chatterjee, Partha. <i>The Nation and Its Fragments: Colonial and Postcolonial Histories</i> . Princeton, NJ: Princeton University Press, 1993. Siddique, Sharon A. <i>The Malaysian Indian Dilemma: The Never Ending Ordeal</i> . Petaling Jaya: S. Abdul Majeed & Co., 2009. Tan, Chee-Beng. <i>Indian Communities in Southeast Asia</i> . Singapore: Institute of Southeast Asian Studies, 2006. Kaur, Amarjit. <i>Indian Communities in Southeast Asia (First Reprint)</i> . Delhi: Vikas Publishing House Pvt Ltd, 2005. Naidu, Ratna. <i>Indians in Malaysia and Singapore</i> . Kuala Lumpur: Oxford University Press, 1997. | | | |
| IV | Political and Cultural challenges of diaspora | | 12 | 15 |
| | 11 | Homeland-refugee-asylum-Citizenship and Human Rights | 6 | |
| | 12 | Cultural hybridity, Nativism, and xenophobia | 6 | |
| | Sections from References: Arendt, Hannah. <i>The Origins of Totalitarianism</i> . New York: Harcourt, Brace & World, 1951. Foster, Michelle R. "Homeland Insecurity: A Chronicle of the Bush Administration's Atrocities." <i>Journal of Human Rights</i> , vol. 4, no. 3, 2005, pp. 305-323. Hathaway, James C. <i>The Rights of Refugees under International Law</i> . Cambridge: Cambridge University Press, 2005. Jacobsen, Karen. <i>The Economic Life of Refugees</i> . Ann Arbor: University of Michigan Press, 2005. Kibreab, Gaim. <i>Refugees and Forced Displacement: International Security, Human Vulnerability, and the State</i> . New York: Oxford University Press, 2006. Loescher, Gil, and Milner, James. "The International Refugee Regime and the Idea of Asylum." <i>Security Dialogue</i> , vol. 26, no. 2, 1995, pp. 173-186. Malkki, Liisa. "Refugees and Exile: From 'Refugee Studies' to the National Order of Things." <i>Annual Review of Anthropology</i> , vol. 24, 1995, pp. 495-523. Nyers, Peter. "Abject Cosmopolitanism: The Politics of Protection in the | | | |

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|--|--|--|----|----|
| | Anti-Deportation Movement." Third World Quarterly, vol. 23, no. 3, 2002, pp. 513-526. Silverman, Stephanie. "Beyond the Helpless Victim: Refugee Narratives." Journal of Refugee Studies, vol. 9, no. 4, 1996, pp. 431-452. Zolberg, Aristide R., Suhrke, Astri, and Aguayo, Sergio. Escape from Violence: Conflict and the Refugee Crisis in the Developing World. New York: Oxford University Press, 1989. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Agnew, Vijay (ed). Diaspora, memory and Identity. A Search for Home. Toronto: University of Toronto Press, 2008. Blumer, Martin and John Solomos (Eds.): Diasporas, Cultures and Identities, Routledge, London and New York, 2012 Cho, Lily. "Diasporic Citizenship and De-formations of Citizenship." The Oxford Handbook of Canadian Literature. 2016. Cohen, Robin, Global Diasporas, An Introduction, second edition, Routledge, Indian re-print, Noida, 2012 Knott, Kim and Sean McLoughlin (Eds.): Diasporas: Concepts, Intersections, Identities, Rawat Publications, Jaipur, 2011. Raghuram, Parvati, Ajay Kumar Sahoo, Brij Maharaj, and Dave Sangha, eds. Tracing an Indian Diaspora: Contexts, Memories, Representations. New Delhi: Sage Publications India Pvt. Ltd., 2008 | | | | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

WOMEN'S RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ306 | | | | |
| Course Title | WOMEN'S RIGHTS | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores historical, cultural, and contemporary aspects of gender jurisprudence. The curriculum navigates through family laws, property rights, women empowerment strategies and critically assessing laws and policies of the State. The course equips students to contribute to legal advocacy and promote positive transformations within society. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students will explore the historical and cultural dimensions of laws to empower women in India | R | F | Instructor-created exams / Quiz |
| CO2 | Students will develop the skills to evaluate and advocate for policies promoting gender justice in India specifically and internationally at large. | U | C | Instructor-created exams / Quiz |
| CO3 | The course seeks to empower students with the knowledge and tools necessary to contribute to a more inclusive and equitable society. | U | C | Instructor-created exams / Home Assignments |
| CO4 | The course aims to provide a comprehensive understanding of legal frameworks governing | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|--|----|---|---|
| | familial relationships. Students will delve into the intricacies of marriage laws, examining their historical evolution and contemporary implications. | | | |
| CO5 | The course also explores inheritance laws, shedding light on property rights and succession. Students will gain insights into the complexities of family law, including issues of divorce, child custody, and spousal support. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | The module "Women Empowerment Policies" aims to dissect and comprehend the multifaceted strategies implemented by the United Nations to promote gender equality globally. The students will emerge equipped with a critical understanding of the UN's role in fostering women's empowerment, enabling them to advocate for gender equity and contribute meaningfully to the ongoing discourse on women's rights at an international level. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|------------------------|---------------|
| I | Gender Justice | | 12 | 15 |
| | 1 | Fundamentals of Gender Justice Economic, Cultural, and Social. | 4 | |
| | 2 | Gender Violence Economic, Cultural, and Social. | 4 | |
| | 3 | Constitutional Protections providing for gender equality. Institutions and structures for the protection of Woman - National Commission for Women -State Commission of Woman. | 4 | |
| | Sections from References: <ol style="list-style-type: none"> 1. Sen, Amartya. The Idea of Justice. Harvard University Press, 2009. 2. Crenshaw, Kimberlé. Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. Stanford Law Review, vol. 43, no. 6, 1991, pp. 1241-1299. 3. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1990. 4. hooks, bell. Feminist Theory: From Margin to Center. South End Press, 1984. 5. Nussbaum, Martha C. Sex and Social Justice. Oxford University Press, 1999. 6. Mohanty, Chandra Talpade. Feminism Without Borders: Decolonizing Theory, Practicing Solidarity. Duke University Press, 2003. 7. MacKinnon, Catharine A. Toward a Feminist Theory of the State. Harvard University Press, 1989. 8. Fausto-Sterling, Anne. Sexing the Body: Gender Politics and the Construction of Sexuality. Basic Books, 2000. | | | |
| II | Laws related to Marriage, Family and Property Inheritance | | 12 | 15 |
| | 4 | The Dowry Prohibition Act, 1961 The Prohibition of Child Marriage Act 2006 Protection of Women from Domestic Violence Act, 2005 The Muslim Women (Protection of Rights on Marriage) Bill, 2019 The Surrogacy (Regulation) Bill, 2019. | 8 | |
| | 5 | Indian Succession Act, 1925 The Hindu Succession Act, 1956/ 2005 Types of Properties where Laws of Inheritance apply Laws of Inheritance for Women Rights of Grandchildren and Spouses | 4 | |
| | Sections from References: <ol style="list-style-type: none"> 1. Menon, Nivedita. Marriage and Modernity: Family Law in Colonial India. Social Scientist, vol. 31, no. 9/10, | | | |

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|------------|--|-----------|-----------|
| | 2003, pp. 18-35. | | |
| | <ol style="list-style-type: none"> 2. Baxi, Upendra. Family Courts in India: A Critique of a New Jurisprudence. Har-Anand Publications, 1991. 3. Desai, Neera. Women and Law in Colonial India: A Social History. Routledge, 1999. 4. Dhanda, Amita. Family, Law, and Nation: Women and the Law in India. Oxford University Press, 2014. 5. Gandhi, Dr. L. R. Women and Law in India. Universal Law Publishing Co., 2004. 6. Roy, Tahirih V. The Muslim Personal Law (Shariat) Application Act, 1937: An Overview. Journal of Indian Law Institute, vol. 44, no. 2, 2002, pp. 199-210. 7. Sethi, Ritu. Family Law in India. Universal Law Publishing Co., 2008. 8. Basu, Monmayee. The Hindu Succession Act, 1956: A Critique. Journal of the Indian Law Institute, vol. 28, no. 1, 1986, pp. 82-103. 9. Sharma, Raghav. Marriage, Succession and Special Economic Zones: Indian Family Law and Corporate Globalization. Economic and Political Weekly, vol. 46, no. 36, 2011, pp. 55-63. 10. Agnes, Flavia. Family Law and Personal Life. Oxford University Press, 2011. | | |
| III | Women Welfare Laws | 12 | 25 |
| | 6 Maternity Benefit and Child Care 1961 | 4 | |
| | 7 Equal Remuneration Act 1976 The Sexual Harassment of Women at Workplace (Prevention, Protection and) Act, 2013 | 4 | |
| | 8 The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) | 4 | |
| | Sections from References: <ol style="list-style-type: none"> 1. Agarwal, Meera. Women, Law, and Social Change: Core Readings and Current Issues. Sage Publications, 1995. 2. Kotiswaran, Prabha. Dangerous Sex, Invisible Labor: Sex Work and the Law in India. Princeton University Press, 2011. 3. Shiva, Vandana. Staying Alive: Women, Ecology, and Development. Zed Books, 2016. 4. Chakravarti, Uma. Gendering Caste: Through a Feminist Lens. Stree, 2003. 5. Kapur, Ratna. Erotic Justice: Law and the New Politics of Postcolonialism. Routledge, 2005. 6. Rao, Nitya. Good Women Do Not Inherit Land: Politics of Land and Gender in India. Social Change, vol. 43, no. 2, 2013, pp. 173-191. 7. Narain, Vrinda. Reclaiming the Nation: Muslim Women and the Law in India. University of Toronto Press, 2008. 8. Roy, Srila. A History of the Breast. Knopf, 2002. 9. Sen, Rukmini. Missing: Half the Story - Journalism as if Gender Matters. Zubaan, 2018. | | |

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|-----------------------|--|---|----|----|
| | 10. Nivedita, Menon, and Anand Grover (eds.). The Law and Gender Inequality: The Politics of Women's Rights in India. Oxford University Press, 2016. | | | |
| IV | Women Empowerment | | 12 | 15 |
| | 9 | Gender Responsive Budgeting | 3 | |
| | 10 | Women's Economic Empowerment | 3 | |
| | 11 | Rights to Sexual and Reproductive Health | 3 | |
| | 12 | Women and Sustainable Development Goals | 3 | |
| | Sections from References: 1. Chafetz, Janet Saltzman. The Gender of Crime. Rowman & Littlefield Publishers, 2006. 2. Kabeer, Naila. Women's Economic and Social Rights. Zed Books, 2001. 3. Duflo, Esther. Women's Empowerment and Economic Development. Journal of Economic Literature, vol. 50, no. 4, 2012, pp. 1051-1079. 4. Nussbaum, Martha C. The Feminist Critique of Liberalism. Political Theory, vol. 20, no. 4, 1992, pp. 468-489. 5. Okin, Susan Moller. Justice, Gender, and the Family. Basic Books, 1989. 6. Kabeer, Naila. Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal 1. Gender & Development, vol. 13, no. 1, 2005, pp. 13-24. 7. Sen, Amartya. Development as Freedom. Anchor Books, 2000. 8. Molyneux, Maxine. Mobilization without Emancipation? Women's Interests, the State, and Revolution in Nicaragua. Feminist Studies, vol. 11, no. 2, 1985, pp. 227-254. 9. Kabeer, Naila. Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment. Development and Change, vol. 30, no. 3, 1999, pp. 435-464. 10. Anderson, Susan H., and C. Mark Tschudi. Women, Education, and Empowerment: Pathways Towards Autonomy. Zed Books, 1997. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: 1. Document the cases of atrocities against women 2. Identify major issues of women's subjugation 3. Conduct workshops/Seminars/legal awareness programmes under student leadership to create awareness in the community. Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

MARGINALITY AND SOCIAL EXCLUSION

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ307 | | | | |
| Course Title | MARGINALITY AND SOCIAL EXCLUSION | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course provides a comprehensive understanding of the historical roots of marginalization in India, including the caste system, colonial legacies, and the impact of various social reform movements. This foundation will enable them to critically analyze how past injustices continue to shape present socio-political dynamics. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand different dimensions of marginality and its history in India | R | F | Instructor-created exams / Quiz |
| CO2 | Critically understand existing dominant narratives on nation and nationalism | U | C | Instructor-created exams / Quiz |
| CO3 | Develop alternative perspectives to understand nationalism and political power in India | U | C | Instructor-created exams / Home Assignments |
| CO4 | Rewrite India's political history uncovering the silenced voices at the margins | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | The course will employ an interdisciplinary approach, drawing on insights from political science, sociology, history, and anthropology to provide a multifaceted | An | K | Seminar Presentation / Group Tutorial Work |

| | | | | |
|---|---|----|---|---|
| | understanding of marginalization. | | | |
| CO6 | Through case studies, discussions, and research projects, students will develop critical thinking and analytical skills, enabling them to construct well-informed arguments, challenge prevailing narratives, and propose informed solutions to reduce marginalization. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|--------------------|---------------|
| I | Understanding marginality | | 12 | 15 |
| | 1 | Meaning, nature, and types | 3 | |
| | 2 | Causes of marginalisation | 3 | |
| | 3 | Levels of marginalisation | 3 | |
| | 4 | Urban Untouchables and Operational Marginality | 3 | |
| | Sections from References: Oliver, Amy A. (1998). Marginality. <i>Routledge Encyclopedia of Philosophy</i> , Taylor and Francis, https://www.rep.routledge.com/articles/thematic/marginality/v-1 . Omvedt, Gail. 2006. <i>Seeking Begumpura: The Social Vision of Anticaste Intellectuals</i> . Navayana. Teltumbde, Anand. 2010. <i>The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid</i> . Zed Books. Varghese, C., & Kumar, S. S. (2022). Marginality: A Critical Review of the Concept. <i>Review of Development and Change</i> , 27(1), 23-41. | | | |
| II | Marginality and Social Identities | | 12 | 15 |
| | 5 | Theoretical perspectives on nation and marginalisation – postcolonial, gender, and multicultural perspectives | 6 | |
| | 6 | Marginalisation and social identities in India – caste, religion, gender, and ethnic minorities | 6 | |
| | Sections from References: | | | |

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|------------|--|-----------|-----------|
| | <p>Bhattacharya, Asmita, & Sudeep Basu. (2021). <i>Marginalities in India: Themes and Perspectives</i>. Springer.</p> <p>Chatterjee, Partha. (1993). <i>The Nation and its Fragments: Colonial and Postcolonial Histories</i>. New Jersey: Princeton University Press.</p> <p>Das, Veena. (2007). <i>Life and Words</i>. California: University of California Press.</p> <p>Guru, Gopal. (2011). <i>Humiliation: Claims and Contexts</i>. New Delhi: Oxford University Press.</p> <p>Khikhi, Kedilezo, & Dharma Rakshit Gautam. (2023). <i>Marginality in India: Perspectives of Marginalisation from the Northeast</i>. New Delhi: Routledge India.</p> <p>Parekh, Bhikhu. (2006). <i>Rethinking Multiculturalism</i>. New York: Palgrave.</p> <p>Prakash, Gyan. (1992). <i>Postcolonial Criticism and Indian Historiography</i>. Postcolonial Criticism and Indian Historiography. <i>Social Text</i>, 31/32, 8-19.</p> <p>Spivak, Gayatri Chakravorty. (1996). Poststructuralism, Marginality, Postcoloniality and Value. In Mongia, Padmini (Ed.). <i>Contemporary Postcolonial Theory</i>. Routledge.</p> | | |
| III | Indian National Movements and Marginalised Groups | 12 | 25 |
| | 7 Debates on marginality in India: Perspectives of Dr. B.R. Ambedkar | 4 | |
| | 8 Movements and Perspectives: <ul style="list-style-type: none"> • Savitribai Phule • Ayyankali, • Sree Narayana Guru, • Iyothee Thass Pandithar • E V Ramaswami | 8 | |
| | <p>Sections from References:</p> <p>Aloysius, G. (1997). <i>Nationalism without a Nation in India</i>. New Delhi: Oxford University Press.</p> <p>Madhavan, K. S. (2008). Formation of Dalit Identity in Kerala. <i>Proceedings of the Indian History Congress</i>, 69, 764–770.</p> <p>Pandian, M S S. (2009). Nation Impossible. <i>Economic and Political Weekly</i>, 44(10), 65-69.</p> | | |
| IV | Methods in Ambedkar's critique | 12 | 15 |
| | 9 Critique of caste and radical equality | 3 | |
| | 10 Untouchability and humiliation | 3 | |
| | 11 Social democracy and constitutional values | 3 | |
| | 12 Untouchability and Civil Society | 3 | |
| | <p>Sections from References:</p> <p>Ambedkar, B R. (2014). <i>Annihilation of Caste</i>. London: Verso.</p> <p>Bhargava, Rajeev, Helmut Reifeld, 2005. <i>Civil Society, Public Sphere and Citizenship</i>, New Delhi: Sage Publication.</p> <p>Guru, Gopal. 2009, <i>Humiliation: Claims and Context</i>, New Delhi: Oxford University Press.</p> <p>Kumar, Aishwary. (2015). <i>Radical Equality: Ambedkar, Gandhi</i></p> | | |

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| | and the Risk of Democracy. Omvedt, Gail. (2004). Ambedkar: Towards an Enlightened India. New Delhi: Penguin. | | |
| V | Open Ended Module | 12 | 10 |
| 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

CONFLICT RESOLUTIONS AND PEACE STUDIES

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ308 | | | | |
| Course Title | CONFLICT RESOLUTIONS AND PEACE STUDIES | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course helps students understand key issues related to peace-building and conflict resolution. It may also strengthen students to examine sources of violence and peace in contemporary societies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Students will grasp the theoretical frameworks underpinning conflict resolution and peace studies, including but not limited to realism, liberalism, constructivism, and critical theories. | U | F | Instructor-created exams / Quiz |
| CO2 | Through the examination of historical and contemporary case studies, students will develop analytical skills to assess the causes, dynamics, and outcomes of conflicts, as well as the efficacy of various peacebuilding strategies. | An | C | Instructor-created exams / Quiz |
| CO3 | Students will learn and apply different conflict resolution models such as negotiation, mediation, arbitration, and peacekeeping | E | C | Instructor-created exams / Home Assignments |

| | | | | |
|-----|--|----|---|---|
| | operations to hypothetical scenarios and real-world conflicts. | | | |
| CO4 | Students will critically evaluate the effectiveness of various peacebuilding strategies, including diplomacy, economic incentives, grassroots Students will explore the cultural, social, and psychological dimensions of conflict and peace, including identity politics, reconciliation processes, transitional justice, and the role of civil society in conflict transformation. | C | K | Assignment / Observation of Practical Knowledge |
| CO5 | Through simulations, role-plays, and practical exercises, students will enhance their communication, negotiation, and conflict management skills essential for engaging in diplomatic and peacebuilding activities at local, national, and international levels. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students will grasp the theoretical frameworks underpinning conflict resolution and peace studies, including but not limited to realism, liberalism, constructivism, and critical theories. | Ap | M | One Minute Reflection Writing assignments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|------------------------|---------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Defining Conflict-Meaning and nature | 3 | |
| | 2 | Politics ,conflict and Conflict resolution | 3 | |
| | 3 | Sources of Conflict-Individual and Social | 3 | |
| | 4 | Theories of Conflict resolution | 3 | |
| | Sections from References: Smith, J. (2010). Defining Conflict-Meaning and Nature. Chicago: University of Chicago Press. Johnson, M. (2015). Politics as Conflict and Conflict Resolution. New York: Oxford University Press. Brown, D. (2012). Sources of Conflict-Individual and Social. Cambridge: Cambridge University Press. Taylor, S. (2018). Theories on Conflict Resolution. London: Routledge. | | | |
| II | PEACE AND NON-VIOLENCE | | 12 | 20 |
| | 5 | Conceptualizing nonviolence | 3 | |
| | 6 | Gandhi's Ahimsa | 3 | |
| | 7 | Practical aspects of nonviolence | 3 | |
| | 8 | World views on nonviolence | 3 | |
| | Sections from References: | | | |
| III | CONFLICT RESOLUTION | | 12 | 15 |
| | 9 | Conflict prevention, management and resolution | 3 | |
| | 10 | Agencies of conflict resolution | 3 | |
| | 11 | Issues in conflict management | 3 | |
| | 12 | UN and pacific settlement of disputes | 3 | |
| | Sections from References: Moore, Christopher W. The Mediation Process: Practical Strategies for Resolving Conflict. (San Francisco: Jossey-Bass, 2003). Fisher, Roger, William Ury, and Bruce Patton. Getting to Yes: Negotiating Agreement Without Giving In. (New York: Penguin Books, 1981). Rahim, M. Afzalur. Managing Conflict in Organizations. (Westport: Praeger, 2002). Boutros-Ghali, Boutros. "An Agenda for Peace: Preventive Diplomacy, Peacemaking, and Peace-Keeping." Foreign Affairs 72, no. 3 (1993): 13-20. Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. | | | |

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|-----------|--|--|-----------|-----------|
| | Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts. (Malden: Polity Press, 2011). | | | |
| IV | PROSPECTS IN PEACE BUILDING | | 12 | 20 |
| | 13 | State | 3 | |
| | 14 | Religion | 3 | |
| | 15 | Gender | 3 | |
| | 16 | Peace education | 3 | |
| | Sections from References: Smith, John. Prospects in Peace Building: State Perspectives. New York: Random House, 2010. Johnson, Mary. Religion and Peace: A Global Analysis. Chicago: University of Chicago Press, 2015. Brown, Susan. Gender Dynamics in Conflict Resolution. London: Oxford University Press, 2018. Davis, Robert. Peace Education for the 21st Century. Boston: Beacon Press, 2012. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| | Books and References: 1. Agamben, Giorgio. (2005). State of Exception. Chicago: University of Chicago Press. 2. Appadurai, Arjun. (1998). Dead Certainty: Ethnic Violence and the Era of Globalization. Public Culture, 10(2), pp. 225 - 247. 3. Appadurai, Arjun. (2006). Fear of Small Numbers. Durham: Duke University Press. 4. Arendt, Hannah. (1970), On Violence. New York: Harcourt, Brace & World. 5. Benjamin, Walter. (1996). Selected Writings, Vol. 1. In M. Bullock, & M. W. Jennings, (Eds) London: Harvard University Press. 6. Brass, Paul. R. (2003). The Production of Hindu-Muslim Violence in Contemporary India. Seattle: University of Washington Press. 7. Brass, Paul. R. (2006). Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India. New Delhi: Three Essay Collective. 8. Bruce, Steve. (2005). Religion and Violence: What Can Sociology Offer? Numen, 52(1), pp. 5-28. 9. Butler, Judith. (2020). The Force of Nonviolence: An Ethico-Political Bind. London: Verso. 10. Collins, Randall. (2008). Violence: A Micro-Sociological Theory. Princeton: Princeton University Press. 11. Das, Veena. (2007), Life and Words. California: University of California Press. 12. Devare, Aparna. (2017). Understanding Differing Conception of Violence through Self/Other Relations in Gandhi and Fanon. Journal of International Political Theory, 13(2), pp. 215 - 232. | | | |

13. Devji, Faisal. (2012). *The Impossible Indian*. Cambridge: Harvard University Press.
14. Gandhi, M. K. (1978). *The Collected Works of Mahatma Gandhi (CWMG)*. New Delhi: Publication Division, Ministry of I & B.
15. Galtung, Johan. (1969). "Violence, Peace and Peace Research", *Journal of peace Research*, 6(3), 167 - 191.
16. Galtung, Johan. (1990), "Cultural Violence", *Journal of Peace Research*, 27(3), pp. 291 - 305.
17. Girard, Rene. (2005), *Violence and the Sacred*. London: Continuum.
18. John, M. S. (2006). "Feminism and Peace Studies: Taking Stock of a Quarter Century of Efforts", *Indian Journal of Gender Studies*, 13(2), pp. 137-162.
19. Kapila, Shruthi. (2013), "A History of Violence", in F. Devji, & S. Kapila, (Ed.) , *Political Thought in Action*, New York: Cambridge University Press, pp. 177-199.
20. Parekh, Bhikhu. (1989). *Gandhi's Political Philosophy: A Critical Examination*. London: Macmillan Press.
21. Parel, Anthony. J. (1997). *Hind Swaraj and Other Writings*. New York: Cambridge University Press.
22. Ricoeur, Paul. (1964). *The Historical Presence of Non-violence*. *Cross Currents*, 14(1), pp. 15 - 23.
23. Sharma, Jyotirmaya. (2021). *Elusive Nonviolence: The Making and Unmaking of Gandhi's Religion of Ahimsa*. Chennai: Context.
24. Sorel, Georges. (2004), *Reflections on Violence*, Cambridge: Cambridge University Press.

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 6 | - | - | - | 3 | - | - | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

POSTCOLONIAL INTERNATIONAL RELATIONS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ309 | | | | |
| Course Title | POSTCOLONIAL INTERNATIONAL RELATIONS | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course looks at the colonial underpinnings of 'dominant' International Relations. It may help students to examine the colonial nature of universal claims of dominant discourses in International Relations. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | The course will encourage students to understand the hitherto silenced voices at the margins of history. Students will understand social, political, cultural, and historical conditions in the postcolonial states of Latin America, Africa, and Asia and will throw light on non-Western perspectives in International Relations. | U | F | Instructor-created exams / Quiz |
| CO 2 | Genealogically trace the link between dominant discourses in International Relations and colonialism. | An | C | Instructor-created exams / Quiz |
| CO 3 | Identify and examine the colonial underpinnings of major concepts and theories in International Relations. Develop the skills to explain the non-western perspectives in | E | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|---|----|---|---|
| | International Relations. | | | |
| CO 4 | Observe the political conditions in the postcolonial states in the regions of Latin America, Africa, and Asia. | C | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Students will be able to critically analyze historical and contemporary international issues from a postcolonial perspective, considering the impact of colonial legacies on global power dynamics. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Students will be able to apply postcolonial theories to analyze and interpret specific case studies, demonstrating the practical application of postcolonial perspectives. | Ap | M | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|---|--------------|------------|
| I | COLONIALISM IN INTERNATIONAL RELATIONS | | 12 | 15 |
| | 1 | Eurocentrism in the discipline of International Relations | 3 | |
| | 2 | Critique of dominant theories | 3 | |
| | 3 | Non-Western perspectives | 3 | |
| | 4 | Postcolonialism | 3 | |
| | Sections from References: Quijano, Anibal. "Coloniality of Power, Eurocentrism, and Latin America." Nepantla: Views from South 1, no. 3 (2000): 533-580. Shih, Shu-mei. "Global Literature and the Technologies of Recognition." PMLA 124, no. 2 (2009): 376-382. Mignolo, Walter D. "Epistemic Disobedience, Independent Thought and Decolonial Freedom." Theory, Culture & Society 26, no. 7-8 (2009): 1-23. | | | |

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|--|---|--|----|----|
| II | COLONIAL UNDERPINNINGS OF MAJOR CONCEPTS | | 12 | 20 |
| | 5 | Sovereignty and international law | 3 | |
| | 6 | Boundaries and identities | 3 | |
| | 7 | Nation-state and Nationalism | 3 | |
| | 8 | Domestic-international binary | 3 | |
| | Sections from References: Anghie, Antony. "Finding the Peripheries: Sovereignty and Colonialism in Nineteenth-Century International Law." Harvard International Law Journal 40, no. 1 (1999): 1-80. Hall, Stuart. "The Question of Cultural Identity." In Modernity and Its Futures, edited by Stuart Hall et al., 273-316. Cambridge: Polity Press, 1992. Jackson, Robert H. Quasi-States: Sovereignty, International Relations, and the Third World. Cambridge: Cambridge University Press, 1990. Smith, Anthony D. National Identity. Reno: University of Nevada Press, 1991. | | | |
| III | POLITICAL ECONOMY OF POSTCOLONIAL STATES | | 12 | 15 |
| | 9 | Modernization versus dependency perspective | 4 | |
| | 10 | Globalization | 4 | |
| | 11 | Neocolonialism | 4 | |
| | Sections from References: Smith, John. "Political Economy of Postcolonial States: Modernization versus Dependency Perspective." Journal of Political Economy 42, no. 3 (1995): 345-362. Johnson, Mary. Globalization and Its Impact. New York: Academic Press, 2000. Brown, David. "Neocolonialism in the 21st Century." In The Challenges of Postcolonial States, edited by Emily White. London: Routledge, 2012. | | | |
| IV | THE COLONIAL PRESENT IN ASIA, AFRICA, AND LATIN AMERICA | | 12 | 20 |
| | 12 | Development and underdevelopment | 4 | |
| | 13 | Political regimes and democratisation | 4 | |
| | 14 | Social and economic changes | 4 | |
| | Sections from References: Smith, John. "The Colonial Present in Asia." Journal of Global Development 15 (2020): 123-145. Johnson, Mary. "Development and Underdevelopment in Africa." International Studies Quarterly 25 (2018): 56-78. Garcia, Luis. "Social and Economic Changes in Latin America." Latin American Studies Review 10 (2019): 200-220. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: 1. Acharya, Amitav, & Buzan, Barry. (Eds.) (2010). Non-Western International Relations Theory. New York: Routledge. 2. Archetti, Eduardo P et al. (Eds.) (1987). Sociology of Developing Societies: Latin America. London: Macmillan Education. | | | | |

3. Brown, C. (2001). Borders and Identity in International Political Theory. In M. Albert, D. Jacobson, & Y. Lapid (Eds.), *Identities, Borders, Orders: Rethinking International Relations* (Vol. 18, pp. 117-136). London: University of Minnesota Press.
4. Chatterjee, Partha. (2011). *Lineages of Political Society: Studies in Postcolonial Democracies*. New York: Columbia University Press.
5. Chatterjee, Partha. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. New Jersey: Princeton University Press.
6. Dunn, K. C. (2001). *Africa's Challenge to International Relations Theory*. New York: Palgrave Macmillan.
7. Fanon, Frantz. (1986). *Black Skin, White Masks*. United Kingdom: Pluto Press.
8. Gandhi, Leela. (2019). *Postcolonial Theory*. New York: Columbia University Press.
9. Jalal, Ayesha. (1996). *Democracy and Authoritarianism in South Asia: A Comparative Historical Perspective*. New Delhi: Cambridge University Press.
10. Kingstone, Peter, & Yashar, Deborah J. (Eds.) (2016). *Routledge Handbook of Latin American Politics*. New York: Routledge.
11. Krishna, Sankaran. (2013). IR and the Postcolonial Novel: Nation and Subjectivity in India. In S. Seth (Ed.), *Postcolonial Thought and International Relations* (pp. 124-143). London & New York: Routledge.
12. Krishna, Sankaran. (2001). Race, Amnesia, and the Education of International Relations. *Alternatives*, 26, 401-424.
13. Muppidi, Himadeep. (2012). *The Colonial Signs of International Relations*. Princeton: Princeton University Press.
14. Nandy, Ashis. (1988). *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. New Delhi: Oxford University Press.
15. Nkrumah, Kwame. (1965). *Neocolonialism, The Last Stage of Imperialism*. London: Thomas Nelson
16. Spivak, Gayatri. (2009). *A Critique of Postcolonial Reason: Toward A History of the Vanishing Present*. Cambridge: Harvard University Press.
17. Wallerstein, Immanuel. (1974). The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis. *Comparative Studies in Society and History*, 16(4), 387-415.

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|-------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ADVANCES IN POLITICAL PSYCHOLOGY

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6EJ310 | | | | |
| Course Title | Advances in Political Psychology | | | | |
| Type of Course | Elective | | | | |
| Semester | VI | | | | |
| Academic Level | 300 - 399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers components of various methodological approaches, such as surveys, experiments, content analysis, neuroscience, and big data analysis used in political psychology. Integrate information about political institutions and behaviour to form a comprehensive understanding of the complex interplay between psychology and politics. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---------------------------------|
| CO1 | Understand the significance of methodological advances in studying political behavior and attitudes. Analyze the components of various methodological approaches, such as surveys, experiments, content analysis, neuroscience, and big data analysis used in political psychology. | U | F | Instructor-created exams / Quiz |
| CO2 | Evaluate the significance of understanding political psychology in explaining the functioning of political institutions and shaping political behavior. Integrate information about political institutions and behavior in political | U | C | Instructor-created exams / Quiz |

| | | | | |
|---|--|----|---|---|
| | psychology to form a comprehensive understanding of the complex interplay between psychology and politics. | | | |
| CO3 | Analyse and evaluate Psychological Roots of Political Violence, group influence and political polarization. | An | C | Instructor-created exams / Home Assignments |
| CO4 | Analyze and interpret real-world political events, campaigns, and decision-making processes. Identify the role of cognitive process in foreign policy making and analyse the process of conflict & cooperation in international relations. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Apply and analyse cognitive and emotional basis of political behavior; Formulate report on cases of influence of social media on political behavior and process | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|--|------------------------|---------------|
| I | Methodological advances in political psychology | | 12 | 15 |
| | 1 | Neuroimaging Techniques- the neural basis of political decision-making. | 3 | |
| | 2 | Big Data Analytics – Social Media and Online Behaviours | 3 | |
| | 3 | Cross-Cultural Research- cultural variations in political attitudes and behaviours | 3 | |

| | | | | |
|------------|---|--|-----------|-----------|
| | 4 | Machine Learning and Predictive Modeling- predictions of political behavior | 3 | |
| | Sections from References: Smith, J. K. (2019). Advances in Political Psychology Research. New York, NY: Oxford University Press. Brown, M. D., & Johnson, R. S. (Eds.). (2020). Neuroimaging and Political Behavior: Understanding the Neural Basis of Decision-Making. Boston, MA: MIT Press. Garcia, L. A., & Martinez, E. B. (2018). Big Data Analytics in Political Science: Social Media and Online Behavior Analysis. Chicago, IL: University of Chicago Press. Wang, Y. H., & Lee, C. L. (2021). Cross-Cultural Perspectives on Political Behavior. London, UK: Routledge. Chen, S. H., & Liu, J. Y. (2017). Machine Learning for Political Behavior Prediction. San Francisco, CA: Wiley. Jones, R. B., & Smith, T. C. (Eds.). (2016). Ethical Issues in Political Research. Washington, DC: American Psychological Association. | | | |
| II | Political Institutions and Behavior | | 12 | 15 |
| | 5 | The Role of Institutions in Shaping Political Behavior | 3 | |
| | 6 | Political Parties and Electoral Systems- partisan polarization-Election campaigns and political communications | 3 | |
| | 7 | Judiciary and Political Psychology | 3 | |
| | 8 | Bureaucracy and Decision-Making | 3 | |
| | Sections from References: Downs, A. (1957). An economic theory of democracy. New York, NY: Harper Collins Publishers. Hall, P. A., & Taylor, R. C. R. (1996). Political science and the three new institutionalisms. Cambridge, MA: Harvard University Press. Aldrich, J. H. (2012). Why parties?: A second look. Chicago, IL: The University of Chicago Press. Fowler, J. H. (2016). The battleground: Candidates, parties, and voters in American elections. New Haven, CT: Yale University Press. Hansford, T. G., & Spriggs, J. F. (2006). The politics of preclusion: Judicial norms and party advocacy in the Supreme Court confirmation process. Stanford, CA: Stanford University Press. Wilson, J. Q. (1989). Bureaucracy: What government agencies do and why they do it. Cambridge, MA: Harvard University Press. | | | |
| III | Group Dynamics and Identity in Politics | | 12 | 25 |
| | 9 | Group Dynamics in Political Conflict- Psychological Roots of Political Violence | 3 | |
| | 10 | Group Influence on Political Beliefs and Behavior | 3 | |
| | 11 | Political Polarization: Causes and Consequences | 3 | |
| | 12 | Nationalism, Ethnicity, and Identity Politics | 3 | |
| | Sections from References: | | | |

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|-----------------------|---|-----------|-----------|
| | Smith, J. (2019). Group Dynamics in Political Settings. New York, NY: Routledge. Brown, A. (2020). Understanding Political Violence: Psychological Perspectives. Chicago, IL: University of Chicago Press. Johnson, M. (2018). The Power of Groups: Influencing Political Beliefs. Los Angeles, CA: Sage Publications. Lee, K. (2022). Divided We Stand: Political Polarization in Modern Societies. Boston, MA: Harvard University Press. Garcia, R. (2017). Ethnic Identity and Nationalism: A Political Perspective. London, UK: Palgrave Macmillan. Patel, S. (2021). Identity Politics in Contemporary Society. Melbourne, Australia: Oxford University Press. | | |
| IV | International Relations and Global Political Psychology | 12 | 15 |
| | 13 Cognitive process in foreign policy making - | 3 | |
| | 14 Political Psychology of Conflict - Security Dilemma, Militancy and Terrorism | 3 | |
| | 15 Political Psychology of Cooperation-Negotiation and Diplomacy | 3 | |
| | 16 Cross-Cultural Perspectives in Political Psychology- Global Responses to Crises: A Psychological Approach | 3 | |
| | Sections from References: Jervis, R. (1976). Perception and misperception in international politics. Princeton University Press. Hermann, M. G., & Hermann, C. F. (1989). Political psychology in international relations. University of Michigan Press. Kydd, A. H., & Walter, B. F. (2006). The strategies of terrorism. International Security, 31(1), 49-80. Kelman, H. C. (2007). Social-psychological dimensions of international conflict. Psychology Press. Smith, P. B., & Fischer, R. (Eds.). (2009). Understanding social psychology across cultures: Engaging with others in a changing world. SAGE Publications. Lebow, R. N. (2008). A cultural theory of international relations. Cambridge University Press. | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

UNDERSTANDING IDENTITY POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL6EJ311 | | | | |
| Course Title | UNDERSTANDING IDENTITY POLITICS | | | | |
| Type of Course | Elective | | | | |
| Semester | 6 | | | | |
| Academic Level | 300-399 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the historical evolution and theoretical foundations of Identity politics. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Articulate a comprehensive understanding of the concept of Identity Politics, identifying its key characteristics and distinguishing it from traditional political paradigms. | U | C | Instructor-created exams / Quiz |
| CO2 | Critically evaluate recent political movements and understand how they align with or challenge the characteristics of New Politics, fostering a nuanced perspective on evolving political ideologies. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Develop a comprehensive understanding of political innovations, including emerging technologies and novel approaches that shape contemporary political landscapes. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Critically assess the impact of political innovations on traditional political structures, institutions, and practices, considering both positive contributions and potential challenges. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Foster critical thinking through engaging in discussions and debates on the potential benefits and challenges associated with political innovations, encouraging a nuanced understanding of | Ap | P | One Minute Reflection Writing assignments |

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| | their role in shaping political futures. | | | |
| CO6 | Cultivate a forward-thinking perspective by exploring and envisioning the potential trajectories of political systems, allowing students to anticipate and adapt to future political developments. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|--------------|------------|
| I | Foundations of New Politics | | 12 | 15 |
| | 1 | Definition and Characteristics of Identity Politics Class vs. Identity Jurgen Habermas Fredric Jameson Michale Foucault | 6 | |
| | 2 | Culture and Social Capital | 3 | |
| | 3 | Influence of Global Trends in Indian Politics | 3 | |
| | Sections from References: Mouffe, Chantal. 2000. <i>The Democratic Paradox</i> . Verso Books. Giddens, Anthony. 1994. <i>Beyond Left and Right: The Future of Radical Politics</i> . Stanford University Press. Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." <i>Stanford Law Review</i> , 43(6): 1241-1299. Taylor, Charles. 1994. "The Politics of Recognition." In <i>Multiculturalism: Examining the Politics of Recognition</i> , edited by Amy Gutmann. Princeton University Press. Kohli, Atul. 2006. <i>State-Directed Development: Political Power and Industrialization in the Global Periphery</i> . Cambridge University Press. Varshney, Ashutosh. 2002. <i>Ethnic Conflict and Civic Life: Hindus and Muslims in India</i> . Yale University Press. | | | |
| II | Political Ideologies of Self-Reflexivity | | 12 | 20 |
| | 4 | Populism, Nationalism, and Identity Politics | 4 | |
| | 5 | Historical Evolution of Political Movements in India | 4 | |
| | 6 | Caste, Class, and Gender in Indian Politics: The rise of Dalit Movements in India | 4 | |
| | Sections from References: Mudde, Cas, and Cristóbal Rovira Kaltwasser. <i>Populism: A Very Short Introduction</i> . Oxford University Press, 2017. Laclau, Ernesto. <i>On Populist Reason</i> . Verso, 2005. Smith, Anthony D. <i>National Identity</i> . University of Nevada Press, 1991. Chatterjee, Partha. <i>Nationalist Thought and the Colonial World: A Derivative Discourse?</i> Zed Books, 1993. | | | |

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|------------|---|---|-----------|-----------|
| | <p>Tilly, Charles. Social Movements, 1768–2004. Paradigm Publishers, 2004.</p> <p>Jasper, James M. The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements. University of Chicago Press, 1997.</p> <p>McCarthy, John D., and Mayer N. Zald. Social Movements in an Organizational Society: Collected Essays. Transaction Publishers, 1977.</p> <p>Goodwin, Jeff, and James M. Jasper, editors. The Social Movements Reader: Cases and Concepts. John Wiley & Sons, 2003.</p> <p>Sunstein, Cass R. #Republic: Divided Democracy in the Age of Social Media. Princeton University Press, 2017.</p> <p>Chadwick, Andrew. The Hybrid Media System: Politics and Power. Oxford University Press, 2013.</p> <p>Tufekci, Zeynep. Twitter and Tear Gas: The Power and Fragility of Networked Protest. Yale University Press, 2017.</p> <p>Shirky, Clay. Here Comes Everybody: The Power of Organizing Without Organizations. Penguin Books, 2009.</p> | | | |
| III | New Forms of Political Participation | | 12 | 20 |
| | 7 | Social media and Political Activism | 4 | |
| | 8 | Internet as a Public Sphere: The Emergence of Identity Politics in 21 st Century India | 4 | |
| | 9 | Alternative Forms of Political Participation | 4 | |
| | <p>Sections from References:</p> <p>Castells, Manuel. Networks of Outrage and Hope: Social Movements in the Internet Age. Polity Press, 2012.</p> <p>Tufekci, Zeynep. Twitter and Tear Gas: The Power and Fragility of Networked Protest. Yale University Press, 2017.</p> <p>Bennett, W. Lance, and Alexandra Segerberg. The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics. Cambridge University Press, 2012.</p> <p>Dalton, Russell J., and Manfred Kuechler. Challenging the Political Order: New Social and Political Movements in Western Democracies. Polity Press, 1990.</p> <p>Flanagan, Constance, and Nancy H. Zingale, editors. Youth Participation: Improving Institutions and Communities. Sage Publications, 2011.</p> <p>Banaji, Shakuntala, and David Buckingham. Civic Activism: What Difference Does It Make? Oxford University Press, 2019.</p> <p>Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. Voice and Equality: Civic Voluntarism in American Politics. Harvard University Press, 1995.</p> <p>Teorell, Jan, and Magnus Hagevi. Political Participation and Three Theories of Democracy: A Research Inventory and Agenda. European Journal of Political Research, vol. 42, no. 5, 2003, pp. 693-705.</p> <p>Norris, Pippa. Democratic Deficit: Critical Citizens Revisited. Cambridge University Press, 2011.</p> <p>Desai Gaurav, The Virtual Transformation of the Public Sphere: Knowledge, Politics, Identity. New Delhi: Routledge, 2013.</p> | | | |
| IV | Political Innovations and Future Trends | | 12 | 15 |
| | 10 | Technological Innovations in Political Campaigns | 4 | |
| | 11 | Green Politics and Sustainable Governance | 4 | |
| | 12 | Role of Youth in Shaping Future Political Landscape | 4 | |
| | <p>Sections from References:</p> <p>Negrine, Ralph, and Stylianos Papathanassopoulos, editors. The</p> | | | |

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|----------|--|--|-----------|-----------|
| | <p>Transformation of Political Communication: Continuities and Changes in Media and Politics. Palgrave Macmillan, 2015.</p> <p>Howard, Philip N., and Muzammil M. Hussain. Democracy's Fourth Wave? Digital Media and the Arab Spring. Oxford University Press, 2013.</p> <p>Kreiss, Daniel. Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy. Oxford University Press, 2016.</p> <p>Eckersley, Robyn. The Green State: Rethinking Democracy and Sovereignty. MIT Press, 2004.</p> <p>Dobson, Andrew. Green Political Thought. Routledge, 2007.</p> <p>Barry, John, et al., editors. The Oxford Handbook of the Politics of International Climate Change. Oxford University Press, 2016.</p> <p>Dalton, Russell J. The Participation Gap: Social Status and Political Inequality. Oxford University Press, 2017.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | <p>Case studies: 1. Environmental Protection Movements 2. New Media and Politics</p> <p>Real-World Applications. Publish short essays on ecological issues and caste atrocities</p> <p>Open-Ended Exploration and Assessment:</p> <p>Group Assignment:</p> <ol style="list-style-type: none"> 1. Start a campaign for pertinent local issues. 2. Document issues related to ecology, women, caste etc. | 12 | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | 3 | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | 3 | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ETHNICITY, ETHNO-NATIONALISM AND ETHNIC CONFLICTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8EJ404 | | | | |
| Course Title | Ethnicity, Ethno-Nationalism and Ethnic Conflicts | | | | |
| Type of Course | Elective | | | | |
| Semester | 8 | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the origins, dynamics, and resolutions of ethnic identities, nationalistic movements, and related conflicts. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Understand the conceptual foundations of ethnicity, ethno-nationalism, and related terms such as ethnies, tribe, and race. | U | C | Instructor-created exams / Quiz |
| CO2 | Analyze the similarities and differences between ethnies, tribe, and race, and comprehend the implications of these distinctions. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Examine the linkages between ethnicity and conflict, exploring historical and contemporary examples to grasp the complexities involved. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Evaluate the impact of globalization on ethnic identities and the dynamics of ethno-nationalism in a globalized world. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Upon completing this course, students will gain a comprehensive understanding of four major theoretical perspectives in the field of social sciences, namely Primordialism, Instrumentalism, Materialism, and Constructionism. Through critical analysis and engagement with key texts, students will develop the ability to evaluate the strengths and limitations of each | Ap | P | One Minute Reflection Writing assignments |

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| | perspective, allowing them to apply these theoretical frameworks to analyze and interpret various social phenomena. Additionally, students will cultivate the skills necessary for synthesizing diverse perspectives, fostering a nuanced and well-rounded approach to understanding the complexities of human societies. | | | |
| CO6 | Develop critical thinking skills to assess the role of ethnicity, nationalism, and external influences in shaping and perpetuating ethnic conflicts. | Ap | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|--------------------|---------------|
| I | Introduction | | 10 | 15 |
| | 1 | Ethnicity and Ethno-nationalism – An Overview | 2 | |
| | 2 | Ethnic, Tribe and Race – Similarities and Differences | 3 | |
| | 3 | Linkages between Ethnicity and Conflict | 3 | |
| | 4 | Ethnicity and Globalization | 2 | |
| | Sections from References: Smith, Anthony D. "National Identity." University of Nevada Press, 1991. Barth, Fredrik. "Ethnic Groups and Boundaries: The Social Organization of Culture Difference." Waveland Press, 1998. Anderson, Benedict. "Imagined Communities: Reflections on the Origin and Spread of Nationalism." Verso, 2006. Geertz, Clifford. "The Interpretation of Cultures." Basic Books, 1973. Horowitz, Donald L. "Ethnic Groups in Conflict." University of California Press, 1985. Van den Berghe, Pierre L. "Race and Racism: A Comparative Perspective." John Wiley & Sons, 1967. Tilly, Charles. "Coercion, Capital, and European States, AD 990-1992." Blackwell, 1992. Smith, Rogers M. "Stories of Peoplehood: The Politics and Morals of Political Membership." Cambridge University Press, 2003. Giddens, Anthony. "Runaway World: How Globalization is Reshaping Our Lives." Routledge, 2000. Waters, Malcolm. "Globalization." Routledge, 2011. | | | |
| II | Theoretical Aspects of Ethnicity | | 10 | 15 |
| | 5 | Primordialism | 3 | |
| | 6 | Instrumentalism | 3 | |
| | 7 | Materialism | 2 | |
| | 8 | Constructionism | 2 | |

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|------------|---|--|-----------|-----------|
| | Sections from References: Smith, Anthony D. "National Identity." University of Nevada Press, 1991. Geertz, Clifford. "The Interpretation of Cultures." Basic Books, 1973. Skocpol, Theda. "States and Social Revolutions: A Comparative Analysis of France, Russia, and China." Cambridge University Press, 1979. Tilly, Charles. "Coercion, Capital, and European States, AD 990-1992." Blackwell, 1992. Marx, Karl, and Friedrich Engels. "The Communist Manifesto." Penguin Classics, 2002. Wallerstein, Immanuel. "World-Systems Analysis: An Introduction." Duke University Press, 2004. Berger, Peter L., and Thomas Luckmann. "The Social Construction of Reality: A Treatise in the Sociology of Knowledge." Anchor Books, 1966. Butler, Judith. "Gender Trouble: Feminism and the Subversion of Identity." Routledge, 1990. | | | |
| III | Major Ethnic Conflicts in the World | | 20 | 25 |
| | 9 | Ethnic Conflicts in Central Europe and Balkans | 2 | |
| | 10 | The Basque Conflict in Spain | 3 | |
| | 11 | Ethnic Conflict in Kenya | 1 | |
| | 12 | The Quebec Problem in Canada | 3 | |
| | Sections from References: Toft, Monica Duffy. "Securing the Peace: The Durable Settlement of Civil Wars." Princeton University Press, 2009. Smith, Anthony D. "National Identity." University of Nevada Press, 1991. Fearon, James D., and David D. Laitin. "Ethnicity, Insurgency, and Civil War." American Political Science Review, vol. 97, no. 1, 2003, pp. 75-90. Cameron, David R. "Nationalism and the State." Oxford University Press, 2019. Caplan, Richard. "Europe and the Recognition of New States in Yugoslavia." Cambridge University Press, 2005. Douglass, Robin. "Basque Nationalism and Political Violence: The Ideological and Intellectual Origins of ETA." University of Nevada Press, 1991. Mazrui, Ali A. "The Warrior Tradition in Modern Africa." Brill, 2015. Rudner, Martin. "Quebec and the Art of Living: A Course on the Perennial Philosophy." University of Ottawa Press, 2016. Smith, David E. "National Identity and the Conflict at Oka: Native Belonging and Myths of Postcolonial Nationhood in Canada." University of Toronto Press, 2004. Smith, Anthony D. "National Identity and the Idea of European Unity." International Affairs, vol. 68, no. 1, 1992, pp. 55-76. | | | |
| IV | Ethnic Conflicts in South Asia | | 8 | 15 |
| | 13 | Ethnic Aspects of the Conflicts in India's North-East | 2 | |
| | 14 | Ethnic Conflicts in Pakistan | 2 | |
| | 15 | Ethnic Dimensions of Conflict in the Himalayan Countries | 2 | |
| | 16 | Ethnic Conflict in Sri Lanka | 1 | |
| | Sections from References: Baruah, Sanjib. "India's Northeast: The Frontier in Ferment." International Security, vol. 25, no. 3, 2000, pp. 73-102. Ahmed, Ishtiaq. The Punjab Bloodied, Partitioned and Cleansed: Unravelling the 1947 Tragedy through Secret British Reports and First-Person Accounts. | | | |

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|----------|--|---|-----------|-----------|
| | Oxford University Press, 2012. Ziring, Lawrence. Pakistan in the Twentieth Century: A Political History. Oxford University Press, 1997. Thakur, Ramesh. The Politics of the Himalayan Kingdoms: A Comprehensive Analysis. Routledge, 2016. Gunaratna, Rohan. Sri Lanka's Ethnic Crisis and National Security. South Asian Network on Conflict Research, 1998. Narayanan, M. G. S. Perumāls of Kerala: Brahmin Oligarchy and Ritual Monarchy. Cosmo Publications, 2013. Ganguly, Sumit. Conflict Unending: India-Pakistan Tensions since 1947. Columbia University Press, 2002. Wilson, A. Jeyaratnam. Sri Lankan Tamil Nationalism: Its Origins and Development in the 19th and 20th Centuries. C. Hurst & Co., 2000. Goswami, Namrata. "Ethnicity, Identity, and Politics: A Case Study of the Bodos." Asian Ethnicity, vol. 4, no. 2, 2003, pp. 211-226. Malik, Iftikhar H. State and Civil Society in Pakistan: Politics of Authority, Ideology, and Ethnicity. Palgrave Macmillan, 1997. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Applications and Trade-offs: Open-Ended Exploration and Assessment: Group Assignment: | | |

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

THEORETICAL FOUNDATIONS OF ECO-POLITICS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8EJ405 | | | | |
| Course Title | THEORETICAL FOUNDATIONS OF ECO-POLITICS | | | | |
| Type of Course | Elective | | | | |
| Semester | 8 | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Knowledge of current ecological issues. Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to generate an outstanding commitment among students to protect the environment and sustainable development goals with an in-depth theoretical understanding. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO 1 | Understand the rise of ecology as a global concern | U | F | Instructor-created exams / Quiz |
| CO 2 | Understand the rise of eco-political movements as parliamentary movements since the 1980s. | U | C | Instructor-created exams / Quiz |
| CO 3 | Encourage students to sensitise the ecological issues in a global context. | S | C | Instructor-created exams / Home Assignments |
| CO 4 | Realise the Indian context of eco-political movements. | S | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Support students to realise the challenges and prospects of eco-political movements | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Create an awareness among the students in eco-political Philosophy | A | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|---|--|---|--------------------|---------------|
| I | Eco-Politics: Foundational Concepts | | 12 | 20 |
| | 1 | Concepts: Ecology, Nature, and Culture. | 2 | |
| | 2 | Ecology and Politics | 2 | |
| | 3 | Deep Ecology | 2 | |
| | 4 | Social Ecology | 2 | |
| | 5 | Marxism and Ecology | 2 | |
| | 6 | Gandhian Perspective on Ecology | 2 | |
| Sections from References: Barry, John, <i>Environment and Social Theory</i> (London: Routledge, 1999). Bookchin, Murray, <i>The Philosophy of Social Ecology; Essays on Dialectical Naturalism</i> (Jaipur: Rawat Publication, 1996) Rosenbaum, Walter A, <i>Environmental Politics and Policy</i> (NewDelhi: East-West Press Pvt. Ltd, 1991.) Sachs, Wolfgang, <i>The Development Dictionary - A Guide to Knowledge as Power</i> (Hyderabad: Orient Longman, 1997). Salt, Aliou, Michael Belliveau and Nalini Nayak, <i>Conversations: A Trialogue on Power, Intervention and Organization in Fisheries</i> (Chennai: International Collective in Fish Support of Fish workers, 2002). Sarkar, Saral, <i>Green Alternative Politics in West Germany (Vol.I): The New Social movements</i> (New Delhi: Promila and Co Publishers, 1993). | | | | |
| II | Ecopolitics in India | | 12 | 20 |
| | 7 | Eco-Political Concerns in India | 3 | |
| | 8 | Chipko Movement | 2 | |
| | 9 | Silent Valley Movement | 2 | |
| | 10 | Narmada Bachao Andolan (NBA) | 2 | |
| | 11 | National Fishworker's Forum (NFF), Plachimada Struggle against HCCBPL | 3 | |
| Sections from References: Abraham, C.M., <i>Fish Workers Movement in Kerala</i> (Mumbai: Institute for Community Organization, Research, 1996) Aerthayil, Mathew, <i>Fishworker's Movement in Kerala (1977-1994). The Rote of Non-Party Political Organisations in Social Transformation in India</i> (New Delhi Indian Social Institute, 2000) Arnold, David and Ramachandra Guha, <i>Nature, Culture, imperialism: Essays on the Environmental History of South Asia</i> (Delhi: Oxford University Press, 1995) Shah, Ghanshyam, <i>Social Movements and the State</i> , (New Delhi: Sage Publication, 2002) Desrochers, John Bastiaan Wielenga and Vhibuti Patel, <i>Social Movements Towards a Perspective</i> (Bangalore: Center for Social Action, 1991). | | | | |

| III | Environmental Laws in India | | 12 | 15 |
|-----|---|--|----|----|
| | 12 | Environment Protection Laws in India | 2 | |
| | 13 | Legal Framework, | 2 | |
| | 14 | Key Legal Principles | 2 | |
| | 15 | Hazardous Industries, Air Pollution, Water Pollution, Forest and Wildlife Protection Acts. | 3 | |
| | 16 | Environment and Sustainable Development Policy in India | 3 | |
| | Sections from References: Antony, M.J. <i>Landmark Judgements on Environmental Protection</i> (New Delhi: Indian Social Institute, 1995). Cheriyan, George, <i>Equation for life issues on Sustainable Development</i> (Bangalore: Books for Change, 1999) Krishna, Sumi, <i>Environmental Politics: Peoples's Lives and Choices</i> (New Delhi: Sage Publications, 1996). Leung, Trini Wood, Fung Chi, <i>Nuclear Power Development and Peoples's Movement in East Asia</i> (Hong Kong: Committee for Concern of Nuclear Energy, 1987). Wielenga, Bas, <i>Towards an Eco-Just Society</i> (Bangalore: Centre for Social Action, 1999). Wignaraja, Poona(ed), <i>New Social Movements in the South Empowering the People</i> (New Delhi: Vistaar Publications, 1991). | | | |
| IV | Neoliberalism and Eco-Politics | | 12 | 15 |
| | 17 | Globalisation and Ecology | 4 | |
| | 18 | Ecology and Marginalised Communities | 2 | |
| | 19 | Environment and Sustainable Development in Public Policy | 2 | |
| | Sections from References: Giddens, Anthony, <i>Beyond Left and Right: The Future of Radical Politics</i> (Stanford: Stanford University Press, 1994). Hocking, Brian, <i>Localizing Foreign Policy: Non-Central Government and Multilayered Diplomacy</i> (New York: St. Martins Press Inc., 1993). Karns, Margret P., Karen A Mingst, <i>International Organizations: The Politics and Process of Global Governance</i> , (New Delhi: Viva Books, 2010) Keil, Roger, V.J. David Bell, Peter Peng and Leesa Fawcett, <i>Political Ecology: Global and Local</i> (London: Routledge, 1996). Krishna, Sumi, <i>Environmental Politics: Peoples's Lives and Choices</i> (New Delhi: Sage Publications, 1996). Leung, Trini Wood, Fung Chi, <i>Nuclear Power Development and Peoples's Movement in East Asia</i> (Hong Kong: Committee for Concern of Nuclear Energy, 1987). Linklater, Andrew, <i>The Transformation of Political Community: Ethical Foundations of the Post-Westphalian Era</i> (Cambridge: Polity Press, 1998). Lourdasamy, Stan, <i>Peoples Liberation: Characteristics of Parties, Movements and Peoples Struggles in India</i> (New Delhi: Indian Social Institute, 1985). | | | |

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|----------|--|-----------|-----------|
| | Rosenbaum, Walter A, Environmental Politics and Policy (NewDelhi: East-West Press Pvt. Ltd, 1991.) | | |
| V | Open Ended Module | 12 | 10 |

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

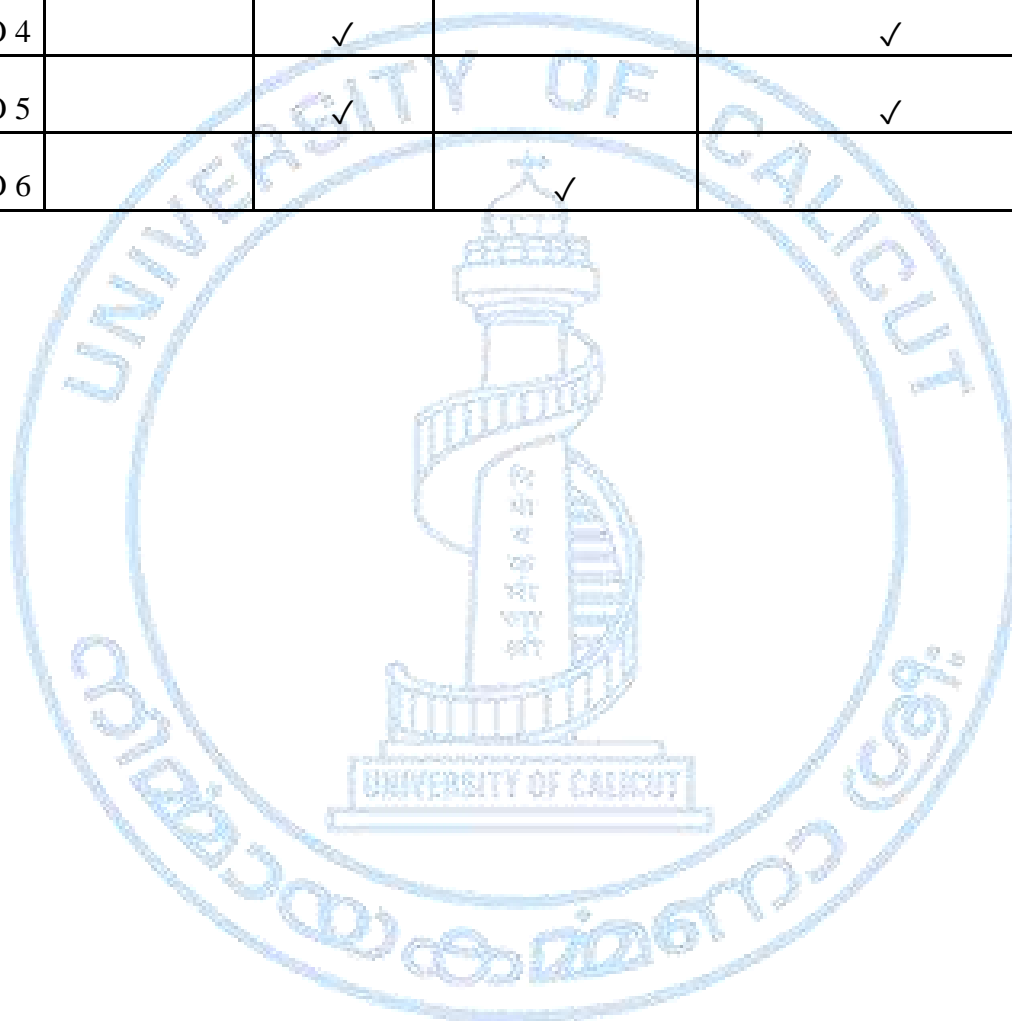
| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



GENDER IN INTERNATIONAL RELATIONS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8EJ406 | | | | |
| Course Title | GENDER IN INTERNATIONAL RELATIONS | | | | |
| Type of Course | Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the significance of gender dynamics in the realm of global politics, focusing on how gender influences international policy, conflict, and cooperation. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | To explore the theoretical foundations of gender in international relations | U | C | Instructor-created exams / Quiz |
| CO2 | Apply gendered lenses to demonstrate a basic understanding of a global, multicultural, and interconnected world and use this knowledge to explain and predict issues in IR. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | To analyse the role of feminist thought and critical feminist approaches to understand conflict and peace. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Demonstrate analytical knowledge of contemporary topics and issues relating to gender and various international and global issues | U | C | Instructor-created exams / Home Assignments |
| CO5 | Develop critical intellectual and analytical skills to interrogate constructed and established concepts used to create gender difference and hierarchy in IR | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Analyse the influence of feminist thought in international conflict and peace, highlighting the role of gender in | M | P | Viva Voce |

| | | | | |
|---|------------------------|--|--|--|
| | peacebuilding efforts. | | | |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|--|------------------------|---------------|
| I | Theoretical Foundations of Gender in International Relations | | 12 | 20 |
| | 1 | Defining gender in international relations, Feminist and queer theories in IR | 2 | |
| | 2 | Judith Ann Tickner: Critique of the Realist Paradigm, Bottan up approach to IR | 2 | |
| | 3 | Cynthia Enloe: The Personal is International | 2 | |
| | 4 | Laura Shepherd: Gender and Space | 2 | |
| | 5 | Michel Foucault: Sexuality and knowledge of political power | 2 | |
| | 6 | Cynthia Weber: Queer International Relations, Performative State | 2 | |
| | Sections from References: Tickner, J. Ann and Sjoberg, Laura (eds.) (2011), <i>Feminism and International Relations: Conversations about the past, present and future</i> , New York, Routledge Tickner, J. Ann, (1992), <i>Gender in International Relations: Feminist Perspectives on Achieving Global Security</i> , New York, Columbia University Press Judith Butler, <i>Gender Trouble: Feminism and the Subversion of Identity</i> (New York: Routledge, 1990) Weber, Cynthia. <i>Queer International Relations: Sovereignty, Sexuality and the Will to Knowledge</i> . Oxford University Press, 2016 | | | |
| II | Masculinity and State | | 12 | 15 |
| | 7 | Define Masculinity and Masculinities in feminist IR | 3 | |
| | 8 | International Relations and the production of masculinities | 3 | |
| | 9 | Hypermasculine state and Missing men in IR | 3 | |
| | 10 | Gendered citizens and IR | 3 | |
| | Sections from References: Carver, T., & Lyddon, L. (2022). "1: Wasn't It Always Just About Men Anyway?". In <i>Masculinities, Gender, and International Relations</i> . Bristol, UK: Bristol University Press. Yuval-Davis, Nira. 1997. <i>Gender and Nation</i> . London: Sage Hooper, C. (2001). <i>Manly States</i> ([edition unavailable]). Columbia University Press. Cohn, C. 'Missions, Men and Masculinities', International | | | |

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|------------|--|-----------|-----------|
| | Feminist Journal of Politics, Vol. 2, No. 3, 1999. | | |
| III | Gender, war and militarism | 12 | 20 |
| | 11 Understanding Gender and War | 3 | |
| | 12 Gendered experiences of war and militarism | 3 | |
| | 13 Gendered military | 2 | |
| | 14 Female Fighters: Female Fighters of Kurdistan (YJP), female fighters of LTTE | 2 | |
| | 15 Women and the War on Terror- The Symbolic Use of Afghan Women in The War on Terror, | 2 | |
| | Sections from References: Eriksson Baaz, Maria, and Maria Stern. 2013. <i>Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond</i> . London and New York: Zed Books. Anne-Kathrin Kreft, Philipp Schulz, <i>Political Agency, Victimhood, and Gender in Contexts of Armed Conflict: Moving beyond Dichotomies, International Studies Quarterly</i> , Volume 66, Issue 2, June 2022 Cynthia Enloe (2004) “ <i>All the Men are in the Militias, All the Women are Victims,</i> ” in <i>The Curious Feminist: Searching for Women in a New Age of Empire</i> , Berkeley: University of California Press. | | |
| IV | Civil War, gender-based violence and peacekeeping interventions | 12 | 15 |
| | 16 Gender-based Violence in Civil conflict: Sri Lankan, Manipur, Afghan, Rohingya | 4 | |
| | 17 Weaponisation of rape in the civil war: Balkan, Rwandan, and Guatemala | 4 | |
| | 18 The place of women and men in peace processes | 4 | |
| | 19 Homophobia and Peace Process | | |
| | Sections from References: Carter. 2010. <i>Should International Relations Consider Rape a Weapon of War?</i> Politics & Gender. 343-371 Cohn, C. (Ed.). (2013). <i>Women and wars: Contested histories, uncertain futures</i> . John Wiley & Sons Melander, E. (2005). <i>Gender equality and intrastate armed conflict</i> . International Studies Quarterly Cohen, D. K. (2013). <i>Explaining rape during civil war: Cross-national evidence (1980– 2009)</i> . American Political Science Review, 107(3), 461-477. Thomas, J. L., & Bond, K. D. (2015). <i>Women's Participation in Violent Political Organizations</i> . American Political Science Review, 109(3), 488-506. | | |
| V | Open Ended Module | 12 | 10 |
| | Case studies/ Showing documentaries and movies related to Being a Woman in Conflict and have discussion on it. Real-World Applications, Open-Ended Exploration and Assessment, Group Assignment: | | |

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%), Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

POLITICAL ECONOMY

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL8EJ407 | | | | |
| Course Title | Political Economy | | | | |
| Type of Course | Elective | | | | |
| Semester | VIII | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course on Political Economy is designed to provide students with a comprehensive understanding of the economic systems, theories, and policies that govern global and local markets. Through an exploration of key concepts such as the political economy of development, global trade dynamics, and structural adjustments, students will gain insights into the complex interplay between politics and economics on both a macro and micro scale. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|--|
| CO1 | Understand the foundational concepts of political economy, enabling the analysis of economic policies and their political implications. | U | C | Instructor-created exams / Quiz |
| CO2 | Apply theoretical knowledge to evaluate the political economy of development and assess the effectiveness of different development strategies. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Critically analyze the role of international institutions like the GATT and WTO in shaping the global trade system and its impact on national economies. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Examine the effects of structural adjustment programs on economic | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|---|--|----|---|---|
| | development and societal welfare within the context of global financial institutions. | | | |
| CO5 | Investigate the historical and contemporary aspects of the Asiatic mode of production and its relevance to the Indian experience. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | Analyze the influence of neocolonialism and transnational corporations on developing economies, focusing on debt traps and economic dependencies | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---|--|------------------------|---------------|
| I | What is Political Economy? | | 12 | 15 |
| | 1 | Foundations of Political Economy | 3 | |
| | 2 | Concepts and Perspectives in Political Economy | 3 | |
| | 3 | Rational Choice and Collective Action | 3 | |
| | 4 | How can the tools of microeconomics be applied to the study of politics? | 3 | |
| | Sections from References: James Alt and Alec Crystal. 1983. Political Economics (University of California Press) James Caporaso and David Levine. 1992. Theories of Political Economy (Cambridge University Press) Adam Przeworski. 2003. States and Markets: A Primer in Political Economy (Cambridge University Press) Charles Wolf, Jr. 1993. Markets or Governments: Choosing between Imperfect Alternatives (The MIT Press) Samuel Bowles and Herbert Gintis. 2008. "The Evolutionary Basis of Collective Action." In Barry Weingast and Donald Wittman, eds., The Oxford Handbook of Political Economy. New York: Oxford University Press: Jon Elster. 1989. Nuts and Bolts for the Social Sciences. New York: Cambridge University Press. Mancur Olson. 1971. The Logic of Collective Action: Public Goods and The Theory of Groups (Harvard University Press). Mancur Olson. 1971. The Logic of Collective Action: Public Goods and The Theory of Groups (Harvard University Press). | | | |

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|------------|---|-----------|-----------|
| | Donald Green and Ian Shapiro. 1994. Pathologies of Rational Choice Theory (Yale University Press). Margaret Levi. 1990. The Limits of Rational Choice Theory. (University of Chicago Press). Margaret Levi. 2000. "The Economic Turn in Comparative Politics," Comparative Political Studies 33 (August/September): 822-44. | | |
| II | Theoretical Foundations Political Economy | 12 | 20 |
| | 5 Classism | 2 | |
| | 6 Marxism | 2 | |
| | 7 Subjectivism | 2 | |
| | 8 Neo-Classicism | 2 | |
| | 9 Neo-Marxist Political Economy | 2 | |
| | 10 Chicago Political Economy | 2 | |
| | Sections from References: Hunt, E.K. and Lautzenheiser, M (2011), Introduction, History of Economic Thought, Third Edition, M.E. Sharpe Inc., Armonk, New York Fine, B and Saad-Filho (2004), History and Method, Marx's Capital, Fourth Edition, Pluto Press Chalam, K.S., (1999) <i>Political Economy</i> , Hyderabad: Orient Longman. | | |
| III | Global Trade and Politics | 12 | 20 |
| | 11 Political Economy of Development | 4 | |
| | 12 Structural Adjustment | 4 | |
| | 13 GATT, WTO and the World Trade System | 4 | |
| | Sections from References: Panagariya, A. (n.d.). India and the World Trade Organization. Oxford University Press. Gordon, S. (1995). India's Rise to Power in the Twentieth Century and Beyond. Palgrave Macmillan. Bardhan, P. (1998). The Political Economy of Development in India. Oxford University Press. Saul, J. S. (2006). Development After Globalization: Theory and Practice for the Embattled South in a New Imperial Age. Zed Books. Papola, T. S., & Sharma, A. N. (Eds.). (1999). Economic Liberalization and Its Implications for Employment. Vikas Publishing House. Prasad, V. (1999). Structural Adjustment, Global Trade and the New Political Economy of Development. Zed Books. Singh, R. (n.d.). The World Trade Organization and India: A Dronequill Explainer. Dronequill Publishing. Kelegama, S. (Ed.). (2010). Trade Liberalization in South Asia: Analyzing the Impact of the World Trade Organization. Sage Publications. | | |
| | | | |
| | | | |
| IV | Global Crisis | 12 | 15 |
| | 14 Development/ Under Development | 3 | |
| | 15 Dependency | 3 | |
| | 16 Asiatic Mode of Production and Indian Experience | 3 | |
| | 17 Neocolonialism, Transnational Corporations and Debt Trap | 3 | |

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| | <p>Sections from References:</p> <p>Cathie Jo Martin and Duane Swank. 2012. <i>The Political Construction of Business Interests: Coordination, Growth, and Equality</i>. New York: Cambridge University Press.</p> <p>Mancur Olson. 1982. <i>The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities</i>. New Haven: Yale University Press.</p> <p>Khera, R. (2011). <i>The Battle for Employment Guarantee</i>. Oxford University Press.</p> <p>Corbridge, S., & Harriss, J. (2000). <i>Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy</i>. Polity Press.</p> <p>Stiglitz, J. E. (2010). <i>Freefall: America, Free Markets, and the Sinking of the World Economy</i>. New York, NY: W.W. Norton & Company.</p> <p>Sachs, J. (2005). <i>The End of Poverty: Economic Possibilities for Our Time</i>. New York, NY: Penguin Press.</p> <p>Frank, A. G. (1967). <i>Capitalism and Underdevelopment in Latin America: Historical Studies of Chile and Brazil</i>. New York, NY: Monthly Review Press.</p> <p>Dos Santos, T. (1970). <i>The Structure of Dependence</i>. American Economic Review, 60(2), 231-236.</p> <p>Sharma, R. S. (2005). <i>India's Ancient Past</i>. New Delhi, India: Oxford University Press.</p> <p>Nkrumah, K. (1965). <i>Neo-Colonialism: The Last Stage of Imperialism</i>. London, UK: Thomas Nelson & Sons.</p> <p>Gallagher, K. P., & Robinson, J. (2014). <i>The New Extraction: Rewriting the Political Economy of Transnational Corporations and Debt</i>. In S. Spronk & J. Webber (Eds.), <i>Crisis and Contradiction: Marxist Perspectives on Latin America in the Global Political Economy</i> (pp. 181-202). Leiden, Netherlands: Brill.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 17 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

LITERATURE IN INTERNATIONAL RELATIONS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL8EJ408 | | | | |
| Course Title | LITERATURE IN INTERNATIONAL RELATIONS | | | | |
| Type of Course | Elective | | | | |
| Semester | 8 | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course attempts to place the relation between International relations and literature. The analysis of literary expressions in the context of international political dynamics is expected to be done. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Demonstrate a nuanced understanding of the intersection between literature and international relations. | R | F | Instructor-created exams / Home Assignments |
| CO2 | Analyse and critically evaluate literary texts as reflections of and contributors to global political, social, and cultural issues. | An | P | Assignment / Observation of Practical Knowledge |
| CO3 | Apply theoretical frameworks from both literature and international relations to analyse and interpret global events and issues. | Ap | M | Instructor-created exams / Quiz |
| CO4 | Investigate the impact of globalization on literary production, consumption, and cultural identities. | An | C | Seminar Presentation / Group Tutorial Work |
| CO5 | Analyse diaspora literature and transnational narratives to understand the complexities of identity in a globalized context. | E | P | Assignment / Observation of Practical Knowledge |
| CO6 | Investigate the portrayal of environmental issues in literature and its implications for global environmental consciousness. | E | M | One Minute Reflection Writing assignments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|--------------------|---------------|
| I | INTRODUCTION TO LITERATURE AND INTERNATIONAL RELATIONS | | 12 | 15 |
| | 1 | Overview of the relationship between literature and international relations | 2 | |
| | 2 | Theoretical frameworks: Constructivism, Critical International Relations Theory | 2 | |
| | 3 | Post- colonial literary theory | 2 | |
| | 4 | Representation, identity, power, and agency | 2 | |
| | 5 | Oriental literature and International relations | 2 | |
| | 6 | Resistance literature movement | 2 | |
| | Sections from References: Said, E. W. (1978). <i>Orientalism</i> . Vintage. Booth, K. (1993). <i>Cultural Studies and International Relations</i> . <i>International Affairs</i> , 69(3), 581-593. Nayar, P. K. (2008). <i>Reading Cultures: The Construction of Readers in the Twentieth Century</i> . Bloomsbury Publishing. Ashley, R. K., & Walker, R. B. J. (1990). <i>Speaking the Language of Exile: Dissident Thought in International Studies</i> . <i>International Studies Quarterly</i> , 34(3), 259-268. | | | |
| II | NARRATIVES OF CONFLICT AND PEACE | | 12 | 20 |
| | 7 | Analysis of literature depicting war and conflict | 2 | |
| | 8 | Narratives of peacebuilding and reconciliation | 2 | |
| | 9 | Case studies: Representations of specific conflicts in literature | 2 | |
| | 10 | Conflict and peace in poetry | 2 | |
| | 11 | Post-War Expressions in Literature | 2 | |
| | 12 | Anti- War Literature | 2 | |
| | Sections from References: Achebe, C. (1958). <i>Things Fall Apart</i> . Heinemann. El Saadawi, N. (1980). <i>Woman at Point Zero</i> . Zed Books. Enloe, C. (2000). <i>Maneuvers: The International Politics of Militarizing Women's Lives</i> . University of California Press. Said, E. W. (1984). <i>The World, the Text, and the Critic</i> . Harvard University Press. Barghouti, M. (2003). <i>I Saw Ramallah</i> . | | | |
| III | CULTURAL DIPLOMACY AND SOFT POWER | | 12 | 20 |
| | 13 | Examination of cultural diplomacy and its impact on international relations | 2 | |
| | 14 | Soft power on literature | 2 | |
| | 15 | Literary festivals, possibilities of translations in cross-cultural | 2 | |

| | | | | |
|-----------|---|--|-----------|-----------|
| | | understanding | | |
| | 16 | Tracks of soft power diplomacy | 2 | |
| | 17 | Art expression and soft power | 2 | |
| | 18 | Cultural diplomacy and conflict resolution | 2 | |
| | Sections from References: Pamuk, O. (2006). <i>Istanbul: Memories and the City</i> . Vintage. Rushdie, S. (1991). <i>The Satanic Verses</i> . Viking. vey, B. (2016). <i>The Book That Matters Most</i> . Algonquin Books. Melissen, J. (2005). <i>The New Public Diplomacy: Soft Power in International Relations</i> . Palgrave Macmillan. | | | |
| IV | GLOBALIZATION, IDENTITY AND ECOLOGY IN INTERNATIONAL LITERATURE | | 12 | 15 |
| | 19 | Exploration of how literature reflects and shapes cultural identity and environmental concerns in a globalized world | 3 | |
| | 20 | Diaspora literature and transnational narratives in nature, mankind and sustainability | 3 | |
| | 21 | Examining global environmental issues through literary lenses | 3 | |
| | 22 | Impact of globalization on literary production and consumption | 3 | |
| | Sections from References: Lahiri, J. (1999). <i>Interpreter of Maladies</i> . Houghton Mifflin. Adichie, C. N. (2003). <i>Purple Hibiscus</i> . Algonquin Books. Appiah, K. A. (2006). <i>Cosmopolitanism: Ethics in a World of Strangers</i> . W. W. Norton & Company. Bhabha, H. K. (1994). <i>The Location of Culture</i> . Routledge. Buell, L. (2001). <i>Writing for an Endangered World: Literature, Culture, and Environment in the U.S. and Beyond</i> . Harvard University Press. Heise, U. K. (2016). <i>Imagining Extinction: The Cultural Meanings of Endangered Species</i> . University of Chicago Press. Kingsolver, B. (2012). <i>Flight Behavior</i> . HarperCollins. Ghosh, A. (2016). <i>The Great Derangement: Climate Change and the Unthinkable</i> . University of Chicago Press. Carson, R. (1962). <i>Silent Spring</i> . | | | |
| V | Open Ended Module | | 12 | 10 |
| | LITERATURE AS A TOOL OF EMOTION IN IR In this module, the goal is to evaluate how literature contributes to shaping international dynamics by shaping the thoughts and emotions of the masses. Various materials from diverse languages, global contexts, and historical periods can be selected for examination. Both the presentation of literary works and their critical analysis will play a crucial role in this section. | | | |

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed

modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | - | 1 | - | - | - | | | | | | |
| CO 2 | 2 | - | 1 | - | - | 1 | | | | | | |
| CO 3 | 1 | - | - | - | - | 1 | | | | | | |
| CO 4 | - | 1 | 1 | - | - | 1 | | | | | | |
| CO 5 | 2 | - | 2 | - | - | - | | | | | | |
| CO 6 | 2 | 1 | - | - | 3 | 1 | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | | ✓ |
| CO 3 | | ✓ | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | ✓ | ✓ | | ✓ |
| CO 6 | | | ✓ | |

GLOBALIZATIONS AND IT'S CHANGING IMPACT

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL8EJ409 | | | | |
| Course Title | GLOBALIZATIONS AND IT'S CHANGING IMPACT | | | | |
| Type of Course | Elective | | | | |
| Semester | 8 | | | | |
| Academic Level | 400 - 499 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course will look at the various globalizations that have taken place across human history and their changing impact on four main themes that will be explored as part of this paper. They are global treaties and norms; global networks and technology; diplomacy and balance of power; and trade and finance. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Understand the impact of various globalizations across human history on various aspects of human society, not just limited to the present globalization that became prevalent after the end of the Cold War. | R | F | Instructor-created exams / Home Assignments |
| CO2 | Develop a capability to conduct interdisciplinary research touching upon disciplines such as international relations, politics, history, sociology, cultural studies and history of science and technology. | An | P | Assignment / Observation of Practical Knowledge |
| CO3 | Apply the theoretical frameworks and methodologies to conduct academic research in globalisation studies. | AP | C | Seminar Presentation / Group Tutorial Work |
| CO4 | Analyse and interpret the upcoming and developing trends in globalization and also expect the outcomes of a post-globalised world. | An | M | One Minute Reflection Writing Assignments |
| CO5 | Analyse the role of power in establishing treaties and norms. | An | P | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|--|---|---|--|
| CO6 | Explore how the pace of technological advancement impacts on the spread of globalisation or more precisely the connectivity between the nodes in the globalisation network | C | P | Seminar Presentation / Group Tutorial Work |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|--------------------|---------------|
| I | GLOBAL TREATIES AND LEGAL NORMS | | 12 | 15 |
| | 1 | Understand how certain regions and societies were excluded in the formulation of global treaties and norms both during colonialism/imperialism and during the post-Second World War period. | 4 | |
| | 2 | Exploring if economic and developmental models followed by powerful states who influenced the establishment of global treaties and legal norms were denied to the rest of the world as part of globalization. | 4 | |
| | 3 | Analysing if treaty practices and norms developed in particular regions of the world spread to other parts of the world in previous globalisations. Case Study: Bretton woods Conference | 4 | |
| | Sections from References: Peet, Richard. (2009). <i>Unholy Trinity: The IMF, World Bank and WTO</i> , Zed. Moore, John Allphin, Jr and Jerry Pubantz. (2006). <i>The New United Nations: International Organization in the Twenty First Century</i> . Pearson Prentice Hall India. Anderson, B. (1991). <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , Verso. Dunne T. and N. J. Wheeler (eds.). (1999). <i>Human Rights in Global Politics</i> . Cambridge University Press. Chang, Ha-Joon. (2009). <i>Bad Samaritans: The Myth of Free Trade and the Secret History of Capitalism</i> . Bloomsbury Press. | | | |
| II | GLOBAL NETWORKS AND TECHNOLOGY | | 12 | 15 |
| | 4 | Understand the changing cores and peripheries of different globalisations. | 4 | |
| | 5 | Explore how the pace of technological advancement impacts on the spread of globalisation or more precisely the connectivity between the nodes in the globalisation network. | 4 | |

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|------------|---|--|-----------|-----------|
| | 6 | Analysing the autonomous nature of regions outside the globalisation network (Mesoamerican civilizations including the Aztecs and Mayas, Incas of western South America and Maoris of New Zealand) and problematising the “known world”. | 4 | |
| | Sections from References: Zinkina, Julia, et al. (2019). <i>A Big History of Globalization: The Emergence of a Global World System</i> , Springer. Baylis, John, Steve Smith and Patricia Owens (eds.). (2008). <i>The Globalization of World Politics</i> , Oxford University Press. Stiglitz, Joseph E. (2002). <i>Globalization and Its Discontents</i> , W.W. Norton & Company. Wallerstein, Immanuel. (1974, 1980, 1989). <i>The Modern World System</i> (Three Volumes), Academic Press. Frank, Andre Gunder. (1998). <i>ReOrient: Global Economy in the Asian Age</i> , University of California Press. Frank, Andre Gunder and Barry K. Gills. (1994). <i>The World System: Five Hundred Years of Five Thousand?</i> Routledge. Hobson, John M. (2004). <i>The Eastern Origins of Western Civilisation</i> , Cambridge University Press. Abu-Lughod, Janet L. (1991). <i>Before European Hegemony: The World System AD 1250-1350</i> , Oxford University Press. Scholvin, Sören, Moritz Breul, Javier Revilla Diez and Andrés Rodríguez Pose. (2021), ‘Nodes in Global Networks’, <i>Growth and Change</i> , 52(1), pp. 4-11. | | | |
| III | DIPLOMACY AND BALANCE OF POWER | | 12 | 25 |
| | 7 | Discovering if the Global South has innovative ways of imagining the global order to secure international peace moving away from Eurocentric IR concepts. | 3 | |
| | 8 | Exploring how different the existing norms of diplomacy under the emerging multilateralism are from those of the European multipolar balance of power system of the ‘golden age of diplomacy’. | 3 | |
| | 9 | Analysing if globalisation has increased the relevance of balance of power system | 3 | |
| | 10 | Understanding the nature of diplomacy and balance of power outside Europe during earlier phases of globalisation. | 3 | |

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| | Sections from References: Kaplan, Morton A. (1957). <i>System and Process in International Politics</i> , John Wiley & Sons. Murray, Donette and David Brown (eds.). (2012). <i>Multipolarity in the 21st Century: A New World Order</i> , Routledge. J. Kaufman, Stuart, Richard Little and William C. Wohlforth (eds.). (2007). <i>Balance of Power in World History</i> , Palgrave Macmillan. Nicolson, Harold. (1963). <i>Diplomacy</i> , Oxford University Press. A. Warburton, David. (2009), 'Egypt and Mesopotamia' in Gwendolyn Leick (ed.) <i>The Babylonian World</i> , Routledge. Greatrex, Geoffrey and Samuel N. C. Lieu (eds.). (2005). <i>The Roman Eastern Frontier and the Persian Wars AD 363-628</i> . Routledge. Onuf, Nicholas. (2013). <i>World of Our Making: Rules and Rule in Social Theory and International Relations</i> , Routledge. Wendt, Alexander. 1992. 'Anarchy is What States Make of It: The Social Construction of Power Politics', <i>International Organization</i> , 46(2), pp. 391-425. | | |
| IV | TRADE AND FINANCE | 12 | 15 |
| 11 | Exploring if there has been a movement away from globalisation by the Western capitalist countries in the face of the competition from China, Covid pandemic and the Russia-Ukraine war. | 2 | |
| 12 | Comparing and contrasting the views of the Global South, with special emphasis on South Asia, towards globalisation with the Western capitalist countries especially with regard to disruption of global supply chains during the Russia-Ukraine War. | 2 | |
| 13 | Understanding the nature of the emerging non-Western trade and financial alternatives envisaged by China and others. | 2 | |
| 14 | Exploring the nature of the changes that took place to 'oriental globalisation'. | 2 | |
| 15 | Understanding the symbiotic relationship between trade and religion at least from the time of the globalisation of early historical period/classical antiquity. | 2 | |
| 16 | European colonial intervention in the Indo-Pacific. | 2 | |
| | Sections from References: Barbieri, G. (2019). 'Beyond Ideology: A Reassessment of Regionalism and Globalism in IR Theory, Using China as a Case Study' in E. Feron, J. Kakonen, G. Rached(eds.) <i>Revisiting Regionalism and the Contemporary World Order: Perspectives from the BRICS and Beyond</i> , Verlag Barbara Budrich, pp. 225- 251. Ferdinand, P. (2016). 'Westward Ho- The China Dream and 'One Belt, One Road': Chinese Foreign Policy Under Xi Jinping', <i>International Affairs</i> , 92(4), pp. 941-957. Chaudhuri, K. N. (1985). <i>Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750</i> . Cambridge University Press. Das Gupta, Ashin. (1994). <i>Merchants of Maritime India, 1500-1800</i> . Routledge. Subrahmanyam, Sanjay. (1990). <i>Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700</i> . Oxford University Press. | | |

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| <p>N. Pearson, Michael. (2003). <i>The Indian Ocean</i>. Routledge.</p> <p>Narayanan, M.G.S. (2013). <i>The Perumals of Kerala</i>. Cosmos Books.</p> <p>Ratnagar, Shereen. (2006). <i>Trading Encounters: From the Euphrates to the Indus in the Bronze Age</i>. Oxford University Press.</p> <p>R. Prange, Sebastian. (2018). <i>Monsoon Islam: Trade and Faith on the Medieval Malabar Coast</i>. Cambridge University Press.</p> <p>Mathew, K. S. (ed.) (2017). <i>Imperial Rome, Indian Ocean Regions and Muziris</i>. Routledge.</p> <p>Malekandathil, Pius. (2013). <i>Maritime India: Trade, Religion and Polity in the Indian Ocean</i>. Primus Books.</p> <p>N. C. Lieu, Samuel. (1998). <i>Manichaeism in Central Asia and China</i>. Brill.</p> <p>N. C. Lieu, Samuel. (1994). <i>Manichaeism in Mesopotamia and the Roman East</i>. Brill.</p> <p>Moffett, Samuel Hugh. (1994, 2005). <i>A History of Christianity in Asia</i> (Two Volumes). Orbis Books.</p> <p>Neelis, Jason. (2011). <i>Early Buddhist Transmission and Trade Networks: Mobility and Exchange Within and Beyond the Northwestern Borderlands of South Asia</i>. Brill.</p> <p><i>Perspectives from the BRICS and Beyond</i>, Verlag Barbara Budrich, pp. 225- 251.</p> <p>Ferdinand, P. (2016). ‘Westward Ho- The China Dream and ‘One Belt, One Road’: Chinese Foreign Policy Under Xi Jinping’, <i>International Affairs</i>, 92(4), pp. 941-957.</p> <p>Chaudhuri, K. N. (1985). <i>Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750</i>. Cambridge University Press.</p> <p>Das Gupta, Ashin. (1994). <i>Merchants of Maritime India, 1500-1800</i>. Routledge.</p> <p>Subrahmanyam, Sanjay. (1990). <i>Improvising Empire: Portuguese Trade and Settlement in the Bay of Bengal, 1500-1700</i>. Oxford University Press.</p> <p>N. Pearson, Michael. (2003). <i>The Indian Ocean</i>. Routledge.</p> <p>Narayanan, M.G.S. (2013). <i>The Perumals of Kerala</i>. Cosmos Books.</p> <p>Ratnagar, Shereen. (2006). <i>Trading Encounters: From the Euphrates to the Indus in the Bronze Age</i>. Oxford University Press.</p> <p>R. Prange, Sebastian. (2018). <i>Monsoon Islam: Trade and Faith on the Medieval Malabar Coast</i>. Cambridge University Press.</p> <p>Mathew, K. S. (ed.) (2017). <i>Imperial Rome, Indian Ocean Regions and Muziris</i>. Routledge.</p> <p>Malekandathil, Pius. (2013). <i>Maritime India: Trade, Religion and Polity in the Indian Ocean</i>. Primus Books.</p> <p>N. C. Lieu, Samuel. (1998). <i>Manichaeism in Central Asia and China</i>. Brill.</p> <p>N. C. Lieu, Samuel. (1994). <i>Manichaeism in Mesopotamia and the Roman East</i>. Brill.</p> <p>Moffett, Samuel Hugh. (1994, 2005). <i>A History of Christianity in Asia</i> (Two Volumes). Orbis Books.</p> <p>Neelis, Jason. (2011). <i>Early Buddhist Transmission and Trade Networks: Mobility and Exchange Within and Beyond the Northwestern Borderlands of South Asia</i>. Brill.</p> | | |
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|-----------------------|---------------------------|-------------------------------------|----|----|
| V | Open Ended Module | | 12 | 10 |
| | 1 | Real World Examples Case Studies | | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 16 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | 2 | - | - | - | | | | | | |
| CO 2 | 1 | - | 1 | - | - | 1 | | | | | | |
| CO 3 | 1 | - | 1 | - | - | - | | | | | | |
| CO 4 | 1 | - | 1 | - | 1 | 2 | | | | | | |
| CO 5 | 1 | - | - | - | - | 1 | | | | | | |
| CO 6 | 1 | - | 1 | - | 1 | 1 | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | ✓ | | ✓ |
| CO 2 | ✓ | ✓ | | ✓ |
| CO 3 | ✓ | ✓ | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | ✓ | ✓ | | ✓ |
| CO 6 | | | ✓ | |

MULTI-DISCIPLINARY COURSES

INTRODUCTION TO INDIAN CONSTITUTION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1FM105 | | | | |
| Course Title | INTRODUCTION TO INDIAN CONSTITUTION | | | | |
| Type of Course | MDC | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course provides a comprehensive exploration of the Indian Constitution, offering a detailed analysis of its historical evolution, key principles, and fundamental rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | The students shall able to analyze judicial verdicts, particularly those related to minority rights, fundamental rights, and religious freedom, fostering critical thinking and enhancing legal analysis skills. | U | F | Instructor-created exams / Quiz |
| CO2 | Students shall be able to analyse the organisational structures of the Indian Constitution, including its preamble, and recognise the principles guiding the governance of the nation. | U | C | Instructor-created exams / Quiz |
| CO3 | Students shall be able to examine the directive principles of state policy and understand their role in shaping governance and public policy. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students shall critically analyse contemporary challenges and issues gaining an understanding of the roles of judicial activism, judicial review, and constitutional | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|---|--|----|---|---|
| | remedies in addressing Fundamental rights | | | |
| CO5 | Students shall demonstrate an enhanced ability to critically evaluate legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | By the end of this module, students will gain a solid understanding of how the Indian Constitution was created by the Constituent Assembly and the salient features of the Indian Constitution | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|----------|--|--|-------------------|---------------|
| I | Introduction to the Indian Constitution | | 10 | 10 |
| | 1 | Constitution and Constitutionalism | 1 | |
| | 2 | Constituent Assembly and Constitution Making Process | 3 | |
| | 3 | Major Features of Indian Constitution | 3 | |
| | 4 | Preamble of Indian Constitution | 3 | |
| | Sections from References: Ackerman, Bruce. 1991. <i>We the People, Volume 1: Foundations</i> . Cambridge: Belknap Press. Austin, Granville. 2016. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford Basu, Durga Das. 2018. <i>Introduction to the Constitution of India</i> . Nagpur: Lexis Nexis. Bognador, Fabien, and Jacques Ziller. 2015. <i>Comparative Constitutional Reasoning</i> . Cambridge: Cambridge University Press. Chester, Lucy. 1995. <i>The Government of England Under Edward I</i> . Cambridge: Cambridge University Press. Choudhry, Sujit. 2011. <i>Constitution Making</i> . Oxford: Oxford University Press. Dyzenhaus, David. 2015. <i>The Constitution of Law: Legality in a Time of Emergency</i> . Cambridge: Cambridge University Press. Friedman, Barry. 2006. <i>The Will of the People: How Public Opinion Has Influenced the Supreme Court and Shaped the Meaning of the Constitution</i> . New York: Farrar, Straus and | | | |

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| | Giroux. Metcalf, Thomas R. 2002. <i>The Aftermath of Revolt: India, 1857-1870</i> . Princeton: Princeton University Press. Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Ray of Hope</i> . New Delhi: Atlantic Publishers. | | |
| II | Fundamental Rights and Directive Principles | 8 | 15 |
| | 5 Fundamental rights in the Constitution (Art 14-32) | 4 | |
| | 6 Directive Principles-Features and Classification | 3 | |
| | 7 Fundamental Duties | 1 | |
| | Sections from References: Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Comprehensive Study</i> . New Delhi: Atlantic Publishers. Pandey, J.N. 2019. <i>Constitutional Law of India</i> . Allahabad: Central Law Agency. Tripathi, Brij Kishore. 2017. <i>Preamble of the Constitution: A Critical Appraisal</i> . New Delhi: PHI Learning. Bakshi, P.M. 2013. <i>The Preamble of the Constitution of India: Its Significance and Interpretation</i> . New Delhi: Universal Law Publishing Co. | | |
| III | Judiciary, Executive and Legislature | 12 | 15 |
| | 8 President and Governor | 4 | |
| | 9 Parliament and State Legislature | 4 | |
| | 12 Judiciary-Supreme Court and High Courts | 4 | |
| | Sections from References: Stone, Geoffrey R. 1987. "Content-Based Speech Regulations and the Doctrine of Viewpoint Discrimination." <i>The Supreme Court Review</i> 1987, no. 1: 103-138. Bhatia, Gautam. 2016. <i>The Transformative Constitution: A Radical Biography in Nine Acts</i> . New Delhi: HarperCollins India. Pylee, M.V. 2012. <i>India's Constitution</i> . New Delhi: Universal Law Publishing. Kashyap, Subhash C. 2010. <i>Constitutional Law of India</i> . New Delhi: Universal Law Publishing. Dhavan, Rajeev. 2008. <i>Public Interest Litigation: Understanding the Law and Its Relevance</i> . New Delhi: Universal Law Publishing. Baxi, Upendra. 1982. <i>The Indian Supreme Court and Politics</i> . Delhi: Oxford University Press. | | |
| IV | Working of Constitution | 6 | 10 |
| | 11 Amendment of the constitution | 2 | |
| | 12 Emergency Provisions | 2 | |
| | 13 Elections | 2 | |
| | Sections from References: Baxi, Upendra. 1982. <i>The Crisis of the Indian Legal System: Alternatives in Development Law</i> . New Delhi: Indian Law Institute. Austin, Granville. 2003. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford University Press. Dhavan, Rajeev. 2011. <i>The Constitution of India: Miracle,</i> | | |

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|---|---|---|-----------|-----------|
| | <p><i>Surrender, Hope</i>. New Delhi: Universal Law Publishing Co.</p> <p>Sarkar, Sudhir. 2013. <i>The Constitution of India: Historical Roots and the Modern Perspective</i>. New Delhi: Lexis Nexis.</p> <p>Bhattacharya, Pradeep. 2008. <i>Constitutional History of India: Including the Judicial Contributions, 1935-2007</i>. New Delhi: Lexis Nexis.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | <p>Case studies: Example</p> <p>5. Basic Structure of the Constitution: <i>Kesavananda Bharati v. State of Kerala (1973)</i></p> <p>6. Minority Rights: <i>D. A. V. College Etc v. State Of Punjab & Ors (1971)</i></p> <p>7. Fundamental Rights: <i>Maneka Gandhi v. Union Of India (1978)</i></p> <p>8. Religious Freedom: <i>Shayara Bano v. Union of India (Triple Talaq case) (2017)</i></p> <p>Real-World Issues</p> <p>Open-Ended Discussions</p> <p>Group Assignment</p> | | |
| <p>Sections from References:</p> <p>Austin, Granville. 2008. <i>Indian Constitution: A Cornerstone of a Nation</i>. New Delhi: OUP.</p> <p>Avasthi, A. P. 2012. <i>Indian Government and Politics</i>. New Delhi: Lakshmi Narayan Agarwal.</p> <p>Basu, Durga Das. 2010. <i>Introduction to the Constitution of India</i>. New Delhi: Prentice Hall.</p> <p>Chakrabarthy, Bidyut. 2008. <i>Indian Government and Politics</i>. New Delhi: Sage.</p> <p>Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In <i>A Qualified Hope: The Indian Supreme Court and Progressive Social Change</i>, edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press.</p> <p>Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. <i>The Oxford Handbook of the Indian Constitution</i>. Oxford: Oxford University Press.</p> <p>Fadia, B. L. 2010. <i>Indian Government and Politics</i>. New Delhi: Sahitya Bhavan Publications.</p> <p>Johari, J. C. 2008. <i>Indian Political System</i>. New Delhi: Anmol Publications.</p> <p>Kanth, Laxmikanth. 2010. <i>Indian Polity</i>. New Delhi: TATA Magrow.</p> <p>Kashyap, Subhash C. 2019. <i>Constitution Of India - A Handbook For Students</i>. India: Vitasta Publishing Pvt. Ltd.</p> <p>Kashyap, Subhash C. 2008. <i>Our Political System</i>. New Delhi: National Book Trust.</p> <p>Louis, Prakash. 2014. <i>Rights of the Minorities in India</i>. New Delhi: Manak Publications.</p> <p>Mody, Zia. 2013. <i>Ten Judgements that Changed India</i>. New Delhi: Shobhaa De Books.</p> <p>Noorani, G. 2006. <i>Constitutional and Citizen's Rights</i>. New Delhi: OUP.</p> <p>Pylee, M. V. 2010. <i>India's Constitution</i>. New Delhi: Vikas.</p> <p>Shama, B. K. 2007. <i>Introduction to the Constitution of India</i>. New Delhi: Prentice Hall.</p> <p>Singh, N. P., and R. Saxsena. 2014. <i>Indian Politics, Constitutional Foundations and Institutional Functions</i>. New Delhi: PHI.</p> | | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed

modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 1 | | | | | | | | | | |
| CO 2 | | | | 3 | 1 | | | | | | | |
| CO 3 | | | | 3 | | 2 | | | | | | |
| CO 4 | | 3 | | | | | | | | | | |
| CO 5 | | | 3 | | | | | | | | | |
| CO 6 | | 3 | 1 | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

AN INTRODUCTION TO HUMAN RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL2FM106 | | | | |
| Course Title | AN INTRODUCTION TO HUMAN RIGHTS | | | | |
| Type of Course | MDC | | | | |
| Semester | 2 | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers a broad spectrum of topics aimed at understanding the framework, challenges, and implementation of human rights in the Indian context. A detailed study of the Indian Constitution, focuses on fundamental rights, the role of the judiciary, and the directives for the state to ensure human rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|---|------------------|---------------------|--|
| CO1 | Enable students to understand the concept of human rights. | U | C | Instructor-created exams / Quiz |
| CO2 | Gives insight into the philosophical foundations of human rights. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Enable students to understand the nature of discrimination against Disadvantaged Sections. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | The course provides the student with the capacity to identify major issues and problems relating to the realization of human rights | U | C | Instructor-created exams / Home Assignments |
| CO5 | Students will be able to develop investigative and analytical skills in the field of human rights | Ap | P | One Minute Reflection Writing assignments |
| CO6 | | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (45) | Marks (50) |
|------------|---|--|-------------|---------------|
| I | Human Rights Conceptual Perspectives. | | 8 | 10 |
| | 1 | Human Rights Meaning and Characteristics. | 3 | |
| | 2 | Evolution of Human Rights | 3 | |
| | 3 | Classification of Human Rights | 2 | |
| | Sections from References: Peetush, Ashwani, Jay Drydyk. 2015. <i>Human Rights India and the West</i> . Oxford University Press. Donnelly, Jack. 2005. <i>Universal Human Rights in Theory and Practices</i> , New Delhi: Manas Publications. Freeman, Michael, 2003. <i>Human Rights: An Interdisciplinary Approach</i> , Cambridge: Polity Press. Dube, M. P. and Neeta Bora (ed.) <i>Perspectives on Human Rights</i> , New Delhi: Anamika Publishers, 2000. Basu, D D, 2019. <i>Introduction to the Constitution of India</i> (24 th edition) Lexis Nexis. | | | |
| II | Philosophical Foundations of Human Rights | | 10 | 15 |
| | 4 | Natural Rights: Hobbes, Locke, Rousseau | 4 | |
| | 5 | Utilitarian Rights: Bentham | 4 | |
| | 6 | Positivist School of Rights: J. S. Mill | 2 | |
| | Sections from References: Laxmikanth , 2023. <i>Indian Polity</i> 7 th Edition, Mc Graw Hills. Bhanwar, Harsh. 2008. <i>Human Rights Law in India: Protection and Implementation of the Human Rights</i> , New Delhi: Regal Pub., 2008. Aftab, Alam. 2004. <i>Human Rights in India: Issues and Challenges</i> . Delhi: Raj Publications. Awasthi, S.K. & R.P. Kataria. 2002. <i>Law Relating to Protection of Human Rights</i> . New Delhi: Orient Publishing. B. P. Singh, <i>Human Rights in India: Problems and Perspectives</i> , New Delhi: Deep & Deep, 2008. Shanker Sen. 2009. <i>Tryst with Law Enforcement and Human Rights: four decades in Indian Police</i> , New Delhi: APH. | | | |
| III | Addressing Human Rights Issues | | 8 | 10 |
| | 7 | National Human Rights Commission, National Womens Commission | 2 | |
| | 8 | Rights of Women and Children | 2 | |
| | 9 | LGBTQ | 2 | |
| | 10 | Rights of SC/ST | 2 | |
| | Sections from References: Madhusudhan B. 2021. <i>Transgender Rights: Identity And Mobility</i> , Kalpaz Publications. J. Alberto del Real Alcala, 2017. <i>Human Rights Issues and Vulnerable Groups</i> , Bentham Science Publishers. Janetius, S. T., 2012. <i>Human Rights and Abuse on Elderly People</i> , Discovery Publishing Pvt.Ltd. Ali Nawaz Zaidi, S. 2010. <i>Differently Abled People and Human Rights</i> , New Royal Book Company. | | | |

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|----|---|---|-----------|-----------|
| | Gopal Iyer, K. 2003. <i>Migrant Labour and Human Rights in India</i> , Kanishka Publishers. | | | |
| IV | Emerging Trends in Human Rights | | 10 | 15 |
| | 11 | Environmental Rights | 3 | |
| | 12 | Animal Rights | 3 | |
| | 13 | Right to Information | 4 | |
| | Sections from References: Debarati Halder, Shruti S. Brahmabhatt(Edited), 2021. <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i> , New Delhi: SAGE Publications Pvt. Ltd. Rajesh M. Basru, 2009. <i>Challenges to Democracy in India</i> , New Delhi: Oxford University Press. Batbyal, Rakesh 2005. <i>Communalism in Bengal: From Famine to Noakhali, 1943-47</i> , New Delhi: Sage Publications. Desai, A.R., 1986. <i>Violation of Democratic Rights in India</i> , Vol.1, Popular Prakashan, Bombay. Chandra, Biban. 2009. <i>Communalism in Modern India</i> . Har-Anand Publications Pvt Limited. | | | |
| V | Open Ended Module | | 9 | 5 |
| | 1 | Case studies Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 1 | | | | | | | | | | |
| CO 2 | | | | 3 | 1 | | | | | | | |
| CO 3 | | | | 3 | | 2 | | | | | | |
| CO 4 | | 3 | | | | | | | | | | |
| CO 5 | | | 3 | | | | | | | | | |
| CO 6 | | | 3 | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



CALICUT UNIVERSITY – FOUR-YEAR UNDER GRADUATE PROGRAMME (CU-FYUGP)

BA POLITICAL SCIENCE (Honours)

PROGRAMME OUTCOMES (PO):

At the end of the graduate program at Calicut University, a student would:

| | |
|------|--|
| PO 1 | Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study. |
| PO 2 | Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity |
| PO 3 | Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability. |
| PO 4 | Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information. |
| PO 5 | Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions. |
| PO 6 | Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterized by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment. |
| PO 7 | Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development. |

PROGRAMME SPECIFIC OUTCOMES (PSO):

At the end of the BA Political Science (Honours) program at Calicut University, a student would:

| | |
|-------|--|
| PSO 1 | Explain and interpret the basic concepts of Political science by attending lectures, taking down notes and participating in group discussions. |
| PSO 2 | Empower students to participate in community-engaged services/activities to promote the well-being of society |
| PSO 3 | Attain knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity. |
| PSO 4 | Adopt a gender-neutral approach, as well as empathy for the less advantaged and the differently abled including those with learning disabilities. |
| PSO 5 | Critically analyse and advocate for solutions to environmental challenges, ensuring responsible resource management, biodiversity conservation, and sustainable living for present and future generations. |
| PSO 6 | Apply analytical thinking to a body of knowledge, including the analysis and evaluation of policies, practices, evidence, arguments, claims, beliefs, and the reliability of relevance of evidence. |

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2FM106-2 | | | | |
| Course Title | Social Media and Digital Politics | | | | |
| Type of Course | MDC | | | | |
| Semester | 2 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge and understanding on the functioning of social media. | | | | |
| Course Summary | This undergraduate course explores the role of social media in shaping social | | | | |

| | |
|--|--|
| | change and political dynamics in contemporary society. It focuses on how social media platforms influence political discourse, social movements, and public opinion, as well as the challenges posed by misinformation, digital activism, and surveillance. The course will encourage students to critically analyze the intersection of technology, politics, and society, drawing from both theoretical frameworks and case studies. |
|--|--|

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|---|--|------------------|---------------------|---|
| CO 1 | Understand key communication theories in the context of digital platforms and analyze how social media platforms function as political communication tools. | U | F | Instructor-created Exams/Quiz |
| CO 2 | Analyze the impact of social media on the organization and outcomes of social movements by evaluating the dynamics of online activism and its potential for social change. | An | C | Seminar Presentation / Group Tutorial Work |
| CO 3 | Critically assess case studies of digital activism around the world. | U | F | Assignment / Observation of Practical Knowledge |
| CO 4 | Assess the ethical challenges surrounding privacy, surveillance, and regulation on social media. | U | P | Seminar Presentation / Group Tutorial Work |
| CO 5 | Evaluate the political implications of artificial intelligence and data interpretation | U | F | Assignment / Observation of Practical Knowledge |
| CO 6 | Discuss the future trajectory of social media in shaping global political systems. | U | F | Instructor-created Exams/Quiz |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (36 +9) | Marks (50) |
|--------|------|--|-------------------|---------------|
| I | | INTRODUCTION TO SOCIAL MEDIA AND POLITICS | 12 | 15 |
| | 1 | a) Overview of Social Media Platforms and Their Role in Politics Key Points: <ul style="list-style-type: none"> • Definition of social media and its various platforms (Facebook, Twitter, Instagram, YouTube etc.) • The role of social media in shaping political discourse. • Examples of political movements facilitated by social media. b) Historical Context: The Evolution of Political Communication Key Points: <ul style="list-style-type: none"> • Transition from traditional media to digital platforms. • Historical milestones in political communication. • The impact of the internet on political engagement. | 5 | |
| | 2 | a) Key Concepts: Digital Citizenship, Political Engagement, and Activism Key Points: <ul style="list-style-type: none"> ▪ Definition of digital citizenship. ▪ The role of online activism in modern politics. ▪ Case studies of successful digital activism (Occupy wall street movement, Nirbhaya Movement). b) Theories of Communication in the Digital Age <ul style="list-style-type: none"> ▪ Overview of communication theories relevant to social media. ▪ Karl Deutsch's communication theory ▪ Agenda-setting theory and its application in digital | 5 | |

| | | | | |
|-----------|--|--|----------|-----------|
| | | <p>contexts.</p> <ul style="list-style-type: none"> ▪ Mobilization theory and its relevance to online activism. | | |
| | 3 | <p>a) Case Study: The Arab Spring and Social Media's Role</p> <p>Key Points:</p> <ul style="list-style-type: none"> ▪ Overview of the Arab Spring events. ▪ Analysis of social media's role in mobilizing protests. ▪ Lessons learned from the Arab Spring. | 2 | |
| | | <p>Readings list</p> <ul style="list-style-type: none"> • Castells, M. (2012). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity Press. • Chadwick, A. (2017). <i>The Hybrid Media System: Politics and Power</i>. Oxford University Press. • Papacharissi, Z. (2010). <i>A Private Sphere: Democracy in a Digital Age</i>. • Habermas, J. (1989). <i>The Structural Transformation of the Public Sphere</i>. MIT Press. • Castells, M. (2012). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity Press. | | |
| II | SOCIAL MEDIA AS A TOOL FOR POLITICAL MOBILIZATION | | 8 | 10 |
| | 4 | <p>Hashtag Activism: #MeToo, #BlackLivesMatter and Beyond</p> <p>Key Points:</p> <ul style="list-style-type: none"> ▪ Definition and significance of hashtag activism. ▪ Case studies of #MeToo and #BlackLivesMatter movements. ▪ The impact of social media on public awareness and policy change. | 2 | |
| | 5 | <p>The Role of Influencers in Political Campaigns</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Definition of social media influencers. • Analysis of their impact on political campaigns. • Case studies of influencer-led political movements. | 2 | |
| | 6 | Digital Campaign Strategies: Micro-targeting and Data Analytics | 2 | |

| | | | | |
|------------|--|---|-----------|-----------|
| | | Key Points: <ul style="list-style-type: none"> • Overview of micro-targeting in political campaigns. • The role of data analytics in shaping campaign strategies. • Ethical considerations in data usage. | | |
| | 7 | The Impact of Social Media on Voter Turnout and Engagement <p>Key Points:</p> <ul style="list-style-type: none"> • Analysis of social media's influence on voter behaviour. (Example Political Campaigns in US Elections) • Case studies of elections with significant social media engagement. • Strategies to enhance voter turnout through social media. | 2 | |
| | Readings list <ul style="list-style-type: none"> • Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press • Bennett, W. L., & Segerberg, A. (2013). <i>The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics</i>. Cambridge University Press. • Kreiss, D. (2016). <i>Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy</i>. Oxford University Press. • Persily, N., & Tucker, J. A. (Eds.). (2020). <i>Social Media and Democracy: The State of the Field, Prospects for Reform</i>. Cambridge University Press. • Allcott, H., & Gentzkow, M. (2017). "Social Media and Fake News in the 2016 Election." <i>Journal of Economic Perspectives</i>. | | | |
| III | CHALLENGES OF DIGITAL POLITICS | | 10 | 15 |
| | 8 | Misinformation and Fake News: Definitions and Impacts <p>Key Points:</p> <ul style="list-style-type: none"> • Definitions of misinformation and fake news. • The impact of fake news on public opinion and democracy. • Strategies to combat misinformation. | 2 | |
| | 9 | The Role of Algorithms in Shaping Political Discourse <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of algorithms used by social media platforms. • The impact of algorithms on content visibility and engagement. • Ethical implications of algorithm-driven content. | 2 | |
| | 10 | Privacy, Surveillance and Data Security in the Digital Age | 2 | |

| | | | | |
|-----------|---|---|----------|-----------|
| | | <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of privacy concerns in digital politics. • The role of surveillance in political communication. • Case studies of data breaches and their implications (yahoo Data Breach, Facebook-Cambridge Analytica Scandal) | | |
| | 11 | <p>a) Censorship and Free Speech on Social Media Platforms</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The balance between free speech and censorship. • Case studies of censorship on social media platforms (The IT Rules 2021, Blocking of Political Content against Govt). • The role of government regulation in digital spaces. <p>b) Case Study: The Cambridge Analytica Scandal</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of the Cambridge Analytica scandal. • Analysis of data misuse in political campaigns. • Implications for privacy and regulation. | 4 | |
| | <p>Readings list</p> <ul style="list-style-type: none"> • Vaidhyathan, S. (2018). <i>Antisocial Media: How Facebook Disconnects Us and Undermines Democracy</i>. Oxford University Press. • Gillespie, T. (2018). <i>Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions that Shape Social Media</i>. Yale University Press. • Zuboff, S. (2019). <i>The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power</i>. PublicAffairs. • Gillespie, T., Boczkowski, P. J., & Foot, K. A. (Eds.). (2014). <i>Media Technologies: Essays on Communication, Materiality, and Society</i>. MIT Press. • Zuboff, S. (2019). <i>The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power</i>. PublicAffairs. | | | |
| IV | THE FUTURE OF POLITICS IN THE DIGITAL ERA | | 6 | 10 |
| | 12 | <p>Emerging Trends in Digital Politics: AI and Big Data</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Overview of AI's role in political communication. • The impact of big data on political strategies. • Ethical considerations in AI usage | 2 | |
| | 13 | The Role of Social Media in Global Political Movements | 2 | |

| | | | | |
|---|---|---|----------|----------|
| | | <p>Key Points:</p> <ul style="list-style-type: none"> • Analysis of global movements facilitated by social media. • Case studies of movements in different countries (Fridays for Future Movement). • The role of transnational networks in activism. | | |
| | 14 | <p>Digital Democracy: Opportunities and Challenges</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The concept of digital democracy and its implications. • Opportunities for citizen engagement through digital platforms. • Challenges to democratic processes in the digital age. | 1 | |
| | 15 | <p>The Future of Political Communication: Predictions and Implications</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Trends shaping the future of political communication. • The role of emerging technologies in politics. • Predictions for the future of social media and politics. | 1 | |
| | <p>Readings list</p> <ul style="list-style-type: none"> • Kreiss, D. (2016). <i>Prototype Politics: Technology-Intensive Campaigning and the Data of Democracy</i>. Oxford University Press. • Tufekci, Z. (2017). <i>Twitter and Tear Gas: The Power and Fragility of Networked Protest</i>. Yale University Press. • Papacharissi, Z. (2010). <i>A Private Sphere: Democracy in a Digital Age</i>. • Persily, N., & Tucker, J. A. (Eds.). (2020). <i>Social Media and Democracy: The State of the Field, Prospects for Reform</i>. Cambridge University Press. | | | |
| V | Direction on 5th Module (Open Ended Module) | | 9 | 5 |
| | 1 | <p>Teachers may use this topic for Open Ended Module</p> <p>The Role of Youth in Shaping Digital Politics</p> <p>Key Points:</p> <ul style="list-style-type: none"> • The significance of youth engagement in digital politics. • Case studies of youth-led movements. • Strategies for fostering political engagement among young people. | | |

Books and References:

- Bennett, W. L., & Segerberg, A. (2013). *The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics*. Cambridge University Press.

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | 1 | - | - | - | 1 | | | | | | |
| CO 2 | 1 | - | 2 | - | - | 1 | | | | | | |
| CO 3 | 1 | 1 | 3 | - | - | 1 | | | | | | |
| CO 4 | - | 1 | 1 | - | - | 1 | | | | | | |
| CO 5 | 1 | 1 | 2 | - | - | 1 | | | | | | |
| CO 6 | 1 | - | 2 | - | - | 1 | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar

- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | ✓ | ✓ | ✓ |
| CO 3 | | ✓ | ✓ | ✓ |
| CO 4 | ✓ | | | ✓ |
| CO 5 | ✓ | ✓ | ✓ | ✓ |
| CO 6 | ✓ | | | ✓ |

SKILL ENHANCEMENT COURSES

POLITICAL REPORTING

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL5FS112 | | | | |
| Course Title | Political Reporting | | | | |
| Type of Course | SEC2 | | | | |
| Semester | V | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course provides an in-depth exploration of the principles, practices, and challenges of political reporting. Students will develop skills in researching, interviewing, and writing news stories related to politics, gaining insights into the dynamics of political journalism. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Develop a critical understanding of political systems, structures, and key figures, enabling students to analyze and interpret political events and issues effectively. | U | C | Instructor-created exams / Quiz |
| CO2 | Acquire proficient research skills to gather information from diverse sources, and apply effective reporting techniques to present accurate and well-informed political stories. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Demonstrate advanced interviewing skills specific to political reporting, including the ability to conduct insightful and ethical interviews with political figures, experts, and the general public. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Hone writing skills tailored for political journalism, mastering various writing styles, and understanding the nuances of objective reporting, analysis, and narrative storytelling. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Gain specialized knowledge and skills related to covering elections, including interpreting polls, providing in-depth | Ap | P | One Minute Reflection Writing |

| | | | | |
|---|---|---|---|-------------|
| | analysis, and delivering comprehensive election news coverage. | | | assignments |
| CO6 | Develop the ability to conduct investigative political journalism, including uncovering and analyzing political scandals, understanding legal and ethical considerations, and producing in-depth investigative reports. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (45) | Marks (50) |
|-----------|--|--|-----------|------------|
| I | Introduction to Political Reporting | | 10 | 10 |
| | 1 | Overview of political reporting | 2 | |
| | 2 | Importance of political journalism | 2 | |
| | 3 | Historical context and evolution | 2 | |
| | 4 | Understanding Political Systems: Basics of political structures and systems, Role of government institutions | 2 | |
| | 5 | Key political figures and their influence | 2 | |
| | Sections from References: Smith, John. Political Reporting 101: A Comprehensive Introduction. Chicago: University of Chicago Press, 2010. Johnson, Emily. "The Evolution of Political Journalism." Journal of Political Communication 25, no. 3 (2015): 112-135. Brown, Robert. The Importance of Political Reporting: A Historical Perspective. New York: Random House, 2008. Taylor, Samantha. "Overview of Political Reporting Techniques." Political Journalism Today 8, no. 2 (2012): 45-63. Anderson, Michael. Politics Uncovered: Historical Context and Evolution of Political Journalism. Boston: Beacon Press, 2014. | | | |
| II | Research and Information Gathering | | 8 | 15 |
| | 6 | Techniques for Effective Research | 2 | |
| | 7 | Utilizing primary and secondary sources | 2 | |
| | 8 | Strategies for political interviews | 2 | |
| | 9 | Ethics in political journalism | 2 | |
| | Sections from References: Smith, John. Effective Research Strategies. Chicago: University of Chicago Press, 2010. Johnson, Mary. Navigating Primary and Secondary Sources. New York: Oxford University Press, 2015. Davis, Robert. Politics Unveiled: Mastering the Art of Interviews. Boston: Beacon Press, 2018. Williams, Sarah. "Mastering Political Interviews: Strategies for Success." Political Insights 25 (2019): 45-62. Miller, David. Journalism Ethics in Politics. Los Angeles: Sage Publications, 2017. | | | |

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|------------|--|-----------|-----------|
| | Johnson, Emily. "Navigating the Political Landscape: Insights from an Experienced Journalist." Politics Symposium. March 15, 2023. | | |
| III | Writing Styles in Political Reporting | 8 | 15 |
| | 10 Crafting compelling political stories | 2 | |
| | 11 Analytical vs. objective reporting | 2 | |
| | 12 Narrative techniques in political journalism | 2 | |
| | 13 Election reporting best practices | 2 | |
| | <p>Sections from References:</p> <p>Smith, J. (2018). "The Art of Political Reporting: A Guide to Writing Styles." Political Journalism Quarterly, 45(3), 102-115.</p> <p>Johnson, M. (2020). "Exploring Writing Styles in Political Journalism." Journal of Political Communication, 28(4), 555-570.</p> <p>Thompson, R. (2019). Crafting Compelling Political Narratives: Strategies for Journalists. New York: Routledge.</p> <p>Lee, S. (2021). "The Power of Storytelling: Crafting Compelling Political Narratives." Journalism Studies, 18(2), 245-262.</p> <p>Green, A., & Jones, P. (2017). "Navigating Analytical and Objective Reporting in Political Journalism." Media Studies Journal, 34(1), 78-93.</p> <p>Brown, L. (2018). "Analytical vs. Objective Reporting: A Critical Examination." Political Communication Review, 22(3), 405-420.</p> <p>White, E. (2019). "The Art of Political Storytelling: Narrative Techniques in Journalism." Communication Research, 37(2), 201-218.</p> <p>Garcia, R. (2020). "Crafting Political Narratives: Narrative Techniques in Modern Journalism." Journal of Media Studies, 15(4), 567-582.</p> <p>Smith, T. (2018). "Best Practices in Election Reporting: Lessons from the Field." Journal of Political Reporting, 29(1), 112-127.</p> <p>Brown, K. (2021). "Navigating Election Reporting: Best Practices for Journalists." Political Communication Review, 25(2), 301-316.</p> | | |
| IV | Investigative Political Reports | 10 | 10 |
| | 14 Principles of investigative reporting | 2 | |
| | 15 Legal and ethical considerations | 2 | |
| | 16 The role of social media in political journalism | 2 | |
| | 17 Fact-checking in the age of digital information | 2 | |
| | 18 Building an online presence as a political reporter | 2 | |
| | <p>Sections from References:</p> <p>Green, J., & Hossein, C. (Eds.). (2013). The handbook of global communication and media ethics (Vol. 1). John Wiley & Sons.</p> <p>Iyengar, S., & Kinder, D. R. (2010). News that matters: Television and American opinion. University of Chicago Press.</p> <p>Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. Crown.</p> <p>Ward, S. J. A., & Wasserman, H. (2011). Media law for journalists. Sage Publications Ltd.</p> <p>Bok, S. (1989). Lying: Moral Choice in Public and Private Life.</p> | | |

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|----------|--|----------|----------|
| | <p>Vintage.</p> <p>Chadwick, A. (2017). The hybrid media system: Politics and power. Oxford University Press.</p> <p>Bruns, A., & Highfield, T. (Eds.). (2016). The Routledge companion to social media and politics. Routledge.</p> <p>Graves, L., & Cherubini, F. (2016). Journalism ethics for the digital age. Routledge.</p> <p>Tandoc Jr, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news”. Digital journalism, 6(2), 137-153.</p> <p>Merritt, D. (2012). Public journalism and public life: Why telling the news is not enough. Routledge.</p> <p>Singer, J. B., Hermida, A., Domingo, D., Heinonen, A., Paulussen, S., Quandt, T., & Vujnovic, M. (Eds.). (2011). Participatory journalism: Guarding open gates at online newspapers. John Wiley & Sons.</p> | | |
| V | Open Ended Module | 9 | 5 |
| | <p>1 Case studies, Real-World Applications.</p> <p>Students work on a comprehensive political reporting project, Presentation of final projects, Peer review and feedback ,Open-Ended Exploration and Assessment and Group Assignment:</p> | | |

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ELECTORAL MANAGEMENT AND POLITICAL CAMPAIGN

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL6FS113 | | | | |
| Course Title | ELECTORAL MANAGEMENT AND POLITICAL CAMPAIGN | | | | |
| Type of Course | SEC | | | | |
| Semester | VI | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 3 | 3 | - | - | 45 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to the development of globally competent electoral professionals, democracy specialists, and governance professionals. Intended for present and aspiring election managers, policymakers, and practitioners involved in elections. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | To describe and recognize the importance of elections and electoral management | R | F | Instructor-created exams / Quiz |
| CO2 | To comprehend the legal framework of elections in India | U | C | Instructor-created exams / Quiz |
| CO3 | To analyze the changing trends in India and equip the students to identify key careers in election management | U | C | Instructor-created exams / Home Assignments |
| CO4 | To interpret the election scenario scientifically | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | The students can observe, analyse, and scientifically write about politics. Students can prepare documents by applying the tool of data collection. Develop new strategies for the Political campaign. | C | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students have a hands | An | C | One Minute |

| | | | | |
|--|--|--|--|--------------------------------|
| | own training in Quantitative Methods of data collection (R Studio, SPSS, JASP) and Qualitative Methods of Data Collection (ATLAS.ti, Nvivo, Otter) | | | Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)</p> <p>Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (45) | Marks (50) |
|-----------|--|--|----------|------------|
| I | Elections Theoretical Perspective | | 8 | 10 |
| | 1 | Election- Meaning and Importance | 2 | |
| | 2 | Election Management: Institutions and Principles | 3 | |
| | 3 | Standards and Principles of Electoral Administration (Independence, Transparency, Integrity, Competence, Fairness) | 3 | |
| | Sections from References: Andrew Heywood, (2019). Politics. Bloomsbury:London Babudhan Tripura.(2023). Electoral Democracy and Management of Election, Authors Click Publishing International IDEA, (2014). Electoral Management Design Paul S. DeGregorio and Adam Ambrogi (2016). The Five Principles of Integrity in Elections. Voice of the Governing Institute. | | | |
| II | Constitutional Legal Framework of Elections in India | | 8 | 10 |
| | 4 | Election-Constitutional Provisions | 2 | |
| | 5 | Election Commission of India | 2 | |
| | 6 | State Election Commission | 2 | |
| | 7 | Model Code of Conduct | 2 | |
| | 8 | Voter Registration | | |
| | Sections from References: Alistair MccMillan . (2011). 'The Election Commission' in Niraja Gopal, Basu Mehta (ed) <i>Oxford Companion to Politics in India</i> , New Delhi: Oxford. Manjari Katju, (2023). Electoral Practice and the Election Commission of India, Politics Institutions and Democracy, Cambridge: New Delhi Ujwal Kumar Singh (2019). Election Commission of India, Oxford: New Delhi S.Y Quraishi, (2019). The Great March of Indian Democracy; Seven Decades of India's Elections V.S Ramadevi, (2016). How India Votes- Election Laws, Practice and Procedure, LexisNexis Ministry of Information and Broadcasting, (2020). Belief in the Ballot 101 Human Stories From Indian Elections | | | |

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|------------|--|--|-----------|-----------|
| III | Elections and Political Market | | 10 | 15 |
| | 9 | Voting Behaviour | 3 | |
| | 10 | Changing Nature of Political Campaigns | 3 | |
| | 11 | Professions in Political Campaigns (Research Associate, Political Analyst, Political Strategist, Political Consultant, Election Manager, Social Media Analysis, and Constituency Manager) | 4 | |
| | Sections from References: Dheeraj Sharma, (2016). Swinging the Mandate; Developing and Managing Winning Campaign. Penguin James A. Thurber & Candice J. Nelson. (2001). The Role of Political Consultants in Elections, Brookings: Washington DC Nolan Crouse, (2021). The Political Campaign 'How to Guide'. Victoria: Friesen Press Shivam Shankar Singh, (2019). How to Win an Indian Election, Penguin Manjari Katju, (2019). Election Campaigning in Transformed India. Published in The India Forum. https://www.theindiaforum.in/article/campaigning-transformed-india Anuradha Sajjanhar (2021). Professionalizing Political Campaigns- The Emergence of Political Consulting, EPW Vol 56 (44). 30 October 2021 | | | |
| IV | Politics and Psephology | | 10 | 15 |
| | 12 | Psephology: Meaning and scope | 10 | |
| | 13 | Data Collection and Data Analysis-Tools and Techniques | | |
| | Sections from References: Roy, P., & Sopariwala, D. R. (2019). <i>The Verdict Decoding India's Elections</i> . Gurgaon: Vintage Sanjay Kumar & Praveen Rai, (2013). Measuring Voting Behaviour in India, Sage James E. Monogon III (2015). Political Analysis Using R. Springer: Newyork Francisco Urdinez & Andres Cruz (2021). R for Political Data Science A Practical Guide, Taylor and Francis. | | | |
| V | Open Ended Module | | 9 | 5 |
| | 1 | Case studies: 1. Conduct an election survey in nearby constituency 2. Make a report on major issues affecting election campaign Real-World Issues Open-Ended Discussions Group Assignment | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 13 units from the fixed

modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

Minor Courses List

| | |
|--|-----|
| MINOR COURSES..... | 281 |
| SET 1: PUBLIC ADMINISTRATION AND GOVERNANCE | 281 |
| PRINCIPLES OF PUBLIC ADMINISTRATION | 281 |
| POL1MN101 | 281 |
| INDIAN ADMINISTRATION | 286 |
| POL2MN101 | 286 |
| INTERNET DEMOCRACY AND E-GOVERNANCE | 291 |
| POL3MN201 | 291 |
| SET 2: INDIAN CONSTITUTION AND POLITICAL SYSTEM..... | 298 |
| A PREFACE TO INDIAN CONSTITUTION..... | 298 |
| POL1MN102 | 298 |
| STATE AND POLITICS IN INDIA | 303 |
| POL2MN102 | 303 |
| INDIAN POLITY:POLITICAL DYNAMICS AND EMERGING TRENDS | 309 |
| POL3MN202 | 309 |
| SET3: INTERNATIONAL RELATIONS | 314 |
| INTRODUCTION TO INTERNATIONAL POLITICS..... | 314 |
| POL1MN103 | 314 |
| INTERNATIONAL ORGANIZATIONS AND POLITICS | 319 |
| POL2MN103 | 319 |
| ISSUES IN INTERNATIONAL POLITICS | 323 |
| POL3MN203 | 323 |
| SET4: GOVERNMENT AND POLITICS | 329 |
| INTRODUCTION TO POLITICAL SCIENCE..... | 329 |
| POL1MN104 | 329 |
| CONCEPTS OF POLITICAL SCIENCE | 334 |
| POL2MN104 | 334 |
| POLITICAL SOCIOLOGY | 339 |
| POL3MN204 | 339 |
| SET 5: HUMAN RIGHTS..... | 344 |
| HUMAN RIGHTS | 344 |
| POL1MN105 | 344 |
| INDIAN CONSTITUTION AND HUMAN RIGHTS..... | 349 |
| POL2MN105 | 349 |
| GENDER POLITICS AND HUMAN RIGHTS IN POPULAR CULTURE | 353 |
| POL3MN205 | 353 |

The minor courses listed below should not be recommended to students who have chosen Political Science as their major discipline. These courses should instead be offered to students from other major disciplines.

MINOR COURSES

SET 1: PUBLIC ADMINISTRATION AND GOVERNANCE

PRINCIPLES OF PUBLIC ADMINISTRATION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1MN101 | | | | |
| Course Title | PRINCIPLES OF PUBLIC ADMINISTRATION | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to provide a comprehensive understanding to the discipline of Public Administration with a special focus on contemporary administrative developments. The course explores some of the systems and structures in public administration. The paper contains certain classical and contemporary administrative theories. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|--|------------------|---------------------|---|
| CO1 | Students should be able to demonstrate a comprehensive understanding of the historical, theoretical, and conceptual foundations of public administration, including key principles and thinkers. | R | F | Instructor-created exams / Quiz |
| CO2 | Students should be able to analyze the structure, functions, and processes of public organizations, including how they relate to and interact with other governmental and non-governmental entities. | U | C | Instructor-created exams / Quiz |
| CO3 | Students should be able to evaluate the decision-making processes within public administration, examining how policies are formulated, implemented, and assessed, and understanding the | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|---|--|----|---|---|
| | challenges associated with these processes. | | | |
| CO4 | Students should be able to critically assess ethical issues and challenges in public administration, including issues related to transparency, accountability, and the responsible use of public resources. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students should be able to apply fundamental management and leadership principles to public organizations, including aspects of planning, organizing, staffing, directing, and controlling within the context of public administration. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students should be able to communicate effectively, both in writing and orally, in the context of public administration. This includes the ability to convey information clearly, participate in collaborative decision-making, and engage in public discourse on administrative issues. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---------------------|---|--------------|------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Definition, nature, scope and importance of Public Administration | 4 | |
| | 2 | Politics -Administration dichotomy | 3 | |
| | 3 | Public Administration and Private Administration Scientific management (FW Taylor), Human relations theory(Elton Mayo) | 2 | |
| | 4 | | 3 | |

| | | | | |
|------------|--|--|-----------|-----------|
| | Sections from References: Simon, Herbert A. 1997. <i>Administrative Behaviour: A Study of Decision-Making Processes</i> . New York: Free Press. Mayo, Elton. 2003. <i>The Human Problems of an Industrialized Civilization</i> . New York: Routledge. Taylor, Frederick W. 2004. <i>The Principles of Scientific</i> | | | |
| | <i>Management</i> . Chicago: Waveland Press. Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i> . Chicago: University of California Press. | | | |
| II | THEORIES AND PRINCIPLES | | 12 | 20 |
| | 4 | Organization; Definition and Meaning | 4 | |
| | 5 | Principles of organisation, Hierarchy, Span of Control, unity of command, coordination | 4 | |
| | 6 | Bases of Departmental organization (4 Ps), Line Staff, and auxiliary agencies. | 4 | |
| | Sections from References: Frederickson, H. George. 2012. <i>The Public Administration Theory Primer</i> . Chicago: Westview Press. Goodnow, Frank J. 1900. <i>Politics and Administration: A Study in Government</i> . Chicago: Macmillan. Gullick, Luther, and Lyndell. 1937. <i>Papers on the Science of Administration</i> . Chicago: Institute of Public Administration, Hood, Christopher. 1986. <i>The Tools of Government</i> . Chicago: University of Chicago Press. Osborne, David, and Ted Gaebler. 1992. <i>Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector</i> . Chicago: Addison-Wesley. Riggs, Fred W. 1965. <i>Administration in Developing Countries: The Theory of Prismatic Society</i> . Chicago: Houghton Mifflin. Simon, Herbert A. 1976. <i>Administrative Behaviour: A Study of Decision-Making Processes in Administrative Organizations</i> . Chicago: Free Press. Stallman, Richard J. 2010. <i>Public Administration: Concepts and Cases</i> . Chicago: CQ Press. Waldo, Dwight. 1948. <i>The Administrative State: A Study of the Political Theory of American Public Administration</i> . Chicago: University of Chicago Press. Wilson, Woodrow. 1887. <i>The Study of Administration</i> . Chicago: Political Science Quarterly. | | | |
| III | ORGANISATION MANAGEMENT | | 12 | 15 |
| | 7 | Bureaucracy - Meaning – Characteristics - Defects and merits | 3 | |
| | 8 | Max Weber on Bureaucracy | 3 | |
| | 9 | Recruitment and Training | 3 | |
| | 10 | U.P.S.C and State P.S.Cs | 3 | |

| | | | |
|-----------|---|-----------|-----------|
| | Sections from References: Blau, Peter M. 1955. <i>The Dynamics of Bureaucracy: A Study of Interpersonal Relations in Two Government Agencies</i> . Chicago: University of Chicago Press. Crozier, Michel. 1964. <i>The Bureaucratic Phenomenon</i> . Chicago: University of Chicago Press, 1964. Downs, Anthony. 1967. <i>Inside Bureaucracy</i> . Chicago: | | |
| | Little, Brown. Etzioni, Amitai. 1964. <i>Modern Organizations</i> . Chicago: Prentice-Hall. Gouldner, Alvin W. 1954. <i>Patterns of Industrial Bureaucracy</i> . Chicago: University of Chicago Press. | | |
| IV | FINANCIAL AND PUBLIC ADMINISTRATION | 12 | 20 |
| | 11 FINANCIAL ADMINISTRATION Budget: Meaning – Characteristics - Types a) Principles of budgeting b) Budgetary Process in India | 6 | |
| | 12 PUBLIC ADMINISTRATION IN GLOBALIZATION a) New Public Management, b) New Public Service c) Good Governance d) E Governance e) Public Private Partnership | 6 | |
| | Sections from References: Brown, Thomas. 2009. <i>The Economics of Public Administration</i> . Chicago: North-western University Press. Carter, Patricia L. <i>Public Budgeting in America</i> . 2016. Washington, D.C.: CQ Press. Davis, Emily. 2018. <i>Public Administration and Policy Analysis</i> . Boston: Pearson. Johnson, Mary A. 2015. <i>Government Budgeting: Theory and Practice</i> . New York: Oxford University Press. Miller, David. 2013. <i>Financial Administration in Government</i> . Atlanta: Georgia State University Press. Smith, John. 2010. <i>Public Finance: Principles and Practices</i> . Chicago: University of Chicago Press. Thompson, Michael R. 2014. <i>Local Government Finance: Concepts and Practices</i> . San Francisco: Jossey-Bass. Williams, Robert. 2012. <i>Financial Management in the Public Sector</i> . Los Angeles: Sage Publications. | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies: Real-World Issues Open-Ended Discussions Group Assignment | 12 | |
| | Sections from References: | | |

Books and References:

Arora, R. K and S. Sharma (eds.). 1992. Comparative & Development Administration:

Ideas & Action. Jaipur: Arihant.

Avasthi, A and Maheswari, S. R. 1996. *Public Administration*. Agra: Lakshmi Narain Aggarwal.

Basu, D. D. 1986. *Administrative Law*, New Delhi, Prentice Hall.

Bava, Noorjahan. 2001. Development Policies and Administration in India. Delhi: Uppal Publishers.

Bhambri, C. P. 1991. *Administration in a Changing Society. Bureaucracy and Politics in India*. Delhi: Vikas.

Chakrabarty, Bidyut. 2007. *Reinventing Public Administration: The Indian Experience*. Orient Longman.
 Gadkari, S. S and Kolhetkar, M. R. 2000. *Introduction in Public Administration*. New Delhi: Allied Publishers.

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | 6 | | | 6 |
| CO 2 | 6 | | | 6 |
| CO 3 | 6 | | | 6 |
| CO 4 | | 6 | | 6 |
| CO 5 | | 6 | | 6 |
| CO 6 | | | 6 | |

INDIAN ADMINISTRATION

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2MN101 | | | | |
| Course Title | INDIAN ADMINISTRATION | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course provides a comprehensive overview of the Indian administrative mechanisms, exploring the complexities and challenges of governance within the constitutional and cultural framework, and examining the impact of technological advancements and globalization on public service delivery and civil society engagement. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Students will gain a deep understanding of the structure of Indian administration, including its complexities and the challenges it faces in governance, policy implementation, and public service delivery. | U | F | Instructor-created exams / Quiz |
| CO 2 | Students will be able to articulate the constitutional provisions that underpin the Indian administrative framework, understanding how the Constitution of India guides public administration, governance principles, and the role of various constitutional bodies in ensuring effective governance. | U | C | Instructor-created exams / Quiz |
| CO 3 | Improve students' ability to critically assess the Indian bureaucratic system, its evolution, functioning, and issues of accountability and transparency | U | C | Instructor-created exams / Home Assignments |

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| CO4 | Students will understand how India's diverse cultural landscape influences public administration and policy-making and thereby examine the challenges and opportunities presented by cultural diversity, including issues related to language, religion, and social practices. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Provides a critical insight into the role of technology in transforming public administration in India. Students will learn about the technological backdrop, including e-governance initiatives, digital India campaigns, and the impact of technology on enhancing public service delivery and citizen engagement. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Students will explore the impact of globalization on Indian administration and the increasing role of civil society organizations in governance processes. They will understand how global trends affect national policies and how civil society activism contributes to more inclusive and accountable governance. | An | P | One Minute Reflection Writing assignments |
| <p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p> | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|---|--|------------------------|---------------|
| I | Historical Context | | 12 | 15 |
| | 1 | Indian Administration: Historical Phases | 3 | |
| | 2 | British Administration | 3 | |
| | 3 | Administration after Independence | 3 | |
| | 4 | Public Services in India | 3 | |
| | Sections from References: Ogg, F.A., 1947. <i>English Government and Politics</i> , New Delhi. Macmillan. Avasthi and Avasthi, 2003. <i>Public Administration in India</i> , Agra: Laxmi Narain Agrawal. Maheswari, S.R., 2002. <i>Indian Administration</i> , New Delhi: | | | |

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| | Orient Longman. | | |
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| II | Civil Service in India | 12 | 20 |
| | 5 Structure of Civil Services | 2 | |
| | 6 Union Public Service Commission and State Public Service Commission | 2 | |
| | 7 Recruitment and Training to Civil Service | 2 | |
| | 8 Prospects and Challenges of Indian Civil Service | 2 | |
| | 9 Role of District Collector in Administration | 2 | |
| | Sections from References: Kumar, P., 2019. <i>Structure and Functions of Indian Civil Services</i> , Mumbai: India Research Press. Singh, A.K., 2015. <i>Terms and Conditions of Employment in UPSC</i> , Kolkata: National Book Trust. Verma, S., 2018. <i>The Union Public Service Commission: An Overview</i> , Bengaluru: Prakash Books. Patel, R.J., 2014. <i>Dynamics of State Public Service Commissions in India</i> , Ahmedabad: Sunrise Publishers. Joshi, M., 2020. <i>Recruitment and Training of Civil Servants in India</i> , Pune: Bharati Publications. | | |
| III | Welfare Administration | 12 | 15 |
| | 10 Meaning: Constitutional Provisions | 3 | |
| | 11 Welfare of SC/ST Communities | 3 | |
| | 12 Welfare of Women (with special reference to rural women) | 3 | |
| | 13 Social Welfare Programmes | 3 | |
| | Sections from References: Kumar, A., 1998. <i>Social Welfare in Indian Context: Historical Perspectives</i> . Mumbai: Himalaya Publishing House. Patel, S.J., 2010. <i>Constitutional Provisions and Social Welfare in India</i> . Kolkata: Academic Publishers. Rao, V.K., 2004. <i>Welfare of Scheduled Castes and Tribes</i> . Hyderabad: Orient Blackswan. Mehendale, A., 2012. <i>Empowerment of SC/ST Communities in India: Policies and Practices</i> . Bangalore: National Law School of India University Press. Joshi, S., 2005. <i>Welfare of Women in Rural India: Programs and Perspectives</i> . Jaipur: Rawat Publications. Narayan, L., 1995. <i>Rural Women and the Welfare State</i> . Delhi: Manak Publications. | | |
| IV | Challenges of Indian Administration | 12 | 20 |
| | 14 Bureaucratic System | 2 | |
| | 15 Cultural Challenges | 2 | |
| | 16 Technology and Administration | 2 | |
| | 17 Globalization | 3 | |
| | Sections from References: Arora, R.K. & Goyal, R., 2001. <i>Indian Public Administration: Institutions and Issues</i> . New Delhi: New Age International | | |

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|---|--|---|----|----|
| | <p>Publishers.</p> <p>Bhargava, B.S. & Sharma, K.K., 2007. <i>Cultural Challenges in the Governance of Indian States</i>. Jaipur: Aavishkar Publishers.</p> <p>Prasad, A., 2009. <i>Technology and Public Administration: The Transformation of Government and Governance in India</i>. New Delhi: Prentice Hall of India.</p> <p>Gupta, D., 2017. <i>Prospects and Challenges of the Indian Civil Services</i>, New Delhi: Academic Foundation.</p> <p>Rao, V., 2021. <i>Evolution of Civil Service in India</i>, Hyderabad: Orient BlackSwan.</p> <p>Iyer, L.N., 2013. <i>UPSC and Its Examination Patterns</i>, Chennai: Wisdom Tree.</p> <p>Mehra, P., 2022. <i>Civil Service Training Institutes in India: Shaping the Future Administrators</i>, Gurgaon: LexisNexis.</p> <p>Thakur, B., 2016. <i>State Public Service Commissions: Roles and Responsibilities</i>, Patna: Blue Rose Publishers.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions Group Assignment | 12 | |
| Books and References: Kaul, M.N., 2004. <i>Globalization and Its Impact on India</i> . New Delhi: Vikas Publishing House. Jain, R.B., 1993. <i>Decentralisation and Local Governance</i> . New Delhi: Orient Blackswan. Mathur, K., 2010. <i>Governance and the Sclerosis That Has Set In</i> . New Delhi: Academic Foundation. Kapur, D., Mehta, P.B., & Vaishnav, M., eds., 2017. <i>Rethinking Public Institutions in India</i> . New Delhi: Oxford University Press. | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INTERNET DEMOCRACY AND E-GOVERNANCE

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL3MN201 | | | | |
| Course Title | INTERNET DEMOCRACY AND E-GOVERNANCE | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to explore the intersection of digital technologies and governance models, delving into how the Internet can empower citizens and enhance governmental transparency. Students will gain insights into the principles and practices driving digital democracy and effective e-governance strategies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|--|
| CO1 | Understand the nature, concepts, scope, evolution and significance of internet democracy and e-governance in nation-states. | U | C | Instructor-created exams / Quiz |
| CO2 | Comprehend the concepts and theoretical foundations of internet democracy and e-governance, particularly in the context of modern-day debates and discourses. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Develop a comparative perspective on the emergence of e-Democracy, as well as the linkages of emerging technologies to sustainability, innovation and surveillance within Global North and South countries. Further, develop a critical approach to various debates and challenges. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO4 | Develop a thorough understanding the evolution of Digital India and the challenges to democracy and governance. | U | C | Instructor-created exams / Home Assignments |
| CO5 | Assess case studies on e-governance strategies and challenges of local institutions. | Ap | P | One Minute Reflection Writing assignments |
| CO6 | | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|---|---|--------------------|---------------|
| I | Introduction | | 12 | 15 |
| | 1 | Definition, scope and evolution; e-Governance in the Digital Age | 4 | |
| | 2 | Internet Democracy (Government and Governance) | 4 | |
| | 3 | Information and Communication technologies (ICTs) as an enabler for E-Democracy. | 4 | |
| | Sections from References: Coe, A., Paquet, G., & Roy, J. 2001. "E-governance and Smart Communities: A Social Learning Challenge." <i>Social Science Computer Review</i> , 19(1), 80–93. Dawes, S.S. 2009. "Governance in the Digital Age: A Research and Action Framework for an Uncertain Future." <i>Government Information Quarterly</i> , 26(2), 257–264. Ferdinand, P. 2000. "The Internet, Democracy and Democratization." <i>Democratization</i> , 7(1), 1-17. Gupta, D.K., & Biswas, A.K. 2021. "The Institutionalization of e-Democracy: Challenges, Risks and Future Directions in an Indian Context." <i>eJournal of eDemocracy and Open Government</i> , 13(1), 127–143. Hanisch, M., Goldsby, C.M., Fabian, N.E., & Oehmichen, J. 2023. "Digital Governance: A Conceptual Framework and Research Agenda." <i>Journal of Business Research</i> , 162, 113777. Margolis, M., & Moreno-Riaño, G. 2016. <i>The Prospect of Internet Democracy</i> . Oxon: Routledge, 1–191. Pandey, J.K. 2023. "Public Trust and Collaborative e-Governance Performance: A Study on Government Institutions and Services." <i>Transforming Government: People, Process and Policy</i> , 17(4), 510–531. United Nations Development Programme (UNDP). 2023. <i>Digital Governance</i> . Retrieved from https://www.undp.org/governance/digital-governance | | | |
| II | Theoretical Foundations and Models | | 12 | 20 |
| | 4 | E-Governance Architecture; E-Governance in democracies and citizen participation (Networked society; Smart Cities) | 4 | |
| | 5 | Digital Democracy in Cyber Age; Smart Cities; Institutional theory and E-Government; Diffusion of Innovation (DOI); | 4 | |
| | 6 | Governance Theory; Information Systems Theories; New Digital Era Governance. | 4 | |
| | Sections from References: Belanger, F., and Carter, L.D. 2005. "U-government: A Framework for the Evolution of E-Government." <i>Electronic Government, an International Journal</i> 2(4): 426–445. Castells, M. 1996. <i>The Rise of the Network Society</i> . New Jersey: Blackwell. Castells, M. 1997. <i>Economy, Society and Culture: Network Society and on the Power of Identity</i> . New Jersey: Blackwell. Castells, M. 2023. "The Network Society Revisited." <i>American Behavioral Scientist</i> 67(7): 940-946. | | | |

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| <p>Coe, A., Paquet, G., Roy, J. 2001. "E-governance and Smart Communities: A Social Learning Challenge." <i>Social Science Computer Review</i> 19(1): 80–93.</p> <p>Dutton, W.H. (ed.). 2013. <i>The Oxford Handbook of Internet Studies</i>. Oxford: Oxford University Press.</p> <p>Harrison, T.M., et al. 2012. "Open Government and E-Government: Democratic Challenges from a Public Value Perspective." <i>Information Polity</i> 17(2): 83–97.</p> <p>Hassan, N.R., Mathiassen, L., Lowry, P.B. 2019. "The Process of Information Systems Theorizing as a Discursive Practice." <i>Journal of Information Technology</i> 34(3): 198–220.</p> <p>Hassan, S., & Gil-García, J.R. 2008. "Institutional Theory and E-Government Research." In <i>Handbook of Research on Public Information Technology</i>. Pennsylvania: IGI Global.</p> <p>Ju, J., Liu, L., Feng, Y. 2019. "Public and Private Value in Citizen Participation in E-Governance: Evidence from a Government-Sponsored Green Commuting Platform." <i>Government Information Quarterly</i> 36(4): 101400.</p> <p>Jun, K.-N., Weare, C. 2011. "Institutional Motivations in the Adoption of Innovations: The Case of E-Government." <i>Journal of Public Administration Research and Theory</i> 21(3): 495–519.</p> <p>Lee, J. 2010. "10 Year Retrospect on Stage Models of E-Government: A Qualitative Meta-Synthesis." <i>Government Information Quarterly</i> 27(3): 220–230.</p> <p>Madon, S. 2004. "Evaluating the Developmental Impact of E-governance Initiatives: An Exploratory Framework." <i>Electronic Journal of Information Systems in Developing Countries</i> 20(1): 1–13.</p> <p>Meijer, A. 2015. "E-governance Innovation: Barriers and Strategies." <i>Government Information Quarterly</i> 32(2): 198–206.</p> <p>Mintrom, M. 1997. "Policy Entrepreneurs and the Diffusion of Innovation." <i>American Journal of Political Science</i> 41(3): 738–770.</p> <p>Pereira, G.V., Parycek, P., Falco, E., Kleinhans, R. 2018. "Smart Governance in the Context of Smart Cities: A Literature Review." <i>Information Polity</i> 23(2): 143–162.</p> <p>Saha, P., Nath, A.K., Salehi-Sangari, E. 2012. "Evaluation of Government E-tax Websites: An Information Quality and System Quality Approach." <i>Transforming Government: People, Process and Policy</i> 6(3): 300–321.</p> <p>Saxena, K.B.C. 2005. "Towards Excellence in E-governance." <i>International Journal of Public Sector Management</i> 18(6): 498–513.</p> <p>Six, P. 2004. <i>E-Governance: Styles of Political Judgment in the Information Age Polity</i>. London: Palgrave Macmillan.</p> <p>Tan, E., Cromptvoets, J. 2022. <i>The New Digital Era Governance: How New Digital Technologies are Shaping Public Governance</i>. Wageningen: Wageningen Academic Publishers.</p> <p>Wejnert, B. 2002. "Integrating Models of Diffusion of Innovations: A Conceptual Framework." <i>Annual Review of Sociology</i> 28: 297–326.</p> | | |
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| III | Global Internet Democracy and E-Governance | 12 | 20 |
| | 7 Emergence of E-Democracy and Internet Governance. | 4 | |
| | 8 Global Innovation and Surveillance. | 4 | |
| | 9 Global Network Economy; Emergence and integration of emergent technologies in governance | 4 | |
| | <p>Sections from References:</p> <p>Anjana, A., & Mukerji, S. 2023. <i>Glocal Policy and Strategies for Blockchain: Building Ecosystems and Sustainability</i>. Pennsylvania: IGI Global, 51-68.</p> <p>Awan, U., Sroufe, R., & Shahbaz, M. 2021. "Industry 4.0 and the Circular Economy: A Literature Review and Recommendations for Future Research." <i>Business Strategy and the Environment</i>, 30(4), 2038-2060.</p> <p>Bwalya, K.J., & Mutula, S. 2014. <i>E-Government: Implementation, Adoption, and Synthesis in Developing Countries</i>. Berlin: De Gruyter Saur, 1-342.</p> <p>Dutton, W.H. (Ed.). 2013. <i>The Oxford Handbook of Internet Studies</i>. Oxford: Oxford University Press.</p> <p>ElMassah, S., & Mohieldin, M. 2020. "Digital Transformation and Localizing the Sustainable Development Goals (SDGs)." <i>Ecological Economics</i>, 169, 106490.</p> <p>Evans, D., & Yen, D.C. 2006. "E-Government: Evolving Relationship of Citizens and Government, Domestic, and International Development." <i>Government Information Quarterly</i>, 23(2), 207-235.</p> <p>Li, G., Hou, Y., & Wu, A. 2017. "Fourth Industrial Revolution: Technological Drivers, Impacts, and Coping Methods". <i>Chinese Geographical Science</i>, 27(4), 626-637.</p> <p>Reghunadhan, R. 2022. <i>Cyber Technological Paradigms and Threat Landscape in India</i>. First Edition. Singapore: Springer, Palgrave Macmillan.</p> <p>Sandoval-Almazan, R., & Gil-Garcia, J.R. "Are Government Internet Portals Evolving Towards More Interaction, Participation, and Collaboration? Revisiting the Rhetoric of E-Government Among Municipalities." <i>Government Information Quarterly</i>, 29.</p> <p>Schwab, K. 2016. <i>The Fourth Industrial Revolution</i>. New York: Crown Business.</p> <p>Smith, M., & Miller, S. 2021. "The Future of Biometrics and Liberal Democracy." In <i>Biometric Identification, Law and Ethics</i>. Singapore: Springer Briefs.</p> <p>Thomas, J.C., & Streib, G. 2003. "The New Face of Government: Citizen-Initiated Contacts in the Era of E-Government." <i>Journal of Public Administration Research and Theory</i>, 13(1), 83-102.</p> <p>Torres, L., Pina, V., & Acerete, B. 2006. "E-Governance Developments in European Union Cities: Reshaping Government's Relationship with Citizens." <i>Governance</i>, 19(2), 277-302.</p> <p>Valenduc, G., & Vendramin, P. 2017. "Digitalisation, Between Disruption and Evolution." <i>Transfer: European Review of Labour and Research</i>, 23(2), 121-134.</p> | | |

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|---|---|-----------|-----------|
| IV | Democracy in Digital India | 12 | 15 |
| 10 | History, evolution, policy landscape, implementation and challenges to Digital India; Global-national-local linkages to democracy and governance | 4 | |
| 11 | Cyber threats to internet democracy and e-governance in India; Rural-Urban divide | 4 | |
| 12 | Integration of emergent technologies and impact on democracy and governance in India: Debates: Individual privacy, national security and electoral process. | 4 | |
| Sections from References: Austrin, Terry, and John West. 2004. "New Deals in Gambling: Global Markets and Local Regimes of Regulation." <i>Research in Sociology of Work</i> 13: 143-158. Bera, S. 2019. "Club Convergence and Drivers of Digitalization across Indian States." <i>Telecommunications Policy</i> 43(8): 101822. Chutia, S. 2020. "Digital Diffusion and Its Impact Over Unorganized Sector of Assam." <i>International Journal of Scientific and Technology Research</i> 9(2): 3324–3327. De, S.J., and R. Shukla. 2020. "Privacy Policies of e-Governance Initiatives: Evidence from India." <i>Journal of Public Affairs</i> 20(4): e2160. Höchtel, J., P. Parycek, and R. Schöllhammer. 2016. "Big Data in the Policy Cycle: Policy Decision Making in the Digital Era." <i>Journal of Organizational Computing and Electronic Commerce</i> 26(1-2): 147–169. Martinez-Balleste, A., P. Perez-Martinez, and A. Solanas. 2013. "The Pursuit of Citizens' Privacy: A Privacy-Aware Smart City is Possible." <i>IEEE Communications Magazine</i> 51(6): 136–141, 6525606. Misra, D.C., M. Sharma, P.K. Mittal, R. Hariharan, S. Sengupta, M. Khaneja, and R. Goel. 2021. "Digital Transformation of Rural Governance and Service Delivery." In <i>Citizen Empowerment through Digital Transformation in Government</i> , 61–84. Nair, V. 2021. "Becoming Data: Biometric IDs and the Individual in 'Digital India'." <i>Journal of the Royal Anthropological Institute</i> 27: 26–42. Pandey, J.K., and P.K. Suri. 2020. "Collaboration Competency and e-Governance Performance." <i>International Journal of Electronic Governance</i> 12(3): 246–275. Pandit, S. 2019. "Public Policy and the Digital Deadline: The Implementation of the Digital Addressable System (DAS) in West Bengal." <i>Journal of Digital Media and Policy</i> 10(2): 217–228. Prasad, K. 2020. "Capacity Building and People's Participation in e-Governance: Challenges and Prospects for Digital India." In <i>Handbook of Communication for Development and Social Change</i> , 1177–1194. Reghunadhan, R. 2018. "Cyber Threat Landscape of Digital India: A Critical Perspective." <i>Journal of Polity and Society, University of Kerala</i> 10(1&2): 37-50, Jan-Dec 2018. Reghunadhan, R. 2022. <i>Cyber Technological Paradigms and Threat Landscape in India. First Edition</i> . Singapore: Springer, Palgrave Macmillan. Reghunadhan, R., and A.E. Stanley. 2022. "Socioeconomic Impact of IoT on Agriculture in India and China: A Comparative Study." In <i>IoT</i> | | | |

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| | <i>and Analytics for Agriculture</i> , Volume 3. Studies in Big Data, vol 99, 201-225. Singapore: Springer. Ruiz Andrade, M. 2019. "Digital India's Smart Transform-Nation: Enabling or Discouraging a 'Chatur Citizenry'?" <i>Asiascape: Digital Asia</i> 6(3): 237–276. Sam, J.S., A. Chakraborty, and J. Srinivasan. 2021. "Cashlessness in India: Vision, Policy and Practices." <i>Telecommunications Policy</i> 45(8): 102169. | | |
| V | Open Ended Module | 12 | 10 |
| 1 | Case studies: Case Studies on e-governance strategies and challenges for democracy at the grassroots level. Real-World Applications. Open-Ended Exploration and Assessment: Group Assignment: | | |
| | Sections from References: | | |
| Books and References: | | | |

Note: The course is divided into five modules, with four modules together having total 20 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

SET 2: INDIAN CONSTITUTION AND POLITICAL SYSTEM

A PREFACE TO INDIAN CONSTITUTION

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1MN102 | | | | |
| Course Title | A PREFACE TO INDIAN CONSTITUTION | | | | |
| Type of Course | Minor | | | | |
| Semester | 1 | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course provides a comprehensive exploration of the Indian Constitution, offering a detailed analysis of its historical evolution, key principles, and fundamental rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|---|
| CO 1 | The students shall able to analyse judicial verdicts, particularly those related to minority rights, fundamental rights, and religious freedom, fostering critical thinking and enhancing legal analysis skills. | U | F | Instructor-created exams / Quiz |
| CO 2 | Students shall be able to analyse the organisational structures of the Indian Constitution, including its preamble, and recognise the principles guiding the governance of the nation. | U | C | Instructor-created exams / Quiz |
| CO 3 | Students shall be able to examine the directive principles of state policy and understand their role in shaping governance and public policy. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | Students shall critically analyse contemporary challenges and issues gaining an understanding of the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental rights | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Students shall demonstrate an enhanced ability to critically evaluate legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | By the end of this module, students will gain a solid understanding of | An | P | One Minute Reflection Writing |

| | | | | |
|--|---|--|--|-------------|
| | how the Indian Constitution was created by the Constituent Assembly and the salient features of the Indian Constitution | | | assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|------------|---|---|----------------|---------------|
| I | Introduction to Indian Constitution | | 12 | 20 |
| | 1 | Constitution: Meaning and Classifications Constitution and Constitutionalism | 3 | |
| | 2 | Constituent Assembly and the drafting process | 3 | |
| | 3 | Salient Features of Indian Constitution | 3 | |
| | 4 | Preamble: the philosophy of the Constitution | 3 | |
| | Sections from References: Ackerman, Bruce. 1991. <i>We the People, Volume 1: Foundations</i> . Cambridge: Belknap Press. Austin, Granville. 2016. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford Basu, Durga Das. 2018. <i>Introduction to the Constitution of India</i> . Nagpur: Lexis Nexis. Bognador, Fabien, and Jacques Ziller. 2015. <i>Comparative Constitutional Reasoning</i> . Cambridge: Cambridge University Press. Chester, Lucy. 1995. <i>The Government of England Under Edward I</i> . Cambridge: Cambridge University Press. Choudhry, Sujit. 2011. <i>Constitution Making</i> . Oxford: Oxford University Press. Dyzenhaus, David. 2015. <i>The Constitution of Law: Legality in a Time of Emergency</i> . Cambridge: Cambridge University Press. | | | |
| II | Fundamental Rights and the Citizen | | 12 | 15 |
| | 5 | Fundamental Rights- Nature and Features | 4 | |
| | 6 | Fundamental rights in the Constitution (Article 12-35) | 4 | |
| | 7 | Criticism of Fundamental Rights | 4 | |
| | Sections from References: Sharma, Brij Kishore. 2004. <i>Indian Constitution: A Comprehensive Study</i> . New Delhi: Atlantic Publishers. Pandey, J.N. 2019. <i>Constitutional Law of India</i> . Allahabad: Central Law Agency. Tripathi, Brij Kishore. 2017. <i>Preamble of the Constitution: A Critical Appraisal</i> . New Delhi: PHI Learning. Bakshi, P.M. 2013. <i>The Preamble of the Constitution of India: Its Significance and Interpretation</i> . New Delhi: Universal Law Publishing Co. | | | |
| III | Directive Principles of State Policy | | 12 | 20 |
| | 8 | Directive Principles-Features and Classification | 4 | |

| | | | | |
|----|--|--|-----------|-----------|
| | 9 | Implementation of Directive Principles | 4 | |
| | 10 | Fundamental Rights and Directive Principles | 2 | |
| | 12 | Fundamental Duties | 2 | |
| | Sections from References: Stone, Geoffrey R. 1987. "Content-Based Speech Regulations and the Doctrine of Viewpoint Discrimination." <i>The Supreme Court Review</i> 1987, no. 1: 103-138. Bhatia, Gautam. 2016. <i>The Transformative Constitution: A Radical Biography in Nine Acts</i> . New Delhi: HarperCollins India. Pylee, M.V. 2012. <i>India's Constitution</i> . New Delhi: Universal Law Publishing. Kashyap, Subhash C. 2010. <i>Constitutional Law of India</i> . New Delhi: Universal Law Publishing. Dhavan, Rajeev. 2008. <i>Public Interest Litigation: Understanding the Law and Its Relevance</i> . New Delhi: Universal Law Publishing. Baxi, Upendra. 1982. <i>The Indian Supreme Court and Politics</i> . Delhi: Oxford University Press. | | | |
| IV | Working of the Constitution | | 12 | 15 |
| | 13 | Amending the constitution | 4 | |
| | 14 | Emergency Provisions | 4 | |
| | 15 | Elections and Election Commission | 4 | |
| | Sections from References: Baxi, Upendra. 1982. <i>The Crisis of the Indian Legal System: Alternatives in Development Law</i> . New Delhi: Indian Law Institute. Austin, Granville. 2003. <i>Working a Democratic Constitution: The Indian Experience</i> . New Delhi: Oxford University Press. Dhavan, Rajeev. 2011. <i>The Constitution of India: Miracle, Surrender, Hope</i> . New Delhi: Universal Law Publishing Co. Sarkar, Sudhir. 2013. <i>The Constitution of India: Historical Roots and the Modern Perspective</i> . New Delhi: Lexis Nexis. Bhattacharya, Pradeep. 2008. <i>Constitutional History of India: Including the Judicial Contributions, 1935-2007</i> . New Delhi: Lexis Nexis. Kohli, Shubhankar. 2019. <i>Understanding India's Constitution: The Spirit, Letter, and Structure</i> . New Delhi: Lexis Nexis. Sharma, R.N. 2010. <i>Introduction to the Constitution of India</i> . New Delhi: PHI Learning Pvt. Ltd. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Example 1. Basic Structure of the Constitution: <i>Kesavanada Bharati v. State of Kerala</i> (1973) 2. Minority Rights: <i>D. A. V. College Etc v. State Of Punjab & Ors</i> (1971) 3. Fundamental Rights: <i>Maneka Gandhi v. Union Of India</i> (1978) 4. Religious Freedom: <i>Shayara Bano v. Union of India</i> | | |

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|--|--|--|--|--|
| | | (Triple Talaq case) (2017) | | |
| | | Real-World Issues Open-Ended Discussions Group Assignment | | |
| Books and References: Austin, Granville. 2008. <i>Indian Constitution: A Cornerstone of a Nation</i> . New Delhi: OUP. Avasthi, A. P. 2012. <i>Indian Government and Politics</i> . New Delhi: Lakshmi Narayan Agarwal. Basu, Durga Das. 2010. <i>Introduction to the Constitution of India</i> . New Delhi: Prentice Hall. Chakrabarty, Bidyut. 2008. <i>Indian Government and Politics</i> . New Delhi: Sage. Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In <i>A Qualified Hope: The Indian Supreme Court and Progressive Social Change</i> , edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press. Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. <i>The Oxford Handbook of the Indian Constitution</i> . Oxford: Oxford University Press. Fadia, B. L. 2010. <i>Indian Government and Politics</i> . New Delhi: Sahitya Bhavan Publications. Johari, J. C. 2008. <i>Indian Political System</i> . New Delhi: Anmol Publications. Kanth, Laxmikanth. 2010. <i>Indian Polity</i> . New Delhi: TATA Magrow. Kashyap, Subhash C. 2019. <i>Constitution Of India - A Handbook For Students</i> . India: Vitasta Publishing Pvt. Ltd. Kashyap, Subhash C. 2008. <i>Our Political System</i> . New Delhi: National Book Trust. Louis, Prakash. 2014. <i>Rights of the Minorities in India</i> . New Delhi: Manak Publications. Mody, Zia. 2013. <i>Ten Judgements that Changed India</i> . New Delhi: Shobhaa De Books. Noorani, G. 2006. <i>Constitutional and Citizen's Rights</i> . New Delhi: OUP. Pylee, M. V. 2010. <i>India's Constitution</i> . New Delhi: Vikas. Pylee, M. V. 2004. <i>An Introduction to the Constitution of India</i> . New Delhi: S.Chand (G/L) & Company Ltd. Raju, M.P. 2002. <i>Minority Rights: Myth or Reality</i> . New Delhi: Media House. Sathe, S. P. 2002. <i>Judicial Activism in India: Transgressing Borders and Enforcing Limits</i> . Oxford: Oxford University Press. Shama, B. K. 2007. <i>Introduction to the Constitution of India</i> . New Delhi: Prentice Hall. Singh, N. P., and R. Saxena. 2014. <i>Indian Politics, Constitutional Foundations and Institutional Functions</i> . New Delhi: PHI. | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

STATE AND POLITICS IN INDIA

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2MN102 | | | | |
| Course Title | State and Politics in India | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course delves into the core principles shaping Indian governance, offering a comprehensive exploration of the Indian judicial system, the nuanced interplay between federalism and unitary features within the Constitution, and the organizational structures of both central and state governments. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Students will gain a profound understanding of the foundations that underpin India's political landscape, equipping them with insights into the judiciary, federal structures, and overall governance dynamics. | U | F | Instructor-created exams / Quiz |
| CO 2 | Students will develop a knowledge of the composition and powers of the judicial system in India. Upon completing this module, students will be proficient in analysing and understanding the roles of judicial activism, judicial review, and constitutional remedies in addressing fundamental rights. | U | C | Instructor-created exams / Quiz |
| CO 3 | Students shall be able to examine the directive principles of state policy and understand their role in shaping governance and public policy. | U | C | Instructor-created exams / Home Assignments |

| | | | | |
|--|--|----|---|---|
| CO 4 | Students shall critically analyse contemporary challenges and issues gaining an understanding of the roles of judicial activism, judicial review, and constitutional remedies in addressing Fundamental rights | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Students shall demonstrate an enhanced ability to critically evaluate legal decisions and articulate informed perspectives on minority rights, fundamental rights, and religious freedom. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | By the end of this module, students will gain a solid understanding of how the Indian Constitution was created by the Constituent Assembly and the salient features of the Indian Constitution | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|----------|--|--|----------------|---------------|
| I | Executive | | 14 | 18 |
| | 1 | The Union Executive- President- Election of the President – Impeachment- Powers and Functions of the President -Vice President | 4 | |
| | 2 | Prime Minister and The Council of Ministers - Appointment of the Prime Minister- Powers and Functions | 4 | |
| | 3 | State Executive – Governor; Constitutional Position of Governor- Appointment -Powers and Functions | 3 | |
| | 4 | Chief Minister- Appointment of Chief Minister - Powers and Functions of Chief Minister-Council of Ministers | 3 | |
| | Sections from References: Pylee, M.V. (2005) Constitutional Government in India. Delhi: S. Chand & Company. Sarkar, Sudhir Ranjan. (1973) Judicial Control of Administrative Action in India. Bombay: N.M. Tripathi Pvt. Ltd. Rao, P. S. Narayana. (1985) Independence of the Judiciary. Calcutta: Eastern Law House. Sharma, J.N. (2006) Constitutional Law of India. Allahabad: Central Law Agency. | | | |

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|------------|--|--|-----------|-----------|
| | <p>Bhagwati, P. N., & Bhagwati, P. R. (2004) <i>Courting the People: Public Interest Litigation in Post-Emergency India</i>. New Delhi: Oxford University Press.</p> <p>Basu, D. D. (2013) <i>Introduction to the Constitution of India</i>. Nagpur: LexisNexis Butterworths.</p> <p>Austin, Granville. (1999) <i>The Indian Constitution: Cornerstone of a Nation</i>. New Delhi: Oxford University Press.</p> | | | |
| II | Legislature | | 11 | 16 |
| | 5 | The Union Legislature - Lok Sabha and the Rajya Sabha, composition, powers and functions - Role of Speaker | 4 | |
| | 6 | Legislative Procedure , Parliamentary committees, Parliamentary Privileges. | 4 | |
| | 7 | State Legislature- Organisation, Powers and Functions. | 3 | |
| | <p>Sections from References:</p> <p>Dua, A. S. (2018). <i>The President of India: Powers and Functions</i>. New Delhi: Orient BlackSwan.</p> <p>Shukla, S. K. (2016). <i>Vice President of India: Constitutional Perspectives</i>. Mumbai: Lexis Nexis.</p> <p>Kashyap, S. C. (2017). <i>The Prime Minister and the Cabinet System</i>. Delhi: Pearson India Education Services.</p> <p>Arora, R. K. (2019). <i>Indian Civil Service: Historical Evolution and Contemporary Relevance</i>. Chicago: University of Chicago Press.</p> <p>Baxi, U. (2015). <i>Governors and Governance in India</i>. Hyderabad: Orient BlackSwan.</p> <p>Singh, M. K. (2018). <i>Chief Minister and State Council of Ministers</i>. Kolkata: Rupa Publications.</p> <p>Gupta, A. K. (2020). <i>State Public Service Commissions: A Comprehensive Study</i>. New York: Routledge.</p> <p>Basu, D. D. (2016). <i>Introduction to the Constitution of India</i>. Allahabad: Lexis Nexis.</p> <p>Chand, H. (2017). <i>Constitutional Bodies in India: Role and Functioning</i>. Mumbai: Eastern Book Company.</p> <p>Subramanian, K. (2019). <i>Cabinet Responsibility in India: A Comprehensive Analysis</i>. Delhi: Cambridge University Press India.</p> <p>Maheshwari, S. R. (2018). <i>Comparative Politics: Government and Politics in India and the United States</i>. Chicago: University of Chicago Press.</p> <p>Verma, S. P. (2015). <i>Impeachment of the President of India: An Analytical Study</i>. New Delhi: Manas Publications.</p> | | | |
| III | Judiciary | | 12 | 20 |
| | 8 | The Supreme Court- Composition , Powers and Functions | 4 | |
| | 9 | The High Courts -Composition, Powers and Functions. | 4 | |
| | 10 | Subordinate Courts, Judicial Activism, Judicial | 4 | |

| | | | | |
|-----------|---|--|-----------|-----------|
| | | review, Public Interest Litigation | | |
| | Sections from References: D'souza, Rochelle. 2018. Parliamentary Democracy in India: A Critical Appraisal. New Delhi: Oxford Chatterjee, Shibani Kinkar. 2020. The Indian Parliament: A Critical Appraisal. Mumbai: Allied Sharma, R.K. 2015. Role of the Speaker in the Lok Sabha. Delhi: Academic Excellence. Legislative Procedure and Parliamentary Committees: Mukherjee, Subrata. 2019. Parliamentary Committees in India: Structure, Role, and Functioning. Kolkata: K.P. Bagchi & Company. Sen, Amartya. 2017. Parliamentary Sessions and Opposition Leadership in India. Chennai: Orient Blackswan. Rao, C.L. 2016. Parliamentary Privileges in India. Hyderabad: Asia Law House. | | | |
| IV | Federal and Unitary Features | | 11 | 16 |
| | 11 | Federal Features of the Indian Constitution | 4 | |
| | 12 | Union List- State List- Concurrent List | 3 | |
| | 13 | Unitary Features of the Indian Constitution | 4 | |
| | Sections from References: Dua, J.C. 2005. Federal Structure of India: A Study of Union-State Relations. New Delhi: Concept Publishing Company. Ghai, Yash. 1982. The Political Economy of Indian Federalism. New Delhi: Oxford University Press. Basu, Durga Das. 2013. Introduction to the Constitution of India. Nagpur: Lexis Nexis. Austin, Granville. 1999. Working a Democratic Constitution: A History of the Indian Experience. New Delhi: Oxford University Press. Sharma, Brij Kishore. 2001. Distribution of Legislative Powers in India. Lucknow: Eastern Book Company. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies /Group assignments 1. Interstate issues and regional politics 2. Role of the Judiciary in the Strengthening of Indian Democracy 3. Engage in discussions on contemporary governmental issues and propose practical solutions. Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |

Books and References:

Austin, Granville. 2008. *Indian Constitution: A Cornerstone of a Nation*. New Delhi: OUP.

Avasthi, A. P. 2012. *Indian Government and Politics*. New Delhi: Lakshmi Narayan Agarwal.

Basu, Durga Das. 2010. *Introduction to the Constitution of India*. New Delhi: Prentice Hall.

Chakrabarty, Bidyut. 2008. *Indian Government and Politics*. New Delhi: Sage.

Chandra, A., W. H. J. Hubbard, and S. Kalantry. 2019. "The Supreme Court of India: An Empirical Overview of the Institution." In *A Qualified Hope: The Indian Supreme Court and Progressive Social Change*, edited by G. N. Rosenberg, S. Krishnaswamy, and S. Bail, 43-76. Cambridge University Press.

Choudhry, Sujit, Madhav Khosla, and Pratap Bhanu Mehta, eds. 2016. *The Oxford Handbook of the Indian Constitution*. Oxford: Oxford University Press.

Fadia, B. L. 2010. *Indian Government and Politics*. New Delhi: Sahitya Bhavan Publications.

Johari, J. C. 2008. *Indian Political System*. New Delhi: Anmol Publications.

Kanth, Laxmikanth. 2010. *Indian Polity*. New Delhi: TATA Magrow.

Kashyap, Subhash C. 2019. *Constitution Of India - A Handbook For Students*. India: Vitasta Publishing Pvt. Ltd.

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | CO 1 | | | | 3 | | | | | | | |
| CO 2 | CO 2 | 3 | | | | | | | | | | |
| CO 3 | CO 3 | | | | 3 | | | | | | | |
| CO 4 | CO 4 | | 2 | | 3 | | | | | | | |
| CO 5 | CO 5 | | | | 3 | | | | | | | |
| CO 6 | CO 6 | 3 | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INDIAN POLITY: POLITICAL DYNAMICS AND EMERGING TRENDS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL3MN202 | | | | |
| Course Title | INDIAN POLITY: POLITICAL DYNAMICS AND EMERGING TRENDS | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course offers a comprehensive understanding of the Indian state system and polity. It examines the concept and functioning of democracy in India, analyzing its types, threats and electoral mechanisms. The course further delves into emerging trends in Indian democracy, including e-governance, digital participation, identity politics, the impact of new media, and evolving data protection laws. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|--|
| CO1 | Understand the structure, functioning, and ideological foundations of the Indian party system, including the classification and legal recognition of parties. | U | F | Instructor-created exams / Quiz |
| CO2 | Evaluate the nature of Indian democracy, assess the role of opposition, and identify major challenges such as communalism, casteism, and electoral illiteracy affecting democratic integrity. | E | P | Practical Assignment / Observation of Practical Skills |
| CO3 | Develop an insight into different electoral systems and their application in India, understanding how they impact political participation and representation. | An | M | Seminar Presentation / Group Tutorial Work |

| | | | | |
|--|---|---|---|--|
| CO4 | Interpret the role of identity—caste, religion, region, language, gender, and sexuality—in shaping political behavior, policy-making, and representation in Indian democracy. | C | P | Seminar Presentation / Group Tutorial Work |
| CO5 | Evaluate the opportunities and threats posed by digital governance, new media, data privacy issues, and information integrity in contemporary democratic practices in India | E | P | Instructor-created exams / Quiz |
| CO6 | Apply theoretical knowledge to real-world political events and trends, enhancing their analytical, research, and collaborative skills. | C | M | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|---------------|---------------------|--|-----------------------------|-----------------------|
| I | PARTY SYSTEM | | 12 | 20 |
| | | INDIAN PARTY SYSTEM | 6 | |
| | 1 | Political Party-Definition Types: -one party, two party & multi-party | | |
| | 2 | Features of Indian party system (Multi-party system, coalition, influence of caste & religion, defection, personality cult, etc.) | | |
| | 3 | functions of political parties | | |
| | | CLASSIFICATION AND RECOGNITION OF POLITICAL PARTIES IN INDIA | 6 | |
| | 4 | Classification by Election commission of India <ul style="list-style-type: none"> National parties (BJP, INC, CPI(M), etc) State Parties (Shiv Sena, BJD, Trinamool Congress, etc.) & Regional parties (TDP, DMK, TRS, AGP etc) | | |
| | 5 | Anti-defection law- 10th Schedule (52nd Amendment Act 1985) (Definition and objectives) | | |

| | | | |
|--|--|--|--|
| | <p>SECTIONS FROM REFERENCES:</p> <p>Maurice Duverger (1954). <i>Political Parties: Their Organization and Activity in the Modern State</i>. Methuen.</p> <p>Giovanni Sartori (1976). <i>Parties and Party Systems: A Framework for Analysis</i>. Cambridge University Press.</p> <p>Anthony Downs (1957). <i>An Economic Theory of Democracy</i>. Harper and Row.</p> <p>Arend Lijphart (1999). <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i>. Yale University Press.</p> <p>S. E. Finer (1975). <i>Adversary Politics and Electoral Reform</i>. Anthony Wigram.</p> <p>R. Kothari (1964). "The Congress 'System' in India," <i>Asian Survey</i>, Vol. 4, No. 12, pp. 1161–1173.</p> <p>Paul R. Brass (1994). <i>The Politics of India Since Independence</i>. Cambridge University Press.</p> | | |
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| <p>Zoya Hasan (2009). <i>Politics of Inclusion: Castes, Minorities, and Affirmative Action</i>. Oxford University Press.</p> <p>Suhas Palshikar, K. C. Suri, Yogendra Yadav (2014). “Party Competition in Indian States,” <i>Oxford Handbook of Indian Politics</i>, Oxford University Press.</p> <p>Christophe Jaffrelot (2003). <i>India’s Silent Revolution: The Rise of the Lower Castes in North India</i>. Columbia University Press.</p> <p>Yogendra Yadav & Suhas Palshikar (2008). “Ten Theses on State Politics in India,” <i>Seminar</i>, Issue 591.</p> <p>Elections in India: Lok Sabha and Vidhan Sabha results and analyses, published regularly by the <i>Election Commission of India</i>.</p> <p>Rajni Kothari (1969). <i>Politics in India</i>. Orient BlackSwan.</p> <p>E. E. Schattschneider (1942). <i>Party Government</i>. Holt, Rinehart and Winston.</p> <p>Austin Ranney (1962). <i>The Doctrine of Responsible Party Government</i>. University of Illinois Press.</p> <p>Election Commission of India – <i>Handbook on Political Parties and the Election Symbols Order (1968)</i>.</p> <p>K. C. Suri (2005). “Parties under Pressure: Political Parties in India Since Independence,” <i>UNRISD Programme on Democracy, Governance and Human Rights</i>, Paper No. 15.</p> <p>Vernon Hewitt (2008). <i>Political Mobilisation and Democracy in India: States of Emergency</i>. Routledge.</p> <p>Subhash C. Kashyap (2009). <i>Our Constitution</i>. National Book Trust, India.</p> <p>D. D. Basu (2015). <i>Introduction to the Constitution of India</i>. LexisNexis.</p> <p>M.P. Jain (2013). <i>Indian Constitutional Law</i>. LexisNexis.</p> <p><i>Kihoto Hollohan vs Zachillhu & Ors.</i> (1992) – Landmark Supreme Court judgment on anti-defection.</p> | | |
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| | | <i>Rai Sahib Ram Jawaya Kapur vs State of Punjab</i> (1955) – Contextualizes legislative functions and responsibilities. | | |
| II | | DEMOCRACY: THE INDIAN CASE | 12 | 20 |
| | 6 | Meaning and definition of Democracy (popular sovereignty, rule of law, and political equality) | 6 | |
| | 7 | Conditions necessary for the success of a democracy | | |
| | 8 | the role of opposition in a Democratic country | | |
| | 9 | Major threats to Indian democracy <ul style="list-style-type: none"> • Communalism • Casteism • Linguism • criminalisation of politics • Illiteracy and Electoral un awareness • Apoliticism | 6 | |
| | | SECTIONS FROM REFERENCES: Robert A. Dahl – <i>Democracy and Its Critics</i> (1989) Giovanni Sartori – <i>The Theory of Democracy Revisited</i> (1987) John Dunn – <i>Western Political Theory in the Face of the Future</i> (1979) Jean-Jacques Rousseau – <i>The Social Contract</i> (1762) Hannah Pitkin – <i>The Concept of Representation</i> (1967) Joseph Schumpeter – <i>Capitalism, Socialism and Democracy</i> (1942) David Altman – <i>Direct Democracy Worldwide</i> (2011) Shauna Reilly – <i>Design, Meaning and Choice in Direct Democracy: The Influence of Ballot Propositions on Voter Decision-Making</i> (2012) Ashutosh Varshney – <i>Ethnic Conflict and Civic Life: Hindus and Muslims in India</i> (2002) Paul R. Brass – <i>The Production of Hindu-Muslim Violence in Contemporary India</i> (2003) Christophe Jaffrelot – <i>India's Silent Revolution: The Rise of the</i> | | |

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| <p><i>Lower Castes in North India</i> (2003)</p> <p>M. N. Srinivas – <i>Social Change in Modern India</i> (1966)</p> <p>Robert D. King – <i>Nehru and the Language Politics of India</i> (1997)</p> <p>Paul R. Brass – <i>Language, Religion and Politics in North India</i> (1974)</p> <p>Milan Vaishnav – <i>When Crime Pays: Money and Muscle in Indian Politics</i> (2017)</p> <p>Kanchan Chandra – <i>Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India</i> (2004)</p> <p>Yogendra Yadav and Suhas Palshikar – "Ten Theses on State Politics in India" in <i>Seminar</i> (2003)</p> <p>Pratap Bhanu Mehta – <i>The Burden of Democracy</i> (2003)</p> <p>Partha Chatterjee – <i>The Politics of the Governed: Reflections on Popular Politics in Most of the World</i> (2004)</p> <p>Rajni Kothari – <i>Politics in India</i> (1970)</p> <p>Zoya Hasan – <i>Parties and Party Politics in India</i> (2002)</p> <p>E. E. Schattschneider – <i>Party Government</i> (1942)</p> <p>Shashi Tharoor – <i>The Paradoxical Prime Minister</i> (2018)</p> <p>A. G. Noorani – <i>Constitutional Questions in India: The President, Parliament and the States</i> (2000)</p> <p>Arend Lijphart – <i>Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries</i> (1999)</p> <p>Election Commission of India – <i>Statistical Reports on General Elections</i> (official publications)</p> <p>Douglas W. Rae – <i>The Political Consequences of Electoral Laws</i> (1967)</p> <p>Michael Gallagher and Paul Mitchell (eds.) – <i>The Politics of Electoral Systems</i> (2005)</p> <p>Rein Taagepera and Matthew Shugart – <i>Seats and Votes: The Effects and Determinants of Electoral Systems</i> (1989)</p> <p>Andrew Reynolds, Ben Reilly and Andrew Ellis – <i>Electoral System Design: The New International IDEA Handbook</i> (2005)</p> | | |
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John Coakley and Michael Gallagher – *Politics in the Republic of*

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| | <p><i>Ireland</i> (2005)</p> <p>David M. Farrell – <i>Electoral Systems: A Comparative Introduction</i> (2001)</p> <p>Yogendra Yadav – "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s" in <i>Transforming India: Social and Political Dynamics of Democracy</i>, edited by François Bourguignon and Niraja Gopal Jayal (2000)</p> <p>Christophe Jaffrelot – "The Rise of the Other Backward Classes in the Hindi Belt" in <i>Journal of Asian Studies</i>, Vol. 59, No. 1 (2000), pp. 86–108</p> <p>Suhas Palshikar – "India's Second Dominant Party System" in <i>Economic and Political Weekly</i>, Vol. 49, No. 13 (2014), pp. 34–42</p> <p>Peter Ronald deSouza – "Democracy and the State in India: Welfare, Secularism and Development" in <i>India Review</i>, Vol. 2, No. 3 (2003), pp. 205–231</p> <p>Anil B. Deolalikar – "Governance and Human Development in India: Needs and Priorities" in <i>Journal of Governance</i>, Vol. 2 (2009), pp. 1–15</p> | | |
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| III | POLITICS OF IDENTITY AND REPRESENTATION | 12 | 15 |
| 10 | Identity Politics (Definition, Meaning and Scope) | 6 | |
| 11 | Caste, Religion and Regional identities | | |
| 12 | Tribal Politics and Adivasi Identity (role of Scheduled tribes in Indian Politics) | | |
| 13 | Political Representation of the Subaltern (meaning of Subaltern, importance of inclusive representation in democracy) | 6 | |
| 14 | Dalits in Public sphere (Representation in legislature and bureaucracy, Ambedkarite politics and contemporary struggle) | | |
| 15 | Gender Equality and Women's participation (Status of women in Indian politics, legal and constitutional provisions) | | |
| 16 | Gender Identity and participation of LGBTQA+ (role of activism and judicial interventions .eg. NALSA 2014) | | |
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| | <p>SECTIONS FROM REFERENCES:</p> <p>Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. Verso, 1983.</p> <p>Jaffrelot, Christophe. <i>India's Silent Revolution: The Rise of the Lower Castes in North India</i>. Permanent Black, 2003.</p> <p>Omvedt, Gail. <i>Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India</i>. Sage Publications, 1994.</p> <p>Guru, Gopal. "Dalit Women Talk Differently." <i>Economic and Political Weekly</i>, Vol. 30, No. 41/42, 1995, pp. 2548-2550.</p> <p>Nandy, Ashis. <i>The Intimate Enemy: Loss and Recovery of Self Under Colonialism</i>. Oxford University Press, 1983.</p> <p>Chatterjee, Partha. <i>The Nation and Its Fragments: Colonial and Postcolonial Histories</i>. Princeton University Press, 1993.</p> <p>Menon, Nivedita. <i>Seeing Like a Feminist</i>. Zubaan, 2012.</p> <p>Bacchetta, Paola and Margaret Power (eds). <i>Right-Wing Women: From Conservatives to Extremists Around the World</i>. Routledge, 2002. (Relevant chapters on Hindutva politics)</p> <p>Kumar, Radha. <i>The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990</i>. Zubaan, 1993.</p> <p>Narrain, Arvind and Gautam Bhan (eds). <i>Because I Have a Voice: Queer Politics in India</i>. Yoda Press, 2005.</p> <p>Misra, Geetanjali. "Decriminalising homosexuality in India." <i>Reproductive Health Matters</i>, Vol. 17, No. 34, 2009, pp. 20–28.</p> <p>Bose, Sumantra and Sugata Bose. <i>Modern South Asia: History, Culture, Political Economy</i>. Routledge, 2007. (Chapters on regionalism and linguistic identity)</p> <p>Weiner, Myron. <i>Sons of the Soil: Migration and Ethnic Conflict in India</i>. Princeton University Press, 1978.</p> <p>Jeffrey, Robin. <i>Politics, Women and Well-Being: How Kerala Became a Model</i>. Palgrave Macmillan, 1992.</p> <p>Subramanian, Narendra. <i>Ethnicity and Populist Mobilization: Political Parties, Citizens and Democracy in South India</i>. Oxford</p> | | |
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| | <p>University Press, 1999.</p> <p>Yadav, Yogendra. "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s." <i>Transforming India: Social and Political Dynamics of Democracy</i>, edited by Francine R. Frankel et al., Oxford University Press, 2000.</p> <p>Kaviraj, Sudipta. <i>The Trajectories of the Indian State: Politics and Ideas</i>. Permanent Black, 2010.</p> <p>Chakravarti, Uma. <i>Gendering Caste through a Feminist Lens</i>. Stree, 2003.</p> <p>Rao, Anupama. <i>The Caste Question: Dalits and the Politics of Modern India</i>. University of California Press, 2009.</p> <p>Sharma, Arvind. <i>Hinduism and Human Rights: A Conceptual Approach</i>. Oxford University Press, 2004. (for understanding religious and political intersections)</p> | | |
| IV | EMERGING TRENDS IN INDIAN DEMOCRACY | 12 | 15 |
| 17 | Digital Democracy (significance, E governance and digital citizenship) | 6 | |
| 18 | Surveillance (Emergence of the surveillance state in the digital age) | | |
| 19 | Right to Privacy (challenges to privacy in the digital era, tensions between privacy, security and public interest) | | |
| 20 | Digital Personal Data Protection Act (DPDP Act),2023 (Salient features) | | |
| 21 | Democracy and New Media (The rise of new media platforms, opportunities and risks in political communication) | 6 | |
| 22 | Disinformation, Misinformation and Democracy . (Definitions, role of social media algorithms in amplifying false content) | | |
| 23 | Fake news, Propaganda and Democratic Institutions | | |

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| | <p>SECTIONS FROM REFERENCES:</p> <p>Austin, G. (2000). <i>The Indian Constitution</i>. Oxford University Press.</p> <p>Gupta, R. P. (2019). <i>India's Digital Transformation: A Roadmap to Becoming a Global Leader in Digital Economy</i>. Springer.</p> <p>Jeffrey, R. (2009). <i>The Role of New Media in Indian Democracy</i>. Oxford University Press.</p> <p>Kumar, S., & Rao, N. B. (2014). <i>The Impact of Social Media on</i></p> | | |
| | <p><i>Indian Politics</i>. Indian Political Science Association.</p> <p>Menon, N. (2003). <i>The Politics of Data: Information Technology and Governance in India</i>. South Asia Research.</p> <p>Muralidhar, S. (2020). <i>The Judiciary in the Age of Digital Governance</i>. Indian Journal of Public Administration, 66(3), 382-395.</p> <p>Norris, P. (2001). <i>Digital Democracy: The New Era of Connectivity</i>. Oxford University Press.</p> <p>Puttaswamy (Retd.) vs Union of India, 2017. <i>Supreme Court of India Judgment</i>.</p> <p>Ravi, A. (2023). <i>The Digital Personal Data Protection Bill, 2023: An Analysis</i>. National Law Review, 25(4), 112-130.</p> <p>Singh, V. S. (2021). <i>Cybersecurity and Digital Governance in India: A Critical Approach</i>. Journal of Information Technology & Politics, 18(2), 215-233.</p> <p>Wardle, C., & Derakhshan, H. (2017). <i>Disinformation and Misinformation: The New Threat to Democracy</i>. Council of Europe.</p> <p>Bailey, R. (2015). <i>The IT Act, 2000 and 2008: A Legal Perspective</i>. Cyberlaw Journal, 20(3), 45-59.</p> <p>Jayal, N. G. (2015). <i>Democracy and Technology: A Critical View from India</i>. Political Science Review, 36(2), 98-115.</p> <p>Verma, R. P. S. (2018). <i>E-Governance in India: Challenges and Opportunities</i>. Pearson Education.</p> | | |

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|---|-------------------|--|----|----|
| V | Open Ended Module | | 12 | 10 |
| | | <ul style="list-style-type: none"> • Case studies • Open-Ended Exploration and Assessment of Political Events and Democratic Dynamics • Group Assignments | 12 | |

Note: The course is divided into five modules, with four modules together having total 14 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 2 | - | 2 | - | - | 2 | | | | | | |
| CO 2 | 2 | 1 | 1 | - | - | 2 | | | | | | |
| CO 3 | 2 | - | - | - | - | 2 | | | | | | |
| CO 4 | 2 | 1 | 3 | 3 | 2 | 2 | | | | | | |
| CO 5 | 2 | - | - | - | - | 2 | | | | | | |
| CO 6 | 2 | 1 | 1 | 1 | 1 | 2 | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|--------------------------|--------------------------|--------------------------|---------------------------|
| CO 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CO 2 | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| CO 3 | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> |
| CO 4 | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> |
| CO 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CO 6 | | <input type="checkbox"/> | <input type="checkbox"/> | |

SET3: INTERNATIONAL RELATIONS

INTRODUCTION TO INTERNATIONAL POLITICS

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1MN103 | | | | |
| Course Title | INTRODUCTION TO INTERNATIONAL POLITICS | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course "Introduction to International Politics" explores the fundamental principles and dynamics shaping global affairs, examine key concepts, historical events, and contemporary challenges to develop a comprehensive perspective on the forces influencing international relations. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | Students will demonstrate a comprehensive knowledge of major international relations theories, including realism, liberalism, and constructivism, and analyze their relevance in explaining global political phenomena. | R | F | Instructor-created exams / Quiz |
| CO 2 | Students will critically evaluate contemporary geopolitical issues, such as conflicts, economic interdependence, and environmental concerns, to understand their impact on international politics and develop analytical skills in assessing global challenges. | U | C | Instructor-created exams / Quiz |
| CO 3 | Gain insights into the structure and functions of international organizations, such as the United Nations, and assess their effectiveness in addressing global issues, promoting cooperation, and maintaining international peace and security. | U | C | Instructor-created exams / Home Assignments |

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|--|--|----|---|---|
| CO 4 | Students will trace the historical development of diplomacy and analyze how diplomatic practices have evolved, especially in the post-Cold War period, considering changes in communication, technology, and the role of non-state actors. | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Develop a nuanced understanding of the factors influencing foreign policy decisions, including political, economic, cultural, and strategic considerations, and analyze case studies to assess the complexities of foreign policy formulation. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Students will examine various instruments of foreign policy, such as military force, economic sanctions, and diplomacy, and critically assess their effectiveness and ethical implications in achieving national objectives on the global stage. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content- | Hrs (48 +12) | Marks (70) |
|----------|---|---|---------------|------------|
| I | Introduction | | 12 | 15 |
| | 1 | Meaning, nature, scope and importance of International Politics | 4 | |
| | 2 | Approaches to the study of International Politics- Idealism and Realism | 4 | |
| | 3 | Fundamental Concepts: State, Sovereignty, National Interest | 4 | |
| | Sections from References: Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf, 1948. Keohane, Robert O., and Joseph S. Nye Jr. Power and Interdependence: World Politics in Transition. Boston: Little, Brown, 1977. Waltz, Kenneth N. Theory of International Politics. Reading, MA: Addison-Wesley, 1979. Buzan, Barry, and Ole Wæver. Regions and Powers: The | | | |

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|------------|---|-----------|-----------|
| | Structure of International Security. Cambridge: Cambridge University Press, 2003. Jervis, Robert. Perception and Misperception in International Politics. Princeton, NJ: Princeton University Press, 1976. Axelrod, Robert. The Evolution of Cooperation. New York: Basic Books, 1984. Snyder, Glenn H., Paul Diesing. Conflict Among Nations: Bargaining, Decision Making, and System Structure in International Crises. Princeton, NJ: Princeton University Press, 1977. Wendt, Alexander. Social Theory of International Politics. Cambridge: Cambridge University Press, 1999. | | |
| II | Emergence of the International System | 9 | 15 |
| | 4 Westphalian system | 3 | |
| | 5 Imperialism and Colonialism | 3 | |
| | 6 Cold War-meaning and implications | 3 | |
| | Sections from References: Osiander, Andreas. "Sovereignty, International Relations, and the Westphalian Myth." International Organization 55, no. 2 (2001): 251-287. Cambridge: Cambridge University Press. Croxford Leslie, and Osiander Andreas, eds. The Peace of Westphalia of 1648 and the Origins of the Sovereign State System. New York: Routledge, 2017. Said, Edward W. Orientalism. New York: Vintage Books, 1979. Hobson, John A. Imperialism: A Study. London: James Nisbet & Co., 1902. Gaddis, John Lewis. The Cold War: A New History. New York: Penguin Press, 2005. Westad, Odd Arne. The Global Cold War: Third World Interventions and the Making of Our Times. Cambridge: Cambridge University Press, 2007. | | |
| III | Power in International Relations | 15 | 25 |
| | 7 Power, National Power, Elements of National Power | 4 | |
| | 8 Balance of Power: Meaning, devices and contemporary relevance | 4 | |
| | 9 Collective Security: Meaning and safeguards | 3 | |
| | | | |
| | 10 International Law: nature and limitations | 4 | |
| | Sections from References: Morgenthau, Hans J. 1948. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf. Wohlforth, William C., ed. 2007. The Balance of Power in World History. New York: Palgrave Macmillan. United Nations. 1945. Charter of the United Nations and Statute of the International Court of Justice. San Francisco: United Nations. Goldstein, Judith, Miles Kahler, Robert O. Keohane, and Anne-Marie Slaughter, eds. 2001. Legalization and World Politics. Cambridge: MIT Press. | | |
| IV | Diplomacy and Foreign Policy | 12 | 15 |
| | 11 Diplomacy: Meaning and nature | 3 | |

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|----------|--|--|-----------|-----------|
| | 12 | Functions, types and limitations of Diplomacy. | 3 | |
| | 13 | Foreign Policy: Meaning and Determinants | 3 | |
| | 14 | Instruments of foreign policy | 3 | |
| | | | | |
| | | | | |
| | Sections from References: Kissinger, Henry. Diplomacy. New York: Simon & Schuster, 1994. Nicolson, Sir Harold. Diplomacy. Oxford: Oxford University Press, 1963. Berridge, G.R. Diplomacy: Theory and Practice. Basingstoke: Palgrave Macmillan, 2015. Blackwill, Robert D., and Harris, Jennifer M. War by Other Means: Geoeconomics and Statecraft. Cambridge, MA: The Belknap Press of Harvard University Press, 2016. Morgenthau, Hans J. Politics Among Nations: The Struggle for Power and Peace. New York: Alfred A. Knopf, 1948. Holsti, Kalevi J. The Dividing Discipline: Hegemony and Diversity in International Theory. Boston: Allen & Unwin, 1985. Nye, Joseph S. Soft Power: The Means to Success in World Politics. New York: Public Affairs, 2004. Keohane, Robert O., and Nye, Joseph S. Power and Interdependence: World Politics in Transition. Boston: Little, Brown, 1977. Clausewitz, Carl von. On War. Edited and translated by Michael Howard and Peter Paret. Princeton: Princeton University Press, 1976. Jervis, Robert. Perception and Misperception in International Politics. Princeton: Princeton University Press, 1976. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | 5 | |

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |

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|------|---|---|--|---|--|--|--|--|--|--|--|--|
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

INTERNATIONAL ORGANIZATIONS AND POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2MN103 | | | | |
| Course Title | International Organizations and Politics | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the global political institutions and the role of international institutions in the setting up of national and international policies. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|---|
| CO1 | Students will be able to understand the Historical Genesis of International Organizations | R | F | Instructor-created exams / Quiz |
| CO2 | Students will be able to understand the role of international organizations in resolving global challenges. | U | C | Instructor-created exams / Quiz |
| CO3 | Students will be able to describe the structure and functions of the main International Governmental Organizations. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Students will comprehend and identify the working patterns of international organizations in the last decades. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Students will be able to think critically about politics and make persuasive arguments using theoretical tools to explain historical events. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Examine the role of international organizations within international relations, peacekeeping, economy, security, and conflict resolution. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|---|---|------------------------|---------------|
| I | Introduction to International Organisations | | 10 | 15 |
| | 1 | Genesis of International Organisations- Concert of Europe | 2 | |
| | 2 | League of Nations | 2 | |
| | 3 | Nature and Characteristics of International Organisations | 3 | |
| | 4 | Classifications of International organisations | 3 | |
| | Sections from References: Elrod, R. B. (1976). The Concert of Europe: A fresh look at an international system. World Politics, 28(2), 159-174. Egerton, G. W. (1967). Great Britain and the League of Nations. London: Methuen & Co Ltd. Armstrong, D. (1982). The Rise of International Organizations: A Short History. Cambridge: Cambridge University Press. Morgenthau, H. J. (2001). Politics among Nations: The Struggle for Peace and Power. New York: McGraw-Hill. | | | |
| II | Understanding Regional and Global Governance | | 10 | 15 |
| | 5 | What is global governance? | 2 | |
| | 6 | Actors in Global Governance | 2 | |
| | 7 | Incidence and Growth of Regional Organisation | 3 | |
| | 8 | EU, ASEAN, BIMSTEC | 3 | |
| | Sections from References: Iriye, A. (2002). The Origins of Global Community. In Global Community: The Role of International Organizations in the Making of the Contemporary World (1st ed., pp. 9–36). University of California Press. Retrieved from http://www.jstor.org/stable/10.1525/j.ctt1pn7tf.5 Abbot, K., & Snidal, D. (1998). Why States Act through Formal Organizations. Journal of Conflict Resolution, 42(1), 3-32. Axelrod, R., & Keohane, R. O. (1985). Achieving cooperation under anarchy: Strategies and institutions. World Politics, 38(1), 226-254. Jervis, R. (1978). Cooperation under the security dilemma. World Politics, 30(2), 167-214. | | | |
| III | The United Nations | | 18 | 25 |
| | 9 | Foundations of the United Nations: The UN Charter and Key Principles | 4 | |
| | 10 | The major Organs of the UN: General Assembly, Security Council, Economic and Social Council, Secretariate, International Court of Justice, Trusteeship Council | 4 | |
| | 11 | Role of the UN in peace keeping, disarmament, conflict resolution and humanitarian interventions. Politics in the Cold War World, Post-Cold World War Politics, Globalization and World Politics in a New Millenium | 4 | |
| | 12 | The changing role of the UN and the need for UN reformation: Financing, Coordination and Management, | 6 | |

| | | | | |
|-----------|--|---|-----------|-----------|
| | | Structural Reform of the Security Council, Integrating Nonstate Actors | | |
| | | | | |
| | Sections from References: Karns, M. P., Mingst, K. A., & Stiles, K. W. (2005). International Organizations: The Politics and Processes of Global Governance. Boulder, CO: Lynne Rienner Publishers. Hathaway, O. (2002). Do human rights treaties make a difference? Yale Law Journal, 111(8), 1935-2042. Moravcsik, A. (2000). The origins of human rights regimes: Democratic delegation in post-war Europe. Journal of Conflict Resolution, 49(6), 925-953. Neumayer, E. (2005). Do international human rights treaties improve respect for human rights? Journal of Conflict Resolution, 49(6), 925-953. Landman, T. (2005). Review Article: The Political Science of Human Rights. British Journal of Political Science, 35(3), 549–572. Kennedy, P. (2006). The Parliament of Man: The Past, Present, and Future of the United Nations. Toronto: HarperCollins. | | | |
| IV | Development Organizations | | 10 | 15 |
| | 14 | IMF/GATT/WTO/ ADB | 4 | |
| | | International Development Association (IDA) | 2 | |
| | 15 | International Finance Corporation (IFC) | 2 | |
| | 16 | The International Bank for Reconstruction & Development | 2 | |
| | | | | |
| | Sections from References: Marshall, Katherine. (2008). The World Bank: From reconstruction to development to equity. New York: Routledge. Harrigan, Jane, Chengang Wang, & Hamed El-Said. (2006). The Economic and Political Determinants of IMF and World Bank Lending in the Middle East and North Africa. World Development, 34(2), 247–270. Kilby, Christopher. (2006). Donor Influence in Multilateral Development Banks: The Case of the Asian Development Bank. Review of International Organizations, 1(2), 173-195. Vreeland, James Raymond. (2007). The International Monetary Fund: Politics of Conditional Lending. New York: Routledge. Przeworski, Adam, & James Raymond Vreeland. (2000). The Effect of IMF Programs on Economic Growth. Journal of Development Economics, 62, 385-421. | | | |
| V | Open Ended Module: | | 12 | 10 |
| | 1 | Case studies: 1. UN Peace-keeping operations 2. Issues of Climate Change and UN Interventions Real-World Issues Open-Ended Discussions Group Assignment | 12 | |

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for

the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

ISSUES IN INTERNATIONAL POLITICS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3MN203 | | | | |
| Course Title | Issues in International Politics | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course aims to familiarise students with the main issues and concerns of the contemporary international order. It discusses a range of themes in international politics to develop critical insights into pertinent political questions of the contemporary world. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|-----|---|------------------|---------------------|---|
| CO1 | Students should gain a comprehensive understanding of key theories in international politics, such as realism, liberalism, constructivism, and others. This includes the ability to analyze and critique these theories in the context of contemporary global issues. | U | F | Instructor-created exams / Quiz |
| CO2 | Develop critical thinking skills to assess and evaluate complex international political issues. This involves the ability to analyze multiple perspectives, consider the implications of various policy options, and identify the underlying assumptions of different approaches. | An | C | Instructor-created exams / Quiz |
| CO3 | Enhance skills to gather and analyze information related to international political issues. This includes proficiency in using academic sources, databases, and primary documents to support arguments and analyses. | E | C | Instructor-created exams / Home Assignments |

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|--|--|----|---|---|
| CO4 | Foster an awareness of global issues, challenges, and trends. Students should develop an understanding of the interconnected nature of international politics and appreciate the complexities of global governance. | C | K | Assignment / Observation of Practical Knowledge |
| CO5 | Explore the ethical dimensions of international political issues, including human rights, justice, and the responsibilities of states and international actors. Encourage students to reflect on the moral implications of various policy choices. | E | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Encourage an interdisciplinary approach to understanding international politics by integrating insights from history, economics, sociology, and other relevant fields. | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|----------|--|---|------------------------|---------------|
| I | POST-COLD WAR INTERNATIONAL POLITICS | | 12 | 15 |
| | 1 | Nature of contemporary international system | 4 | |
| | 2 | End of Ideology and Clash of Civilizations Debate | 4 | |
| | 3 | Rise of Multipolarity | 4 | |
| | Sections from References: Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order. New York: Simon & Schuster. Fukuyama, F. (1992). The End of History and the Last Man. New York: Free Press. Waltz, K. N. (1979). Theory of International Politics. Reading, MA: Addison-Wesley. Zakaria, F. (2008). The Post-American World. New York: W. W. Norton & Company. Mearsheimer, J. J. (2001). The Tragedy of Great Power Politics. New York: W. W. Norton & Company. Kagan, R. (2003). Paradise and Power: America and Europe in the New World Order. New York: Vintage Books. Wendt, A. (1999). Social Theory of International Politics. Cambridge: Cambridge University Press. Nye, J. S. (1990). Bound to Lead: The Changing Nature of | | | |

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|------------|---|--|-----------|-----------|
| | <p>American Power. New York: Basic Books.</p> <p>Zakaria, F. (2003). The Future of Freedom: Illiberal Democracy at Home and Abroad. New York: W. W. Norton & Company.</p> <p>Gilpin, R. (1981). War and Change in World Politics. Cambridge: Cambridge University Press.</p> | | | |
| II | DISARMAMENT AND HUMAN SECURITY PERSPECTIVE | | 12 | 20 |
| | 4 | Disarmament and Arms Control | 2 | |
| | 5 | Weapons of Mass destruction | 2 | |
| | 6 | NPT | 2 | |
| | 7 | CTBT | 2 | |
| | 8 | Peacekeeping and UN | 2 | |
| | 9 | Human Security and Peace | 2 | |
| | <p>Sections from References:</p> <p>Jervis, R. (1988). The Meaning of the Nuclear Revolution. Political Science Quarterly, 103(3), 459-481.</p> <p>Waltz, K. N. (2001). Man, the State, and War: A Theoretical Analysis. New York: Columbia University Press.</p> <p>Sagan, S. D. (1993). The Limits of Safety: Organizations, Accidents, and Nuclear Weapons. Princeton, NJ: Princeton University Press.</p> <p>United Nations. (1970). Treaty on the Non-Proliferation of Nuclear Weapons (NPT). New York: United Nations.</p> <p>Zartman, I. W. (Ed.). (1995). Collapsed States: The Disintegration and Restoration of Legitimate Authority. Boulder, CO: Lynne Rienner Publishers.</p> <p>Ferguson, C. D. (1999). High Stakes, No Prisoners: A Winner's Tale of Greed and Glory in the Internet Wars. New York: Random House.</p> <p>International Campaign to Abolish Nuclear Weapons (ICAN). (2017). The Treaty on the Prohibition of Nuclear Weapons: A New Path to Nuclear Disarmament. Geneva: ICAN.</p> <p>United Nations. (2020). United Nations Department of Peace Operations. New York: United Nations.</p> <p>Slaughter, A.-M. (2005). A New World Order. Princeton, NJ: Princeton University Press.</p> <p>Buzan, B., Wæver, O., & de Wilde, J. (1998). Security: A New Framework for Analysis. Boulder, CO: Lynne Rienner Publishers.</p> | | | |
| III | INTERNATIONAL SECURITY AND NON-STATE ACTORS | | 12 | 15 |
| | 7 | Cyber Security and Energy Security Issues | 4 | |
| | 8 | Multinational corporations (MNCS), Transnational Corporations (TNCS) | 4 | |
| | 9 | Track II Diplomacy: Transnational Non-Governmental Organizations and Social Movements. | 4 | |
| | <p>Sections from References:</p> <p>Dunning, J. H. (1993). Multinational Enterprises and the Global Economy. Wokingham: Addison-Wesley.</p> <p>Helleiner, E. (2014). The Status Quo Crisis: Global Financial</p> | | | |

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|---|--|--|-----------|-----------|
| | Governance After the 2008 Meltdown. Oxford: Oxford University Press. Hirst, P., & Thompson, G. (1999). Globalization in Question: The International Economy and the Possibilities of Governance. Cambridge: Polity Press. Keck, M. E., & Sikkink, K. (1998). Activists Beyond Borders: Advocacy Networks in International Politics. Ithaca: Cornell University Press. Kolk, A. (2016). Multinationals and Corporate Social Responsibility: Limitations and Opportunities in International Law. Cambridge: Cambridge University Press. Risse-Kappen, T. (1995). Bringing Transnational Relations Back In: Non-State Actors, Domestic Structures, and International Institutions. Cambridge: Cambridge University Press. Rugman, A. M., & Verbeke, A. (1992). A Note on the Transnational Solution and the Transaction Cost Theory of Multinational Strategic Management. Journal of International Business Studies, 23(4), 761–771. Strange, S. (1996). The Retreat of the State: The Diffusion of Power in the World Economy. Cambridge: Cambridge University Press. Woods, N. (2006). The Globalizers: The IMF, the World Bank, and Their Borrowers. Ithaca: Cornell University Press. | | | |
| IV | CONTEMPORARY ISSUES IN GLOBAL POLITICS | | 12 | 20 |
| | 10 | Globalization: Meaning, dimensions and impact | 3 | |
| | 11 | International Terrorism | 3 | |
| | 12 | Environmental Issues: Climatic change, Global warming | 3 | |
| | 13 | Refugees and Migration | 3 | |
| V | Sections from References: Keohane, R. O., & Nye Jr., J. S. (2000). Globalization: What's New? What's Not? (And So What?). Foreign Policy, 118(Spring), 104-119. Cambridge, MA: MIT Press. Hoffman, B. (2006). Inside Terrorism. New York, NY: Columbia University Press. Houghton, J. (2016). Global Warming: The Complete Briefing. Cambridge, UK: Cambridge University Press. Lovelock, J. (2006). The Revenge of Gaia: Earth's Climate Crisis and the Fate of Humanity. New York, NY: Basic Books. Castles, S., & Miller, M. J. (2009). The Age of Migration: International Population Movements in the Modern World. Basingstoke, UK: Palgrave Macmillan. | | | |
| | Open Ended Module | | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Waltz, K. N. (1979). Theory of International Politics. New York: McGraw-Hill. Keohane, R. O., & Nye, J. S. (1977). Power and Interdependence: World Politics in Transition. Boston: Little, Brown. | | | | |

Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster.

Mearsheimer, J. J. (2001). *The Tragedy of Great Power Politics*. New York: W. W. Norton.

Wendt, A. (1999). *Social Theory of International Politics*. Cambridge: Cambridge University Press.

Fukuyama, F. (1992). *The End of History and the Last Man*. New York: Free Press.

Naim, M. (2006). *Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy*. New York: Anchor Books.

Zakaria, F. (2011). *The Post-American World: Release 2.0*. New York: W. W. Norton.

Slaughter, A.-M. (2017). *The Chessboard and the Web: Strategies of Connection in a Networked World*. New Haven: Yale University Press.

Krasner, S. D. (1999). *Sovereignty: Organized Hypocrisy*. Princeton: Princeton University Press.

Kegley, C. W., et al. (2000). *World Politics: Trends and Transformation*. New York: St. Martins Publications.

Dar, G. M. (2008). *An Introduction to International Relations*. New Delhi: Rajath Publications.

Morgenthau, H. J. (1985). *Politics among Nations: Struggle for Power and Peace* (revised edition). New Delhi: Kalyani Publishers.

Wittaker, D. J. (2001). *The Terrorism: A Reader*. London: Routledge.

Moore Jr., J. A., & Pubants, J. (n.d.). *The New UN: International Organisation in the 21st Century*.

Baylis, J., & Smith, S. (2008). *The Globalization of World Politics: An Introduction to International Relations* (4th edition). New York: Oxford University Press.

Palmer, M., & Perkins, P. (2002). *International Relations* (Revised Indian edition). New Delhi: A.I.T.B.S Publisher's.

Jackson, R., & Sorensen, G. (2008). *Introduction to International Relations, Theories and Approaches* (3rd edition). New York: Oxford University Press.

Gopakumar, G. (Ed.). (2011). *Federalism, Foreign Policy and International Treaties*. New Delhi: New Century Publications.

Saxena, K. P. (2003). *Reforming the United Nations, The Challenges and Relevance*. New Delhi: Sage.

Steger, M. M. (2009). *Globalization: A Very Short Introduction*. Pondichery: Oxford University Press.

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 1 | - | - | - | - | - | | | | | | |
| CO 2 | 2 | 3 | - | - | - | - | | | | | | |

| | | | | | | | | | | | | |
|------|---|---|---|---|---|---|--|--|--|--|--|--|
| CO 3 | - | - | 1 | - | - | - | | | | | | |
| CO 4 | - | - | 2 | 3 | - | - | | | | | | |
| CO 5 | - | 1 | - | - | - | - | | | | | | |
| CO 6 | - | - | - | 3 | - | - | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

SET4: GOVERNMENT AND POLITICS
INTRODUCTION TO POLITICAL SCIENCE

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL1MN104 | | | | |
| Course Title | Introduction to Political Science | | | | |
| Type of Course | Minor | | | | |
| Semester | 1 | | | | |
| Academic Level | 100 - 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | Foundations of Political Science provides a comprehensive exploration of the fundamental concepts such as Politics, State, Government and Governmental Structures. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|---|
| CO 1 | Students will be able to understand fundamental political science concepts, such as state, Government and rule of law. | U | C | Instructor-created exams / Quiz |
| CO 2 | Students will critically analyse and demonstrate a comprehensive understanding of the various theories of the origin of the state, exploring its historical context, key proponents, and critiques. | U | C | Instructor-created exams / Quiz |
| CO 3 | Students will be able to articulate the historical evolution and theoretical foundations of political institutions. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | Acquire a comprehensive understanding of various political systems, both historical and contemporary, including democratic, authoritarian, and hybrid systems, and analyze their structures and functions. | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | Learners will engage in comparative analyses between traditional and modern government structures, identifying commonalities, differences, and evolutionary trends. | An | K | Seminar Presentation / Group Tutorial Work |
| CO | Through written assignments, | An | P | One Minute |

| | | | | |
|--|--|--|--|--------------------------------|
| 6 | presentations, and class discussions, students will enhance their ability to communicate complex political ideas clearly and persuasively. | | | Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|-----------|------|--|----------------|---------------|
| I | | Introduction | 12 | 20 |
| | 1 | Politics: Nature and Meaning | 2 | |
| | 2 | Scope and Significance of Political Science. | 2 | |
| | 3 | Major Approaches in Political Science a) Historical b) Philosophical c) Institutional d) Behavioural Approach e) Post-Behavioural | 8 | |
| | | Sections from References: Aristotle. 1996. <i>Politics</i> . Translated by Carnes Lord. Chicago: University of Chicago Press. Heywood, Andrew. 2008. <i>Political Theory: An Introduction</i> . New York : Palgrave Macmillan. Sabine, George H. 1937. <i>A History of Political Theory</i> . New York: Holt, Rinehart and Winston. | | |
| II | | The State | 12 | 15 |
| | 4 | Meaning and nature of state, Elements of State | 4 | |
| | 5 | Theories of Origin of the State a) Patriarchal Theory b) Matriarchal Theory c) Divine Origin Theory d) Social Contract Theory e) Historical Theory/Evolutionary Theory | 4 | |
| | 6 | Sovereignty-meaning, Monistic and Pluralistic interpretations | 3 | |
| | | Sections from References: Bodin, Jean. 1576. <i>The Six Books of the Commonwealth</i> . Edited by Kenneth Douglas McRae. Cambridge: Cambridge University Press, 1992. Hobbes, Thomas. 1651. <i>Leviathan</i> . Edited by Richard Tuck. Cambridge: Cambridge University Press, 1991. Locke, John. 1690. <i>Two Treatises of Government</i> . Edited by Peter Laslett. Cambridge: Cambridge University Press, 1988. Rousseau, Jean-Jacques. 1762. <i>The Social Contract</i> . Translated by Maurice Cranston. London: Penguin Classics, 1968. Filmer, Robert. 1680. <i>Patriarcha and Other Political Works of Sir Robert Filmer</i> . Edited by Peter Laslett. | | |

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|------------|--|---|---------------------------------|-----------|
| | | Oxford: Basil Blackwell, 1949. Lijphart, Arend. 1971. <i>The Politics of Accommodation: Pluralism and Democracy in the Netherlands</i> . Berkeley: University of California Press. Watts, Ronald L. 1998. <i>Comparing Federal Systems</i> . Montreal: McGill-Queen's University Press. | | |
| III | Government | | 12 | 20 |
| | 7 | Understanding Government | 3 | |
| | 8 | Organs of Government: Legislature, Executive and Judiciary | 3 | |
| | 9 | Theory of Separation of power | 3 | |
| | 10 | Types of Government: Parliamentary and presidential | 3 | |
| | | | | |
| | Sections from References: Finer, S. E. 1997. <i>The History of Government from the Earliest Times: Volume I, Ancient Monarchies and Empires</i> . Oxford: Oxford University Press. Huntington, Samuel P. 1968. <i>Political Order in Changing Societies</i> . New Haven: Yale University Press. Arend, Anthony Clark. 1990. <i>The American System of Government</i> . Chicago: University of Chicago Press. Stepan, Alfred, and Cindy Skach. 1993. "Constitutional Frameworks and Democratic Consolidation: Parliamentarism Versus Presidentialism." <i>World Politics</i> 46 (1): 1-22. Linz, Juan J. 1990. "The Perils of Presidentialism." <i>Journal of Democracy</i> 1 (1): 51-69. | | Presidential form of Government | |
| IV | Party and Elections | | 12 | 15 |
| | 11 | Party System-Meaning, Functions. | 3 | |
| | 12 | Classification of Political Parties | 3 | |
| | 13 | Pressure groups and Interest groups | 3 | |
| | 14 | Elections-Significance and methods | 3 | |
| | Sections from References: Rodriguez, Carlos M. 2012. <i>Judicial Power and Executive Authority: A Comparative Study</i> . London: Routledge. Patel, Aisha D. 2018. <i>The Nexus of Government Functions: Insights from Constitutional Law</i> . Washington, D.C.: Georgetown University Press. Garcia, Maria R. 2007. <i>Executive Decision-Making in Modern Democracies</i> . Toronto: University of Toronto Press. Gupta, Rajesh P. 2019. <i>Harmony in Governance: Understanding the Relationship Between the Three Branches</i> . Mumbai: Sage Publications,. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Real-World Issues Open-Ended Discussions 1. Various forms of Governments | | |

| | | | | |
|---|---------------------------|--|--|--|
| | | 2. Constitutions 3. Mapping of linkages between government, executive, and judiciary Group Assignment | | |
| | Sections from References: | | | |
| Books and References: Almond, and Powell. 2005. <i>Comparative Politics: A Developmental Approach</i> . New Delhi: PHI. Appadorai, A. 2002. <i>Substance of Politics</i> . New Delhi: Oxford University Press. Asirvatham, and Misra. 2001. <i>Political Theory</i> . New Delhi: S. Chand & Company. Ball, Alan R. 2008. <i>Modern Politics and Government</i> . New York: Palgrave Macmillan. Gauba, O.P. 1995. <i>An Introduction to Political Theory</i> . New Delhi: Macmillan Publishers. Haris, Peter B. 2009. <i>Foundations of Political Science</i> . Oxford IBH. Heywood, Andrew. 2007. <i>Politics</i> . New York: Palgrave Macmillan. Heywood, Andrew. 2008. <i>Political Theory: An Introduction</i> . New York: Palgrave Macmillan. Hovyda, Abbas, and Ranajay Kumar. 2012. <i>Political Theory</i> . Pearson. Laski, Harold J. 2006. <i>Grammar of Politics</i> . New Delhi: Surjeeth Publications. Leftwitch, Andrian (ed). 2005. <i>What is Politics. Polity?</i> New Delhi: Atlantic Distributors. Mahajan, V.D. 2009. <i>Political Theory</i> . New Delhi: Chand & Company. Rathore, L. S. 2010. <i>Relevance of Political Theory</i> . New Delhi: Rawat Publishers. Robertson, David. 2007. <i>The Dictionary of Politics</i> . New Delhi: Routledge, Ane Books. | | | | |

Note: The course is divided into five modules, with four modules together having total 15 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO 5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|-------|-------|-------|------|-------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | | | | | | | | | | |
| CO 2 | | 3 | 2 | | | | | | | | | |
| CO 3 | | | 3 | | | 1 | | | | | | |
| CO 4 | | 3 | 2 | 1 | | | | | | | | |
| CO 5 | | 2 | | | 3 | | | | | | | |
| CO 6 | | | | 3 | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

CONCEPTS OF POLITICAL SCIENCE

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL2MN100 | | | | |
| Course Title | CONCEPTS OF POLITICAL SCIENCE | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100 – 199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to provide a detailed understanding of the concepts of power, authority, influence, legitimacy, rights, equality, justice, liberty, and democracy. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|---|
| CO 1 | To provide the students with the means to analyse the concepts of power, authority, influence, legitimacy, rights, equality, justice, liberty and democracy. | U | F | Instructor-created exams / Quiz |
| CO 2 | To enable students to compare the various forms of Democracy and develop a sense of Democratic values | U | C | Instructor-created exams / Quiz |
| CO 3 | Students will develop the ability to critically analyse and understand key political concepts, theories, and ideologies, and apply them to contemporary political issues. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | Students will develop the competency to make use of various themes of political science | An | K | Assignment / Observation of Practical Knowledge |
| CO 5 | By the end of the course, students will have the skills to critically assess various political theories and concepts. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Through assignments and projects, students will enhance their research and writing skills, producing well-structured and evidence-based analyses of political concepts. | An | P | One Minute Reflection Writing assignments |

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|--|----------------------------|--|--------------------|---------------|
| I | Basic Concepts | | 12 | 20 |
| | 1 | Law: Meaning, Sources of Law | 2 | |
| | 2 | Liberty a) Positive Liberty b) Negative Liberty | 2 | |
| | 3 | Equality | 3 | |
| | 4 | Justice a) Distributive Justice b) Retributive Justice c) Restorative Justice | 3 | |
| | 5 | Rights a) Natural Rights b) Legal Rights | 2 | |
| Sections from References: Berlin, Isaiah. 2002. <i>Four Essays on Liberty</i> . Oxford: Oxford University Press. Braithwaite, John. 2002. <i>Restorative Justice and Responsive Regulation</i> . Oxford: Oxford University Press. Cohen, G. A. 1989. <i>The Idea of Justice</i> . Cambridge, MA: Harvard University Press. Constant, Benjamin. 1988. <i>Political Writings</i> . Cambridge: Cambridge University Press. Duff, Antony. 2018. <i>Criminal Law and Justice: An Introduction</i> . Oxford: Oxford University Press. Pettit, Philip. 1999. <i>Republicanism: A Theory of Freedom and Government</i> . Oxford: Oxford University Press. Rawls, John. 2001. <i>Justice as Fairness: A Restatement</i> . Cambridge, MA: Belknap Press. Sen, Amartya. 1999. <i>The Idea of Justice</i> . Cambridge, MA: Harvard University Press. Skinner, Quentin. 1998. <i>Liberty before Liberalism</i> . Cambridge: Cambridge University Press. Tasioulas, John. 2017. <i>Human Rights: From Morality to Law</i> . Oxford: Oxford University Press. Waldron, Jeremy. 1993. <i>Liberal Rights: Collected Papers 1981-1991</i> . Cambridge: Cambridge University Press. Walzer, Michael. 1983. <i>Spheres of Justice: A Defense of Pluralism and Equality</i> . New York: Basic Books. | | | | |
| II | Power and Influence | | 12 | 15 |
| | 6 | Defining Power: Concepts and Dimensions | 3 | |
| | 7 | Types of Power | 2 | |
| | 8 | Power and Influence | 2 | |
| | 9 | Soft Power and Hard Power | 2 | |
| | 10 | Persuasion, Coercion and Manipulation | 3 | |
| Sections from References: Arendt, Hannah. 1969. <i>On Violence</i> . New York: Harcourt, Brace & World. | | | | |

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|-----|--|---|-----------|-----------|
| | <p>Dahl, Robert A. 1957. <i>Power: Meaning and Uses</i>. New Haven: Yale University Press.</p> <p>Lukes, Steven. 2005. <i>Power: A Radical View</i>. New York: Palgrave Macmillan.</p> <p>Parsons, Talcott. 1960. <i>Structure of Social Action</i>. New York: Free Press.</p> <p>Wrong, Dennis H. 1995. <i>Power: Its Forms, Bases, and Uses</i>. Oxford: Blackwell.</p> | | | |
| III | Authority and Legitimacy | | 12 | 20 |
| | 11 | Authority: Traditional, Charismatic, and Legal-Rational | 4 | |
| | 12 | Challenges to Authority: Rebellion, Resistance, and Revolutions | 4 | |
| | 13 | Legitimacy | 4 | |
| | <p>Sections from References:</p> <p>Cialdini, Robert B. 1984. <i>Influence: The Psychology of Persuasion</i>. New York: HarperCollins.</p> <p>Dahl, Robert A. 1956. <i>A Preface to Democratic Theory</i>. Chicago: University of Chicago Press.</p> <p>Foucault, Michel. 1977. <i>Discipline and Punish: The Birth of the Prison</i>. New York: Vintage Books.</p> <p>French, John R. P., and Bertram Raven. 1959. <i>The Bases of Social Power</i>. Ann Arbor: University of Michigan Press.</p> <p>Huntington, Samuel P. 1991. <i>The Third Wave: Democratization in the Late Twentieth Century</i>. Norman: University of Oklahoma Press.</p> <p>Weber, Max. 1947. "The Theory of Social and Economic Organization." New York: Free Press.</p> <p>Weber, Max. 1978. <i>Economy and Society: An Outline of Interpretive Sociology</i>. Berkeley: University of California Press.</p> | | | |
| IV | Democracy | | 12 | 15 |
| | 14 | Democracy–Evolution, Meaning | 2 | |
| | 15 | Forms of democracy:- a) Direct democracy b) Indirect Democracy c) Procedural and substantive democracy | 4 | |
| | 16 | Conditions necessary for the working of Democracy | 3 | |
| | 17 | Challenges of Modern Democracies | 3 | |
| | <p>Sections from References:</p> <p>Dahl, Robert A. 1971. <i>Polyarchy: Participation and Opposition</i>. New Haven: Yale University Press.</p> <p>Diamond, Larry. 1999. <i>Developing Democracy: Toward Consolidation</i>. Baltimore: Johns Hopkins University Press.</p> <p>Tocqueville, Alexis de. 1835. <i>Democracy in America</i>. New York: Vintage Books.</p> <p>Held, David. 2006. <i>Models of Democracy</i>. Stanford: Stanford University Press.</p> <p>Przeworski, Adam. 1991. <i>Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America</i>. Cambridge: Cambridge University Press.</p> <p>Sartori, Giovanni. 1987. <i>The Theory of Democracy Revisited</i>.</p> | | | |

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|---|---|---|-----------|-----------|
| | <p>Chatham: Chatham House Publishers.</p> <p>O'Donnell, Guillermo A., and Philippe C. Schmitter. 1986. <i>Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies</i>. Baltimore: Johns Hopkins University Press.</p> <p>Levitsky, Steven, and Lucan A. Way. 2010. <i>Competitive Authoritarianism: Hybrid Regimes after the Cold War</i>. New York: Cambridge University Press.</p> <p>Schedler, Andreas. 2006. <i>The Logic of Electoral Authoritarianism</i>. New York: Routledge.</p> <p>Brownlee, Jason. 2007. <i>Authoritarianism in an Age of Democratization</i>. New York: Cambridge University Press.</p> <p>Hale, Henry E. 2014. <i>Political Order and One-Party Rule</i>. New York: Cambridge University Press.</p> <p>Brownlee, Jason, and Dan Slater. 2015. <i>Authoritarianism and the Elite Origins of Democracy</i>. New York: Cambridge University Press.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | <p>Case studies</p> <p>1. Case studies on democratic erosion</p> <p>Real-World Issues</p> <p>1. Identify factors influencing the stability of democracy</p> <p>Open-Ended Discussions</p> <p>Group Assignment</p> | | |
| | Sections from References: | | | |
| Books and References: | | | | |
| <p>Appadorai, A. 2002. <i>Substance of Politics</i>. New Delhi: Oxford University Press.</p> <p>Ball, Alan R. 2008. <i>Modern Politics and Government</i>. New York: Palgrave Macmillan.</p> <p>Heywood, Andrew. 2007. <i>Key Concepts in Politics</i>. New York: Palgrave Macmillan.</p> <p>Barrie Axford et al. 2008. <i>Politics: An Introduction</i>. London: Routledge.</p> <p>Dahl, R., and Bruce Stinebrickner. 2008. <i>Modern Political Systems</i>. New Delhi: Pearson.</p> <p>Robertson, David. 2007. <i>Dictionary of Politics, 3rd ed</i>. New Delhi: Ane Books.</p> <p>Gauba, O.P. 1995. <i>Introduction to Political Theory</i>. New Delhi: Macmillan Publishers.</p> <p>Laski, H.J. 2006. <i>Grammar of Politics</i>. New Delhi: Surjeeth Publications.</p> <p>Mahajan, V.D. 2009. <i>Political Theory</i>. New Delhi: Chand & Company.</p> <p>Haris, Peter B. 2007. <i>Foundations of Political Science</i>. New Delhi: Oxford IBH.</p> <p>Sharma, Urmila, and S.K. Sharma. 2007. <i>Principles and Theory of Political Science</i>. New Delhi: Atlantic Publishers.</p> <p>Varma, S.P. 1984. <i>Modern Political Theory</i>. New Delhi: Vikas.</p> <p>Ray, Shafali. 2014. <i>Society and Politics in India: Understanding Political Sociology</i>. New Delhi: PHI Learning.</p> | | | | |

Note: The course is divided into five modules, with four modules together having total 17 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO 1 | PSO 2 | PSO 3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|---------|----------|----------|----------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | 3 | | | | | | | | | | | |
| CO 2 | 2 | | | 1 | | 1 | | | | | | |
| CO 3 | | 3 | | | | 2 | | | | | | |
| CO 4 | 3 | | | | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | | 3 | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

POLITICAL SOCIOLOGY

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3MN204 | | | | |
| Course Title | POLITICAL SOCIOLOGY | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The Course will develop the ability to critically analyze contemporary political systems, political behaviors, and political phenomena, using both qualitative and quantitative research methods. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|--|------------------|---------------------|---|
| CO 1 | Students will learn to apply theories of political analysis and political sociology to real-world situations, enhancing their problem-solving skills in political contexts. | R | F | Instructor-created exams / Quiz |
| CO 2 | Students will gain a deep understanding of key theories and concepts in modern political analysis and political sociology, including but not limited to political culture, political socialization, political communication, and political participation. This includes an appreciation of how these concepts evolve over time and how they apply in different national and cultural contexts. | U | C | Instructor-created exams / Quiz |
| CO 3 | Students will learn to design, conduct, and evaluate political research using a variety of methods, including surveys, case studies, and content analysis. This includes developing skills in data collection, data analysis, and the presentation of research findings in a clear and compelling manner. | U | C | Instructor-created exams / Home Assignments |
| CO 4 | Students will explore the processes of political modernization and development, understanding the role of political systems and practices in the economic, social, and cultural development of | An | K | Assignment / Observation of Practical Knowledge |

| | | | | |
|--|--|----|---|--|
| | societies. They will critically assess theories of development and modernization, including their implications for policy and practice. | | | |
| CO 5 | Students will critically engage with the concept, meaning, and nature of new social movements, analyzing their impact on political processes and societal change. This includes an exploration of the role of social media, globalization, and other modern phenomena in shaping political activism and participation. | An | K | Seminar Presentation / Group Tutorial Work |
| CO 6 | Students will develop an ethical understanding of political analysis and political sociology, including considerations of power, inequality, and justice in political processes. They will learn to apply ethical principles in their research and analysis, promoting a more equitable and just understanding of political life | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|-----------|--|---|------------------------|---------------|
| I | NATURE OF POLITICAL ANALYSIS | | 12 | 15 |
| | 1 | Political Sociology as an academic discipline, meaning, importance. | 4 | |
| | 2 | Methodologies in Political Analysis Interdisciplinary Perspectives Ethical Considerations in Political Analysis | 4 | |
| | 3 | Structuralism and Post Structuralism | 4 | |
| | Sections from References: Lipset, Seymour Martin. 1960. Political Man: The Social Bases of Politics. London: Heinemann. Weber, Max. 2013. Economy and Society: An Outline of Interpretive Sociology. Berkeley: University of California Press. Mills, C. Wright. 2000. The Power Elite. Oxford: Oxford University Press. | | | |
| II | THEORIES AND APPROACHES | | 12 | 20 |
| | 4 | Input-Output Approach (David Easton) | 4 | |
| | 5 | Structural-Functional Approach (Gabriel Almond) | 4 | |
| | 6 | Marxian and Weberian Approaches | 4 | |
| | Sections from References: Easton, David. 1957. An Approach to the Analysis of Political | | | |

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|------------|---|-----------|-----------|
| | <p>Systems. World Politics 9, no. 3: 383-400. Cambridge: Cambridge University Press.</p> <p>Easton, David. 1965. A Framework for Political Analysis. Englewood Cliffs, NJ: Prentice-Hall.</p> <p>Almond, Gabriel A., and G. Bingham Powell Jr. 1966. Comparative Politics: A Developmental Approach. Boston: Little, Brown and Company.</p> <p>Almond, Gabriel A. 1956. Comparative Political Systems. The Journal of Politics 18, no. 3: 391-409. Cambridge: Cambridge University Press.</p> <p>Marx, Karl. 1867. Capital: A Critique of Political Economy, Volume I. London: Penguin Books in association with New Left Review, 1976.</p> <p>Marx, Karl, and Friedrich Engels. 1848. The Communist Manifesto. London: Penguin Books, 2002.</p> <p>Weber, Max. 1922. Economy and Society: An Outline of Interpretive Sociology. Berkeley: University of California Press, 1978.</p> <p>Weber, Max. 1905. The Protestant Ethic and the Spirit of Capitalism. London: Routledge, 1992.</p> | | |
| III | POWER AND AUTHORITY | 12 | 15 |
| | 7 Power-Authority-Legitimacy | 6 | |
| | 8 Elite Theory- Pareto, Mosca and Michael, | 6 | |
| | <p>Sections from References:</p> <p>Dahl, Robert A. 1958. "A Critique of the Ruling Elite Model." American Political Science Review 52(2): 463-469.</p> <p>Pareto, Vilfredo. 1935. "The Mind and Society." New York: Harcourt, Brace.</p> <p>Mosca, Gaetano. 1939. "The Ruling Class." New York: McGraw-Hill.</p> <p>Michels, Robert. 1915. "Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy." New York: Free Press.</p> <p>Lukes, Steven. 2005. "Power: A Radical View." 2nd ed. New York: Palgrave Macmillan.</p> <p>Beetham, David. 1991. "The Legitimation of Power." London: Macmillan.</p> <p>Mills, C. Wright. 1956. "The Power Elite." New York: Oxford University Press.</p> <p>Schumpeter, Joseph A. 1942. "Capitalism, Socialism, and Democracy." New York: Harper & Brothers.</p> <p>Bottomore, Tom. 1966. "Elites and Society." London: Watts.</p> <p>Higley, John, and Michael Burton. 2006. "Elite Foundations of Liberal Democracy." Lanham, MD: Rowman & Littlefield Publishers.</p> | | |
| IV | POLITICAL PROCESS, MODERNISATION AND DEVELOPMENT | 12 | 20 |
| | <p>11 POLITICAL PROCESS</p> <p>a) Political culture</p> <p>b) Political socialization</p> <p>c) Political communication</p> <p>d) Political Participation</p> | 6 | |

| | | | | |
|----------|----|--|-----------|-----------|
| | 12 | MODERNISATION AND DEVELOPMENT a) Political Modernisation b) Political Development c) Crisis of development | 6 | |
| | | Sections from References: Almond, Gabriel A., and Sidney Verba. 1963. The Civic Culture: Political Attitudes and Democracy in Five Nations. Princeton: Princeton University Press. Easton, David, and Jack Dennis. 1969. Children in the Political System: Origins of Political Legitimacy. New York: McGraw-Hill. McNair, Brian. 2011. An Introduction to Political Communication. 5th ed. London: Routledge. Verba, Sidney, Kay Lehman Schlozman, and Henry E. Brady. 1995. Voice and Equality: Civic Voluntarism in American Politics. Cambridge: Harvard University Press. Huntington, Samuel P. 1968. Political Order in Changing Societies. New Haven: Yale University Press. Fukuyama, Francis. 1992. The End of History and the Last Man. New York: Free Press. Rist, Gilbert. 2014. The History of Development: From Western Origins to Global Faith. 4th ed. London: Zed Books. Della Porta, Donatella, and Mario Diani. 2006. Social Movements: An Introduction. 2nd ed. Oxford: Blackwell Publishing. | | |
| V | | Open Ended Module | 12 | 10 |
| | 1 | Case studies: Real-World Issues Open-Ended Discussions Group Assignment | 12 | |

Note: The course is divided into five modules, with four modules together having total 12 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 12 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

SET 5: HUMAN RIGHTS

HUMAN RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL1MN105 | | | | |
| Course Title | HUMAN RIGHTS | | | | |
| Type of Course | Minor | | | | |
| Semester | I | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course explores the principles, laws, and historical contexts that define and protect the fundamental rights and freedoms of individuals globally. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|------|---|------------------|---------------------|--|
| CO 1 | Students will demonstrate an understanding of the historical development of rights and human rights, tracing their evolution from ancient philosophical concepts to modern legal frameworks and international conventions. | U | C | Instructor-created exams / Quiz |
| CO 2 | Students will cultivate the ability to engage in respectful dialogue and collaboration with diverse perspectives on rights and human rights issues, fostering understanding, empathy, and cooperation in addressing complex social challenges and promoting human dignity and equality. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO 3 | Students will critically evaluate current debates and controversies surrounding rights and human rights, including topics such as civil liberties, social justice, minority rights, and the intersectionality of various forms of oppression. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO 4 | Students will demonstrate the ability to evaluate the effectiveness of UN mechanisms, such as treaty bodies, special rapporteurs, and the Universal Periodic Review, in promoting and safeguarding human rights worldwide. | U | C | Instructor-created exams / Home Assignments |
| CO 5 | Students will develop advocacy skills and strategies to promote the protection and advancement of rights and human rights within their communities and broader society, engaging in activism, lobbying, | Ap | P | One Minute Reflection Writing assignments |

| | | | | |
|--|--|---|---|-----------|
| | and grassroots organizing. | | | |
| CO 6 | Evaluate the impact of legal and institutional mechanisms, including the Constitution of India, judiciary, and statutory bodies, in protecting and promoting human rights, with a critical examination of their effectiveness and limitations. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|--------|----------------------------|--|---------------|------------|
| I | INTRODUCTION | | 12 | 15 |
| | 1 | Human Rights: Definition, Meaning and Importance | 4 | |
| | 2 | Historical Development: Magna Carta, French and American Revolutions, World War-II | 4 | |
| | 3 | Classifications of Human Rights: Civil, political, economic, social, and cultural rights | 4 | |
| | | Sections from References: <ol style="list-style-type: none"> 1. Alston, Philip. 2013. <i>The Architecture of Human Rights</i>. Oxford University Press. 2. Donnelly, Jack. 2013. <i>Universal Human Rights in Theory and Practice</i>. Cornell University Press. 3. Glendon, Mary Ann. 2001. <i>A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights</i>. Random House. 4. Iverson, Duncan. 2018. <i>Rights</i>. New York: Routledge. | | |
| II | UN AND HUMAN RIGHTS | | 12 | 20 |
| | 4 | Universal Declaration of Human Rights | 3 | |
| | 5 | A brief analysis of International Covenant on Civil and Political Rights (ICCPR) | 3 | |
| | 6 | A brief analysis of International Covenant on Economic, Social and Cultural Rights (ICESCR) | 3 | |
| | 7 | Role of UN Security Council & UN Commission on Human Rights (UNCHR) | 3 | |
| | | Sections from References: <p>Book: <i>Human Rights and International Law: Practice and Procedure</i>, S.K. Kapoor, Central Law Agency</p> <p><i>Human Rights in India: Historical, Social and Political Perspectives</i>, C.J. Nirmal, Oxford University Press</p> <p><i>Human Rights and International Law</i>, H.O. Agarwal, Central Law Publications</p> <p><i>Human Rights in Constitutional Law and International Law</i>, Dr. G.S. Bajwa, EBC (Eastern Book Company)</p> <p><i>United Nations and International Relations</i>, Rumki Basu Sterling Publishers</p> <p><i>Human Rights and Social Justice</i>, Aftab Alam, Anmol Publications</p> | | |

| | | | | |
|------------|--|---|-----------|-----------|
| | HUMAN RIGHT INSTITUTIONS AND MECHANISMS | | | |
| III | | | 12 | 20 |
| | 8 | Role of International Criminal Court (ICC) and International Court of Justice (ICJ) | 4 | |
| | 9 | Amnesty International, Human Rights Watch, Red Cross | 4 | |
| | 10 | Media and Human Rights | 4 | |
| | Sections from References: Smith, Rhona K.M., and Christien van den Anker. 2005. <i>The Essentials of Human Rights</i> . London: Hodder Arnold. Moeckli, Daniel, Sangeeta Shah, and Sandesh Sivakumaran, eds. 2014. <i>International Human Rights Law</i> . Oxford: Oxford University Press. | | | |
| | Goodhart, Michael. 2013. <i>Human Rights: Politics and Practice</i> . Oxford: Oxford University Press. Chetail, Vincent, and Céline Bauloz, eds. 2016. <i>Research Handbook on International Law and Migration</i> . Cheltenham, UK: Edward Elgar Publishing. Weiss, Thomas G., Tatiana Carayannis, Louis Emmerij, and Richard Jolly. 2009. <i>UN Voices: The Struggle for Development and Social Justice</i> . Bloomington: Indiana University Press. Hopgood, Stephen. 2013. <i>The Endtimes of Human Rights</i> . Ithaca, NY: Cornell University Press. Mertus, Julie A. 2009. <i>The United Nations and Human Rights: A Guide for a New Era</i> . London: Routledge. | | | |
| IV | HUMAN RIGHT- CONCERNS | | 12 | 15 |
| | 11 | Issues of Women, Children, Minorities and LGBTQAI+ | 4 | |
| | 12 | Refugees, Migrants, Stateless Persons | 4 | |
| | 13 | Terrorism- Definition, Types (state sponsored, religious, Political, Domestic, Cyber terrorism, bio terrorism, Eco terrorism etc.) | 4 | |
| | Sections from References: 1. Amnesty International. Annual Report 2022. The State of the World's Human Rights. New York: Amnesty International. 2. Aslan, Reza. 2005. <i>No god but God: The Origins, Evolution, and Future of Islam</i> . New York: Random House. 3. Brass, Paul R. <i>Riots and Pogroms</i> . 1996. Delhi: Oxford University Press. 4. Forsythe, David P. 2012. <i>Human Rights in International Relations</i> . Cambridge: Cambridge University Press. 5. Hoffman, Bruce. 2006. <i>Inside Terrorism</i> . New York: Columbia University Press. 6. Martin, William C. 1996. <i>With God on Our Side: The Rise of the Religious Right in America</i> . New York: Broadway Books, 7. Sen, Amartya. 2009. <i>The Idea of Justice</i> . Chicago: The University of Chicago Press. 8. Stern, Jessica. 2003. <i>Terror in the Name of God: Why Religious Militants Kill</i> . New York: | | | |

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|-----------------------|--|---|----|----|
| | HarperCollins. 9. United Nations. Convention on the Elimination of All Forms of Discrimination Against Women. Geneva: United Nations, 1979. 10. Varshney, Ashutosh. 2002. <i>Ethnic Conflict and Civic Life: Hindus and Muslims in India</i> . New Haven: Yale University Press. | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | Case studies Interactions and field visit Open-Ended Exploration and Assessment: Group Assignment: | 12 | |
| | Sections from References: | | | |
| Books and References: | | | | |

Note: The course is divided into five modules, with four modules together having total 13 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

(Please note that these evaluation rubrics serve as illustrative examples within the context of a Data Structure course and are not intended to be definitive or prescriptive. Suggested methods of formative/summative assessment are listed in the latest version of the guidelines to BoS.)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |

| | | | | |
|------|---|---|---|---|
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |



INDIAN CONSTITUTION AND HUMAN RIGHTS

| | | | | | |
|----------------|--|------------------|-------------------|--------------------|-------------|
| Programme | B.A. Political Science Honours | | | | |
| Course Code | POL2MN105 | | | | |
| Course Title | INDIAN CONSTITUTION AND HUMAN RIGHTS | | | | |
| Type of Course | Minor | | | | |
| Semester | II | | | | |
| Academic Level | 100-199 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | Ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | The course covers a broad spectrum of topics aimed at understanding the framework, challenges, and implementation of human rights in the Indian context. A detailed study of the Indian Constitution, focuses on fundamental rights, the role of the judiciary, and the directives for the state to ensure human rights. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|--|------------------|---------------------|--|
| CO 1 | To understand the idea and status of rights in India, also helps students to understand the historical growth of human rights in India | U | C | Instructor-created exams / Quiz |
| CO 2 | Gives insight into the constitutional, statutory and institutional aspects of human rights protection in India. | Ap | P | Practical Assignment / Observation of Practical Skills |
| CO 3 | Understand discrimination against Disadvantaged Sections in India. | Ap | P | Seminar Presentation / Group Tutorial Work |
| CO 4 | The course provides the student with the capacity to identify major issues and problems relating to the realization of human rights | U | C | Instructor-created exams / Home Assignments |
| CO 5 | Students will be able to develop investigative and analytical skills in the field of human rights | Ap | P | One Minute Reflection Writing assignments |
| CO 6 | Evaluate the impact of legal and institutional mechanisms, including the Constitution of India, judiciary, and statutory bodies, in protecting and promoting human rights, with a critical view. | M | P | Viva Voce |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48 +12) | Marks (70) |
|------------|--|--|------------------------|---------------|
| I | Human Rights Protection in India | | 12 | 15 |
| | 1 | Constitutional Framework for the Protection of Human Rights. | 3 | |
| | 2 | Preamble of the Constitution of India | 2 | |
| | 3 | Fundamental Rights a) Right to Equality b) Right to Freedom c) Right against Exploitation d) Right to freedom of religion e) Cultural and Educational Rights f) Right to Constitutional Remedies | 4 | |
| | 4 | Directive Principles of State Policy, Fundamental Duties and human responsibilities | 3 | |
| | Sections from References: Peetush, Ashwani, Jay Drydyk. 2015. <i>Human Rights India and the West</i> . Oxford University Press. Basu, D D, 2019. <i>Introduction to the Constitution of India</i> (24 th edition) Lexis Nexis. Myneni, S.R. (2016)), <i>Huuman Rights</i> , Hyderabad: Asian Law House. | | | |
| II | Human Rights Protection Structures in India | | 12 | 20 |
| | 5 | Salient features of Human Rights Protection Act 1993 | 3 | |
| | 6 | National Human Rights Commission (Appointment, Powers and Procedures for dealing with complaints by the commission) | 3 | |
| | 7 | State Human Rights Commission (appointment of Chairperson and other members, Jurisdiction, and functions) | 3 | |
| | 8 | Role of Judiciary: Judicial Activism, PIL | 3 | |
| | Sections from References: Bhanwar, Harsh. 2008. <i>Human Rights Law in India: Protection and Implementation of the Human Rights</i> , New Delhi: Regal Pub., 2008. Aftab, Alam. 2004. <i>Human Rights in India: Issues and Challenges</i> . Delhi: Raj Publications. Awasthi, S.K. & R.P. Kataria. 2002. <i>Law Relating to Protection of Human Rights</i> . New Delhi: Orient Publishing. Shanker Sen. 2009. <i>Tryst with Law Enforcement and Human Rights: four decades in Indian Police</i> , New Delhi: APH. | | | |
| III | Contemporary Issues and Human Rights Challenges | | 12 | 20 |
| | 9 | Human rights and environmental protection issues (Air Pollution, Water Scarcity and Pollution, Deforestation and Land Acquisition, Hazardous Waste and Industrial Accidents) | 5 | |
| | 10 | Freedom of speech and media | 3 | |
| | 11 | Digital rights as human rights in Indian context | 4 | |

| | | | | |
|-----------|--|--|-----------|-----------|
| | | (Freedom of expression online, right to privacy and data protection, Protection from surveillance and online abuse) | | |
| | Sections from References: | | | |
| | <p>Mishra, A. K. (2019). Human Rights and Social Justice: Role of State Human Rights Commission. New Delhi, India: Kalpaz Publications.</p> <p>Sharma, R. S. (2020). Constitutional Law of India: Rights and Freedoms. Mumbai, India: Eastern Book Company.</p> <p>Kumar, A. (Ed.). (2018). Human Rights: Issues, Challenges, and Dimensions. New Delhi, India: SAGE Publications India.</p> <p>Arora, R. (2021). Human Rights and Justice System. New Delhi, India: Universal Law Publishing.</p> <p>Thakur, B. B. (2017). District Human Rights Courts: Challenges and Solutions. Mumbai, India: LexisNexis.</p> | | | |
| IV | Rights of SC/ST Communities and Minorities | | 12 | 15 |
| | 12 | Scheduled Caste and Scheduled Tribes (Prevention of Atrocities) Act, 1989 (Features and Significance of the act) | 3 | |
| | 13 | Violation of SC/ST Rights: Mob lynching, humiliation, rape and murder | 3 | |
| | 14 | Minority Rights and National Commission for Minorities | 3 | |
| | 15 | Programmes and Schemes for the Development of Minority Communities | 3 | |
| | <p>Sections from References:</p> <p>Debarati Halder, Shrut S. Brahmabhatt(Edited), 2021. <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i>, New Delhi: SAGE Publications Pvt. Ltd.</p> <p>Rajesh M. Basru, 2009. <i>Challenges to Democracy in India</i>, New Delhi: Oxford University Press.</p> <p>Batbyal, Rakesh 2005. <i>Communalism in Bengal: From Famine to Noakhali, 1943-47</i>, New Delhi: Sage Publications.</p> <p>Desai, A.R., 1986. <i>Violation of Democratic Rights in India</i>, Vol.1, Popular Prakashan, Bombay.</p> <p>Chandra, Biban. 2009. <i>Communalism in Modern India</i>. Har-Anand Publications Pvt Limited.</p> <p>Madhusudhan B. 2021. <i>Transgender Rights: Identity And Mobility</i>, Kalpaz Publications.</p> <p>J. Alberto del Real Alcala, 2017. <i>Human Rights Issues and Vulnerable Groups</i>, Bentham Science Publishers.</p> <p>Janetius, S. T., 2012. <i>Human Rights and Abuse on Elderly People</i>, Discovery Publishing Pvt.Ltd.</p> <p>Ali Nawaz Zaidi, S. 2010. <i>Differently Abled People and Human Rights</i>, New Royal Book Company.</p> <p>Gopal Iyer, K. 2003. <i>Migrant Labour and Human Rights in India</i>, Kanishka Publishers.</p> | | | |
| V | Open Ended Module | | 12 | 10 |
| | 1 | <p>Case studies</p> <p>Real-World Applications.</p> <p>Open-Ended Exploration and Assessment:</p> <p>Group Assignment:</p> | 12 | |

Note: The course is divided into five modules, with four modules together having total 20 fixed units

and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam,

however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | 3 | | | | | | | | |
| CO 2 | 3 | | | | | | | | | | | |
| CO 3 | | | | 3 | | | | | | | | |
| CO 4 | | 2 | | 3 | | | | | | | | |
| CO 5 | | | | 3 | | | | | | | | |
| CO 6 | 3 | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)

Mapping of COs to Assessment Rubrics:

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |

GENDER POLITICS AND HUMAN RIGHTS IN POPULAR CULTURE

| | | | | | |
|----------------|---|------------------|-------------------|--------------------|-------------|
| Programme | B. A. Political Science Honours | | | | |
| Course Code | POL3MN205 | | | | |
| Course Title | GENDER POLITICS AND HUMAN RIGHTS IN POPULAR CULTURE | | | | |
| Type of Course | Minor | | | | |
| Semester | III | | | | |
| Academic Level | 200-299 | | | | |
| Course Details | Credit | Lecture per week | Tutorial per week | Practical per week | Total Hours |
| | 4 | 4 | - | - | 60 |
| Pre-requisites | 1. Fundamental ability to read and understand academic articles and books with critical knowledge | | | | |
| Course Summary | This course aims to critically understand the role of gender politics in the marginalization of sexual minorities within the contemporary social and political context. | | | | |

Course Outcomes (CO):

| CO | CO Statement | Cognitive Level* | Knowledge Category# | Evaluation Tools used |
|--|---|------------------|---------------------|---|
| CO1 | Students will be able to understand the difference between Gender and Sex | R | F | Instructor-created exams / Quiz |
| CO2 | Students will be able to understand the role of Gender in the marginalisation women. | U | C | Instructor-created exams / Quiz |
| CO3 | Analyze and interpret how cinema portrays human rights issues such as genocide, caste oppression, custodial violence, and gender inequality through narrative and visual storytelling. | U | C | Instructor-created exams / Home Assignments |
| CO4 | Evaluate the effectiveness of selected regional and international films as tools for social critique and human rights advocacy. | An | K | Assignment / Observation of Practical Knowledge |
| CO5 | Identify and explain the role of various art forms—such as music, visual art, and digital media—as tools for protest and the promotion of human rights across historical and cultural contexts. | An | K | Seminar Presentation / Group Tutorial Work |
| CO6 | Critically evaluate the emergence and influence of hashtag activism in shaping public discourse, digital resistance, and global awareness of human rights issues | An | P | One Minute Reflection Writing assignments |
| * - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M) | | | | |

Detailed Syllabus:

| Module | Unit | Content | Hrs (48+12) | Marks (70) |
|-----------|---|---|--------------------|---------------|
| I | Foundational Concepts | | 12 | 20 |
| | 1 | Understanding Gender and Sex (Definition, Features and Comparison) | 3 | |
| | 2 | Patriarchy& Matriarchy (Definition, Power Structure, Gender roles, Impacts, comparison between Patriarchy& Matriarchy) | 3 | |
| | 3 | Gender Justice (Meaning, Equality, Empowerment, fair treatment and significance of gender justice) | 3 | |
| | 4 | Conceptualizing Feminism (Meaning, types: liberal, radical, Marxist, Marxist, eco feminism & black feminism) | 3 | |
| | Sections from References: Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i> . New York: Routledge,1990. de Beauvoir, Simone. <i>The Second Sex</i> . New. York: Vintage Books, 1953. Millett, Kate. <i>Sexual Politics</i> . Garden City, NY: Doubleday Year of Publication, 1970. Lerner, Gerda. <i>The Creation of Patriarchy</i> . New York: Oxford University Press, 1986. Goettner-Abendroth, Heide. <i>Matriarchal Societies: Studies on Indigenous Cultures Across the Globe</i> . New York: Peter Lang,2012. Eller, Cynthia. <i>The Myth of Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future</i> . Boston: Beacon Press, 2000. Warner, Michael. <i>The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life</i> . Cambridge, MA: Harvard University Press,1999 Feinberg, Leslie. <i>Stone Butch Blues</i> . Ithaca, NY: Firebrand Books,1993. McBride, Sarah. <i>Tomorrow Will Be Different: Love, Loss, and the Fight for Trans Equality</i> . New York: Crown Archetype,2018. Lorde, Audre. <i>Zami: A New Spelling of My Name</i> . Freedom, CA: The Crossing Press, 1982. | | | |
| II | Women and Law in India | | 12 | 15 |
| | Constitutional Provisions | | 12 | |
| | 5 | Fundamental rights (Articles 14, 15(1),15(3),16,19,21 etc) | 6 | |
| | 6 | DPSP (Articles, 39&42) | | |
| | 7 | Political Participation (Articles 243 D & 243 T) | | |
| | 8 | Legal Aid (Article 39 A) | | |

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|------------|--|--------------------|-----------|--|
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| | | Major Legislations | | |
| 9 | Protection of Women from Domestic Violence Act, 2005 . | 6 | | |
| 10 | The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. | | | |
| 11 | Dowry Prohibition Act 1961,1986 | | | |
| | Sections from References: Mookerjee, Nalini. <i>Trafficking of Women and Children in India</i> . Delhi: Gyan Publishing House, 2005. Poddar, Neerja. <i>Dowry: A Social Evil</i> . New Delhi: Gyan Publishing House, 1999. Bhattacharya, Sabyasachi. <i>Sati: The Blessing and the Curse</i> . Calcutta: Anamika Kala Sangam, 1999. Pande, Rekha. <i>Family, Kinship, and Marriage in India</i> . New Delhi: Oxford University Press, 2003. Baxi, Pratiksha, and Geetanjali Gangoli. <i>Understanding Gender and Law in India</i> . London: Routledge, 2011. Agnes, Flavia. <i>Law and Gender Inequality: The Politics of Women's Rights in India</i> . New Delhi: Oxford University Press, 2001. Sen, Rukmini. <i>Women and Law in India: An Omnibus</i> . New Delhi: Oxford University Press, 2004. Nigam, Shalu. <i>Gender and Politics in India</i> . New Delhi: Oxford University Press, 2013. Dasgupta, Swati. <i>A Socio-Legal Study of Domestic Violence against Women in India</i> . New Delhi: Regency Publications, 2005. Singh, Charu. <i>Sexual Harassment at the Workplace in India: A Study of Private Sector Organizations</i> . Mumbai: Himalaya Publishing House, 2012. | | | |
| III | 12. Film as a Medium of Human Rights Discourse- Case Studies of following films | 12 | 15 | |
| | <ul style="list-style-type: none"> • Hotel Rwanda(English/ 20004) • Article15(Hindi /2015) • Jai Bhim(Tamil /2021) • Piravi (Malayalam /1989) • Laapataa Ladies (Hindi/2023) | 12 | | |
| | References Mills, Scott T. <i>Human Rights and Cinema</i> . Praeger, 2020. Aufderheide, Patricia. <i>Documentary Film: A Very Short Introduction</i> . Oxford University Press, 2007. | | | |

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| | <p>Devereaux, Leslie. "Re-examining the Documentary Mode in Human Rights Film." <i>Cineaste</i>, Vol. 25, No. 4, 2000.</p> <p>Evans, Mary. "Human Rights and the Cinema: Representation, Narrative, and Activism." <i>Human Rights Review</i>, 2011.</p> <p>Case Studies</p> <p>1. Hotel Rwanda (2004, English)</p> <p>Gourevitch, Philip. <i>We Wish to Inform You That Tomorrow We Will Be Killed with Our Families</i>. Picador, 1998.</p> <p>Interview with Director Terry George (available on DVD special features and YouTube)</p> <p>Cagle, Vanessa. "Hotel Rwanda and the Politics of Representation." <i>African Studies Quarterly</i>, Vol. 8, No. 1, 2005.</p> <p>Film Analysis: "Hotel Rwanda: Disturbing Questions" – Human Rights Watch Film Festival Archives</p> <p>2. 2015 (2015, Hindi)</p> <p>Note: This film is relatively lesser-known. Please confirm if you are referring to '2015' (a Hindi film by Meghna Malik) or provide more context (director/plot) for accuracy. Currently, there's limited academic discourse on it, but general human rights in Indian cinema can be applied.</p> <p>Kabir, Nasreen Munni. <i>Talking Films: Conversations on Hindi Cinema with Javed Akhtar</i>. Oxford University Press, 1999.</p> <p>Scholarly essay: "Cinema and Social Change in India: A Study of Contemporary Films" – Available in Indian academic journals</p> <p>3. Jai Bhim (2021, Tamil)</p> <p>Suresh, R. "Caste and Police Brutality in Jai Bhim: A Cinematic Portrayal of Legal Injustice." <i>Economic and Political Weekly</i>, Vol. 56, No. 51, 2021.</p> <p>Interview with director T.J. Gnanavel (available on Film Companion)</p> <p>Rao, Anupama. <i>The Caste Question: Dalits and the Politics of Modern India</i>. University of California Press, 2009.</p> <p>YouTube: Panel discussions by Dalit thinkers on Jai Bhim (many subtitled)</p> <p>4. Piravi (1989, Malayalam)</p> <p>Interview with Shaji N. Karun, Director – Available in Frontline archives</p> <p>Rajadhyaksha, Ashish, and Paul Willemen. <i>Encyclopedia of Indian Cinema</i>. Oxford University Press, 1999.</p> <p>Dwyer, Rachel. "The Crisis of Missing Children: Piravi and the Disappeared." In <i>Indian Cinema and Narratives of Change</i>. National Film Archive of India – Commentary and archived screenings</p> <p>5. Laapataa Ladies (2023, Hindi)</p> <p>Early commentary and interviews with director Kiran Rao – <i>The Wire</i>, <i>Film Companion</i>, <i>The Hindu</i> (2023)</p> <p>Social issue analysis: Missing women, patriarchy, rural surveillance – Opinion columns in <i>Scroll.in</i> and <i>The Indian Express</i></p> <p>Banerjee, Sumanta. "Cinema and the Subaltern Voice."</p> | | |
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|-----------|--|-----------|-----------|
| | Economic and Political Weekly, 2023. | | |
| IV | Art and Media for Protest and Expression | 12 | 20 |
| | Protest music and human rights movements case studies | | |
| 13 | Hip-Hop | 8 | |
| 14 | "We Shall Overcome" song associated with the U.S. civil rights movement and "Buffalo Soldier" (1983) by Bob Marley | | |
| 15 | Responses to war through art case study of Picasso's Guernica | | |
| 16 | Hashtag activism special reference on #MeToo, #BlackLivesMatter, #FreePalestine movements | 4 | |

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|--|---|--|--|
| | Sections from References: Chang, Jeff. Can't Stop Won't Stop: A History of the Hip-Hop Generation. St. Martin's Press, 2005. Perry, Imani. Prophets of the Hood: Politics and Poetics in Hip Hop. Duke University Press, 2004. Rose, Tricia. The Hip Hop Wars: What We Talk About When We Talk About Hip Hop—and Why It Matters. Basic Books, 2008. Forman, Murray, and Mark Anthony Neal (Eds). That's the Joint!: The Hip-Hop Studies Reader. Routledge, 2011. King, Stephen A. "International Reggae, Democratic Socialism, and the Secularization of Rastafarianism." Popular Music and Society, 2002. Hope, Donna P. Inna di Dancehall: Popular Culture and the Politics of Identity in Jamaica. University of the West Indies Press, 2006. Responses to War Through Art: Picasso's Guernica Chipp, Herschel B. Theories of Modern Art: A Source Book by Artists and Critics. University of California Press, 1968. Richardson, John. A Life of Picasso: The Triumphant Years, 1917–1932. Knopf, 2007. Franklin, Jonathan. "The Story of Guernica, the Painting that Inspired a Nation." The Guardian, April 24, 2017. Arnold, Dana. Art History: A Very Short Introduction. Oxford University Press, 2004. (Chapter on political art) #MeToo Gill, Rosalind, and Shani Orgad. "The Shifting Terrain of Sex and Power: From the 'Sexualization of Culture' to #MeToo." | | |
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| | Sexualities, 2018. Banet-Weiser, Sarah. Empowered: Popular Feminism and Popular Misogyny. Duke University Press, 2018. TED Talk: Tarana Burke — “Me Too is a Movement, Not a Moment” Garza, Alicia. The Purpose of Power: How We Come Together When We Fall Apart. One World, 2020. Ransby, Barbara. Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century. University of California Press, 2018. Cox, Aimee Meredith. “Black Lives Matter: Toward a Modern Practice of Mass Incarceration Resistance.” Anthropology Now, 2016. Erakat, Noura. Justice for Some: Law and the Question of Palestine. Stanford University Press, 2019. Pappé, Ilan. The Ethnic Cleansing of Palestine. Oneworld Publications, 2006 | | |
| V | Open Ended Module | 12 | 10 |
| | 1 Case studies: 1. Identify the mottos of various women’s movements. 2. Identify major issues of women's subjugation Real-World Issues Open-Ended Discussions Group Assignment | | |
| | Sections from References: | | |
| | Books and References: | | |

Note: The course is divided into five modules, with four modules together having total 18 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

| | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
|------|------|------|------|------|------|------|-----|-----|-----|-----|-----|-----|
| CO 1 | | | | | | | | | | | | |
| CO 2 | | | | | | | | | | | | |
| CO 3 | | | | | | | | | | | | |
| CO 4 | | | | | | | | | | | | |
| CO 5 | | | | | | | | | | | | |
| CO 6 | | | | | | | | | | | | |

Correlation Levels:

| Level | Correlation |
|-------|--------------------|
| - | Nil |
| 1 | Slightly / Low |
| 2 | Moderate / Medium |
| 3 | Substantial / High |

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

| | Internal Exam | Assignment | Project Evaluation | End Semester Examinations |
|------|---------------|------------|--------------------|---------------------------|
| CO 1 | ✓ | | | ✓ |
| CO 2 | ✓ | | | ✓ |
| CO 3 | ✓ | | | ✓ |
| CO 4 | | ✓ | | ✓ |
| CO 5 | | ✓ | | ✓ |
| CO 6 | | | ✓ | |