



Nehru Gram Bharati (Deemed to be University)
Prayagraj, Uttar Pradesh , INDIA

Syllabus
[NHEQF Level 4.5 to 6.0]
[As per NEP-2020 Regulations]

B.A./B.A.(Honours)/B.A.(Honours with Research)
in
Political Science

[Department of Political Science]

[Effective From 2025-26 Onwards]

Board of Studies

Attendance Sheet & Minutes

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Minutes (कार्यवृत्ति)

12/4/25

आज दि. 12-4-25 को के.वा. संकाय के राजनीतिशास्त्र विभाग में अध्ययन परिषद की बैठक सम्पन्न हुई।
अध्ययन परिषद के निम्न सदस्य शामिल हुए।

(1) डॉ. रमेश चन्द्र मिश्र
(2) डॉ. सतपथ पाठेय
(3) डॉ. वीरेन्द्र मणि त्रिपाठी
(4) डॉ. कालिकेय मिश्र — विशेष विशेषज्ञ, ऑनलाइन शिक्षा विभाग

प्रकरण :- राष्ट्रीय शिक्षा नीति 2020 के तहत राजनीतिशास्त्र विभाग द्वारा निर्माण किए गए पाठ्यक्रम को अध्ययन परिषद के सदस्यों द्वारा सहमति प्रदान करने हेतु सतह प्रस्तुत किया गया।

कार्रवाई :- अध्ययन परिषद के सारोप द्वारा नोट्स से पाठ्यक्रम को संशोधित किया गया जिसमें स्वतंत्र पाठ्यक्रम में 180 क्रेडिट से घटकर 160 क्रेडिट हो गई एवं एच.ए. पाठ्यक्रम मध्याह्न जाही रखने की सहमति विभागाध्यक्ष डॉ. रमेश चन्द्र मिश्र सह संकाय के सदस्यों के साथ आ. (भा.वि.) विभागाध्यक्ष प्रमोद राज

12/4/25

Introduction of the Programme:

[a] Introduction:

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honours/Honours with Research) in Political Science is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills, as well as to develop spirit of enquiry, problem solving skills and human and professional values which foster rational and critical thinking in students.

[b] Graduate Attributes:

| Type of learning outcomes | The Learning Outcomes Descriptors |
|---|---|
| Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning | Disciplinary/ interdisciplinary Knowledge & Skills |
| Generic learning outcomes | <i>Critical Thinking & problem-solving Capacity</i> |
| | <i>Creativity</i> |
| | <i>Communication Skills:</i> The graduates should be able to demonstrate the skills that enable them to: <ul style="list-style-type: none">• listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences,• express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media,• confidently share views and express herself/himself,• construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice,• convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups. |

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| <p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; • draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints. |
| <p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools of data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study. |
| <p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team. |
| <p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination. |
| <p>‘Learning how to learn’ skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, |
| <ul style="list-style-type: none"> • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner, |
| <p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data. |
| <ul style="list-style-type: none"> • National & International Perspective considering the current perspective of a Global Village. |

Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:

- embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values,
- practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies,
- formulate a position/argument about an ethical issue from multiple perspectives
- identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,
- recognize environmental and sustainability issues, and participate in actions to promote sustainable development.

Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:

- apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification,
- work independently, identify appropriate resources required for a project, and manage a project through to completion,

Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:

- mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

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

Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

[c] Multiple Entry & Exit Options:

| ENTRY & EXIT OPTIONS | Credits Required |
|--|------------------|
| Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme. + 04 Credit Mandatory Internship in Case of Exit. | 44 |
| Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme. . + 04 Credit Mandatory Internship in Case of Exit. For Entry to NHEQF Level 5.0, must have completed the NHEQF 4.5 Level of Four Year Undergraduate Programme as per NEP-2020. | 84 |
| Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four- year Undergraduate Programme. For Entry to NHEQF Level 5.5, must have completed the NHEQF 5.0 Level of Four Year Undergraduate Programme as per NEP-2020. | 120 |

Bachelor Degree with Honours/Honours with Research in a Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme.
For Entry to NHEQF Level 6.0, must have completed the NHEQF 5.5 Level of Four Year Undergraduate Programme as per NEP-2020.

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Programme Educational Objectives (PEOs):

Programme Outcome (POs)

- PO1. Creating and developing the substructure the discipline of Political Science to understand and communicate the knowledge of political science, pursue new knowledge in the divergent field with a distinctive focus through critical research and scholastic inquiry in understanding our complex and diverse social realities and political regimes.
- PO2. To attain advance education on the subject and academic research that formulates possibilities of intellectual and social transfiguration of our students and scholars to be capable enough to become citizen leaders responsible to their democratic duties and political values and to serve the society as a whole

Programme Specific Outcome (PSOs)

- PSO1. To develop new knowledge and research training in all the varied sub-disciplines of Political Science including Political Theory, Indian Political Thought, International Relations, Comparative Politics, Indian Government and Politics, Public Administration and Human Rights.
- PSO2. To develop analytical and empirical thinking skills and upraise their interaction and interrogation capabilities through various methods ranging from textual analyses, conducting seminar, group discussion, boosting their reading and learning habits.
- PSO3. To encourage students and research scholars to apply theoretical knowledge to understand variant areas of political science and contribute their values for appropriate engagement in civic, political and international development as a whole
- PSO4. students acquire in depth knowledge in the field of social, Literature and humanities.
- PSO5. To facilitate an interdisciplinary approach for better understanding and engagement with India's social problems, inclusions/exclusions, situations and issues regarding development of the society

Department of Political Science

B.A./B.A.(Honours)/B.A.(Honours with Research) in Political Science

SYLLABUS STRUCTURE OVER-All (Based on NEP – 2020)

| B.A./B.A.(Honours)/B.A.(Honours with Research) in Political Science | | | | | | | | | | |
|--|----------|--|------------|-----------|---------------------|---|---|----------------|----|----|
| Year | Semester | Nomenclature of the Courses/Title | Com/Ele. | Credit | Credit Distribution | | | Teaching Hours | | |
| | | | | | L | T | P | L | T | P |
| First Year | I | Political Theory | Compulsory | 4 | 3 | 1 | 0 | 45 | 15 | 0 |
| | | Introduction to IKS- Political Science | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Minor Paper for Other Discipline: CONSTITUTIONAL DEVELOPMENTS IN INDIA | POOL B | 3 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | SEC-(Paper-I) | POOL C | 3 | 1 | 0 | 2 | 15 | 0 | 60 |
| | | AEC : COMMUNICATION SKILLS & PERSONALITY DEVELOPMENT | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | VAC-1: Understanding India | POOL D | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Other Major | POOL A | 4 | 4 | 0 | 0 | 60 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | 0 | 0 | 0 |
| | II | Government & Politics in India | Compulsory | 5 | 4 | 1 | 0 | 60 | 15 | 0 |
| | | Minor: FREEDOM MOVEMENT | POOL B | 3 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | AEC : Critical Thinking & Problem Solving | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | SEC-(Paper-II) | POOL C | 3 | 1 | 0 | 2 | 15 | 0 | 60 |
| | | VAC-2 : Indian Constitution | POOL D | 2 | 1 | 1 | 0 | 15 | 15 | 0 |
| | | Other Major (Cont.) | Compulsory | 5 | 5 | 0 | 0 | 75 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | 0 | 0 | 0 |
| Exit Option : Certificate in Field of Learning/discipline | | | | | | | | | | |
| Second Year | III | Western Political Thought | Compulsory | 4 | 3 | 1 | 0 | 45 | 15 | 0 |
| | | Applied IKS-I: Political Science | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Minor Paper for other discipline: Indian Constitution-I | POOL B | 3 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | AEC : Soft Skills | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | SEC-3 | POOL C | 3 | 1 | 0 | 2 | 15 | 0 | 60 |
| | | VAC-3: Indian Heritage & Culture/NSS/NCC | POOL D | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Other Major (Contd.) | Compulsory | 4 | 4 | 0 | 0 | 60 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | | | |
| | IV | Comparative Politics | Compulsory | 5 | 4 | 1 | 0 | 60 | 15 | 0 |
| | | Minor Paper for other discipline Indian Constitution-II | POOL B | 3 | 3 | 0 | 0 | 30 | 0 | 0 |

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|---|-----|---|------------------------|----|----|---|---|----|----|-----|
| | | AEC: Content Writing & Editing | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | SEC-4 | POOL C | 3 | 1 | 0 | 2 | 15 | 0 | 60 |
| | | VAC-4: Food Nutrition & Editing | POOL D | 2 | 1 | 1 | 0 | 15 | 15 | 0 |
| | | Other Major (Contd.) | Compulsory | 5 | 5 | 0 | 0 | 75 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | 0 | 0 | 0 |
| Exit Option : Diploma in Field of Learning/discipline | | | | | | | | | | |
| Third Year | V | Indian Political Thought | Compulsory | 4 | 3 | 1 | 0 | 45 | 15 | 0 |
| | | Applied IKS-II : Political Science | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Minor Paper for other discipline: PROBLEMS & PROSPECTS - HUMAN RIGHTS | POOL B | 3 | 3 | 0 | 0 | 45 | 0 | 0 |
| | | AEC: Team Building & Leadership | Compulsory | 2 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Note: Choose any one Paper i. Democracy in India ii. Political Parties and Electoral Politics in India iii. Dalit Politics in India | Core Elective | 3 | 3 | 0 | 0 | 45 | 0 | 0 |
| | | VAC-5: Environmental Science and Sustainability | POOL D | 2 | 1 | 1 | 0 | 15 | 15 | 0 |
| | | Other Major (Contd.) | Compulsory | 4 | 4 | 0 | 0 | 60 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | | | |
| | VI | Theory of Public Administration | Compulsory | 5 | 4 | 1 | 0 | 60 | 15 | 0 |
| | | Note: Choose any one Paper i. Local Self Government ii. Administrative Ethics and Accountability iii. E-Governance and ICT in Administration | Core Elective | 3 | 3 | 0 | 0 | 45 | 0 | 0 |
| | | Minor for other discipline: INTERNATIONAL ORGANISATIONS | POOL B | 3 | 2 | 0 | 0 | 30 | 0 | 0 |
| | | Internship/Apprenticeship | Compulsory | 4 | 0 | 0 | 4 | 0 | 0 | 120 |
| | | Other Major (Contd.) | Compulsory | 5 | 5 | 0 | 0 | 75 | 0 | 0 |
| | | | Total Semester Credits | | 20 | | | | 0 | 0 |
| Exit Option : Basic UG degree in Field of Learning/discipline | | | | | | | | | | |
| Fourth Year | VII | Theory of International Relations | Compulsory | 5 | 4 | 1 | 0 | 60 | 15 | 0 |
| | | Research Methodology (Hons. with Research) /Geopolitics (Honours) | Compulsory | 4 | 4 | 0 | 0 | 60 | 0 | 0 |

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|--|------|---|------------|-----|---|---|----|-----|----|-----|
| | | Note: Choose any Two Paper (4+4) i. India's Foreign Policy ii. State Politics in India iii. Human Rights | Elective | 8 | 8 | 0 | 0 | 120 | 0 | 0 |
| | | Minor Paper From other discipline: Globalization & Political System | POOL B | 3 | 3 | 0 | 0 | 45 | 0 | 0 |
| | | Total Semester Credits | | 20 | | | | | | |
| | VIII | Indian Administration | Compulsory | 5 | 4 | 1 | 0 | 60 | 15 | 0 |
| | | Note: Choose any One papers: i. Contemporary Political Theory ii. Feminism & Gender Justice iii. Electoral Politics in India | Elective | 3 | 3 | 0 | 0 | 45 | 0 | 0 |
| | | Dissertation/Research Project & Viva Voce (Hons. with Research) or Field Visit/Tour based Viva Voce (Honours) | Compursory | 12 | 0 | 0 | 12 | 0 | 0 | 360 |
| | | Total Semester Credits | | 20 | | | | | | |
| Completion : UG (Hons./Hons. with Research) degree in Field of Learning/discipline | | | | | | | | | | |
| | | Total Programme Credits | | 160 | | | | | | |

AEC Ability Enhancement Course

VAC Value Added Course

SEC Skill Enhancement Course

IKS Indian Knowledge System

Note : Column. No. 6 is expected to be filled by the departments based on requirement of Course.

Department of Political Science
B.A./B.A.(Honours)/B.A.(Honours with Research) in Political Science
SYLLABUS (Based on NEP – 2020)
Session 2025 – 26

| YEAR | SEMESTER | Course TITLE | Course Code | MAJOR/MINOR | COM/EL | (L) | (T) | (P) | TOTAL CREDIT | TEACHING HOURS |
|-----------------|-------------------|---|-------------|-------------|----------|-----|-----|-----|--------------|----------------|
| 1 ST | I ST | Political Theory | PSC-23101 | Major | COM | 03 | 01 | 00 | 04 | 60 (45 + 15) |
| | | Introduction to IKS: Political Science | PSCIKS-2301 | Major | COM | 02 | 00 | 00 | 02 | 30 |
| | | Minor of Other Discipline: Constitutional Developments in India | MPSC01 | MIN | ELE | 03 | 00 | 00 | 00 | 45 |
| | II ND | Government & Politics in India | PSC-23102 | Major | COM | 04 | 01 | 00 | 05 | 75 (60 + 15) |
| | | Minor of Other Discipline: Freedom Movement | MPSC02 | MIN | ELE | 03 | 00 | 00 | 03 | 45 |
| 2 ND | III RD | Western Political Thought | PSC-23103 | Major | COM | 03 | 01 | | 04 | 60 (45 + 15) |
| | | Applied IKS-I: Political Science | PSCIKS-2302 | Major | COM | 02 | 01 | | 03 | 45 (30+15) |
| | | Minor Course for other discipline i. Indian Constitution (P1) | MPSC03 | Minor | POOL ELE | 02 | - | | 02 | 30 |
| | IV TH | Comparative Politics | PSC-23104 | Major | COM | 04 | 01 | | 05 | 75 (60 + 15) |
| | | Minor Course for other discipline i. Indian Constitution (P2). | MPSC04 | Minor | POOL ELE | 02 | - | | 02 | 30 |
| 3 RD | V TH | Indian Political Thought | PSC-23105 | Major | COM | 03 | 01 | | 04 | 60 (45 + 15) |

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|-----------------|-------------------|---|--------------------------------------|-------------|-----|----|----|----|----|-----------------|
| | | Applied IKS-2: Political Science | PSCIKS- 2303 | Major | COM | 02 | 01 | | 03 | 45 (30+15) |
| | | Minor Course for other discipline: Problems & Prospects-Human Rights | MPSC05 | MIN | ELE | 03 | 0 | 0 | 03 | 45 |
| | | Note: Choose any one Course i. Democracy in India ii. Political Parties and Electoral Politics in India iii. Dalit Politics in India | PSC-23106A/PSC- 23106B/PSC-23106C | Core Ele | ELE | 03 | 00 | | 03 | 45 |
| | VI TH | Theory of Public Administration | PSC- 23107 | Major | COM | 04 | 01 | | 05 | 75 (60 + 15) |
| | | Note: Choose any one Paper i. Local Self Government ii. Administrative Ethics and Accountability iii. E-Governance and ICT in Administration | PSC-23108A/PSC-23108B/PSC- 23108C | Core ELE | EL | 03 | - | | 03 | 45 |
| | | Minor Course for other discipline: International Organizations | MPSC06 | Minor | ELE | 03 | 00 | | 03 | 45 |
| | | Internship/Apprentic eship | PSC- 23109 | Core | COM | 00 | 00 | 04 | 04 | 120 |
| 4 TH | VII TH | Theory of International Relations | PSC- 23110 | Major | COM | 04 | 01 | | 05 | 75 (60 + 15) |
| | | Research Methodology(Honou rs with Research)/Geopolitic s (Honours) | PSC-23111A/PSC- 23111B | Major | COM | 04 | - | | 04 | 60 |

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|--|--------------------|---|------------------------------------|-------|-----|----|----|--|----|--------------|
| | | Note: Choose any Two Course (4+4) i. India's Foreign Policy ii. State Politics in India iii. Human Rights | PSC-23112A/ PSC-23112B/ PSC-23112C | Major | ELE | 08 | - | | 08 | 120 |
| | | Minor for other discipline: Globalization & Political System | MPSC07 | MIN | ELE | 03 | 00 | | 03 | 45 |
| | VIII TH | Indian Administration | PSC-23113 | Major | COM | 04 | 01 | | 05 | 75 (60 + 15) |
| | | Note: Choose any one papers: i. Contemporary Political Theory ii. Feminism & Gender Justice iii. Electoral Politics in India | PSC-23114A/ PSC-23114B/ PSC-23114C | Major | ELE | 03 | 00 | | 03 | 45 |
| | | Dissertation/Research Project Vivo Voce/Field Visit, Educational Tour & Viva Voce | PSC-23115A/PSC-23115B | Major | COM | - | - | | 12 | 360 |

B.A./B.A.(Honours)/B.A.(Honours with Research) in Political Science**SEMESTER-I**

| | | | |
|---|--|--|---------------------------------|
| Programme: B.A./B.A.(Honours)/B.A.(Honours with Research) in Political Science | | Year: B.A. 1st Year | Semester: Ist |
| Pedagogy : | | | |
| Course Code: PSC-23101 | | Course/Paper Title: | Political Theory |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Analysing what is Politics and explaining the approaches to the Study of Political Science – Normative, Behavioral, Post Behavioral, Feminist. | | | |
| CO2. Assessing the theories of State (Origin, Nature, Functions): Contract, Idealist, Liberal and Neo-Liberal Theories. | | | |
| CO3. Explaining the Concept of State Sovereignty: Monistic and Pluralistic Theories. Analysing the changing concept of Sovereignty in the context of Globalisation | | | |
| CO4. Understanding basic concepts of Liberty, Equality, Rights, Law and Justice. | | | |
| CO5. Explaining Dialectical Materialism and Historical Materialism with special reference to relationship between base and superstructure. | | | |
| Credit: 3+1+0 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 100 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45 + 15+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Political Science: Meaning, Nature and Scope of Political Science. Its relation with other Social Sciences. | | 09 |
| II | State: Meaning and Elements, Diverse Perspectives on the state : liberal and Marxist. theories of the origin of state. | | 09 |
| III | SOVEREIGNTY : Concept, Attributes, Different Theories : Monistic, Pluralistic, Globalisation and Civil Society. | | 09 |
| IV | CONCEPTS: Liberty, Equality, Rights, Law Justice Punishment | | 09 |
| V | IDEOLOGIES: Liberalism , Socialism , Marxism ,Fascism , Anarchism | | 09 |
| Suggested Readings: | | | |
| 1– OP GAUBA 2.ANDREW HEYWOOD - 3. PUKHRAJ JAIN 4 – B.R PUROHIT | | | |
| <u>Suggested continuous Evaluation Methods –</u> | | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | | |

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| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 1st Year | Semester: Ist |
| Pedagogy: | | | |
| Course Code: PSCIKS – 2301 | | Course/Paper Title: | Introduction to Indian Knowledge System |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO 1: explain the the foundational Concepts & Principles of IKS. CO 2: explain the historical development and evolution of Indian Intellectual traditions. CO 3: explain the knowledge key texts, thinkers, and schools of thought within the IKS. CO 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature though the study of IKS. CO 5: explain the holistic and multidimensional nature of Indian Thought. | | | |
| Credit: 02 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 30+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Introduction to Indian Knowledge System <ul style="list-style-type: none">• Definition, Concepts and Scope of IKS• IKS based approach on Indian Knowledge System & Role of Guru (teacher)• Understanding the concepts of dharma, karma, and the four purusharthas (goals of life) | | 06 |
| II | Vedic Knowledge and Philosophy <ul style="list-style-type: none">• Study of the Vedas, including the Rigveda, Yajurveda, Samaveda, and Atharvaveda• Introduction to Upanishads and their metaphysical and philosophical teachings• Analysis of the six orthodox (astika) schools of Indian philosophy (e.g., Nyaya, Vaisheshika, Yoga, Samkhya, Mimamsa, and Vedanta) | | 06 |
| III | Unit 3: Spiritual and Mystical Traditions <ul style="list-style-type: none">• Exploration of Hindu spiritual traditions, including Bhakti, Karma, Jnana, and Raja Yoga• Study of Advaita Vedanta and its nondualistic philosophy• Introduction to other spiritual paths like Tantra and Sufism in the Indian context | | 06 |
| IV | Scientific and Technological Advancements <ul style="list-style-type: none">• Examination of ancient Indian contributions to mathematics, astronomy, and medicine• Study of scientific treatises such as Aryabhatiya, Sushruta Samhita, and Charaka Samhita• Exploration of the Indian concept of time, measurement, and cosmology | | 06 |
| V | Indian Arts, Literature, and Aesthetics <ul style="list-style-type: none">• Analysis of Indian classical music, dance, and theater traditions• Study of classical Sanskrit literature, including the works of Kalidasa and Valmiki | | 06 |

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| | <ul style="list-style-type: none"> • Understanding the concept of rasa (aesthetic experience) and its manifestations in Indian arts • Modern Interpretation and Contemporary Relevance | |
| Suggested Readings: | | |
| <ul style="list-style-type: none"> • "Indian Philosophy: A Very Short Introduction" by Sue Hamilton • "A History of Indian Philosophy" by Surendranath Dasgupta • "Indian Philosophy: A Critical Survey" by Chandradhar Sharma • "India: A History" by John Keay • "The Wonder That Was India" by A.L. Basham • "Ancient India" by R.S. Sharma • "The Oxford History of India" edited by Percival Spear • "A History of Indian Literature" (multiple volumes) by Sisir Kumar Das • "Indian English Literature" by M. K. Naik • "The Norton Anthology of World Literature: India, Pakistan, and Bangladesh" edited by Sarah Lawall • "Indian Art" by Partha Mitter • "The Art and Architecture of the Indian Subcontinent" by J.C. Harle • "Indian Architecture: Buddhist and Hindu Period" by Percy Brown • "The Crest of the Peacock: Non-European Roots of Mathematics" by George Gheverghese Joseph • "Indian Science and Technology in the Eighteenth Century" by Dharampal • "Raga Mala: The Autobiography of Ravi Shankar" by Ravi Shankar • "The Ragas of North India" by Walter Kaufmann • "The Complete Book of Ayurvedic Home Remedies" by Vasant Lad • "Ayurveda: The Science of Self-Healing" by Vasant Lad • "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar • "The Yoga Sutras of Patanjali" translated by Swami Satchidananda | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| <p>Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;</p> <p>Assignment/Practical/Projects – 05 Marks</p> <p>Internal Class Test – 10 Marks</p> <p>Attendance/Behavior – 05 Marks</p> | | |

Minor Course: For Students of other Discipline/Subject

| | | |
|--|---------------------------------------|--------------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 1st Year | Semester: Ist |
| Pedagogy: | | |
| Course Code: MPSC01 | Course/Paper Title: | CONSTITUTIONAL DEVELOPMENTS IN INDIA |
| Course Objectives: <ul style="list-style-type: none"> • To trace the constitutional evolution of India under British rule. • To understand the ideological, political, and legal foundations of Indian constitutionalism. • To examine the key acts and events that led to the formation of the Constitution of India. • To critically analyze the continuity and change in constitutional ideas through colonial and post-colonial phases. | | |
| Course Outcomes: <p>After successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the chronological development of constitutional governance in India. 2. Analyze the impact of major constitutional acts on Indian polity and society. 3. Explain the role of various institutions and personalities in shaping constitutional reforms. 4. Evaluate the transition from colonial rule to constitutional democracy in India. | | |

| 5. Appreciate the legacy and continuity of constitutional developments in post-independent India. | | |
|---|--|--|
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective |
| Max. Marks : 40+60 | | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | |
| Units: | Topics: | No. of Lectures |
| I | Early Constitutional Developments (1773–1858) <ul style="list-style-type: none"> Regulating Act of 1773 Pitt's India Act, 1784 Charter Acts of 1813, 1833, and 1853 Government of India Act, 1858 British Crown's assumption of Indian administration | 9 |
| II | Towards Representative Governance (1861–1919) <ul style="list-style-type: none"> Indian Councils Act of 1861, 1892 Morley-Minto Reforms (1909) Montagu-Chelmsford Reforms (Government of India Act, 1919) Emergence of Indian Nationalism and Constitutional Demands | 9 |
| III | Nationalist Response and Constitutional Negotiations (1920–1935) <ul style="list-style-type: none"> Nehru Report (1928) and Simon Commission (1927) Round Table Conferences (1930–32) Communal Award and Poona Pact Government of India Act, 1935 | 9 |
| IV | Movement Towards Independence and Constitution-making (1935–1947) <ul style="list-style-type: none"> Impact of WWII on Indian constitutional reforms Cripps Mission (1942), Cabinet Mission Plan (1946) Interim Government and Constituent Assembly Indian Independence Act, 1947 | 9 |
| V | Constituent Assembly and Adoption of the Constitution (1946–1950) <ul style="list-style-type: none"> Composition and working of the Constituent Assembly Salient features of the Indian Constitution Role of Dr. B.R. Ambedkar and other key figures Legacy of constitutional development in modern India | 9 |
| Suggested Readings: <ol style="list-style-type: none"> 1. Bipan Chandra – <i>India's Struggle for Independence</i> 2. Granville Austin – <i>The Indian Constitution: Cornerstone of a Nation</i> 3. D.D. Basu – <i>Introduction to the Constitution of India</i> 4. Subhash Kashyap – <i>Our Constitution</i> 5. M. V. Pylee – <i>An Introduction to the Constitution of India</i> 6. V. D. Mahajan – <i>Constitutional History of India</i> 7. J.C. Johari – <i>Indian Government and Politics</i> 8. Official Constituent Assembly Debates (Government of India Archive) | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

| | |
|---------------------------------|----------|
| Assignment/Practical/Projects – | 05 Marks |
| Internal Class Test – | 10 Marks |
| Attendance/Behavior – | 05 Marks |

Other Courses to Choose:

AEC: Ability Enhancement Course

Minor : To be Chosen from POOL B

Skill Enhancement Course (SEC) : To be Chosen from POOL C

Value Added Course : To be Chosen from POOL D

SEMESTER-II

| | | | |
|--|---|---|----------------------------------|
| Programme: B.A./B.A. (Honours/Hounours with Research) in Political Science | | Year: B.A. 1st Year | Semester: IInd |
| Pedagogy: | | | |
| Course Code: PSC-23102 | | Course/Paper Title: | Government & Politics in India |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. | Introducing the Indian Constitution with a focus on the role of the Constituent Assembly and examining the essence of the the Preamble. | | |
| CO2. | Examining the Fundamental Rights and Duties of Indian citizens with a study of the significance and status of Directive Principles. | | |
| CO3. | Assessing the nature of Indian Federalism with focus on Union-State Relations. | | |
| CO4. | Critically analyzing the important institutions of the Indian Union: the Executive: President; Prime Minister, Council of Ministers; Governor, Chief Minister and Council of Ministers; The legislature: Rajya Sabha, Lok Sabha, Speaker, Committee System, State Legislature, The Judiciary: Supreme Court and the High Courts: composition and functions- Judicial Activism | | |
| CO5. | Critically evaluating the Indian Party system – its development and looking at the ideology of dominant national parties | | |
| Credit: 4 + 1+0 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 = 100 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 15 +0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | The making of Indian Constitution-Constituent Assembly, Sources, Basic Features of Indian constitution, Preamble | | 12 |
| II | Fundamental Rights, Directive principles of State Policy, Fundamental Duties | | 12 |
| III | Union Government – President: Election and Power, Prime Minister, Council of Ministers Parliament : Lok sabha and Rajya sabha, Supreme Court : structure and jurisdiction | | 12 |
| IV | State Government – Governor: Power and Role, Chief Minister-Council of Ministers, State Legislature, Centre-State Relations , High Court | | 12 |
| V | Major challenges before Indian Politics : Caste , Religion, Defection, Corruption. | | 12 |
| Suggested Readings: | | | |

- 1 – M. LAXMIKANT
 2 – D.D BASU
 3 – SUBASH KASHYAP
 4 – SM SAYEED
 5- ROOPA MANGLANI

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;
 Assignment/Practical/Projects – 05 Marks
 Internal Class Test – 10 Marks
 Attendance/Behavior – 05 Marks

Minor Course: For Students of other Discipline/Subject

| | | | |
|---|--|--|------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 1 st Year | Semester: IInd |
| Pedagogy: | | | |
| Course Code: MPSC02 | | Course/Paper Title: | Freedom Movement |
| Course Objectives: <ul style="list-style-type: none">To introduce students to the historical context and evolution of India’s freedom movement.To examine the phases, ideologies, and strategies of the nationalist struggle.To understand the role of key leaders, events, and mass movements in shaping Indian independence.To appreciate the social, cultural, and economic dimensions of the freedom struggle. | | | |
| Course Outcomes: After completing this course, students will be able to: <ul style="list-style-type: none">1. Describe the causes and early developments of India's freedom struggle.2. Analyze the role of various organizations and leaders in the nationalist movement.3. Understand the shift from moderate to radical methods and from constitutionalism to mass movements.4. Evaluate the contribution of diverse social groups including women, peasants, and revolutionaries.5. Assess the significance of events leading to India's independence in 1947. | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Early Resistance and the Rise of Nationalism <ul style="list-style-type: none">Revolt of 1857: Causes, Nature, and ConsequencesSocial and Economic Impact of British RuleRise of Indian Nationalism: Role of Press, Education, Socio-religious Reform MovementsFormation of Indian National Congress (1885) | | 9 |
| II | Moderate and Extremist Phases (1885–1919) <ul style="list-style-type: none">Moderate Phase (1885–1905): Objectives and AchievementsExtremist Phase (1905–1919): Ideologies and Leaders (Tilak, Bipin Chandra Pal, Lala Lajpat Rai)Partition of Bengal and Swadeshi MovementHome Rule Movement and Role of Annie Besant and Tilak | | 9 |

| | | |
|-----|--|---|
| III | Gandhian Era and Mass Movements (1919–1934) <ul style="list-style-type: none"> • Arrival of Gandhi and Rowlatt Satyagraha • Non-Cooperation Movement (1920–22) • Civil Disobedience Movement (1930–34) • Role of Women, Students, and Peasants in Movements | 9 |
| IV | Revolutionary Activities and Subhas Chandra Bose <ul style="list-style-type: none"> • Revolutionary Nationalism: Bhagat Singh, Chandrashekhar Azad, Hindustan Socialist Republican Association • Role of Ghadar Movement and Anushilan Samiti • Subhas Chandra Bose and the INA • Contribution of Indian Diaspora | 9 |
| V | Towards Independence (1935–1947) <ul style="list-style-type: none"> • Government of India Act, 1935 and Provincial Elections • Quit India Movement (1942) • Role of Muslim League and Demand for Pakistan • Transfer of Power and Partition of India (1947) | 9 |

Suggested Readings:

1. Bipan Chandra – *India's Struggle for Independence*
2. Sumit Sarkar – *Modern India (1885–1947)*
3. R.C. Majumdar – *History of the Freedom Movement in India*
4. Sekhar Bandyopadhyay – *From Plassey to Partition and After*
5. A.R. Desai – *Social Background of Indian Nationalism*
6. Judith Brown – *Gandhi's Rise to Power: Indian Politics 1915–1922*
7. Subhas Chandra Bose – *The Indian Struggle (1920–1942)*
8. Anil Seal – *The Emergence of Indian Nationalism*

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Other Courses to Choose:

AEC: Ability Enhancement Course

Minor Course: To be Chosen from POOL B

Skill Enhancement Course (SEC) : To be Chosen from POOL C

Value Added Course : To be Chosen from POOL D

Exit Option: Undergraduate Certificate (in the field of learning/discipline) for those who exit after the first year (two semesters) of the undergraduate programme. (Programme duration: first year or two semesters of the undergraduate programme + Mandatory Internship) [NHEQF Level 4.5]

SEMESTER-III

| | | | |
|---|--|---|---|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2nd Year | Semester: IIIrd |
| Pedagogy: | | | |
| Course Code: PSC-23103 | | Course/Paper Title: | Western Political Thought |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Providing an insight into the dominant features of Ancient Western Political Thought: Ancient Greek political thought with focus on Aristotle and Plato; Roman Political Thought: its contributions with special emphasis on the emergence of Roman law. CO2. Examining the features of Medieval Political Thought. CO3. Evaluating the Renaissance; political thought of Reformation; and Machiavelli. CO4. Critically examining Bodin’s contributions to the theory of Sovereignty; Hobbes as the founder of the science of materialist politics; Locke as the founder of Liberalism with focus on his views on natural rights, property and consent; and Rousseau’s views on Freedom and Democracy; Bentham’s Utilitarianism; and John Stuart Mill’s views on liberty and representative government. CO5. Taking an insight into the following: Hegel’s views on Civil Society and State; Utopian and Scientific socialism: basic characteristics | | | |
| Credit: 3 + 1+0 | | | Paper (Core Compulsory / Elective): Core Compulsory |
| Max. Marks : 40+60 | | | Min. Passing Marks : 35 |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45 + 15 +0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | MEANING and Nature of Political Thought – Characteristics of Ancient Greek Political Thought. Plato: Justice, Communism, Education, Ideal State, Sub-Ideal State. Aristotle: Method, Origin, Nature and End of State, Property and Slavery, Revolution, Law and Justice and Citizenship. | | 09 |
| II | FEATURES OF MEDIEVAL POLITICAL THOUGHT Aquinas: Scholasticism, State-Church Relationship, Law, his importance. Machiavelli: Life and Times, Views on Religion, Morality, State, his and contribution importance. Bodin: Theory of State and Sovereignty, his importance. | | 09 |
| III | Hobbes, Locke, Rousseau: State of Nature, Social Contract, Sovereignty, State, Rousseau’s concept of General Will. | | 09 |
| IV | Hegel: Dialectics, State, His importance. Marx: Dialectical Materialism, Economic Analysis of History, Theory of Class Conflict, Revolution and Communism, Importance of Marx | | 09 |
| V | Lenin: State, Revolution, Party and Imperialism, . Mao: Peasantry, Revolution, Guerilla Warfare, Importance of his Philosophy. | | 09 |
| Suggested Readings: | | | |
| 1. O.P GAUBA 2. SUBARTA MUKHERJEE 3. PD SHARMA 4. HEMANT KUMAR 5. UPENDRA SINGH | | | |
| Suggested continuous Evaluation Methods – | | | |

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

| | | | |
|---|--|--|-----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2nd Year | Semester: IIIrd |
| Pedagogy: | | | |
| Course Code: PSCIKS – 2302 | | Course/Paper Title: Applied IKS-1: Political Science | |
| Course Outcomes: | | | |
| CO1. By the end of this course, students will demonstrate a comprehensive understanding of the foundational principles and concepts of Indian Knowledge Systems in Political Science, including their historical evolution and significance in contemporary politics. | | | |
| CO2. Students will be able to critically analyze and compare Indian political thought with Western political thought, highlighting the unique contributions and perspectives of Indian philosophers and thinkers. | | | |
| CO3. Upon completion of the course, students will be equipped with the knowledge and analytical skills necessary to assess and evaluate the role of Indian political philosophy and ethics in shaping political decisions and governance. | | | |
| CO4. Students will be able to identify and analyze key issues and challenges in contemporary Indian politics, such as secularism, caste-based politics, federalism, and international relations, from the perspective of Indian Knowledge Systems. | | | |
| CO5. Upon successful completion of the course, students will demonstrate the ability to conduct independent research related to Indian political thought and effectively communicate their findings through written reports and presentations. | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 20 + 80 | | Passing Marks: | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 30+15+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Introduction to Indian Knowledge Systems in Political Science <ul style="list-style-type: none">Understanding the concept of Indian Knowledge SystemsHistorical perspective on the development of Indian political thoughtComparing Indian and Western political thought | | 06 |
| II | Ancient Indian Political Thought <ul style="list-style-type: none">Study of classical texts such as Arthashastra, Manusmriti, and Chanakya's political philosophyConcepts of Dharma, Raja Dharma, and statecraft in ancient IndiaInfluence of religion and ethics on political governance | | 06 |
| III | Modern Indian Political Thought <ul style="list-style-type: none">Evolution of political thought during the British colonial periodContributions of thinkers like Mahatma Gandhi, Jawaharlal Nehru, and B.R. Ambedkar | | 06 |

| | | |
|---|---|----|
| IV | <ul style="list-style-type: none"> Concepts of Swaraj, Satyagraha, and social justice in Indian politics Contemporary Indian Political Issues <ul style="list-style-type: none"> Analyzing contemporary political challenges in India Secularism vs. religious nationalism Caste-based politics and reservations Federalism and regional politics | 06 |
| V | Comparative Analysis <ul style="list-style-type: none"> Comparative study of Indian and Western political systems Examining the strengths and weaknesses of the Indian political system Case studies of political issues in India and other countries | 06 |
| Suggested Readings: | | |
| <ol style="list-style-type: none"> "Indian Political Thought: Themes and Thinkers" by Bidyut Chakrabarty and Rajendra Kumar Pandey This book provides a comprehensive overview of Indian political thought, covering both ancient and modern thinkers. It explores key themes and concepts within Indian political philosophy. "Foundations of Indian Political Thought: An Interpretation" by V.R. Mehta This text delves deep into the foundations of Indian political thought, offering an interpretative perspective on classical texts and philosophical ideas. "Indian Political Philosophy: A Critical Introduction" by A. Raghuramaraju Raghuramaraju's book provides a critical examination of Indian political philosophy, analyzing its historical development and relevance to contemporary political issues. "Modern Indian Political Thought" by K.P. Mishra Focusing on modern Indian political thought, this book explores the ideas of prominent figures like Mahatma Gandhi, Jawaharlal Nehru, and B.R. Ambedkar, offering insights into their contributions. "Indian Polity" by M. Laxmikanth While not exclusively about political philosophy, this book is a valuable resource for understanding the practical aspects of Indian politics. It covers the Indian Constitution, political institutions, and governance. | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

MINOR ELECTIVE: To be choosed by Students of Other Discipline

| | | |
|---|---|-----------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 2 nd Year | Semester: III rd |
| Pedagogy: | | |
| Course Code: MPSC03 | Course/Paper Title: Indian Constitution-I | |
| Course Objectives: <ul style="list-style-type: none">To understand the historical background and evolution of the Indian Constitution.To provide foundational knowledge about the Preamble, Fundamental Rights, and Directive Principles.To introduce students to the constitutional values and framework of governance. | | |
| Course Outcomes: <p>After successful completion of the course, students will be able to:</p> | | |

| <ol style="list-style-type: none"> 1. Understand the philosophical and historical background of the Constitution. 2. Analyze the significance and features of the Preamble. 3. Explain the scope and importance of Fundamental Rights and Duties. 4. Interpret the principles of Directive State Policy. 5. Appreciate the role of the Constitution in nation-building and democratic governance. | | |
|--|--|--|
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective |
| Max. Marks : 40+60 = 100 | | Min. Passing Marks : 35 |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | |
| Units: | Topics: | No. of Lectures |
| I | Historical Background <ul style="list-style-type: none"> • Constitutional development in British India • Acts of 1909, 1919, and 1935 • Indian Independence Act, 1947 • Framing of the Indian Constitution • Constituent Assembly: Composition and Working | 9 |
| II | Philosophy of the Constitution <ul style="list-style-type: none"> • Preamble: Ideals and Objectives • Salient Features of the Constitution • Sources of the Indian Constitution • Constitutionalism and Rule of Law | 9 |
| III | Citizenship and Fundamental Rights <ul style="list-style-type: none"> • Concept and types of Citizenship • Fundamental Rights: Features and Classification • Right to Equality, Freedom, and Constitutional Remedies | 9 |
| IV | Directive Principles and Fundamental Duties <ul style="list-style-type: none"> • Classification and Significance of Directive Principles • Relationship between Fundamental Rights and Directive Principles • Fundamental Duties: Importance and Implementation | 9 |
| V | Union and State Executive <ul style="list-style-type: none"> • President and Vice President: Powers and Functions • Prime Minister and Council of Ministers • Governor: Powers and Role • Chief Minister and State Council of Ministers | 9 |
| Suggested Readings (Indian Constitution – I): <ol style="list-style-type: none"> 1. M. P. Jain – <i>Indian Constitutional Law</i> 2. D.D. Basu – <i>Introduction to the Constitution of India</i> 3. Subhash C. Kashyap – <i>Our Constitution</i> 4. Granville Austin – <i>The Indian Constitution: Cornerstone of a Nation</i> 5. V.N. Shukla – <i>Constitution of India</i> | | |
| This course can be opted as an elective by the students of other disciplines. | | |
| Suggested continuous Evaluation Methods – | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

Other Courses to be chosen:

AEC: Ability Enhancement Course

Minor Subject: To be Chosen from POOL B (Other than Major Subjects)

Skill Enhancement Course (SEC) : To be Chosen from POOL C

Value Added Course : To be Chosen from POOL D

SEMESTER-IV

| | | | |
|---|---|--|----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2nd Year | Semester: IVth |
| Pedagogy: | | | |
| Course Code: PSC-23104 | | Course/Paper Title: Comparative Politics | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government. | | | |
| CO2. Investigating the nature and scope of Comparative Politics. | | | |
| CO3. Analysing the approaches the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach | | | |
| Credit: 04 + 01 = 05 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 15 = 75 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Approaches to the study of Comparative Government (i) Meaning of Comparative Government and Comparative Politics. (ii) Nature and Scope (iii) Traditional and Modern Approaches. | | 12 |
| II | Constitution and Constitutionalism (i) Constitution – Meaning and Making (ii) Amendments and Revision. (iii) Constitutionalism: Meaning, Nature, Kinds of Constitutionalism (iv) Rule of Law (v) Legislature (vi) Executive (vii) Judiciary. | | 12 |
| III | Organisation of Governments: (i) Unitary and Federal (ii) Parliamentary and Presidential (iii) United Front and Colition Government (iv) Democracy and Dictatorship. (v) Local Self Government. | | 12 |
| IV | 1. Political Culture and Socialisation 2. Political Parties | | 12 |

| | | |
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| V | <p>Organisation and Functions of Political Parties.</p> <p>3. Pressure Groups: Meaning, importance and kinds of Pressure Groups.</p> <p>Role and Techniques of Pressure Groups in democracy.</p> <p>Democracy, Dictatorship, Centralization, Local self govt, Decentralisation.</p> | 12 |
| Suggested Readings: | | |
| 1- OP GAUBA 2- CB GENA 3- JC JOHARI 4- PD SHARMA | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

MINOR ELECTIVE : For Students of Other Discipline

| | | | |
|---|---|--|----------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2 nd Year | Semester: IV th |
| Pedagogy: | | | |
| Course Code: MPSC04 | | Course/Paper Title: | Indian Constitution-II |
| Course Objectives: <ul style="list-style-type: none">To deepen the understanding of constitutional institutions and processes.To study the structure of Indian federalism and the functioning of judiciary.To familiarize students with emergency provisions, constitutional amendments, and electoral processes. | | | |
| Course Outcomes: <p>After completing this course, students will be able to:</p> <ol style="list-style-type: none">Comprehend the federal structure and distribution of powers.Analyze the role and functioning of Parliament and State Legislatures.Understand the powers, functions, and independence of the judiciary.Evaluate emergency provisions and constitutional amendments.Explain the electoral process and the role of constitutional bodies. | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Federalism and Centre-State Relations <ul style="list-style-type: none">Federal Features of the Indian ConstitutionCentre-State Legislative, Administrative, and Financial RelationsInter-State Council and Zonal Councils | | 9 |

| | | |
|---|---|---|
| II | <ul style="list-style-type: none"> • Role of Finance Commission Union and State Legislature <ul style="list-style-type: none"> • Parliament: Composition, Powers, and Functions • Law-making Process and Types of Bills • State Legislature: Legislative Assembly and Council • Relations between the Legislature and Executive | 9 |
| III | Judiciary in India <ul style="list-style-type: none"> • Supreme Court: Composition, Jurisdiction, and Powers • High Courts: Structure and Jurisdiction • Judicial Review and Judicial Activism | 9 |
| IV | Emergency Provisions and Amendment Process <ul style="list-style-type: none"> • National, State, and Financial Emergency: Provisions and Implications • Constitutional Amendment: Procedure and Types • Basic Structure Doctrine | 9 |
| V | Electoral Process and Constitutional Bodies <ul style="list-style-type: none"> • Election Commission of India: Powers and Functions • Electoral Reforms and Challenges • Comptroller and Auditor General of India • Union Public Service Commission (UPSC) • State Public Service Commissions | 9 |
| Suggested Readings (Indian Constitution – II): <ol style="list-style-type: none"> 1. D.D. Basu – <i>Shorter Constitution of India</i> 2. M. V. Pylee – <i>Constitutional Government in India</i> 3. L.M. Singhvi – <i>Constitutional Law of India</i> 4. Subhash C. Kashyap – <i>Indian Constitution and Parliament</i> 5. Durga Das Basu – <i>Case Laws and Commentary on Constitutional Amendments</i> | | |
| This course can be opted as an elective by the students Other Discipline | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

Other Courses to be Chosen:

AEC: Ability Enhancement Course

Minor Course: To be Chosen from POOL B

Skill Enhancement Course (SEC) : To be Chosen from POOL C

Value Added Course : To be Chosen from POOL D

Exit Option: Undergraduate Diploma (in the field of learning/discipline)for those who exit after two years (four semesters) of the undergraduate programme (Programme duration: First twoyears or four semesters of the undergraduate programme + Mandatory Internship) [NHEQF Level 5.0]

SEMESTER-V

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|---|---|---|---------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3 rd Year | Semester: V th |
| Pedagogy: | | | |
| Course Code: PSC-23105 | | Course/Paper Indian Political Thought Title: | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Tracing the evolution of Indian political thought from ancient India to modern India. CO2. Analysing the nationalist thought of Raja Rammohun Roy. CO3. Assessing the nationalist thought of Bankim, Vivekananda and Tagore. CO4. Discussing the nationalism of Gandhi, M. N. Roy, Narendra Deva and Syed Ahmed Khan. CO5. Explaining the formation of the Congress in 1885. | | | |
| Credit: 03 + 01 = 04 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45 + 15 = 60 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Main Features of Ancient Indian Political Thought, Political Ideas of Manu and Kautilya. | | 09 |
| II | Indian Renaissance and Political Ideas of Raja Ram Mohnan Roy, Dayanand Saraswati and Vivekanand. | | 09 |
| III | Political Ideas of Bal Gangadhar Tilak, Aurobindo Ghosh, M.N. Roy and Jay Prakash Narayan. | | 09 |
| IV | Jawahar Lal Nehru, Mahatma Gandhi and B.R. Ambedkar. | | 09 |
| V | The political ideas of R.M. Lohia, J.P. Narayan and Tagore. | | 09 |
| Suggested Readings: | | | |
| 1. "Indian Political Thought: Themes and Thinkers" by Bidyut Chakrabarty and Rajendra Kumar Pandey This comprehensive textbook covers the evolution of political thought in India, from ancient times to the modern era. It explores the key themes and prominent thinkers who have contributed to Indian political philosophy. | | | |
| 2. "Modern Indian Political Thought" by K. P. Mathur This book focuses on the development of political thought in modern India, from the 19th century to the present. It discusses the ideas and contributions of notable thinkers like Gandhi, Nehru, Ambedkar, and others. | | | |
| 3. "Indian Political Thought: A Reader" edited by A. Raghuramaraju This reader offers a collection of key texts and excerpts from Indian political thinkers across different historical periods. It provides a broad overview of Indian political thought through primary source material. | | | |
| 4. "Indian Political Thought: A Concise Introduction" by J. C. Johari This concise introductory textbook provides an overview of Indian political thought, highlighting its major themes and thinkers. It's a good choice for beginners in the field. | | | |
| 5. "Indian Political Thought: Historical and Contemporary Perspectives" edited by Bidyut Chakrabarty and Rajendra Kumar Pandey | | | |

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| <p>This edited volume brings together essays by various scholars, offering a comprehensive examination of Indian political thought in both historical and contemporary contexts.</p> | |
| 6. "Introduction to Political Theory" by O. P. Gauba | While not exclusively focused on Indian political thought, this book provides a broader introduction to political theory, including discussions on Indian political thinkers and their contributions. |
| 7. "Political Theory: Ideas and Concepts" by Sushila Ramaswamy | This book explores various political theories and concepts, including those from the Indian political tradition. It offers a comparative perspective on Western and Indian political thought. |
| Suggested continuous Evaluation Methods – | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ; | |
| Assignment/Practical/Projects – 05 Marks | |
| Internal Class Test – | 10 Marks |
| Attendance/Behavior – | 05 Marks |

MINOR ELECTIVE : For Students of Other Discipline

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| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2nd Year | Semester: Vth |
| Pedagogy: | | | |
| Course Code: MPSC05 | | Course/Paper Title: | PROBLEMS & PROSPECTS - HUMAN RIGHTS |
| Course Objectives: <ul style="list-style-type: none">• To introduce students to the concept, evolution, and significance of human rights.• To critically examine the global and Indian human rights frameworks.• To explore the challenges in the protection and promotion of human rights.• To assess the role of institutions, civil society, and media in human rights advocacy.• To analyze emerging trends and future prospects in the field of human rights. | | | |
| Course Outcomes: <p>After successful completion of the course, students will be able to:</p> <p>CO1. Understand the origin and philosophical foundation of human rights.</p> <p>CO2. Identify key international and national human rights instruments and mechanisms.</p> <p>CO3. Critically analyze various human rights violations and their underlying causes.</p> <p>CO4. Evaluate the role of institutions and civil society in protecting human rights.</p> <p>CO5. Reflect on the evolving challenges and future prospects of human rights in the 21st century.</p> | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Introduction to Human Rights <ul style="list-style-type: none">• Definition, Nature, and Scope of Human Rights• Historical Evolution of Human Rights• Classification of Rights: Civil, Political, Economic, Social, and Cultural Rights• Philosophical and Legal Basis of Human Rights | | 9 |

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| II | International Framework on Human Rights <ul style="list-style-type: none"> Universal Declaration of Human Rights (UDHR), 1948 International Covenants: ICCPR & ICESCR Role of UN Human Rights Council Regional Mechanisms: European, American, and African Human Rights Systems | 9 |
| III | Human Rights in India <ul style="list-style-type: none"> Fundamental Rights and Directive Principles of State Policy Human Rights Act, 1993 National Human Rights Commission (NHRC) and State Human Rights Commissions (SHRCs) Role of Judiciary in Human Rights Protection | 9 |
| IV | Contemporary Issues and Challenges <ul style="list-style-type: none"> Human Rights Violations: Caste, Class, Gender, and Communal Discrimination Custodial Violence, Human Trafficking, and Refugee Rights Rights of Women, Children, LGBTQ+, and Minorities Environmental and Developmental Challenges to Human Rights | 9 |
| V | Prospects and Protection Mechanisms <ul style="list-style-type: none"> Role of Media and Civil Society in Human Rights Awareness NGOs and Human Rights Advocacy Human Rights Education and Curriculum Globalization and its Impact on Human Rights Future Prospects: Digital Rights, AI, and Emerging Threats | 9 |
| Suggested Readings: <ol style="list-style-type: none"> 1. Jack Donnelly – <i>Universal Human Rights in Theory and Practice</i> 2. S.K. Kapoor – <i>Human Rights under International Law and Indian Law</i> 3. Dr. Ujjwal Kumar Singh – <i>Human Rights and Peace: Ideas, Laws, Institutions and Movements</i> 4. Andrew Clapham – <i>Human Rights: A Very Short Introduction</i> 5. Vijay Chitnis et al. – <i>Human Rights and the Law</i> 6. NHRC India Reports – Annual Reports and Case Studies 7. United Nations Publications – <i>UDHR and Related Documents</i> | | |
| This course can be opted as an elective by the students Other Discipline | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

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| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3rd Year | Semester: Vth |
| Pedagogy: | | | |
| Course Code: PSCIKS – 2303 | | Course/Paper Title: Applied IKS-2: Political Science | |
| Course Outcomes: | | | |
| CO1. | By the end of this course, students will demonstrate a comprehensive understanding of the foundational principles and concepts of Indian Knowledge Systems in Political Science, including their historical evolution and significance in contemporary politics. | | |
| CO2. | Students will be able to critically analyze and compare Indian political thought with Western political thought, highlighting the unique contributions and perspectives of Indian philosophers and thinkers. | | |
| CO3. | Upon completion of the course, students will be equipped with the knowledge and analytical skills necessary to assess and evaluate the role of Indian political philosophy and ethics in shaping political decisions and governance. | | |
| CO4. | Students will be able to identify and analyze key issues and challenges in contemporary Indian politics, such as secularism, caste-based politics, federalism, and international relations, from the perspective of Indian Knowledge Systems. | | |
| CO5. | Upon successful completion of the course, students will demonstrate the ability to conduct independent research related to Indian political thought and effectively communicate their findings through written reports and presentations. | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Minimum Passing Marks: 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45 +0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Indian Political Institutions <ul style="list-style-type: none">• Study of the Indian Constitution and its key features• The role of the President, Parliament, and the Judiciary• Federalism and the division of powers in India | | 9 |
| II | Indian Political Philosophy and Ethics <ul style="list-style-type: none">• Exploring the ethical dimensions of Indian politics• Concepts of Ahimsa, Dharma, and Sarvodaya• The relevance of Indian philosophical thought in contemporary political decision-making | | 9 |
| III | Social Movements in India <ul style="list-style-type: none">• Examining major social and political movements in India• Role of civil society and grassroots organizations• Case studies of movements for social justice, environmental protection, and human rights | | 9 |
| IV | International Relations and India <ul style="list-style-type: none">• India's foreign policy and international relations• The concept of Vasudhaiva Kutumbakam (The World is One Family)• India's role in global politics, trade, and diplomacy | | 9 |
| V | Research Project <ul style="list-style-type: none">• Independent research project on a topic related to Indian Knowledge Systems in Political Science• Literature review, data collection, analysis, and presentation of findings | | 9 |

Suggested Readings:

1. "Indian Political Thought: Themes and Thinkers" by Bidyut Chakrabarty and Rajendra Kumar Pandey
This book provides a comprehensive overview of Indian political thought, covering both ancient and modern thinkers. It explores key themes and concepts within Indian political philosophy.
2. "Foundations of Indian Political Thought: An Interpretation" by V.R. Mehta
This text delves deep into the foundations of Indian political thought, offering an interpretative perspective on classical texts and philosophical ideas.
3. "Indian Political Philosophy: A Critical Introduction" by A. Raghuramaraju
Raghuramaraju's book provides a critical examination of Indian political philosophy, analyzing its historical development and relevance to contemporary political issues.
4. "Modern Indian Political Thought" by K.P. Mishra
Focusing on modern Indian political thought, this book explores the ideas of prominent figures like Mahatma Gandhi, Jawaharlal Nehru, and B.R. Ambedkar, offering insights into their contributions.
5. "Indian Polity" by M. Laxmikanth
While not exclusively about political philosophy, this book is a valuable resource for understanding the practical aspects of Indian politics. It covers the Indian Constitution, political institutions, and governance.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Major (Elective): Choose any one Course

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| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3 rd Year | Semester: V th |
| Pedagogy: | | | |
| Course Code: PSC-23106A | | Course/Paper Title: | Democracy in India |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Studying Fundamental rights , duties and Directive Principles of State Policy. CO2. Examining Indian federalism through Centre-state relations. CO3. Evaluating the structures of government at the National level. CO4. Evaluating the structures of government at the State level. CO5. Examining the role of Political parties in Indian Democracy. | | | |
| Credit: 3 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Fundamental Rights, Duties, and Directive Principles of State Policy <ul style="list-style-type: none">• Historical background and drafting of Part III & IV of the Constitution• Fundamental Rights: Types, Significance, Restrictions (Articles 12–35)• Fundamental Duties: Origin, Features (Article 51A)• Directive Principles of State Policy: Classification, Relevance, Conflict with Fundamental Rights. | | 9 |

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| II | <ul style="list-style-type: none"> Judicial Interpretation and Implementation Indian Federalism and Centre-State Relations <ul style="list-style-type: none"> Federal features of the Indian Constitution Unitary features and asymmetric federalism Legislative, Administrative, and Financial relations between Centre and States Inter-State Council and Role of Finance Commission Recent trends in federalism (e.g., GST Council, NITI Aayog, Governor's role) | 9 |
| III | Government Structure at the National Level <ul style="list-style-type: none"> President: Election, Powers and Functions Prime Minister and Council of Ministers: Role and Responsibilities Parliament: Lok Sabha and Rajya Sabha – Structure, Functions, and Legislative Procedures Role of Speaker and Parliamentary Committees Judiciary at the National Level – Supreme Court: Jurisdiction, Powers, Judicial Activism | 9 |
| IV | Government Structure at the State Level <ul style="list-style-type: none"> Governor: Appointment, Powers, and Controversies Chief Minister and State Council of Ministers State Legislature: Vidhan Sabha and Vidhan Parishad (where applicable) State High Courts: Jurisdiction and Functions Administrative machinery at the State level | 9 |
| V | Political Parties and Democracy in India <ul style="list-style-type: none"> Evolution and types of political parties in India: National & Regional Role of political parties in elections and policy-making Party system in India – Trends, Features, and Challenges Coalition politics and pressure groups Electoral Reforms and Role of Election Commission | 9 |
| Suggested Readings: <ol style="list-style-type: none"> M. P. Jain – <i>Indian Constitutional Law</i> D.D. Basu – <i>Introduction to the Constitution of India</i> Granville Austin – <i>The Indian Constitution: Cornerstone of a Nation</i> Subhash Kashyap – <i>Our Constitution</i> B.L. Fadia – <i>Indian Government and Politics</i> Relevant Constitutional documents and Supreme Court judgments | | |
| Suggested continuous Evaluation Methods – | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

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|--|---------|---|---------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3 rd Year | Semester: V th |
| Pedagogy: | | | |
| Course Code: PSC-23106B | | Course/Paper Title: | Social Movements In India |
| Course Objectives & Outcomes: | | | |
| Objectives: This course introduces students of Sociology to the collective efforts of people to bring transformations in human society. It deals with nature, characteristics, structure and processes of social movements besides its emergence, dynamics, theories and arena of social movements | | | |
| After completing this course, the students will be able to - | | | |
| CO1. Analyze the Historical Context and Evolution of Social Movements in India: Students should be able to demonstrate an understanding of the historical context and evolution of various social movements in India. This includes identifying key periods, events, and factors that have shaped the landscape of social activism in the country. | | | |
| CO2. Evaluate the Key Theoretical Frameworks: Students should be able to evaluate and apply key theoretical frameworks used to study social movements, such as resource mobilization theory, political process theory, and identity politics. They should be able to analyze how these theories apply to different social movements in India. | | | |
| CO3. Examine Diverse Social Movements: Students should be able to examine a diverse range of social movements in India, including but not limited to movements related to caste, gender, environment, labor, and human rights. They should understand the goals, strategies, and outcomes of these movements. | | | |
| CO4. Critically Assess the Impact of Social Movements: Students should be able to critically assess the impact of social movements on Indian society, politics, and policy. This includes examining changes in social norms, government policies, and the empowerment of marginalized communities. | | | |
| CO5. Engage in In-Depth Case Studies: Students should be able to conduct in-depth case studies of specific social movements in India. They should be able to analyze the factors contributing to the success or failure of these movements and understand the lessons that can be learned from them. | | | |
| Credit: 3+0+0 | | Paper (Core Compulsory / Elective): Core Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |

| | | |
|-----|---|---|
| I | Meaning and Dynamics of Social Movements Meaning and Types: Reform, Revival, Revolution; Social Movements and Social Change; Schisms and Splits; Counter-Movements; | 9 |
| II | Leadership and Social Movements; Media and Social Movements | 9 |
| III | Theories of Social Movements Structural- Functional; Marxist; Weberian; Contemporary | 9 |
| IV | Old Social Movements in India Nationalist Movement; Tribal Movement; Peasant Movement; Labour Movement; Ethnic movement | 9 |
| V | New Social Movements in India Dalit Movement; Women's Movement; Environmental Movement | 9 |

Suggested Readings:

1. Banks, J. A. 1972. The Sociology of Social Movements. London: Macmillan.
2. Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.
3. Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press. Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press. Guha, R. 1989. The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. Berkeley: University of California Press.
4. Menon, N. (Ed.). 1999. Gender and Politics in India. Delhi: Oxford University Press

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Other Courses to be chosen:

AEC: Ability Enhancement Course

Minor Course: To be Chosen from POOL B (Other than Major Subjects)

Value Added Course : To be Chosen from POOL D

SEMESTER-VI

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|--|--|---|----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3rd Year | Semester: VIth |
| Pedagogy: | | | |
| Course Code: PSC-23107 | | Course/Paper Title: Theory of Public administration | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Explaining the nature, scope and evolution of Public Administration; Private and Public Administration; Principles of Socialist Management. | | | |
| CO2. Discussing making of Public Policy Making and methods of Implementation | | | |
| CO3. Analysing the major Concepts in Public Administration. | | | |
| CO4. Tracing the Challenges in the discipline of Public Administration like New Public Administration (NPA); Comparative Public Administration (CPA) and Development Administration. | | | |
| CO5. Discussing the Ecological approach to Pub. Adm | | | |
| Credit: 04 + 01 = 05 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 15 = 75 | | | |
| Units: | Topics: | | No. of Lectures |
| I | 1. Basic Premises: Meaning, Scope and Significance 2. Evolution of the Discipline and its Relations to Other Social Sciences 3. Organization: Meaning, Principle and Structure. | | 12 |
| II | 1. Major Theories and Approaches to the Study of P. A. 2. Classical and neo-classical Schools: 3. a) The Classical Theory of Management. 4. b) The Bureaucratic Theory 5. c) The Scientific Management Theory 6. d) Human Relations 7. e) Behavioural and Systems Approaches 8. f) Ecological Approach 9. g) Rational Decision – Making Theory | | 12 |
| III | 1. Contemporary Developments a) New Public Administration b) New Public Management: Good Governance & Development- 2. Civil Society, Citizens’ Charter, Right to Information, Social Audit | | 12 |
| IV | 1. Personnel Administration and Financial Administration. 2. Accountability and Control. | | 12 |
| V | 1. Role of State & Role of Public Administration in post-globalisation era: | | 12 |

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| | 2. Debate and Alternative Perspectives 3. Challenges of Liberalisation, Privatisation & Globalisation | |
| Suggested Readings: | | |
| 1- M LAXMIKANT 2- AWASTHI & MAHESHWARI 3- B.L PHADIA 4- SUSHMA YADAV | | |
| Suggested continuous Evaluation Methods – | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

MINOR ELECTIVE : For Students of Other Discipline

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|---|---|--|----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 2nd Year | Semester: VIth |
| Pedagogy: | | | |
| Course Code: MPSC06 | | Course/Paper Title: | INTERNATIONAL ORGANISATIONS |
| Course Objectives: <ul style="list-style-type: none">• To introduce students to the concept, evolution, and classification of international organizations.• To understand the structure, functions, and significance of major global and regional organizations.• To analyze the role of international organizations in promoting peace, development, and cooperation.• To explore the challenges faced by these organizations in a changing global order.• To evaluate India’s role and participation in international organizations. | | | |
| Course Outcomes: <p>After completing this course, students will be able to:</p> <p>CO1. Understand the origin, nature, and typology of international organizations.</p> <p>CO2. Examine the roles and responsibilities of global institutions like the UN, IMF, and World Bank.</p> <p>CO3. Analyze the effectiveness of regional organizations like the EU, SAARC, and ASEAN.</p> <p>CO4. Critically evaluate contemporary challenges and reforms in international institutions.</p> <p>CO5. Assess India's contribution and engagement with international organizations.</p> | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Introduction to International Organizations <ul style="list-style-type: none">• Meaning, Nature, and Evolution• Types: Intergovernmental and Non-Governmental Organizations• Legal Personality and Functions• Role in Global Governance and Multilateralism | | 9 |
| II | United Nations System | | 9 |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • Origin and Objectives of the United Nations • Principal Organs: General Assembly, Security Council, ECOSOC, ICJ, Secretariat • Specialized Agencies: UNESCO, WHO, ILO, FAO • Peacekeeping and Conflict Resolution • UN Reforms and Challenges | 9 |
| III | Bretton Woods Institutions <ul style="list-style-type: none"> • International Monetary Fund (IMF): Structure and Functions • World Bank (IBRD): Development Role and Projects • World Trade Organization (WTO): Principles and Dispute Settlement • Criticisms and Relevance in the Contemporary World | 9 |
| IV | Regional Organizations and Cooperation <ul style="list-style-type: none"> • European Union (EU): Origin, Institutions, and Integration Process • South Asian Association for Regional Cooperation (SAARC): Goals and Limitations • Association of Southeast Asian Nations (ASEAN): Structure and Cooperation Areas • African Union (AU) and BRICS | 9 |
| V | Contemporary Issues and India's Role <ul style="list-style-type: none"> • International Organizations and Global Challenges: Climate Change, Terrorism, Health • Role of International NGOs: Amnesty International, Red Cross, Greenpeace • India's Role in the UN and Other Global Platforms • India's Contributions to Peacekeeping and Multilateral Diplomacy • Emerging Powers and the Future of International Cooperation | 9 |
| Suggested Readings: <ol style="list-style-type: none"> 1. Rumki Basu – <i>The United Nations: Structure and Functions of an International Organization</i> 2. David Armstrong, Lorna Lloyd & John Redmond – <i>International Organisation in World Politics</i> 3. Clive Archer – <i>International Organizations</i> 4. Ian Hurd – <i>International Organizations: Politics, Law, Practice</i> 5. S. Rajagopal – <i>India and the United Nations</i> 6. Official websites and documents from UN, WTO, IMF, World Bank, and ASEAN | | |
| This course can be opted as an elective by the students Other Discipline | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

MAJOR ELECTIVE: Choose any One Course

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| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3 rd Year | Semester: VI th |
| Pedagogy: | | | |
| Course Code: PSC-23108A | | Course/Paper Title: | Local Self Government |
| Course Objectives: <ul style="list-style-type: none">To introduce students to the concept and evolution of local self-government in India.To understand the structure, powers, and functions of Panchayati Raj and Urban Local Bodies.To explore decentralization, participatory democracy, and grassroots governance.To study the legal, financial, and administrative challenges of local governance.To examine the role of local bodies in development and social justice. | | | |
| Course Outcomes: <p>By the end of the course, students will be able to:</p> <p>CO1. Explain the concept, significance, and constitutional basis of local self-government in India.</p> <p>CO2. Understand the structure and working of Panchayati Raj Institutions and Urban Local Bodies.</p> <p>CO3. Analyze the processes of decentralization and participatory governance.</p> <p>CO4. Identify the issues related to finance, autonomy, and accountability in local governance.</p> <p>Evaluate the role of local institutions in rural and urban development.</p> | | | |
| Credit: 3 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Concept and Evolution of Local Self Government <ul style="list-style-type: none">Meaning, Scope, and Importance of Local Self GovernmentHistorical Background: Pre- and Post-IndependenceCommunity Development Programme and Balwantrai Mehta Committee (1957)Ashok Mehta Committee Report (1978)73rd and 74th Constitutional Amendments | | 9 |
| II | Panchayati Raj System <ul style="list-style-type: none">Structure: Gram Panchayat, Panchayat Samiti, and Zila ParishadComposition, Powers, and FunctionsRole of State Election CommissionReservation for Women, SCs, and STsGram Sabha and its significance | | 9 |
| III | Urban Local Bodies <ul style="list-style-type: none">Municipal Corporations, Municipal Councils, Nagar PanchayatsConstitution and Functions of ULBsRole of Mayor and Commissioner | | 9 |

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|--|--|---|
| IV | <ul style="list-style-type: none"> State Finance Commission and Urban Governance Challenges Smart Cities and Urban Planning Initiatives Finance and Administration in Local Government <ul style="list-style-type: none"> Sources of Revenue of Local Bodies Grants from State and Central Governments Role of State Finance Commissions Administrative Setup and Staffing Pattern Role of Bureaucracy in Local Governance | 9 |
| V | Issues and Prospects in Local Self Governance <ul style="list-style-type: none"> Autonomy and Accountability of Local Bodies Capacity Building and Training People's Participation and Social Audits E-Governance and Digital Initiatives Case Studies: Successful Local Governance Models in India | 9 |
| Suggested Readings: | | |
| 1. M LAXMIKANT 2. BL FADIA 3. AWASTHI AND MAHESHWARI | | |
| Suggested continuous Evaluation Methods – | | |
| Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ; Assignment/Practical/Projects – 05 Marks Internal Class Test – 10 Marks Attendance/Behavior – 05 Marks | | |

Or

| | | | |
|---|--|---|----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 3rd Year | Semester: VIth |
| Pedagogy: | | | |
| Course Code: PSC-23108B | | Course/Paper Federalism in India Title: | |
| Course Objective & Outcomes: After completing this course, the students will be able to - | | | |
| Objectives: The paper highlights the structure of Indian constitution. Throw light on powers and functions of executive and legislature. Explains the constitutional provisions regarding the functioning of central government. Examine the major concepts of Indian polity. | | | |
| Course Outcomes: By the end of the Course, the student will be able to: CO1. Know the provisions of Indian constitution CO2. Understand the rights and duties of Indian citizens. CO3. The working of executive and legislative organs of the government CO4. Understand the major issues which the Indian government is facing. | | | |
| Credit: 3 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Nature of Indian Federal System. Centre-State Relations in India: legislative, administrative and financial. | | 9 |

| | | |
|--|--|---|
| II | Sarkaria Commission Report: An Analytical Study. Regional parties and their effect on Indian Federalism. | 9 |
| III | Emerging trends in Indian Federalism, Development of Local-self Government after Independence, 73rd and 74th Constitution amendment | 9 |
| IV | Rural Local self government: Organization, powers and functions. Urban Local self Government: Organization, powers and functions. | 9 |
| V | Finance and Local self Govt; Bureaucracy and Local self Govt. Women's Reservation in Panchayat and its effect. Local autonomy and its importance | 9 |
| Suggested Readings: | | |
| <p>Books on Yoga:</p> <ol style="list-style-type: none"> "Indian Federalism: The State of the Union" by Niraja Gopal Jayal and Pratap Bhanu Mehta This book provides a comprehensive overview of federalism in India, including its historical development, constitutional provisions, and contemporary challenges. It also covers topics like intergovernmental relations and fiscal federalism. "Federalism in India" by William R. Riker William R. Riker's classic work offers an in-depth analysis of federalism in India. It delves into the political dynamics, party systems, and issues related to Indian federalism. "Federalism: Origin, Operation, Significance" by William H. Riker While not specific to India, this book offers a solid theoretical foundation for understanding federalism. It explores the principles and workings of federal systems, making it relevant for a course on federalism in India. "India's Federal System" by M. P. Singh This book provides a detailed examination of India's federal system, focusing on the constitutional aspects, center-state relations, and important federal institutions. It's a valuable resource for understanding the legal and institutional dimensions of Indian federalism. "Federalism, Nationalism, and Development: India and the Punjab Economy" by Nirvikar Singh This book combines the study of federalism with economic development in the context of India, with a specific focus on the state of Punjab. It offers insights into how federalism influences economic policies and development outcomes. | | |
| <u>Suggested continuous Evaluation Methods –</u> | | |
| <p>Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;</p> <p>Assignment/Practical/Projects – 05 Marks</p> <p>Internal Class Test – 10 Marks</p> <p>Attendance/Behavior – 05 Marks</p> | | |

Other Courses to be Chosen:

Internship/Apprenticeship: PSC-23109

Minor : To be Chosen from POOL B

Value Added Course : To be Chosen from POOL D

**Exit Option: Bachelor' Degree (Programme duration: Three years or six semesters).
[NHEQF Level 5.5]**

SEMESTER-VII

| | | | |
|--|---|---|-----------------------------------|
| Programme: B.A./B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4th Year | Semester: VIIth |
| Pedagogy: | | | |
| Course Code: PSC-23110 | | Course/Paper Title: | Theory of International Relations |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Explaining scope and subject matter of International Relations as an autonomous academic discipline. | | | |
| CO2. Approaches and methods to study the discipline through Political realism, Pluralism and Worlds system's Model. | | | |
| CO3. Examining the issues of Underdevelopment, Terrorism, Regionalism and Integration that characterizes the Post second world war order. | | | |
| CO4. Studying the role of Diplomacy, Propaganda and Military capabilities in the making of foreign policy. | | | |
| CO5. Explaining certain basic concepts like Globalisation in contemporary world order | | | |
| Credit: 04 + 01 = 06 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 15 = 90 | | | |
| Units: | Topics: | | No. of Lectures |
| I | The Study of International Relations: Meaning, Nature and Scope Approaches to the study of IR: Realist and Liberal Role of state and non-state actors | | 12 |
| II | Cold War and its impact on World Politics Features of the Present World Order Globalization and its impact on the Developing World | | 12 |
| III | NAM: Origin, Role and Relevance North-South Dialogue Regional Organisations: ASEAN, SAARC | | 12 |
| IV | Nuclear proliferation – problem and solution, collective security ,International terrorism . | | 12 |
| V | India's foreign policy: Determinants and Objectives Key features of Indian Foreign Policy India's relations with Pakistan The Post-Cold War India-US Relations | | 12 |
| Suggested Readings: | | | |
| 1. "Theories of International Politics and Zombies" by Daniel W. Drezner This book takes a unique and engaging approach to introducing students to international relations theories by using popular culture references. It covers various theories, including realism, liberalism, and constructivism, in an accessible and entertaining manner. | | | |
| 2. "The Tragedy of Great Power Politics" by John Mearsheimer John Mearsheimer's book is a seminal work in the field of international relations theory, particularly focusing on the realist perspective. It explores the concept of offensive realism and the role of great powers in shaping global politics. | | | |

3. "The Globalization of World Politics: An Introduction to International Relations" edited by John Baylis, Steve Smith, and Patricia Owens
This widely used textbook offers a comprehensive introduction to international relations theories and concepts. It covers realism, liberalism, constructivism, and other approaches while providing a broad overview of global politics.
4. "World Politics: Interests, Interactions, Institutions" by Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz
This textbook takes an interdisciplinary approach to international relations, focusing on the intersection of interests, interactions, and institutions. It provides a comprehensive view of the field and the various theories that inform it.
5. "An Introduction to International Relations Theory: Perspectives and Themes" by Jill Steans and Lloyd Pettiford
This book offers a clear and concise introduction to the major theories of international relations. It explores key themes, debates, and concepts within the discipline, making it suitable for students at all levels.
6. "International Relations: Perspectives and Controversies" by Prakash Chander
This book by Prakash Chander provides a comprehensive overview of international relations theories, including realism, liberalism, and constructivism, and explores their relevance in the Indian context.
7. "Theory and Practice of International Relations" by S.D. Muni

S.D. Muni's textbook offers a deep dive into the theory and practice of international relations, with a focus on India's foreign policy and its evolving role in the international arena.

8. "International Relations: Theories and Approaches" by Varun Sahni
Varun Sahni's book provides an overview of various international relations theories and their application in understanding India's foreign policy and its relationships with other countries.
9. "India and the World: Through the Eyes of Indian Diplomats" edited by Surendra Kumar and Sharmishtha S. Mehta
This edited volume features contributions from Indian diplomats and scholars, offering insights into India's foreign policy, international relations theories, and its engagement with the world.
10. "Global Politics: A New Introduction" by Mahendra Prasad Singh
Mahendra Prasad Singh's textbook covers international relations theories, global politics, and India's role in the international system. It also explores contemporary issues such as globalization and security challenges.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

| | |
|---------------------------------|----------|
| Assignment/Practical/Projects – | 05 Marks |
| Internal Class Test – | 10 Marks |
| Attendance/Behavior – | 05 Marks |

[For Students Pursuing Hons. with Research]

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|--|--|---|-----------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4 th Year | Semester: VII th |
| Pedagogy: | | | |
| Course Code: PSC-23111A | | Course/Paper Title: Research Methodology | |
| Programme Outcome: Research Methodology in Philosophy is a course that aims to introduce two key methodologies from Pre-modern Philosophy (Argument and Proof) and two from modern and contemporary Philosophy (hermeneutics and Phenomenology). Research Scholar try to research in untouched, thirst and socially welfare areas as well as human and moral values included in it. | | | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Be acquainted with the knowledge and method of technology. CO2. To know about difference between social research and social survey. CO3. To know about steps of social research. CO4. To know about Data collection. CO5. Be acquire about case study method. | | | |
| Credit: 04 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 100 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | General remarks about social science and natural science research. Limitations of social science research. Importance of theories and facts in research. | | 12 |
| II | Social science research and public policy. Basic parameters of IR research | | 12 |
| III | Sources of Information, Classification and Documentation: Techniques of Data Collection (Personal Observation Method, Respondents Perception, Survey Method, Experimental Method); Data Gaps and Data Pitfalls; Classification and tabulation of Information; Graphical and Diagrammatical, Representation of Information. | | 12 |
| IV | Comparison and Analysis of Information: Application of averages and measures of Central Tendency such as mean, median and partitioned values. Measures of Dispersion – Standard Deviation and Coefficient of Variation. Theory of Sampling: Importance of a Sample, Characteristics of a sample, Difference between large sample and small sample, parameters and statistics, Types of Sample (simple random sampling, systematic sampling, stratified sampling. | | 12 |
| V | Identification of Research Problem and Research Design: Formulating a Hypothesis and writing Thesis | | 12 |
| Suggested Readings: | | | |

1. "Research Methodology: A Step-by-Step Guide for Beginners" by Ranjit Kumar
This book provides a comprehensive introduction to research methodology, suitable for beginners. It covers various research methods and techniques along with practical examples.
2. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell
This book discusses different research designs, both qualitative and quantitative, and provides guidance on choosing the appropriate design for your research project.
3. "Research Methods for Business Students" by Mark Saunders, Philip Lewis, and Adrian Thornhill
Focused on business and management research, this book covers a wide range of research methods, from qualitative to quantitative, and provides practical examples and case studies.
4. "Qualitative Inquiry and Research Design: Choosing Among Five Approaches" by John W. Creswell
If you're interested in qualitative research methods, this book explores five different approaches to conducting qualitative research and provides guidance on selecting the most appropriate one.
5. "Social Research Methods" by Alan Bryman
This comprehensive book covers a wide range of research methods, including both qualitative and quantitative approaches, and includes discussions on research ethics and philosophical underpinnings.
6. "Designing Social Inquiry: Scientific Inference in Qualitative Research" by Gary King, Robert O. Keohane, and Sidney Verba
This book focuses on the design and inference aspects of qualitative research, providing insights into how to draw valid conclusions from qualitative data.
7. "Research Methodology: Methods and Techniques" by C.R. Kothari
A classic in the field, this book covers various research methods and techniques, emphasizing the practical aspects of research design, data collection, and analysis.
8. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
This book provides a detailed guide to the research process, from formulating research questions to presenting findings. It's valuable for students across disciplines.
9. "Research Methods in Education" by Louis Cohen, Lawrence Manion, and Keith Morrison
Geared towards educators and researchers in the field of education, this book covers research methods applicable to educational research.
10. "Experimental Design and Statistics" by Harold O. Kiess and Bonnie A. Green
Focused on experimental design and statistical analysis, this book provides insights into planning experiments and analyzing the resulting data.

This course can be opted by the students pursuing (Hons. with Research) in the Discipline

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

Alternate Paper [PSC-23111B] for Students pursuing Honours in the Discipline.

| | | | |
|--|---|---|-------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4 th Year | Semester: VII th |
| Pedagogy: | | | |
| Course Code: PSC-23111B | | Course/Paper Title: | CONTEMPORARY POLITICAL ISSUES |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Analyze Current Political Debates: By the end of the course, students should be able to critically analyze and engage in discussions about contemporary political debates and controversies at the local, national, and international levels. | | | |
| CO2. Evaluate Policy Challenges: Students should be capable of assessing and evaluating pressing policy challenges and issues facing governments and policymakers, including those related to healthcare, climate change, immigration, and economic inequality. | | | |
| CO3. Understand the Role of Media: At the conclusion of the course, students should have an understanding of the role of media and its influence on shaping public opinion and political discourse, including the challenges and opportunities presented by digital media. | | | |
| CO4. Apply Political Theories: Students should be able to apply political theories and concepts to contemporary issues, enabling them to analyze and understand the ideological underpinnings of various policy positions and political movements. | | | |
| CO5. Propose Informed Solutions: By the end of the course, students should be capable of proposing informed and evidence-based solutions to contemporary political problems, demonstrating their ability to engage constructively in public policy discussions. | | | |
| Credit: 04 | | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Poverty, Economic inequality Importance of theories and facts in research. | | 12 |
| II | Communalism, mob lynching | | 12 |
| III | Regionalism | | 12 |
| IV | Terrorism | | 12 |
| V | Enviornmental disputes such as river disputes | | 12 |
| Suggested Readings: | | | |
| 1. This textbook focuses on American politics and covers a wide range of contemporary political issues, including elections, political parties, Congress, and public policy debates. | | | |
| 2. "Global Issues: An Introduction" by John L. Seitz: | | | |
| 3. This book offers an overview of major global political issues, including climate change, human rights, global health, and international conflict, providing a global perspective on contemporary challenges. | | | |
| 4. "Contemporary World Politics: A Comparative Introduction" by Alan Collins: This textbook takes a comparative approach to contemporary political issues, examining topics such as democracy, authoritarianism, globalization, and regional conflicts. | | | |

5. "Understanding Global Conflict and Cooperation: An Introduction to Theory and History" by Joseph S. Nye Jr. and David A. Welch:
This book explores contemporary global political issues through the lens of international relations theory and historical examples.
6. "American Government: Power and Purpose" by Stephen Ansolabehere, Benjamin Ginsberg, and Theodore J. Lowi:
7. Focusing on American politics, this textbook covers contemporary political issues such as civil rights, immigration, healthcare, and social welfare policy.
8. "Contemporary Political Philosophy: An Introduction" by Will Kymlicka:
For a deeper dive into the philosophical dimensions of contemporary political issues, this textbook explores topics like justice, equality, and human rights.
9. "The Challenge of Politics: An Introduction to Political Science" by Neal Tannahill:
This textbook provides a broad overview of political science, covering contemporary issues, government structures, and political behavior. Geared towards educators and researchers in the field of education, this book covers research methods applicable to educational research.
10. "Experimental Design and Statistics" by Harold O. Kiess and Bonnie A. Green
Focused on experimental design and statistical analysis, this book provides insights into planning experiments and analyzing the resulting data.

This course can be opted by the students pursuing (Hons. with Research) in the Discipline

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Major (Elective): Choose Any Two Courses

| | | |
|---|--|-----------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 4 th Year | Semester: VII th |
| Pedagogy: | | |
| Course Code: PSC-23112A | Course/Paper Title: India's Foreign Policy | |
| Course Outcomes: After completing this course, the students will be able to - | | |
| CO1. Indian Foreign Policy introduces the determining principles of India’s foreign policy to students. It highlights the central realities, issues and developments pertaining to India’s foreign policy at the bilateral, regional and global levels. | | |
| CO2. The course imparts an understanding of India’s important bilateral relationship and the country’s role in global political regimes. | | |
| Credit: 04 | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 | | |

| Units: | Topics: | No. of Lectures |
|--------|---|-----------------|
| I | <i>The Making of India's Foreign Policy</i> <ul style="list-style-type: none"> • What is foreign policy? • Non-Alignment: Conceptual Implications • Development of Foreign Policy: 1920-1947 • Determinants and Objectives of Foreign Policy | 12 |
| II | <i>India and its Neighbours</i> <ul style="list-style-type: none"> • Indo-Pakistan Relations • Indo-Nepal Relations • Indo-Bangladesh Relations • Indo-Sri Lanka Relations • Is India behaving like a superpower in South Asia? | 12 |
| III | <i>India and Major Powers</i> <ul style="list-style-type: none"> • India-China Relations • India-USA Relations • Foreign policies of major powers and latest happenings | 12 |
| IV | <i>India's role in the world organizations</i> <ul style="list-style-type: none"> • India's role in The United Nations • India's role in NAM • India, ASEAN and European Union • India and SAARC • Main features of SAARC, drawbacks and limitations | 12 |
| V | <i>Contemporary challenges before Indian Foreign Policy</i> <ul style="list-style-type: none"> • India's policy in Post-Cold War era • India overcoming terrorism • Development of India's Nuclear Policy • India's Look East Policy • New Foreign Policy • Challenges before Indian Foreign Policy? | 12 |

Suggested Readings:

- "India's Foreign Policy: Retrospect and Prospect" by Sumit Ganguly and S. Paul Kapur
This book provides a comprehensive examination of India's foreign policy, covering its historical evolution, key foreign policy principles, and contemporary challenges. It also discusses India's relations with major powers and neighboring countries.
- "India's Foreign Policy: Challenges and Opportunities" by Atul Bhardwaj
Atul Bhardwaj's book explores the challenges and opportunities facing India's foreign policy in the 21st century. It discusses India's engagement with the United States, China, Pakistan, and other important countries and regions.
- "Indian Foreign Policy: An Overview" by V. P. Dutt
This textbook offers an overview of India's foreign policy, focusing on its principles, objectives, and the role of important decision-makers in shaping the country's external relations.
- "India's Foreign Policy: Old Problems, New Challenges" by D. Suba Chandran
This book provides an analysis of India's foreign policy in the context of contemporary global challenges. It covers topics like regional diplomacy, security concerns, and economic engagement.
- "India's Foreign Policy: Emerging Challenges and Paradigms" edited by Alok Bansal
This edited volume features contributions from various experts in the field, offering diverse perspectives on India's foreign policy challenges and evolving paradigms. It covers topics ranging from geopolitics to economic diplomacy.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

| | | | |
|--|--|---|-----------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4th Year | Semester: VIIth |
| Pedagogy: | | | |
| Course Code: PSC-23112B | | Course/Paper Title: State Politics in India | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Knowledge gained : About the multivariant nature of state and substate politics | | | |
| CO2. Skill gained : Understanding of the deeper realities and dimensions of regional and sub-regional politics in India | | | |
| CO3. Competency gained: To apply the knowledge to an understanding of state politics | | | |
| Credit: 04 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | State Politics in India: Theoretical Framework, Nature and Patterns. Emerging Trends -Demand for State Autonomy | | 12 |
| II | Government Machinery in the States: State Executive: Governor, Chief Minister, Council of Ministers State Legislature: Composition, Powers and Functions State Judiciary: Composition, Powers and Functions | | 12 |
| III | The Federal System -Changing Pattern of Centre-State Relations Panchayati Raj System – Democratic Decentralisation and Social Justice Political Behaviour and Rise of Regional Parties | | 12 |
| IV | POLITICS OF UTTAR PRADESH Historical Legacies, Geographic and demographic Profile of U.P. Post-Independence Politics: The role of Political Parties | | 12 |
| V | 1. Green revolution: Rise of Agrarian Interests and their impact on Politics Pressure Groups in U.P. 2. Regionalism: Trends and Main features | | 12 |
| Suggested Readings: | | | |
| 1. "State Politics in India" by Myron Weiner and Ergun Özbudun Although co-authored by an American and a Turkish scholar, this book provides a comprehensive analysis of state politics in India, including topics like party systems, regional politics, and the role of states in federalism. | | | |

2. "State Politics and Nationalism Beyond Borders: The Case of Tamil Nadu" by Rasheeduddin Khan
Focusing on the state of Tamil Nadu, this book offers insights into state politics and regional nationalism in India. It examines the unique political dynamics of the region and its impact on Indian politics.
3. "Indian State Politics and the 2014 General Elections: The Biggest Prize in the World" by K.C. Suri and Bidyut Chakrabarty
This book explores the role of state-level politics in shaping the outcome of national elections in India, with a focus on the 2014 general elections. It sheds light on the link between state politics and national governance.
4. "State Politics in India" by Yogendra Yadav
Yogendra Yadav's book provides an in-depth analysis of state politics in India, including party systems, electoral dynamics, and governance challenges at the state level. It also discusses the diversity of state politics across different regions.
5. "Indian States at a Glance 2019: Performance, Facts and Figures" by NITI Aayog
Published by the National Institution for Transforming India (NITI Aayog), this annual publication provides a wealth of data and information on the performance of Indian states in various sectors, offering valuable insights into state-level governance and development.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

| | | |
|---|---------------------------------------|-----------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 4th Year | Semester: VIIth |
| Pedagogy: | | |
| Course Code: PSC-23112C | Course/Paper Title: Human Rights | |
| Course Outcomes: After completing this course, the students will be able to - | | |
| CO1. Understand the Concept of Human Rights: By the end of the course, students should be able to demonstrate a clear understanding of the concept of human rights, including its historical development, philosophical foundations, and universal applicability. | | |
| CO2. Analyze International Human Rights Instruments: Students should be able to analyze and discuss key international human rights instruments, such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights. | | |
| CO3. Evaluate Human Rights Violations: At the end of the course, students should be capable of identifying, assessing, and critically evaluating contemporary human rights violations and abuses worldwide, including those related to civil, political, economic, social, and cultural rights. | | |
| CO4. Examine Human Rights Advocacy and Activism: Students should be able to analyze the role of human rights organizations, activists, and movements in promoting and defending human rights, both nationally and internationally. | | |
| CO5. Apply Human Rights Principles to Real-World Issues: By the conclusion of the course, students should be able to apply human rights principles to real-world situations, | | |

| debates, and case studies, demonstrating their ability to address ethical, legal, and practical challenges related to human rights. | | |
|--|--|--|
| Credit: 04 | | Paper (Core Compulsory / Elective): Elective |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 | | |
| Units: | Topics: | No. of Lectures |
| I | (I) Meaning, Nature & Evolution of Human Rights Theories of Human Rights Human Rights discourse – universal or culture specific individual or community related (II) Changing Dimensions of Human Rights (i) End of cold war and ideological confrontation (ii) Widening democratization in the World-Development, Democracy & Social Justice (iii) Vienna Conference 1993 unfolding of the New Dimensions. | 12 |
| II | Emerging Dimensions of Human Rights – Interface between Human Rights, Development, Environment & Peace. (i) Right to Development (ii) Right to Environment (iii) Right to Peace | 12 |
| III | Human Rights and International order (i) Human Rights and International Order (ii) Human Rights and United Nations-Human Rights and Various Conventions (iii) International Protection of Human Rights | 12 |
| IV | Past and Present Challenges to the promotion of Human Rights Poverty, Discrimination & intolerance, Racism, Inequality, Social Exclusion, Violence and exploitation, Global warming. | 12 |
| V | Terrorism and Organised Crime and Human Rights <ul style="list-style-type: none"> Globalization and its impact on Human Rights Defining Rights in the era of globalization Impact of globalization on the vulnerable sections – like women, children, minorities, indigenous people, migrant workers etc. Agenda for the New millennium – Protection of Human Rights and the role of Human Rights education. | 12 |
| Suggested Readings: | | |
| <ol style="list-style-type: none"> "Human Rights: Text and Context" by S. K. Verma and Nuzhat Parveen This book provides an in-depth exploration of human rights in the Indian context. It covers various aspects of human rights, including philosophical foundations, legal frameworks, and contemporary issues. "Human Rights in India: Historical, Social, and Political Perspectives" by Subrata Sankar Bagchi Focusing on the historical, social, and political dimensions of human rights in India, this book offers a comprehensive overview of the subject. It also discusses the challenges and opportunities in the Indian human rights landscape. "Human Rights in India: Dalits and Tribals" by M. C. Raj This book delves into the specific issues related to the rights of marginalized communities in India, including Dalits and tribals. It explores the challenges they face and the efforts to address their human rights. | | |

4. "Human Rights in India: Historical, Social, and Political Aspects" edited by A. B. Shah

This edited volume brings together contributions from various Indian scholars and experts on human rights. It covers a wide range of topics, including historical perspectives, legal aspects, and contemporary human rights challenges in India.

5. "Human Rights in India: Issues and Challenges" by P. S. Verma

This book focuses on the major human rights issues and challenges in India, including issues related to social justice, gender equality, and the rights of vulnerable populations. It provides a critical analysis of these issues within the Indian context.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

MINOR ELECTIVE : To be Chosed by Students of Other Discipline

| | | |
|---|---------------------------------------|-----------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 4th Year | Semester: VIIth |
| Pedagogy: | | |
| Course Code: MPSC07 | Course/Paper Title: | Globalization & Political Systems |
| Course Objectives & Outcomes: Objectives: The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus. After completing this course, the students will be able to - | | |
| CO1. Analyze the Dynamics of Globalization: By the end of the course, students should be able to analyze and explain the multifaceted nature of globalization, including its economic, political, cultural, and technological dimensions. | | |
| CO2. Evaluate the Impact of Globalization on Political Systems: Students should be able to assess how globalization influences the political systems of different countries, including changes in governance, sovereignty, and political ideologies. | | |
| CO3. Examine Global Governance Structures: At the conclusion of the course, students should be capable of examining and understanding global governance structures and institutions, such as the United Nations, World Trade Organization, and International Monetary Fund, and their impact on political systems. | | |
| CO4. Critically Assess the Role of Non-State Actors: Students should be able to critically assess the role of non-state actors, such as multinational corporations, non-governmental | | |

organizations (NGOs), and transnational social movements, in shaping political outcomes in a globalized world.

CO5. Apply Globalization Theories to Contemporary Issues: By the end of the course, students should be able to apply theories of globalization to analyze and provide insights into contemporary global issues, such as climate change, migration, trade conflicts, and international security challenges.

Credit: 03

Paper (Core Compulsory / Elective): Elective

Max. Marks : 40+60

Min. Passing Marks : 35

Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0

| Units: | Topics: | No. of Lectures |
|--------|--|-----------------|
| I | Basic tenants who fathered globalisation. Meaning and definition of globalization | 9 |
| II | Internationalisation of Nation State and the Questions of National Sovereignty | 9 |
| III | Political economy and the globalisization- role of MNC's & TNC's, Role of WTO , IMF and IBRD | 9 |
| IV | New World Global System | 9 |
| V | Challenges & Opportunities of Globalization | 9 |

Suggested Readings:

1. "Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump" by Joseph E. Stiglitz
Nobel laureate Joseph Stiglitz offers a global perspective on globalization and its impact on political systems. He discusses the challenges and criticisms of globalization, especially in light of recent political developments.
2. "Globalization: A Short History" by Jürgen Osterhammel
Jürgen Osterhammel provides an international perspective on the historical development of globalization. This book explores how globalization has shaped political structures and systems over time.
3. "Globalization and Its Critics: Perspectives from Political Economy" edited by David Held and Anthony McGrew
This edited volume features contributions from various international scholars, offering diverse viewpoints on globalization's impact on political systems, governance, and the role of the state.
4. "Globalization and the Postcolonial World: The New Political Economy of Development" by Ankie M. M. Hoogvelt
Ankie Hoogvelt examines the political implications of globalization in postcolonial contexts. She discusses how globalization interacts with political systems in the Global South, including India.
5. "Globalization and Its Discontents in Asia: U.S. Trade Policy and Asian Responses" by Mohan Malik
Mohan Malik focuses on Asia and its response to globalization, particularly in the context of U.S. trade policy. The book explores how globalization influences the political dynamics of Asian countries.
6. "Globalization and India: Myths and Realities" by Nagesh Kumar

Authored by an Indian writer, this book offers insights into how globalization has impacted India's political and economic systems. It analyzes the myths and realities of globalization in the Indian context.

This course can be opted as an elective by the students of other discipline

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

SEMESTER-VIII

| | | |
|--|---|------------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 4th Year | Semester: VIIIth |
| Pedagogy: | | |
| Course Code: PSC-23113 | Course/Paper Title: | Indian Administration |
| Course Outcomes: After completing this course, the students will be able to - | | |
| CO1. Understand the Evolution of Indian Administration: By the end of the course, students should be able to explain the historical development of administrative systems in India, from ancient to modern times, including the impact of colonial rule and post-independence reforms. | | |
| CO2. Analyze the Structure of Indian Administrative Institutions: Students should be able to analyze the structure and organization of administrative institutions in India, including the roles and functions of key bodies such as the civil services, local governments, and regulatory agencies. | | |
| CO3. Evaluate Administrative Challenges and Reforms: At the conclusion of the course, students should be capable of evaluating the contemporary challenges faced by Indian administration, such as corruption, bureaucracy, and public service delivery issues, and understand the ongoing reforms aimed at addressing these challenges. | | |
| CO4. Examine the Role of Indian Administrative Services: Students should be able to examine the role and significance of the Indian Administrative Services (IAS) and other civil services in the policymaking and governance processes of India. | | |
| CO5. Apply Administrative Concepts to Real-World Issues: By the end of the course, students should be able to apply concepts and principles of Indian administration to analyze and propose solutions to real-world administrative problems and policy issues in India. | | |
| Credit: 04 + 01 = 06 | Paper (Core Compulsory / Elective): Core Compulsory | |
| Max. Marks : 40+60 | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 60 + 15 = 90 | | |

| Units: | Topics: | No. of Lectures |
|--------|---|-----------------|
| I | Unit-I 1. EVOLUTION OF INDIAN ADMINISTRATION: - a. Mauryan b. Mughal c. British Administration | 12 |
| II | Unit-II 2. POST-INDEPENDENCE INDIAN ADMINISTRATION: - a. Constitutional Setting b. Parliamentary Democracy c. Federalism d. Socialism e. Globalisation & its Impact 3. FEDERAL ARRANGEMENT a. Centre- State Relationship b. Recent Developments | 12 |
| III | Unit-III 4. STRUCTURE OF ADMINISTRATION a. Central Secretariat b. Cabinet Secretariat c. P.M.O d. Cabinet Committees 5. STATE ADMINISTRATION a. Role of Governor | 12 |
| IV | Unit-IV 6. Financial Administration a. Budget- Formation, Approval and Execution b. Parliamentary Control over Finance c. Parliamentary Committees d. CAG e. Lokpal, Social Audit | 12 |
| V | Unit-V 7. Planning and Development a. Planning- History and Growth in India b. Planning Process in India c. NITI AAYOG its organization, structure and functions d. Economic Liberalization and Recent Initiatives 8. Public Sector Units a. History and Classification b. Achievements and Limitations c. Recent Developments in Public Enterprises- Privatization and Disinvestment | 12 |

Suggested Readings:

By Indian Writers:

1. "Indian Administration" by M. Laxmikanth: This book is a popular choice among UPSC civil services aspirants and offers a comprehensive overview of the Indian administrative system.
2. "Public Administration in India" by S.R. Maheshwari and S.N. Maheshwari: This textbook provides an in-depth analysis of public administration in India, including its historical development and contemporary challenges.
3. "Indian Administration and Public Administration: A Comparative Perspective" by Ramesh K. Arora and Rajni Goyal: This book compares Indian administration with international public administration systems, offering insights into similarities and differences.

By International Writers:

1. "Public Administration: Concepts and Cases" by Richard J. Stillman II: While not specific to India, this book covers fundamental concepts of public administration, which are applicable to Indian administration as well.
2. "Development Administration: Concepts and Practice" by F. C. Lekson: This book explores the principles and practices of development administration, which is relevant to the Indian context given the country's focus on development.
3. "Administrative Reforms and Innovations in Public Governance" edited by Prakash Chand and S.K. Pandey: This edited volume features contributions from Indian and international scholars, providing insights into administrative reforms in India.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Major (Elective) : Choose any One Courses

| | | |
|--|--|------------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | Year: B.A. 4th Year | Semester: VIIIth |
| Pedagogy: | | |
| Course Code: PSC-23114A | Course/Paper Title: Contemporary Political Theory | |
| Course Objectives & Outcomes: Objectives: To provide the concepts, ideas and theories in political theory. This course seeks to explain the evolution and usage of the concepts, ideas and theories with reference to individual thinkers both historically and analytically. The different ideological standpoints with regard to various concepts and theories are to be critically explained with the purpose of highlighting the differences in their perspectives and in order to understand their continuity and change. After completing this course, the students will be able to - | | |
| CO1. Understand Contemporary Political Theories: By the end of the course, students should have a deep understanding of contemporary political theories, including the key ideas, concepts, and debates that have emerged in the field of political thought in recent years. | | |
| CO2. Analyze Current Political Issues: Students should be able to analyze and critically evaluate contemporary political issues and challenges using the theoretical frameworks discussed in the course. This includes applying these theories to real-world problems and debates. | | |
| CO3. Engage with Diverse Perspectives: At the conclusion of the course, students should be capable of engaging with diverse political perspectives and ideologies, recognizing the complexities and nuances of contemporary political thought. | | |

| CO4. Develop Critical Thinking Skills: Students should develop and enhance their critical thinking and analytical skills, enabling them to assess and construct well-reasoned arguments and positions on contemporary political topics. | | |
|--|--|--|
| CO5. Contribute to Intellectual Discourse: By the end of the course, students should be able to actively participate in intellectual discourse on contemporary political theory, either through class discussions, essays, or research projects, by articulating their own ideas and engaging with the ideas of others. | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective |
| Max. Marks : 40+60 | | 35 |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | |
| Units: | Topics: | No. of Lectures |
| I | Status of Political Theory-Divide or Resurgence. State in Political Theory – Liberal, Neo – Liberal, Marxist and Neo – Marxist Theories. | 9 |
| II | Feminism – Liberal, Radical, Socialist, Cultural, Eco, Post – Modernist. | 9 |
| III | New Social Movements and Civil Society. Social Justice and Theory of Rights: Nozick, Rawls, Hayek, Walzer, Martha Nussbaum | 9 |
| IV | Post-Modernism and Amartya Sen, Critical Response to Post – Modernity & Post – Modernism: Ernest Gellner, Habermas, Ulrich Beck, Giddens. Democratic Theory. | 9 |
| V | Citizenship Theory - Communitarianism: Michael Sandel, Michael Walzer, Macintyre, Taylor | 9 |
| | Nationalism and Multiculturalism. Globalization and Environmentalism | |
| Suggested Readings: | | |
| By International Writers: <ol style="list-style-type: none"> 1. "Contemporary Political Philosophy: An Introduction" by Will Kymlicka: This book offers an introduction to contemporary political philosophy, covering a wide range of topics and debates in the field. 2. "The Oxford Handbook of Contemporary Political Theory" edited by Jacob T. Levy: This handbook compiles essays from various international scholars, providing a comprehensive overview of contemporary political theory and its key themes. 3. "Political Philosophy in the Twenty-First Century: Essential Essays" edited by Steven M. Cahn and Robert B. Talisse: This collection of essays explores central issues in contemporary political philosophy and includes contributions from prominent philosophers. | | |
| By Indian Writers: | | |

1. "Contemporary Political Theory: A Reader" edited by Prakash Sarangi: This book is a compilation of essays and writings by Indian and international scholars, offering a blend of contemporary political thought from different perspectives.
2. "Political Theory: Ideas and Concepts" by Sushila Ramaswamy: While not exclusively focused on contemporary theory, this book introduces key ideas and concepts in political theory, which are relevant for understanding contemporary political thought.
3. "Indian Political Thought: Themes and Thinkers" by Bidyut Chakrabarty and Rajendra Kumar Pandey: This book discusses contemporary Indian political thought and thinkers, providing insights into how Indian thinkers engage with contemporary political issues.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester, C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assessment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

| | | | |
|---|---|---|------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4 th Year | Semester: VIII th |
| Pedagogy: | | | |
| Course Code: PSC-23114B | | Course/Paper Title: Feminism & Gender Justice | |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. demonstrate and will be aware of how the intersectional effects of sex, gender, race, class, sexuality, age, ethnicity, ability, and other complex aspects of identity influence social structures and women's empowerment. | | | |
| CO2. analyze the diversity of gendered experiences and apply feminist approaches to understanding social structures and cultural pressures related to gender inequality. | | | |
| CO3. assess how women's opportunities and achievements are constrained by systems of oppression and privilege. | | | |
| CO4. recognize, critically analyze, and choose paths of action for social change. | | | |
| CO5. examine how sex, gender, race, class, sexuality, age, ethnicity, ability, and other complex aspects of identity affect one's status and self-concept, and use this knowledge to question events and situations occurring in everyday life. | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Feminist Approach to Political Theory Key issues like Gender, Patriarchy, and Theories of women’s subordination Public Vs Private | | 9 |

| | | |
|-----|---|---|
| II | Different approaches to Feminism - Liberal, Socialist, Radical, Cultural, Post Modernist, Eco Feminism, Post colonial, Post Marxist | 9 |
| III | Gender Justice – Theorizing Justice, Equity and Equality Empowerment Law as an Instrument of Gender Justice & Social Change Judiciary and Gender Justice | 9 |
| IV | Gender Based Violence Violation of Women's Rights | 9 |
| V | United Nations and Gender Justice Women's Rights as Human Rights | 9 |

Suggested Readings:

By Indian Writers:

1. "Feminism: Issues & Arguments" by Kumkum Sangari and Sudesh Vaid: This book, written by Indian scholars, offers a critical introduction to feminist theory and practice, with a focus on the Indian context.
2. "Gender and Politics in India" edited by Nivedita Menon: This edited volume brings together essays from Indian scholars, providing insights into the intersection of gender and politics in India.
3. "Feminism in India" by Maitrayee Chaudhuri: Maitrayee Chaudhuri explores the history and evolution of feminism in India, from the early 20th century to contemporary movements.

By International Writers:

1. "The Second Sex" by Simone de Beauvoir: This classic work by French philosopher Simone de Beauvoir is a foundational text in feminist philosophy, examining the existentialist perspective on women's oppression.
2. "The Feminine Mystique" by Betty Friedan: Written by American feminist Betty Friedan, this book is often credited with sparking the second wave of feminism in the United States. It addresses the challenges women faced in the post-World War II era.
3. "Gender Trouble" by Judith Butler: Judith Butler's work has been influential in contemporary feminist and gender theory. "Gender Trouble" explores the performative nature of gender and identity.
4. "The Second Wave: A Reader in Feminist Theory" edited by Linda Nicholson: This reader compiles key texts from the second wave of feminism, featuring contributions from various international feminist thinkers.
5. "Global Feminisms Since 1945" edited by Bonnie G. Smith: This book provides a global perspective on feminism, with contributions from international scholars discussing feminist movements and ideas from around the world.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

| | | | |
|---|---|---|------------------------------|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4 th Year | Semester: VIII th |
| Pedagogy: | | | |
| Course Code: PSC-23114C | | Course/Paper Title: | Electoral Politics in India |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO1. Analyse the safeguards to maintain free and fair elections CO2. Suggest measures to maintain free and fair elections CO3. Articulate the responsibilities of an active citizen in the election process CO4. Identify the role of the Election Commission CO5. Articulate the challenges to free and fair elections | | | |
| Credit: 03 | | Paper (Core Compulsory / Elective): Elective | |
| Max. Marks : 40+60 | | Min. Passing Marks : 35 | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 45+0+0 | | | |
| Units: | Topics: | | No. of Lectures |
| I | BEGINNING OF THE ELECTORAL POLITICS UNDER COLONIAL RULE | | 9 |
| II | ELECTORAL SYSTEM IN INDIA SINCE INDEPENDENCE | | 9 |
| III | ELECTION COMMISSION OF INDIA: POWERS AND FUNCTIONS | | 9 |
| IV | PARTY SYSTEM & ANTI-DEFECTION LAW | | 9 |
| V | TYPES OF ELECTORAL SYSTEM , VOTING BEHAVIOUR & ELECTORAL REFORM | | 9 |
| Suggested Readings: | | | |
| By Indian Writers: | | | |
| 1. "Electoral Politics in India: The Resurgence of the Bharatiya Janata Party" by Suhas Palshikar, K.C. Suri, and Yogendra Yadav: This book analyzes the rise of the Bharatiya Janata Party (BJP) in Indian politics and its electoral strategies. | | | |
| 2. "The Verdict: Decoding India's Elections" by Prannoy Roy and Dorab R. Sopariwala: Written by prominent Indian journalists, this book delves into the intricacies of Indian elections, offering insights into the electoral process and outcomes. | | | |
| 3. "The Great Indian Election" by C. Raja Mohan: This book explores the role of foreign policy in Indian elections and provides an international perspective on electoral politics in India. | | | |
| By International Writers: | | | |
| 1. "India's Tryst with Democracy: Keeping the Faith with India" by Zoya Hasan: While authored by an Indian writer, this book provides an international perspective on India's democratic journey, including electoral politics. | | | |
| 2. "India: The Most Dangerous Decades" by Selig S. Harrison: This book examines various aspects of Indian politics, including electoral politics, from an international viewpoint. | | | |

3. "The Indian Voter: Marking the First Decade of 21st Century" edited by S. K. Dwivedi and Sanjay Kumar: This edited volume features contributions from Indian scholars and provides a comprehensive analysis of the Indian voter's behavior and electoral politics.
4. "Electoral Politics in South Asia" edited by Subrata K. Mitra, Mike Enskat, and Clemens Spiess: This book offers a comparative perspective on electoral politics in South Asia, including a focus on India's elections.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

| | | | |
|---|--|---------------------------------------|--|
| Programme: B.A. (Honours/Honours with Research) in Political Science | | Year: B.A. 4th Year | Semester: VIIIth |
| Pedagogy: | | | |
| Course Code: PSC-23115A | | Course/Paper Title: | Dissertation/Research Project & Viva voce [For Hons. with Research Students] |
| Course Outcomes: After completing this course, the students will be able to - | | | |
| CO 1: acquire Research Skills and awareness about Methodology | | | |
| CO 2: develop critical thinking skills for evaluating existing literature and research gaps. | | | |
| CO 3: develop Communication Skills, Analytical and Problem-Solving abilities. | | | |
| CO 4: develop Project Management and will be able to contribute to existing knowledge | | | |
| CO 5: Collaborate in Interdisciplinary Skills. | | | |
| Credit: 0+0+12 | | | Paper (Core Compulsory / Elective): Elective |
| Max. Marks : 20 + 80 | | | |
| Total Number of Lectures (Lecture – Tutorials – Practical): 0+0+360 | | | |
| Units: | Topics: | | No. of Lectures |
| I | Dissertation/ Research Project & Viva Voce | | 360 |
| Suggested Readings: | | | |
| <div><div>1. "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches" by John W. Creswell and J. David Creswell This book covers various research designs and approaches, helping you select the most appropriate one for your dissertation. It's suitable for both qualitative and quantitative research.</div><div>2. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams This book is a comprehensive guide to the research process, from formulating research questions to presenting findings. It offers practical advice and strategies for effective research.</div><div>3. "How to Write a Better Thesis" by David Evans, Paul Gruba, and Justin Zobel Geared towards graduate students, this book provides practical guidance on planning, writing, and revising a thesis or research project. It covers a range of disciplines and research methods.</div><div>4. "Completing Your Qualitative Dissertation: A Roadmap from Beginning to End" by Linda Dale Bloomberg and Marie F. Volpe Focused on qualitative research, this book offers step-by-step guidance on the entire dissertation process, including choosing a topic, data collection, analysis, and writing.</div></div> | | | |

5. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker
This book offers practical strategies to help you overcome writer's block and procrastination while writing your dissertation. It emphasizes consistent writing habits.
6. "The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation" by Carol M. Roberts
This book provides a holistic approach to the dissertation process, covering topics such as time management, literature review, research design, and defense preparation.
7. "How to Design, Write, and Present a Successful Dissertation Proposal" by Elizabeth A. Wentz
Focusing on the proposal stage, this book offers guidance on crafting a clear and effective dissertation proposal, including outlining research questions and methodologies.
8. "Writing the Successful Thesis and Dissertation: Entering the Conversation" by Irene L. Clark
This book emphasizes the importance of contributing to the scholarly conversation in your field and provides practical advice on how to structure and present your research.
9. "The Literature Review: Six Steps to Success" by Lawrence A. Machi and Brenda T. McEvoy
A comprehensive guide to conducting a literature review, a crucial component of any research project or dissertation.
10. "Demystifying Dissertation Writing: A Streamlined Process from Choice of Topic to Final Text" by Peg Boyle Single

This book offers a straightforward and organized approach to the dissertation process, helping you break down the tasks and stay on track.

Suggested continuous Evaluation Methods –

Continuous Internal Evaluation shall be of 40% in two Steps in a Semester , C1(After 45 Days) & C2 (After 90 Days) respectively. Marks of Each Internal Assesment will be distributed as under ;

Assignment/Practical/Projects – 05 Marks

Internal Class Test – 10 Marks

Attendance/Behavior – 05 Marks

Or

Field Visit/ Educational Visit based Viva Voce [Course Code : PSC- 23215B] for (Hons. Students)

Completion of the Programme: Bachelor Degree with Honours/Honours with Research in Major Discipline at the Successful Completion of the Fourth Year (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme. **[NHEQF Level 6.0]**
