



PROGRAM AND COURSE STRUCTURE

MASTER OF ARTS IN POLITICAL SCIENCE

Program Code: SHS 0118
Batch: 2020-22

1. Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.2 Vision and Mission of the School of Humanities & Social Sciences

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

- M1. To promote learning and employability skills among students.**
- M2. To promote study of humankind and its manifestation.**
- M3. To help students succeed in their academic and professional lives.**
- M4. To encourage research and promote knowledge creation.**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.3.1 Program Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as independent critically discerning and creative participant in the workplace, community and personal life.

1.3.3 Program Outcomes of the MA Political Science:

PO1 : Political Literacy: Understanding of the political concepts; institutions, processes, constitutional background and policy outcomes of Indian Government and the ability to compare Indian Government to that of other countries around the world.

PO2 : Global Understanding: Understand and analyze key theories and concepts, historical developments, organizations and modern issues in international relations.

PO3 : Applications of Political Science: Learn to analyze and apply basic political science concepts to current events.

PO4 : Critical and Independent Thinking: Promote critical thinking including the ability to form an argument, detect fallacies, and marshal evidence, about key issues of public policy and politics.

PO5 : Holistic Learning and Evaluation: Appraise the interrelationship among the historical, political, economic, cultural and geographical dimensions in political science.

PO6 : Utility of Political Theories: Explore advanced theories of politics and appraise their importance. Apply that knowledge to the practical tasks.

PO7 : Political and Social Ethics: Become productive citizens dedicated to serving their communities, their nations and the world.

Program Specific Outcomes of the MA Political Science:

PSO1 : To engage students in the study of national and global political system and its linkage with economic and social life.

PSO2 : To equip students with an understanding of politically sensitive issues and development of generalized problem-solving skills.

PSO3 : To enable students to use analytical and specialized research skills in the field of Political Science.

PSO4 : To prepare students for careers in Central, State, Local Governments for taking leadership / administrative positions and to make a valuable contribution to the nation. Besides, they can also join law, NGO, electoral analytics, political journalism, research and teaching

Program Structure

School of Humanities and Social Sciences
M.A (Political Science)
Batch: 2020-22
TERM: I

| S. No. | Subject Code | Subjects | Teaching Load | | | Credits | Core/ Elective Pre- Requisite /Co- Requisite | Type of Course ¹ : 1. CC 2. AECC 3. SEC 4. DSE |
|---------------------------------|--------------|--|---------------|---|---|-----------|---|---|
| | | | L | T | P | | | |
| THEORY SUBJECTS | | | | | | | | |
| 1. | MPO 101 | Debates in Political Theory | 5 | 0 | 0 | 5 | Core | CC |
| 2. | MPO 102 | Politics in India | 5 | 0 | 0 | 5 | Core | CC |
| 3. | MPY 103 | Research Methodology & Research Design | 4 | 1 | 0 | 5 | Core | CC |
| 4. | MPO 104 | Theories of International Relations | 5 | 0 | 0 | 5 | Core | CC |
| Practical/Viva-Voce/Jury | | | | | | | | |
| 5. | ARP 101 | Communicative English-1 | 1 | 0 | 2 | 2 | Core | AECC |
| TOTAL CREDITS | | | | | | 22 | | |

¹ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

School of Humanities and Social Sciences
M.A(Political Science)
Batch: 2020-22
TERM: II

| S. No. | Subject Code | Subjects | Teaching Load | | | Credits | Core/ Elective Pre-Requisite/ Co Requisite | Type of Course ² : 1. CC 2. AEC C 3. SEC 4. DSE |
|------------------------|--------------------------|---|---------------|---|---|-----------|--|---|
| | | | L | T | P | | | |
| THEORY SUBJECTS | | | | | | | | |
| 1. | MPO 201 | Comparative Politics | 5 | 0 | 0 | 5 | Core | CC |
| 2. | MPO 202 | Administrative Theory | 5 | 0 | 0 | 5 | Core | CC |
| 3. | MPO 203 OR MPO 204 | Geopolitics & South Asia OR India and the Global Politics | 5 | 0 | 0 | 5 | Elective | DSE |
| 4. | MPO 205 | Perspectives of Development | 4 | 0 | 0 | 4 | GE | GE |
| 5. | EVS 103 | EVS | 1 | 0 | 2 | 2 | AECC | AECC |
| TOTAL CREDITS | | | | | | 21 | | |

² CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

School of Humanities and Social Sciences
M.A(Political Science)
Batch: 2020-22
TERM: III

| S. No. | Subject Code | Subjects | Teaching Load | | | Credits | Core/ Elective Pre- Requisite/ Co Requisite | Type of Course ³ : 1. CC 2. AECC 3. SEC 4. DSE |
|---------------------------------|--------------------------|--|---------------|---|---|-----------|--|--|
| | | | L | T | P | | | |
| THEORY SUBJECTS | | | | | | | | |
| 1. | MPO 301 | Elections and Electoral Processes in India | 5 | 0 | 0 | 5 | Core | CC |
| 2. | MPO 302 | Themes in India Political Thought | 5 | 0 | 0 | 5 | Core | CC |
| 3. | MPO 303 OR MPO 304 | Governance & Public Policy in India OR Foundations of Moral Politics | 5 | 0 | 0 | 5 | Elective | DSE |
| 5. | MPO 305 OR MPO 306 | Social Exclusion: Theory and Practice OR Tribal Studies | 5 | 0 | 0 | 5 | Elective | DSE |
| Practical/Viva-Voce/Jury | | | | | | | | |
| 6. | CCU701 | Community Connect | 0 | 0 | 2 | 2 | AECC | AECC |
| 7. | MPO 307 | Internship | 0 | 0 | 2 | 2 | CC | CC |
| TOTAL CREDITS | | | | | | 24 | | |

³ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

School of Humanities and Social Sciences
M.A(Political Science)
Batch: 2020-22
TERM: IV

| S. No. | Subject Code | Subjects | Teaching Load | | | Credits | Core/ Elective Pre-Requisite/ Co Requisite | Type of Course ⁴ : 1. CC 2. AEC C 3. SEC 4. DSE |
|---------------------------------|---------------------|---|---------------|---|---|-----------|--|---|
| | | | L | T | P | | | |
| THEORY SUBJECTS | | | | | | | | |
| 1. | MPO 401 | Key Texts in Political Philosophy | 5 | 0 | 0 | 5 | Core | CC |
| 2. | MPO 402/ MPO 403 | International Political Economy/ Introduction to Diplomacy & International Negotiations | 5 | 0 | 0 | 5 | Elective | DSE |
| 3. | | GE- Universal Values and Professional Ethics | 4 | 0 | 0 | 4 | GE | GE |
| Practical/Viva-Voce/Jury | | | | | | | | |
| 4. | MPO 404 | Dissertation | 5 | 0 | 0 | 5 | CC | CC |
| 5. | | Computer Assisted Analysis | 1 | 0 | 2 | 2 | SEC | SEC |
| TOTAL CREDITS | | | | | | 21 | | |
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⁴ CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Course Templates

M.A POLITICAL SCIENCE

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: I |
| 1 | Course Code | MPO 101 |
| 2 | Course Title | Debates in Political Theory |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics. 2. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. 3. It does not claim to have any final answers to such questions and instead acknowledges disagreements. 4. Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit. 5. Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values. 6. The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment. 7. It is imperative to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions. |
| 6 | Course Outcomes | <p>CO1: Understand the various traditions and approaches of political theory and appreciate how they get reflected in organizing social living .Understand multiple frames by which the idea of political community is debated</p> <p>CO2: Understand the significance of theorizing and of applying theory into practice.</p> <p>CO3: Appreciate how these values and concepts enrich the discourses of political life, sharpening their analytical skills in the process.</p> |
| 7 | Course | Debates will relate to concepts: |

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| | Description | | | |
| 8 | Outline syllabus | | | |
| | Unit 1 | Introduction | | |
| | A | What is Political Theory? Disagreements and Debates in Political Theory Normative judgement in a Political Context | | |
| | B | Understanding Power The Faces of Power (Steven Lukes) | | |
| | C | Four different Phases of Power (Foucault) | | |
| | Unit 2 | Debates on freedom | | |
| | A | Freedom as autonomy (Kant, Mill) | | |
| | B | Negative vs. Positive Liberty (Berlin, MacCallum) Freedom and the market (Libertarians) | | |
| | C | Republican Conception (Skinner) Freedom as Development (Sen) | | |
| | Unit 3 | Debates on Equality | | |
| | A | Value of Equality (Bernard Williams) Equality of Opportunity (Rawls) | | |
| | B | Equality of What? (Welfare, Resources, Capability) Luck egalitarianism and its critique (Elizabeth Anderson) | | |
| | C | Contemporary Egalitarianism | | |
| | Unit 4 | Debates on Justice | | |
| | A | Consequentialist vs. Deontological (Utilitarians, Rawls) Justice as Fairness (Rawls) | | |
| | B | Communitarian and Feminist Conceptions (Walzer, Sandel, Okin) | | |
| | C | Global Justice (Thomas Pogge) | | |
| | Unit 5 | Debates on Rights & Democratic Political Community | | |
| | A | Moral vs. Legal conceptions Choice and Interest theories | | |
| | B | Conflicts between rights | | |
| | C | Citizenship, Virtues and Democratic Education | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | Unit I <ul style="list-style-type: none"> • Dryzek, John S, Bonnie Honig, and Anne Philips, 2006, "Introduction" in Dryzek, Honig and Philips (Eds.), The Oxford Handbook of Political Theory, Oxford University Press: 3-41. • McKinnon, Catriona, 2008, "Introduction" in McKinnon, Catriona (ed), Issues in Political Theory, New York: Oxford University Press. • Althusser, L, 1977, 'Ideology and Ideological State Apparatuses (Notes Towards an Investigation)' in Althusser 'Lenin and Philosophy' and Other Essays, London: New Left Books. • Haugaard, Mark, 2002, Power: A Reader, Manchester | | |

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| | | <p>University Press: 1-66; 181-204. Luke's, Steven. Power: A Radical View. London: Macmillan Press, 1974</p> <ul style="list-style-type: none"> • Unit II: • Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, Four Essays on Liberty, London: Oxford University Press: 118-72. • Constant, Benjamin, 1988, 'The Liberty of the Ancients Compared with that of the Moderns', in Benjamin Constant, Political Writings, Cambridge University Press: 308-28. • MacCallum, G. C. Jr., 1967, 'Negative and Positive Freedom', Philosophical Review, 76, pp. 312- 34. • Nelson, E., 2005, 'Liberty: One Concept Too Many?' Political Theory, 33, pp. 58-78. <p>Pettit, P., 2007, 'Republican Freedom: Three Axioms, Four Theorems', in Laborde, C. and Maynor, J. (eds), Republicanism and Political Theory, Oxford: Blackwell.</p> <p>Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), The Idea of Freedom, Oxford: Oxford University Press.</p> <p>Skinner, Q., 2002, 'A Third Concept of Liberty', Proceedings of the British Academy, 117, no. 237, pp. 237-68.</p> <p>Sen, Amartya, 2000, Development as Freedom, Delhi: OUP: Introduction, Ch. 1: 3-34.</p> <p>Unit III:</p> <p>Anderson, Elizabeth S, 1999, "What Is the Point of Equality?" Ethics 109/2: 287-337.</p> <p>Arneson, R, 1989, 'Equality and Equal Opportunity for Welfare', Philosophical Studies, 56 (1): 77-93.</p> <p>Casal, Paula, 2007, "Why Sufficiency Is Not Enough," Ethics 117/2: 296-326. Cohen, G. A., 1989, 'On the Currency of Egalitarian Justice', Ethics, 99/4: 906-44.</p> <p>Dworkin, Ronald, 1981, 'What is Equality? Part I: Equality of Welfare'; 'Part II: Equality of Resources',</p> |
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| | <p>Philosophy and Public Affairs, Vol. 10.</p> <p>Frankfurt, H., 1987, "Equality as a Moral Ideal", <i>Ethics</i>, 98/1: 21-43.</p> <p>Parfit, D., 2000, "Equality or Priority?" in M. Clayton and A. Williams (eds.) <i>The Ideal of Equality</i>, London: Macmillan: 81-126.</p> <p>Sen, Amartya, 1980, "Equality of What?" in <i>Tanner Lectures on Human Values, Volume 1</i>, ed. S. McMurrin, Cambridge: Cambridge University Press.</p> <p style="text-align: center;">UNIT:IV</p> <p>Cohen, G. A., 2008, <i>Rescuing Justice and Equality</i>, Harvard University Press: 1-14; 229-371. Okin, Susan M, 1987, "Justice and Gender", <i>Philosophy & Public Affairs</i> 16/1: 42-72.</p> <p>Pogge, Thomas, 2008, "Introduction to the Two-Volume Collection" <i>Global Justice: Seminal Essays</i> (co-edited with Darrel Moellendorf) and <i>Global Ethics: Seminal Essays</i> (co-edited with Keith Horton), St. Paul, MN: Paragon House: xiii-xxiv</p> <p>Rawls, John, 2001, <i>Justice as Fairness: a restatement</i>, Cambridge, MA: Harvard University Press. (excerpts)</p> <p>Walzer, M, 1983, <i>Spheres of Justice</i>, New York: Basic Books.</p> <p style="text-align: center;">Unit V</p> <p>Dworkin, Ronald, 1984, "Rights as Trumps", in Waldron, J., (ed.) <i>Theories of Rights</i>, Oxford: Oxford University Press: 153-67.</p> <p>Raz, Joseph, 1986, <i>The Morality of Freedom</i>, Oxford: Clarendon Press. (Ch. 7) Steiner, Hillel, 1994, <i>An Essay on Rights</i>, Oxford: Blackwell. (Ch. 3)</p> <p>Waldron, Jeremy, 1989, "Rights in Conflict", <i>Ethics</i> 99/3: 503-19.</p> <p>Wenar, Leif, 2005, "The Nature of Rights", <i>Philosophy and Public Affairs</i>, 33: 223-53.</p> <p>Bellamy, Richard, 1999, <i>Liberalism and Pluralism: Towards a Politics of Compromise</i>, London: Routledge, 1999, Ch. 1.</p> <p>Callann, Eamonn, 2004, 'Citizenship and Education', <i>Annual</i></p> |
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| | | Review of Political Science, 7: 71- 90. Taylor, Charles, et al, 1994, <i>Multiculturalism: Examining the Politics of Recognition</i> , Princeton: Princeton University Press. |
| | Other References | <ul style="list-style-type: none"> • Ball, Terence, James Farr and Russell L Hanson, (Eds.) 1989, <i>Political Innovation and Conceptual Change</i> (Cambridge University Press) • Dryzek, John S, Bonnie Honig, and Anne Philips, (Eds.) 2006, <i>The Oxford Handbook of Political Theory</i> (Oxford University Press) • Goodin, Robert, Philip Pettit and Thomas Pogge (Eds.), 2007, <i>A Companion to Contemporary Political Philosophy</i>, 2nd Edition, Vol 1. (Blackwell) • Kymlicka, Will, 2002, <i>Contemporary Political Philosophy: An Introduction</i> (Oxford University Press) |

Facilitating the achievement of Course Learning Outcomes

The Department deploys multiple methods to evaluate the program outcomes alongside the stipulated requirements of the university of having internal assessments and end-semester exams.

The teachers use varied pedagogical techniques including class projects (in individual and group mode), term papers, class presentations and field research to create a participative learning environment in the classes.

The communication and analytical skills of students are evaluated through regular interactive modes of teaching and learning.

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: I |
| 1 | Course Code | MPO 102 |
| 2 | Course Title | Politics in India |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| Course Type | | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course focuses on political institutions and processes in India to expose the students to the ways of studying state and politics in India. 2. The course identifies themes which have become significant in the study of Indian politics and explores the processes through which they acquired salience. 3. It places these themes in historical, social and economic contexts, as well as the institutional frameworks within which they take specific forms. 4. The manner in which institutions are constituted and function in relationship with each other and in the context of the wider social and political processes are crucial for a comprehensive understanding of the complex ways in which politics in India takes institutional forms and unfolds through diverse processes. |
| 6 | Course Outcomes | <p>After studying this course the students will have an in depth understanding of:</p> <p>CO1: The student will be able to understand the different ways in which politics in India has been studied.</p> <p>CO2: The themes and conceptual categories which can be deployed to understand the specificities of Indian politics.</p> <p>CO3: The relationship between social, economic and political processes.</p> <p>CO4: The relationship between the government institutions and political processes.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> |
| 7 | Course Description | |
| 8 | Outline syllabus | |
| | Unit 1 | Perspectives and Approaches |
| | A | Evolution of State: Precolonial to Modern state |

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| | B | Political Culture | | |
| | C | Political Economy | | |
| | Unit 2 | Constitutionalism, Rights and Accountability | | |
| | A | Historical Origins and Constituent Assembly Debates Distinctive Features of Indian Constitutionalism | | |
| | B | Rule of Law and Debate on Extraordinary Laws | | |
| | C | Civil Liberties and National Human Rights Commission | | |
| | Unit 3 | Governmental Institutions: Functioning and Inter-relationships | | |
| | A | Judiciary: Appointments, Accountability and Independence, Judicial Review and Judicial Activism | | |
| | B | Executive: Relationship between President, Prime Minister and the Cabinet Legislature: Issues of Representation and Diversity, Functioning | | |
| | C | Issues of institutional supremacy and the debate on basic structure doctrine | | |
| | Unit 4 | Decentralization and Devolution | | |
| | A | Federalism: Centre State Relations | | |
| | B | Federal Asymmetries and Accommodation of Diversities, Intergovernmental Mechanisms | | |
| | C | Local Self Government I. Panchayats ii. Municipalities | | |
| | Unit 5 | | | |
| | A | Social Base of Politics in India: Caste, Class, Gender and Religion | | |
| | B | Social Movements, Voluntary Groups and Debate over Civil and Political Society | | |
| | C | Nature of State in Contemporary India: Welfare , Regulatory, Security and Surveillance | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | Unit I: Perspectives and Approaches Thomas Pantham (2009, fourth impression), 'The Indian Nation-State' in Veena Das (ed.), <i>Oxford Handbook of Indian Sociology</i> , New Delhi: Oxford University Press. Sudipta Kaviraj (2010), 'On the Enchantment of the State: Indian Thought on the Role of the State in the Narrative of Modernity', Sudipta Kaviraj (ed.), <i>The Trajectories of the Indian State: Politics and Ideas</i> , Ranikhet: Permanent Black, pp. 40-77. Ashis Nandy (1993, second impression), 'The Making and Unmaking of Political Cultures in India' in Ashis Nandy, <i>At the</i> | | |

Edge of Psychology: Essays in Politics and Culture, Delhi: Oxford University Press, pp.47-69.

Ashis Nandy (2007), 'Culture, State and the Rediscovery of Indian Politics', in Ashis Nandy, *The Romance of the State and the Fate of Dissent in the Tropics*, New Delhi: Oxford University Press, pp.15-33.

Rajni Kothari (1978), *The Democratic Polity and Social Change in India*, New Delhi, Allied.

Sudipta Kaviraj (2010), 'Political Culture in independent India: An Anti-Romantic View' in Sudipta Kaviraj (ed.), *The Trajectories of the Indian State*, Ranikhet: Permanent Black, pp.78-99.

L.I. Rudolph and S.H. Rudolph (1987, paperback reprint 1998), *In Pursuit of Lakshmi, The Political Economy of the Indian State*, New Delhi: Orient Longman, (Part 1, Centrist Politics, Class Politics, and the Indian State, pp.19-35, Part 3, Ch.7. Economy, Demand Polity and Command Polity, pp.211-219 and Ch.8. Types of Policies and Economic Performance, pp.220-246).

Partha Chatterjee (2004, sixth impression), 'Development Planning and the Indian State', in Partha Chatterjee (ed.), *State and Politics in India*, New Delhi: Oxford University Press, pp.271- 298.

Unit II: Constitutionalism, Rights and Accountability

B. Shiva Rao (1968) *The Framing of India's Constitution, A Study and Select Documents*, Bombay: Tripathi.

Rajeev Bhargava (ed.) (2008), *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press.

S.K. Chaube (1973), *Constituent Assembly of India: Springboard of Revolution*, New Delhi: PPH, (reprinted 2000 Delhi: Manohar).

Dr. B.R. Ambedkar's speech in the Constituent Assembly, CAD, 25 November 1949, Vol.X-XII, Book 5, Delhi: Lok Sabha Secretariat, Delhi, 2003.

Upendra Baxi (2013) 'Preliminary Notes on Transformative

Constitutionalism' in Oscar Vilhena, Upendra Baxi and Fans Viljoen (eds)., *Transformative Constitutionalism: Comparing the Apex Courts of Brazil, India and South Africa*, Pretoria: Pretoria University Law Press.

Upendra Baxi (2007) 'The Rule of Law in India,' Sao Paulo: *SUR – International Journal On Human Rights*, Vol.3 no.

Ujjwal Kumar Singh and Anupama Roy (2018), 'B. R. Ambedkar and the Ideas of Constitutionalism and Constitutional Democracy', *Summerhill – IAS Review*, Summerhill IAS Review Vol. XXIII, No. 2, Winter, pp. 3-11.

Prakash Louis and R.Vashum (2002) *Extraordinary Laws in India*, New Delhi: Indian Social Institute.

Ujjwal Kumar Singh, (2007) *The State, Democracy and Anti-terror Laws in India*, New Delhi: Sage.

E. Sridharan (2017) 'Institutions of Internal Accountability' in Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav (ed.), *Rethinking Public Institutions in India*, New Delhi: Oxford University Press, pp.269-296

Ujjwal Kumar Singh (2018) 'The 'Inside–Outside' Body', *Economic and Political Weekly*. Vol. 53, Issue No. 5, 03 Feb, 2018.

Unit III: Social Base of Politics in India: Caste, Class, Gender and Religion

Rajni Kothari (1970, reprinted edition 1973), 'Introduction: Caste in Indian Politics', in Rajni Kothari (ed.), *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-23.

Rajni Kothari (2004), 'Rise of the Dalits and the Renewed Debate on Caste', in Partha Chatterjee (ed.), *State and Politics in India*, New Delhi: Oxford University Press, pp.439-458.

Partha Chatterjee (1997), 'The Nation and its Outcasts', in Sudipta Kaviraj (ed.), *Politics in India*, Delhi: Oxford University Press, pp.94-118.

Aditya Nigam (2007), *The Insurrection of Little Selves: The Crisis of Secular-Nationalism in India*, Delhi: Oxford University Press.

Akeel Bilgrami (1994), 'Two Concepts of Secularism: Reason,

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| | <p>Modernity and the Archimedean Ideal’, <i>Economic and Political Weekly</i>, July 9, pp.1749-61.</p> <p>Ashis Nandy (1999), ‘A Critique of Modernist Secularism’ in Sudipta Kaviraj (ed) <i>Politics in India</i>, Delhi: Oxford University Press, pp.329-341.</p> <p>Sudipta Kaviraj (2011), ‘Religion, Politics and Modernity’ in Sudipta Kaviraj, <i>The Enchantment of Democracy and India: Politics and Ideas</i>, Ranikhet: Permanent Black, pp.183-208.</p> <p>Paul Brass (2003), ‘Riots and Election’ (Chapter 8) and ‘The Practice of Communal Politics’ (Chapter 9) in Paul Brass, <i>The Production of Hindu-Muslim Violence in Contemporary India</i>, Delhi: Oxford University Press, pp. 219-239, 240-261.</p> <p>Rajeev Bhargava (1998, 2006), <i>Secularism and its Critics</i>, New Delhi: Oxford University Press.</p> <p>Unit IV: Governmental Institutions: Functioning and Inter-relationships</p> <p>B.D. Dua, M.P. Singh and Rekha Saxena (eds.) (2006) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</p> <p>Justice (Retd) B.N. Srikrishna (2016) ‘Judicial Independence’ in Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta (eds.) <i>The Oxford Handbook of the Indian Constitution</i>. New Delhi: Oxford University Press.</p> <p>Prashant Bhushan (2006), ‘Public Interest Litigation: Supreme Court in the Era of Liberalization’ in</p> <p>B.D Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</p> <p>Rajeev Dhavan,(2006), “Governance by Judiciary: Into the Next Millennium” in B.D Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Delhi: Manohar.</p> <p>S.P. Sathe 2002), <i>Judicial Activism in India: Transgressing Borders and Enforcing Limits</i>, New Delhi: Oxford University Press.</p> <p>Shylashri Shankar, (2010) ‘India’s judiciary: Imperium in imperio?’</p> |
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| | <p>in Paul Brass (ed.), <i>Routledge Handbook of South Asian Politics</i>, Routledge.</p> <p>Upendra Baxi (1980) <i>The Supreme Court in Indian Politics</i>, New Delhi: Eastern Book Company.</p> <p>Upendra Baxi (1985) <i>Courage, Craft and Contention, The Indian Supreme Court in the Eighties</i>, Bombay: N.M.Tripathi.</p> <p>B.D. Dua (2006) “India: A Study in Executive-Judicial Relations Revisited” in B.D. Dua, M.P Singh and Rekha Saxena (eds.) <i>Indian Judiciary and Politics: The Changing Landscape</i>, Manohar, Delhi.</p> <p>James, Manor. (2005) ‘The Presidency’, in Devesh Kapur and Pratap Bhanu Mehta (eds.) <i>Public Institutions in India: Performance and Design</i>, New Delhi: Oxford University Press.</p> <p>James Manor, ed., (1994) <i>Nehru to the Nineties: The Changing Office of Prime Minister in India</i>, Viking, New Delhi.</p> <p>M.P. Singh and Rekha Saxena. (2011) ‘Union Executive: A Cabinet or A Cabal?’ <i>Indian Politics: Constitutional Foundations and Institutional Functioning</i>. Delhi: PHI.</p> <p>V.A. Pai Panandiker and Ajay K. Mehra. (1996) <i>The Indian Cabinet: a study in Governance</i>. Delhi: Konark.</p> <p>M.R. Madhavan, (2017) ‘The Parliament’. in Devesh Kapur, Pratap Bhanu Mehta and Milan Vaishnav (eds.), <i>Rethinking Public Institutions in India</i>, New Delhi: Oxford University Press, pp.66-103.</p> <p>B.L. Shankar and Valerian Rodrigues (2014) <i>The Indian Parliament: A democracy at work</i>. New Delhi: Oxford University Press.</p> |
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Theories of International Relations

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: I |
| 1 | Course Code | MPO 104 |
| 2 | Course Title | Theories of International Relations |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course seeks to equip students with the basic intellectual tools for understanding International Relations. 2. The purpose of this course is to provide a thorough background in all schools of IR theory and the debates between them regarding their perspective on the nature of international politics. 3. A key objective of this course is to make students aware of the implicit Euro-centricism of International Relations by highlighting certain specific perspectives from the global South. 4. The course also offers insights into key contemporary global issues such as global justice and human rights. 5. This course aims to imbibe the skills required to engage in debates all around the world. 6. This course aims to develop the capacity to think critically in an analytically rigorous way. |
| 6 | Course | CO1: The student will be able to understand the meaning and evolution of |

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| | Outcomes | <p>discipline of International Relations.</p> <p>CO2: The student will be able to understand some of the basic concepts of international relations.</p> <p>CO3: Major theoretical perspectives will broaden the critical insight and inculcate among students the significance and rigor of the study of international relations.</p> <p>CO4: The students will have a comprehensive understanding of both historical processes and contemporary practices in international relations.</p> <p>CO5: The course will go beyond Euro-centrism in international relations and reflect on the global South perspectives.</p> |
| 7 | Course Description | This Course is designed to give students a sense of some important theoretical approaches to understand international relations. Effort has been made to orient students to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. |
| 8 | Outline syllabus | |
| | Unit 1 | Introduction to International Relations |
| | A | Meaning, Nature, Scope and Significance |
| | B | Evolution of Discipline of International Relations |
| | C | The Great Debates |
| | Unit 2 | Concepts |
| | A | Power |
| | B | National Interest |
| | C | Security |
| | Unit 3 | Mainstream Theoretical Perspectives in IR |
| | A | Realism & Indian Tradition: Kautilya's Realpolitik |
| | B | Liberalism & Neo-liberalism |
| | C | English School |
| | Unit 4 | Alternative Approaches in IR |
| | A | Critical Theory |
| | B | Constructivism |
| | C | Marxist Approaches and Feminism |
| | Unit 5 | Normative Approaches and International Ethics |

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| A | IR Theories and the Global South | | |
| B | Global Justice | | |
| C | Human Rights | | |
| Mode of examination | Theory | | |
| Weightage | CA | MTE | ETE |
| Distribution | 30% | 20% | 50% |
| Text book/s* | <p style="text-align: center;">Unit-1 1-A</p> <p>Baylis, J., Smith, S., & Owens, P. (2007). The globalization of world politics: An introduction to international relations. New York, N.Y: Oxford University Press.</p> <p style="text-align: center;">Unit- 1 1-B</p> <p>Stephen M. Walt, ‘International Relations: One World Many Theories’, <i>Foreign Policy</i>, No. 110, Spring, 1998, pp. 29-32 and 34-46.</p> <p>Milja Kurki and Colin White, ‘International Relations and Social Science’, in Tim Dunne, Milja Kurki and Steve Smith(eds.), <i>International Relations Theories: Discipline and Diversity</i> (Oxford: Oxford University Press, 2013): 14-45.</p> <p>Scott Burchill and Andrew Linklater, “Introduction”, in Scott Burchill et. al. eds., <i>Theories of International Relations</i>, New York: St Martin Press, 1996, pp. 67-92.</p> <p>Martin Hollis and Steve Smith, “The Growth of a Discipline”, in Martin Hollis and Steve Smith, <i>Explaining and Understanding International Relations</i>, Oxford: Clarendon Press, 1991, pp. 16- 44.</p> <p style="text-align: center;">Unit- 1 C</p> <p>Chris Brown, “Theory and International Relations 1: Past Debates” and “International Relations Theory Today”, in his book on, <i>Understanding International Relations</i>, New York: Palgrave, 2001, pp. 21-61.</p> <p>Peter Wilson, “The Myth of the ‘First Great Debate’”, in Tim Dunne, Michael Cox and Ken Booth, eds., <i>The Eighty Years Crisis: International Relations - 1919-1999</i>, Cambridge: Cambridge University Press, 1998, pp. 1-16.</p> <p>Morton A. Kaplan “The New Great Debate: Traditionalism vs. Science in International Relations”, in Stephan Chan and Cerwyn Moore, eds., <i>Theories of International Relations</i>, Vol. 1, Indusland: Sage, 2006, pp. 72- 88.</p> | | |

Ole Waeber, “The Rise and the Fall of Inter-Paradigm Debate”, in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, 1996, pp. 149-185.

Andrew Linklater, “Rationalism,” in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 93-118.

Steve Smith, “Positivism and Beyond”, in Andrew Linklater, ed., *Critical Concepts in Political Science*, Vol. 2, New York: Routledge, 2000, pp. 568-596.

Cameron G. Thies, “Progress, History and Identity in International Relations Theory: The Case of the Idealist–Realist Debate”, *European Journal of International Relations*, vol. 8, no.2, 2002, pp.147–85

J. David Singer, “The Incomplete Theorist: Insight without Evidence”, in Andrew Linklater, ed.,

Critical Concepts in Political Science, Vol. 2, New York: Routledge, 2000, pp. 394- 412.

Hedley Bull, “International Theory: The Case for a Classical Approach”, in Andrew Linklater, ed.,

Critical Concepts in Political Science, Vol. 2, New York: Routledge 2000, pp. 363- 376.

John A. Vasquez, “The Post-Positivist Debate: Reconstructing Scientific Inquiry and IR Theory after Enlightenment’s Fall”, in Ken Booth and Steve Smith, eds., *International Relations: Theory Today*, Pennsylvania: Pennsylvania State University Press, 1995, pp. 217-240.

Unit- II

Baylis, J., Smith, S., & Owens, P. (2007). The **globalization of world politics**: An introduction to **international** relations. New York, N.Y: Oxford University Press.

Indian Tradition: Kautilya’s Realpolitik

1. Rangaraja, L. N. (ed.), *Kautilya: The Arthashastra*, Kolkatta: Penguin Books, 1992.
2. Benoy Kumar Sarkar, “The Hindu Theory of State,” *Political Science Quarterly*, vol. 36, no.1, March 1921, pp. 79-90.
3. Benoy Kumar Sarkar, “Hindu Theory of International Relations”, *The American Political Science Review*, vol. 13, no. 3, August

1919, pp. 400-414.

Unit- III 3-A

Richard K. Ashley, “The Poverty of Neorealism”, and Robert O. Keohane, “Theory of World Politics: Structural Realism and Beyond”, in Robert O. Keohane, ed., *Neorealism and Its Critics*, New York: Columbia University Press, 1986, pp. 255-297.

Scott Burchill, “Realism and Neo-Realism”, in Scott Burchill et. al. eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 67-92.

Kenneth Waltz, “Laws and Theories”, “Reductionist and Systemic Theories” and “Political Structures”, in Robert O. Keohane, ed., *Neorealism and Its Critics*, New York: Columbia University Press, 1986, pp. 27-97.

Mohammad Ayoob, “Inequality and Theorizing in International Relations: The Case for Subaltern Realism”, *International Studies Review* 4(3): 2002, pp. 27-48.

Ann Tickner, ‘Hans Morgenthau’s Principles of Political Realism: A Feminist Reformulation’, *Millennium Journal of International Studies*. No. 17, 1988, pp. 429-440.

Barry Buzan, “The Timeless Wisdom of Realism?”, in Steve Smith, Ken Booth and Marysia Zalewski, eds., *International Theory: Positivism and Beyond*, Cambridge: Cambridge University Press, 1996, pp. 47-65.

Unit- III 3-B

Scott Burchill, “Liberal Internationalism”, in Scott Burchill and Andrew Linklater, eds., *Theories of International Relations*, New York: St Martin Press, 1996, pp. 28-66.

David A. Baldwin, “Neo-liberalism, Neo-Realism and World Politics”, in David A. Baldwin, ed., *Neo-Realism and Neo-liberalism: The Contemporary Debate*, New York: Columbia University Press, 1993, pp. 3-28.

Joseph Grieco, “Anarchy and the Limits of Cooperation: A Realist Critique of the New Liberal Institutionalism”, *International Organization*, vol. 42, no. 3, 1988, pp. 48

Unit- III 3-C

Barry Buzan, Part I; Background and Context’, in, *An Introduction to the English School of International Relations:*

| | | |
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| | | <p>The Societal Approach (London: Polity Press, 2014): 1-39.</p> <p>Richard Little, “The English School’s Contribution to the Study of International Relations”, <i>European Journal of International Relations</i>, vol. 6, September 2000, pp. 395-422.</p> <p>Roger Epp, “The English School on the Frontiers of International Relations”, in Tim Dunne, Michael Cox and Ken Booth, eds., <i>The Eighty Years Crisis: International Relations - 1919-1999</i>, Cambridge: Cambridge University Press, 1998, pp. 47-64.</p> <p>Robert H. Jackson, “The Political Theory of International Society”, Ken Booth and Steve Smith, eds., <i>International Relations: Theory Today</i>, Pennsylvania: Pennsylvania State University Press, 1995, pp. 110-128.</p> <p>Barry Buzan, ‘From International System to the International Society: Structural Realism and Regime Theory Meet the English School’, <i>International Organisation</i> 47(3), 1993, pp: 327-352.</p> <p style="text-align: center;">Unit- IV 4-A</p> <p>Richard Devetak, “Critical Theory”, in Scott Burchill et.al. eds., <i>Theories of International Relations</i>, London: Macmillan Press, 1996, pp. 145-178.</p> <p>Richard Devetak, “A Rival Enlightenment? Critical International Theory in Historical Mode.” <i>International Theory</i>, vol 6 no. 3, 2014, 417-453.</p> <p>Robert Cox, “Social Forces, States and World Orders: Beyond International Relations Theory”, in Robert O. Keohane, ed., <i>Neorealism and its Critics</i>, New York: Columbia University Press, 1986.</p> <p>Andrew Linklater “Realism, Marxism and Critical International Theory”, in Stephan Chan and Cerwyn Moore, eds., <i>Theories of International Relations</i>, Vol. 3, Indusland Oaks: Sage, 2006, pp. 110-125.</p> <p>Andrew Linklater, “The Achievements of Critical Theory”, in Steve Smith, Ken Booth and Marysia Zalewski, eds., <i>International Theory: Positivism and Beyond</i>, Cambridge: Cambridge University Press, 1996, pp. 279-300.</p> <p style="text-align: center;">Unit- IV 4-B</p> <p>Michael Desch, “Culture Clash: Assessing the Importance of Ideas in Security Studies”,</p> |
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| | | <p><i>International Security</i>, vol. 23, no. 1, 1998, pp. 141-170.</p> <p>Alexander Wendt, “Anarchy is What States Make of It: The Social Construction of World Politics”, <i>International Organization</i>, vol. 46, no. 2, 1992, pp. 391-425.</p> <p>Ted Hopf, “The Promise of Constructivism in IR Theory”, in Andrew Linklater ed., <i>Critical Concepts in Political Science</i>, Vol. 4, New York: Routledge 2000, pp. 1756-1783.</p> <p>Alexander Wendt, “Constructing International Politics”, in Stephen Chan and Cerwyn Moore, eds., <i>Theories of International Relations</i>, Vol. 4, Indusland Oaks: Sage, 2006, pp 201-210.</p> <p style="text-align: center;">Unit- IV 4-C</p> <ol style="list-style-type: none"> 1. Richard Devetak, “Post-Modernism”, in Scott Burchill and Andrew Linklater, eds., <i>Theories of International Relations</i>, New York: St Martin Press, 1996, pp. 179-209. 2. Pauline Marie Rosenau, <i>Post-Modernism and the Social Sciences: Insights, Inroads and Intrusions</i>, Princeton, NJ: Princeton University Press, 1992, pp. 3-41. <p style="text-align: center;">Unit-5</p> <p>Baylis, J., Smith, S., & Owens, P. (2007). The globalization of world politics: An introduction to international relations. New York, N.Y: Oxford University Press. (Reading for this unit will be provided by suggested faculty)</p> |
| Other References | | |

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| School: SHSS | | Batch : 2020-22 |
| Program: M.A. in Political Science | | Current Academic Year: 2020-21 |
| Branch: Political Science | | Semester: I |
| 1 | Course Code | MPY 103 |
| 2 | Course Title | RESEARCH METHODOLOGY & RESEARCH DESIGN |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 4-1-0 |
| | Course Type | Core |
| 5 | Course Objective | 1) To acquaint students with the philosophy, ethics, design, and evaluation of research in social science. 2) To create awareness about the basics of scientific research in Social Sciences. 3) To understand methodology of quantitative and qualitative research. 4) To provide the theoretical orientation and background for research. |
| 6 | Course Outcomes | CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2 The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection technique. CO6: The student will be able to design research. |
| 7 | Course Description | This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own. |
| 8 | Outline syllabus | |
| | Unit 1 | Research in Social Sciences |
| | A | Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research |
| | B | Ethical standards of research: planning, conduction and reporting research; plagiarism |
| | C | Cross-cultural research; applied and basic research; Need and benefits of interdisciplinary research |
| | Unit 2 | Steps involved in Research Process |
| | A | Criteria of good research problems, hypotheses, and objectives |
| | B | Relevance of Literature Review; Definition and types of variables |
| | C | Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability. |
| | Unit 3 | Research Designs |
| | A | Exploratory Research: cross- sectional design, single subject study design, the longitudinal study design, observational design and |

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| | | ethnography design | | |
| | B | Descriptive Research: survey research, correlational design | | |
| | C | Causal Research: Experimental design, non- experimental design; pre-post-test design | | |
| | Unit 4 | Data collection methods | | |
| | A | Observation, focus group interview and Structured and Unstructured Interview; | | |
| | B | Structured questionnaire, semi- structured questionnaire and standardized questionnaire; Reliability and Validity of Questionnaires | | |
| | C | Case Study; Ethnography, Projective Techniques. | | |
| | Unit 5 | Test Construction & Research Report | | |
| | A | Developing Questionnaires: Item Writing, Item Analysis | | |
| | B | Preparing a research proposal; Writing research report and article | | |
| | C | Choosing the right journal for publication; Reference writing styles | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | <ol style="list-style-type: none"> 1. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press 2. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). Research methods in psychology. (9th ed.). NY: McGraw Hill. 3. Elmes, D. G. (2011). Research Methods in Psychology (9th ed.). Wadsworth Publishing. 4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344 | | |
| | Other References | <ol style="list-style-type: none"> 1. Charmaz, K. (2006). Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series). New Delhi: Sage Publications. 2. Dominowski, R. L. (1980). Research methods. N.J.: Engelwood Cliffs, Prentice-Hall. 3. Embreston, S. E., & Raise, S. P. (2000). Item response theory for psychologists. Mahwah, NJ: Lawrence Erlbaum 4. Smith, J. A. (2008). Qualitative Psychology: A Practical Guide to Research Methods. Sage. 5. Wiling, C. (2008). Introducing Qualitative Research in Psychology (2nd ed). Open University Press. 6. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). APA. 7. American Psychological Association. (2009). Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA | | |

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| Schools: SHSS | | Batch : 2020-22 |
| | | Current Academic Year: 2020-21 |
| | | Semester: 1st (One) |
| 1 | Course Code | ARP101 |
| 2 | Course Title | Communicative English-1 |
| 3 | Credits | 2 |
| 4 | Contact Hours(L-T-P) | 0-0-3 |
| 5 | Course Objective | To minimize the linguistic barriers that emerge in varied socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude. |
| 6 | Course Outcomes | <p>CO1 Learn to use correct sentence structure and punctuation as well as different parts of speech.</p> <p>CO2 Learning new words its application and usage in different contexts helpful in building meaning conversations and written drafts.</p> <p>CO3 Develop overall comprehension ability, interpret it and describe it in writing. Very useful in real life situations and scenarios.</p> <p>CO4A recognition of one's self and abilities through language learning and personality development training leading up to greater employability chances.</p> <p>CO5 Learn to express oneself through writing while also developing positive perception of self.</p> <p>CO6 To be able to speak confidently in English.</p> <p>CO7 To empower them to capitalize on strengths, overcome weaknesses, exploit opportunities, and counter threats.</p> <p>CO8 To ingrain the spirit of Positive attitude in students through a full length feature film followed by a storyboarding activity</p> <p>CO9 Create a Self Brand, identity and self esteem through various interesting and engaging classroom activity.</p> <p>CO10 Exposing students to simulations and situations wherein students learn to describe people and situations and handle such situations effectively and with ease.</p> <p>CO11 Teaching students how to engage in meaningful dialogues and active</p> |

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| | | <p>conversational abilities to navigate through challenging situations in life and make effective conversations</p> <p>CO12 Learn how to transform adverse beginnings into positive endings – through writing activities like story completion.</p> |
| 7 | Course Description | The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability. |
| 8 | Outline syllabus – ARP 201 | |
| | Unit A | Sentence Structure |
| | Topic 1 | Subject Verb Agreement |
| | Topic2 | Parts of speech |
| | Topic3 | Writing well-formed sentences |
| | Unit B | Vocabulary Building & Punctuation |
| | Topic 1 | Homonyms/ homophones, Synonyms/Antonyms |
| | Topic2 | Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words) |
| | Topic3 | Conjunctions/Compound Sentences |
| | Unit C | Writing Skills |
| | Topic 1 | Picture Description – Student Group Activity |
| | Topic2 | Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie SWOT Analysis – Know yourself |
| | Topic3 | Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full length Feature Film) |
| | Unit D | Speaking Skill |
| | Topic 1 | Self-introduction/Greeting/Meeting people – Self branding |
| | Topic2 | Describing people and situations - To Sir With Love (Watching a Full length Feature Film) |
| | Topic3 | Dialogues/conversations (Situation based Role Plays) |
| 9 | Evaluations | <i>Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE</i> |
| 10 | Texts & References Library Links | <ul style="list-style-type: none"> • Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication • Comfort, Jeremy(et.al). <i>Speaking Effectively</i>. Cambridge University Press |

Comparative Politics

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: I |
| 1 | Course Code | MPO 201 |
| 2 | Course Title | Comparative Politics |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course introduces students to the different perspectives, approaches and conceptual frameworks of comparative political analysis. 2. The course emphasizes the importance of understanding how and why comparisons are made apart from what is to be compared. 3. This paper exposes students to conceptual categories and analytical frameworks which capture and explain both the similarities and differences in political experiences across the world. 4. The purpose of this paper is to help students to examine contemporary political realities with conceptual tools which enable them to see relationship among political phenomena across the world and understand the debates that have gathered around them. |
| 6 | Course Outcomes | <p>CO1: This course will help the student to become familiar with the debates on key concepts and theoretical perspectives in comparative politics</p> <p>CO2: This course will help the student to learn to use the comparative method to analyse why and how political institutions, processes, regimes, and ideologies change over time and across regions</p> <p>CO3: This course will help the student to learn to use conceptual tools</p> |

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| | | <p>to understand new developments in political experiences across the world in a historical, sociological, political economy, and institutional perspectives.</p> <p>CO4: The student would develop a thorough understanding on how to study politics comparatively, that is, understand similarities and differences in political experiences</p> <p>CO5: The course will help the students to develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.</p> | | |
| 7 | Course Description | | | |
| 8 | Outline syllabus | | | |
| | Unit 1 | Comparative Politics: An Overview and Approaches | | |
| | A | Why Compare? Issues, Methods, and Challenges of Comparison | | |
| | B | Institutionalism and Political Economy Approach | | |
| | C | Political Culture Approach | | |
| | Unit 2 | The State in Comparative Perspectives: | | |
| | A | The Characteristics and changing nature of state in Capitalist economies | | |
| | B | The Characteristics and changing nature of state in socialist economies | | |
| | C | The Characteristics and changing nature of state in advanced industrial and developing societies. | | |
| | Unit 3 | Democracy and Democratisation: | | |
| | A | Identify the differences between republicanism and democracy: | | |
| | B | Paths to Democracy: Comparative Historical Studies | | |
| | C | Democratic Transitions and Consolidation. | | |
| | Unit 4 | Globalisation: | | |
| | A | Globalisation : Meaning and Concepts | | |
| | B & C | Responses from the developed and developing societies. | | |
| | Unit 5 | Revolutions and Social Movements | | |
| | A | Comparative Study of Revolutions | | |
| | B | Theories of Social Movements | | |
| | C | Cyberspace and New Modes of Mobilization | | |
| | Mode of examination | Theory | | |
| | Weightage | CA | MTE | ETE |

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| | Distribution | 30% | 20% | 50% |
| | Text book/s* | | | |
| | Other References | <p>Unit- 1</p> <p>Mattei Dogan and Dominique Pelassy, <i>How to Compare Nations: Strategies in Comparative Politics</i>, Vision Books, New Delhi, 1988 (Part I: The Compass of the Comparativist; Chapter 1: Comparing to Escape from Ethnocentrism, pp. 5-11; Chapter 5: Functional Equivalences, pp. 31- 37).</p> <p>Neera Chandhoke, ‘Limits of Comparative Political Analysis’, <i>Economic and Political Weekly</i>, Vol.XXXI, No.4, January 27, 1996.</p> <p>Todd Landman, <i>Issues and Methods in Comparative Politics: An Introduction</i>, Routledge, London and New York, 2000 (Part I and II).</p> <p>Benedict Anderson, <i>The Spectre of Comparisons: Nationalism, Southeast Asia and the World</i>, Verso, New York, 1998.</p> <p>Manoranjan Mohanty, <i>Contemporary Indian Political Theory</i>, Samskriti, 2000.</p> <p>Adam Przeworski, ‘Is the Science of Comparative Politics Possible?’, in Carles Boix, Susan C. Stokes (eds.), <i>Oxford Handbook of Comparative Politics</i>, Oxford University Press, New York, 2007.</p> <p>Institutionalism</p> <p>Jean Blondel, ‘Then and Now: Comparative Politics’, <i>Political Studies</i>, Vol.XLVIII, 1999, pp.152-160.</p> <p>R. A. W. Rhodes, Sarah A. Binder and Bert A. Rockman (eds.) (2006). <i>The Oxford Handbooks of Political Institutions</i>. Oxford: Oxford University Press. (Part I & 2).</p> <p>Political Economy</p> <p>Andre Gunder Frank, ‘The Development of Underdevelopment’, <i>Monthly Review</i>, Vol. 41, June 1989 (reprinted from September 1966 issue), pp. 37-51.</p> <p>Immanuel Wallerstein, ‘The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis’, <i>Comparative</i></p> | | |

Studies in Society and History, Vol. 16, No.4, September 1974, pp. 387-415.

W. W. Rostow, 'The Stages of Economic Growth', *The Economic History Review*, New Series, Vol.12, No.1, 1959, pp. 1-16.

Political Culture

Gabriel Almond and Sydney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*, Princeton University Press, Princeton, 1963.

Samuel Huntington, *The Clash of Civilizations and the Making of World Order*, Simon & Schuster, New York, 1995.

Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community*, Simon & Schuster, New York, 2000.

UNIT-II

(Reading list will be prescribed by concerned faculty)

UNIT-III

3-A

Hamilton, Jay, and Madison, *The Federalist Papers*, Paper No. 1, 9, 10, 14, 39, 48, 51, 62, 70, 78

3-B & C

Mark Lichbach: *Democratic Theory and Causal Methodology in Comparative Politics*, Cambridge University Press, Cambridge, 2013.

Juan J Linz and Alfred Stepan, *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post - Communist Europe*, John Hopkins University Press, 1996.

Samuel P. Huntington, *The Third Wave: Democratisation in the Late Twentieth Century*, University of Oklahoma Press, Norman, 1991.

David Potter, 'Explaining Democratisation', in David Potter, David Goldblatt, Margaret Kiloh and Paul Lewis (eds.), *Democratisation*, Polity Press, Cambridge, 1997, pp.1-40.

Adrian Leftwich, 'From Democratisation to Democratic Consolidation', in David Potter, David Goldblatt, Margaret Kiloh and

Paul Lewis (eds.), *Democratisation*, Polity Press, Cambridge, 1997, pp.517-536..

G. Pridham ed., *Transitions to Democracy*, Dartmouth, Brookfield, 1995.

Arend Lijphart, *Patterns of Democracy*, Yale University Press, 2012, Chs. 1-4, 14, 17.

Przeworski, A. *Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America*. Cambridge: Cambridge University Press.

UNIT-IV

(Reading list will be prescribed by concerned faculty)

UNIT-V

Barrington Moore Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*, Allen Lane and Penguin, 1966.

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia and China*, Cambridge University Press, Cambridge, 1979.

Immanuel Wallerstein, 'New Revolts Against the System' in Tom Mertes (ed.), *A Movement of Movements, Is Another World Really Possible*, Verso, 2004.

Charles Tilly, 'Social Movements, 1768-2004', Paradigm Publishers, Boulder, London, 2004.

Zeynep Tufekci, 'Social Movements and Governments in the Digital Age: Evaluating a Complex Landscape.', *Journal of International Affairs*, Vol 68, No.1, 2014, pp.1-18.

Pippa Norris, 'New Social Movement, Protest Politics and the Internet' in *Democratic Phoenix, Reinventing Political Activism*, Cambridge Press, 2002.

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| | <p>Joseph Kahne and Benjamin Bowyer, The Political Significance of Social Media Activity and Social Networks, <i>Journal Political Communication</i> n, 00:1–24, 2018.</p> <p>Brian D. Loader, Ariadne Vromen & Michael A. Xenos. The Networked Young Citizen: Social Media, Political Participation and Civic Engagement, <i>Information, Communication & Society</i>, 17:2, 143-150, DOI: 10.1080/1369118X.2013.871571.</p> |
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| School: SHSS | | Batch : 2020-21 |
| Program: MA Political Science | | Current Academic Year: 2020-2022 |
| Branch: | | Semester: II |
| 1 | Course Code | MPO 203 |
| 2 | Course Title | GEO-POLITICS OF SOUTH-ASIA |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| Course Type | | DSE |
| 5 | Course Objective | <p>1. The course introduces the historical legacies and geopolitics of South Asia as a region</p> <p>2. It imparts an understanding of political regime types.</p> <p>3. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia.</p> <p>4. The course focuses on the issues on peace and security in the South Asia region, on inter-state conflicts and other matters concerning bilateral relations of South Asian States.</p> |
| 6 | Course Outcomes | <p>CO1: The student will be able to know about the South Asia as a region.</p> <p>CO2: The student will be able to imbibe the skills required to engage in debates surrounding the bilateral relations among South Asian countries.</p> <p>CO3: The student will be able to apply the knowledge of different factors in understanding the policies of respective countries.</p> <p>CO4: The student will be able to analyse and appraise the internal and external factors through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to evaluate the role and prospects of SAARC in the development of this region.</p> |
| 7 | Course Description | <p>The course introduces the historical legacies and geopolitics of South Asia as a region. It imparts an understanding of political regime types. The course also apprises students of the common challenges and the strategies deployed to deal with them by countries in South Asia. The course focuses on the issues on peace and security in the South Asia region, on inter-state conflicts and other matters concerning bilateral relations of South Asian States. Regional cooperation and confidence building measures in South Asia are also taken up.</p> |
| 8 | Outline syllabus | |
| | Unit 1 | South-Asia Conceptual Framework |
| | A | Historical and Colonial Legacies and Geo-politics of South-Asia |
| | B | South-Asia as a region |
| | C | South-Asia as a sub-system |
| | Unit 2 | Politics and Governance |
| | A | Post-Colonial South Asia: State and Economy, Society and Politics, 1947 to 1971 |
| | B | Post-Colonial South Asia: State and Economy, Society and Politics, since 1971 |

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| | C | India & Sri Lanka Relations, Devolution of Powers | | |
| | Unit 3 | Conflict & Co-operation in South-Asia - I | | |
| | A | India- Pakistan | | |
| | B | India- Bangladesh | | |
| | C | India- Afghanistan | | |
| u | Unit 4 | Conflict & Co-operation in South-Asia - II | | |
| | A | Constitutional Debate in Nepal and Bhutan | | |
| | B | India- Nepal | | |
| | C | India-Bhutan | | |
| | Unit 5 | Regional Issues and Challenges | | |
| | A | SAARC: Problem and Prospects | | |
| | B | Terrorism & Narcotic | | |
| | C | Demographic Factors:- Refugees, Immigrants, Diaspora | | |
| | Mode of examination | Theory/Jury/Practical | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | | | |
| | Other References | <p>Government And Politics In South Asia: Fourth Edition Paperback – 17 September 1998 by Craig Baxter (Author), Yogendra K Malik (Author), Charles H Kennedy (Author), Robert C Oberst (Author)</p> <p>Ayesha Jalal, Chapter 1 (The Colonial Legacy in India and Pakistan), Chapter 2, pp. 31-37</p> <p>Sugata Bose and Ayesha Jalal, Modern South Asia: History Culture and Political Economy, London: Routledge 1998, Chapter 16, pp. 165-189</p> | | |

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| School: SHSS | | Batch: 2020-21 |
| Program: MA Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: II |
| 1 | Course Code | MPO 204 |
| 2 | Course Title | India and Global Politics |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | DSE |
| 5 | Course Objective | <p>1. This course introduces the key determining principles of India's foreign policy to Students.</p> <p>2. It highlights the central realities, issues and developments pertaining to global politics at the bilateral and regional.</p> <p>3. apprises the students of the major security challenges facing the country in the 21st century.</p> <p>4. The course also seeks to impart an understanding of the key contemporary global issues such as proliferation and international terrorism and human security.</p> |
| 6 | Course Outcomes | <p>CO1: The student will be able to define foreign policy and Global Politics.</p> <p>CO2: The student will be able to understand and explain the India's relationship with Global Powers- USA, Russia, China and Japan</p> <p>CO3: The student will be able to apply the determinants of foreign policy and Global Politics to understand the India's relations with Global South.</p> <p>CO4: The student will be able to analyse the India's foreign policy with developing and leading major powers.</p> <p>CO5: The student will be able to critically evaluate the contemporary global concerns.</p> |
| 7 | Course Description | <p>This course introduces the key determining principles of India's foreign policy to Students. It highlights the central realities, issues and developments pertaining to global politics at the bilateral and regional. It apprises the students of the major security challenges facing the country in the 21st century. The course also seeks to impart an understanding of the key contemporary global issues such as proliferation and international terrorism and human security.</p> |
| 8 | Outline syllabus | |
| | Unit 1 | Determinants and Principles of India's Foreign Policy |
| | A | Domestic and International sources of India's foreign Policy |
| | B | Objectives and Principles & Continuity and Changes. |
| | C | Non-Alignment – concepts, Policy and Prospects |
| | Unit 2 | India and Global Centres of Power |
| | A | India- USA |
| | B | India- Russia |
| | C | India- China (Challenges and Prospects) & India- Japan |
| | Unit 3 | India and the Global South |
| | A | Asian, Africa and Latin America dynamics |
| | B | Contemporary Concerns: NIEO and WTO Negotiations. |

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| | C | Nuclear Diplomacy | | |
| | Unit 4 | Regionalisation of World Politics | | |
| | A | BRICS, SCO | | |
| | B | ASEAN, APEC | | |
| | C | E.U, SAARC, NAFTA | | |
| | Unit 5 | Contemporary Global Concerns | | |
| | A | Nuclear Proliferation | | |
| | B | Terrorism and Human Security | | |
| | C | India's Look East and Act East Policy | | |
| | Mode of examination | Theory/Jury/Practical/Viva | | |
| | Weightage | CA | MTE | ETE |
| | Distribution | 30% | 20% | 50% |
| | Text book/s* | | | |
| | Other References | | | |

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: |
| 1 | Course Code | MPO 205 |
| 2 | Course Title | Perspectives of Development |
| 3 | Credits | 04 |
| 4 | Contact Hours (L-T-P) | 4-0-0 |
| Course Type | | General Elective (GE) |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course will seek to introduce students to the political in the idea of Development. 2. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. 3. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it. 4. This course aims to develop the capacity to think critically in an analytically rigorous way. |
| 6 | Course Outcomes | <p>CO1: This course will enable students of Social Science to see that Development is not only a primarily economic issue, but also needs to be understood comprehensively.</p> <p>CO2: The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that.</p> <p>CO3: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO4: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> |
| 7 | Course Description | This course will seek to introduce students to the political in the idea of Development. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. The student will be taken through a range of literature from these disciplines, with the intent of linking each to |

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| | | the political question inherent to and emerging from it. | | |
| 8 | Outline syllabus | | | |
| | Unit 1 | Philosophy | | |
| | A | Philosophy: the Enlightenment | | |
| | B | Growth of the natural sciences | | |
| | C | Significance for the idea of progress to Development | | |
| | Unit 2 | History | | |
| | A | History of the modern notion of Development | | |
| | B | Trade, , imperialism and wars | | |
| | C | Liberalism, colonialism and democracy | | |
| | Unit 3 | Economics | | |
| | A | Economics: the centrality of the economic in Development | | |
| | B | Capital, the market, money & banking | | |
| | C | International trade and finance capital | | |
| | Unit 4 | Sociology & The politics of knowledge in Development | | |
| | A | Sociology: Development and social change | | |
| | B | The location and evolution of class, caste, gender | | |
| | C | The politics of knowledge in Development: theory versus practice, expert versus lay and politics of statistics | | |
| | Unit 5 | The Critiques of Development | | |
| | A | The Critiques of Development: Human Development | | |
| | B | Sustainable Development | | |
| | C | Alternative capitalisms & the Anthropocene | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | | | |
| | Other References | <p>Unit I</p> <p>Cassirer, E. <i>The Philosophy of the Enlightenment</i> Princeton, New Jersey, Princeton University Press, 1951. Ch1: The Mind of the Enlightenment.</p> <p>Principe, L.M. <i>The Scientific Revolution: A Very Short Introduction</i> Oxford, Oxford University Press, 2012.</p> <p>Bristow, W. "Enlightenment", <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2017 Edition), Edward N. Zalta (ed.), URL: https://plato.stanford.edu/archives/fall2017/entries/enlightenment/</p> <p>Unit II</p> <p>Deb, D. <i>Beyond Developmentality: Constructing Inclusive Freedom and Sustainability</i> Routledge, 2009.(Introduction & 1st Chapter).</p> <p>Piketty, T. <i>Capital in the Twenty-First Century</i> (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017.</p> | | |

Jenkins, R. Where Development Meets History *Journal of Commonwealth and Comparative Politics* Vol.44, No. 1 March 2006, pp. 2-15.

Unit III

Piketty, T. *Capital in the Twenty-First Century* (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017 (Introduction, Ch.3).

Toye, J. & R. Toye How the UN Moved from Full Employment to Economic Development

Journal of Commonwealth and Comparative Politics Vol.44, No. 1 March 2006, pp. 16-40.

Nustad, K.G. Development: the devil we know? *Third World Quarterly* Vol 22, No 4, pp 479-489, 2001.

Leftwich, A. 1996 On the Primacy of Politics in Development in LEFTWICH, A. ed. *Democracy and Development: Theory and Practice* Polity Press, London.

Unit IV

Milanovic, B. *Global Inequality: A New Approach for the Age of Globalization*

Deshpande, A. *The Grammar of Caste: Economic Discrimination in Contemporary India* New Delhi, Oxford University Press, 2011.

Munshi, K. Community Networks and the Process of Development *Journal of Economic Perspectives* Volume 28, Number 4, Fall 2014, pp. 49–76.

Newman, K. and S. Thorat, Caste and Economic Discrimination: Causes, Consequences and Remedies *Economic And Political Weekly* Vol. 42, Issue No. 41, 13 Oct, 2007 pp. 4121-4124.

Kabeer, N. Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, *Gender & Development* 23:2, 189-205, 2015.

DOI: [10.1080/13552074.2015.1062300](https://doi.org/10.1080/13552074.2015.1062300)

Weiler, H.N. Whose Knowledge Matters? Development and the Politics of Knowledge

https://web.stanford.edu/~weiler/Texts09/Weiler_Molt_09.pdf

Currid-Halkett, E. Stolarick, K. The Great Divide: Economic Development Theory Versus Practice-A Survey of the Current Landscape *Economic Development Quarterly* vol. 25, 2: 2011, pp. 143-157.

Maranta, A. M. Guggenheim, P. Gisler, C. Pohl The Reality of Experts and the Imagined Lay Person *Acta Sociologica*, Vol. 46, No. 2, The Knowledge Society (Jun., 2003), pp. 150-165.

Unit V

Jacobs, M. & A. Mazzucato *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth* West Sussex, United Kingdom: Wiley-Blackwell, in association with The Political Quarterly, 2016.

Kothari, A. Development and Ecological Sustainability in India-Possibilities for the post-2015 Framework, *Economic and Political Weekly* VOL-XLVIII NO.30 July 27,2013,pp.

Kothari, A. & K.J. Joy (ed.) *Alternative Futures; India Unshackled* New Delhi, Authors Upfront, 2017.

Escobar, A. *Encountering Development: The Making and Unmaking of the Third World* Princeton and Oxford, Princeton University press, 2012.

Chakrabarty, D. Anthropocene Time *History and Theory* 57, no. 1 (March 2018), 5-32.

Chernilo, D. The question of the human in the Anthropocene debate *European Journal of Social Theory* Vol 20 Issue 1, 2016,pp. 44 – 60.

Sen, A. *Development as Freedom* New Delhi, Oxford University Press, 1999.

Chari, S. & S. Corbridge *The Development Reader* London, Routledge, 2008.

UNDP *Human Development Reports*, New York.

World Bank, *World Development Reports*, Washington.

Film: Wall E

| SCHOOL OF BASIC SCIENCES AND RESEARCH | | ENVIRONMENTAL SCIENCE | OPERATIONAL FROM (I & II TERM) | FOR STUDENT ADMITTED STARTING (2017- 2018) |
|--|--------------------------|---|---|---|
| 1 | Course No | EVS103 | | |
| 2 | Course Title | Environmental Science | | |
| 3 | Credits | 2 | | |
| 4 | Contact hours (L-T-P) | 2-0-0 | | |
| 5 | Course Objective | <ul style="list-style-type: none"> • The concepts, principles and importance of environmental science • Natural resource conservation • Effects and control of environmental pollution • Social issues associated with environment | | |
| 6 | Course Outcomes | <ol style="list-style-type: none"> 1. Understand the principles and scope of environmental science and knowledge about various types of natural resources 2. Study about the structure and composition of atmosphere and factors affecting 3. Study about permissible limits for pollution for ambient air and water quality and its effects and control measures. 4. Effect of global warming and ozone layer depletion 5. Learning of sustainable development, resettlement and rehabilitation, impact of population explosion on environment 6. Understanding of overall environmental issues. | | |
| Outline syllabus | | | | |
| 7.0 | A | General Introduction | | |
| 7.01 | A1 | Unit 1 Topic 1 | Definition, principles and scope of environmental science | |
| 7.02 | A2 | Unit 1 Topic 2 | Water Resources, Land Resources, Food Resources | |
| 7.03 | A3 | Unit 1 Topic 3 | Mineral Resources, Energy Resources, Forest Resources | |
| 7.04 | B | Atmosphere and meteorological parameters | | |
| 7.05 | B1 | Unit 2 Topic 1 | Structure and composition of atmosphere | |
| 7.06 | B2 | Unit 2 Topic 2 | Meteorological parameters: Pressure, Temperature, Precipitation, Humidity, Radiation, Wind speed and direction, Wind Rose | |
| 7.07 | B3 | Unit 2 Topic 3 | | |
| 7.08 | C | Environmental Pollution (Cause, effects and control measures) | | |
| 7.09 | C1 | Unit 3 Topic 1 | Air, water, Noise and Soil pollution | |
| 7.10 | C2 | Unit 3 Topic 2 | Case studies on pollution | |
| 7.11 | C3 | Unit 3 Topic 3 | Solid waste management: Causes, effects and control measures of urban and industrial wastes. | |
| 7.12 | D | Climate Change and its impact | | |
| 7.13 | D1 | Unit 4 Topic 1 | Concept of Global Warming and greenhouse effect | |
| 7.14 | D2 | Unit 4 Topic 2 | Ozone layer Depletion and its consequences | |
| 7.15 | D3 | Unit 4 Topic 3 | Climate change and its effect on ecosystem, Kyoto protocol and IPCC concerns on changing climate | |

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| 7.16 | E | Social Issues and the Environment | |
| 7.17 | E1 | Unit 5 Topic 1 | Concept of sustainable development, Water conservation |
| 7.18 | E2 | Unit 5 Topic 2 | Resettlement and rehabilitation of people; its problems and concerns, Case studies |
| 7.19 | E3 | Unit 5 Topic 3 | Population explosion and its consequences |
| 8.0 | Course Evaluation | | |
| 8.01 | Continuous Assessment | 30% | |
| 8.02 | Attendance | | |
| 8.03 | Assignment | 10 | |
| 8.04 | Quizzes | 10 | |
| 8.05 | Projects | | |
| 8.06 | Presentations | 10 | |
| 8.07 | Any other | | |
| 8.08 | MTE | 20 % | |
| 8.09 | ETE | 50 % | |
| 9 | References | | |
| 9.01 | Text book* | 1. Joseph, Benny, “Environmental Studies”, Tata Mcgraw-Hill. Howard S. Peavy, Donald R. Rowe, George Tchobanoglous. Environmental engineering Mc Graw-Hill, 1985 | |
| 9.02 | other references | 2. | |

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: II |
| 1 | Course Code | |
| 2 | Course Title | Themes in Indian Political Thought |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. The purpose of this course is to introduce students to the richness and variety of Indian political thought. 2. This course aims to introduce the specific elements of Indian Political Thought spanning over two millennia. 3. This course aims to familiarize students with the need to recognize how conceptual resources in Indian political thought draw from plural traditions. 4. The overall objective is to appreciate the value and distinctiveness of Indian political thought. 5. This course aims to develop the capacity to think critically the epistemological, ontological and methodological debates in Indian thought. |
| 6 | Course Outcomes | <p>CO1: The student will be able to understand the scope and approaches to study Indian political thought.</p> <p>CO2: The course will provide students a preliminary grasp over some critical issues animating Indian political thought today and acquaint them with some key epistemological, ontological and methodological debates in Indian thought.</p> |

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| | | <p>CO3: The student will be able to apply the knowledge of each conception of state to understand India in better ways.</p> <p>CO4: The course will help the students to reflectively analyse and appraise the concept of nationalism in Indian thought.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing debates on secularism, representation and accommodation of diversity.</p> |
| 7 | Course Description | The purpose of this course is to introduce students to the richness and variety of Indian political thought, a tradition that spans centuries if not millennia, culminating in the various present day understandings of Indian society. The course as a whole is meant to provide a sense of the broad streams of Indian thought. |
| 8 | Outline syllabus | |
| | Unit 1 | Approaches to the Study of Indian Thought |
| | A | Classical and Sharmanic |
| | B | Islamic and Syncretic |
| | C | Dalit-Bahujan and Feminist |
| | Unit 2 | Epistemology, Ontology and Methodological Debates in Indian Thought |
| | A | Theories of Knowledge |
| | B | Notions of Self |
| | C | Derivative, 'Deshi' and Beyond |
| | Unit 3 | Conceptions of State in India |
| | A | Monarchical |
| | B | Colonial |
| | C | Post-Colonial |
| | Unit 4 | Imagination of Nation and Nationalism in Indian Political Thought |
| | A | Economic Nationalism |
| | B | Cultural and Religious Nationalism |
| | C | Subaltern and Secular Nationalism |
| | Unit 5 | Religion, Politics and Morality |
| | A | Communalism and Secularism |
| | B | Representation, Diversity and Accommodation |
| | C | Ethics and Tolerance |

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| Mode of examination | Theory | | |
| Weightage Distribution | CA | MTE | ETE |
| | 30% | 20% | 50% |
| Text book/s* | <p>T. Pantham, and K. Deutsch (1986) (eds.), <i>Political Thought in Modern India</i>, New Delhi: Sage Publications.</p> <p>V. Mehta, (1992), <i>Foundations of Indian Political Thought</i>, Delhi: Manohar.</p> <p>V. R. Mehta and Thomas Pantham, (2006) eds., <i>Political Ideas in Modern India</i>, Sage, Delhi.</p> <p>Vishwanath Prasad Varma (1974), <i>Studies in Hindu Political Thought and Its Metaphysical Foundations</i>, Motilal Banarsidass, India.</p> | | |
| Other References | <p>Aloysius, G., <i>Nationalism without a Nation in India</i>, Oxford University Press, Delhi, 1997.</p> <p>Altekar, A. <i>State and Government in Ancient India</i>, 3rd edition, Delhi: Motilal Banarsidass, 1958.</p> <p>Appadorai, A., <i>Documents on Political Thought in Modern India</i>, Vol. I&II, Bombay, Oxford University Press, 1973 and 1976.</p> <p>Bhattacharya, Sabyasachi, <i>History of Ideas and Social Sciences</i>, Oxford University Press, Delhi, 2007.</p> <p>Chatterjee, P., <i>Nationalist Thought and the Colonial World: A Derivative Discourse?</i>, London, Zed Publication, 1986.</p> <p>Bhargava, Rajeev (ed.), <i>Secularism and its Critics</i>, Oxford University Press, Delhi, 1999.</p> <p>Chatterjee, Partha (ed.), <i>State and Politics in India</i>, Oxford University Press, Delhi, 2005.</p> <p>Chandra, Bipan. <i>The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880-1905</i>. Har-Anand Publ., 2010.</p> <p>Chatterjee, Partha. "Nationalism, Internationalism, and Cosmopolitanism." <i>Comparative Studies of South Asia, Africa and the Middle East</i>, vol. 36, no. 2, 2016, pp. 320–334., doi:10.1215/1089201x-3603392.</p> | | |

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| | <p>Frankel, Francine, Zoya Hasan, Rajeev Bhargava , Balveer Arora, eds., <i>Transforming India: Social and Political Dynamics of Democracy</i>, Oxford University Press, New Delhi, 2000.</p> <p>Khilnani, Sunil, <i>The Idea of India</i>, Penguin, Delhi, 1997.</p> <p>Omvelt, Gail, <i>Dalits and the Democratic Revolutions: Dr. Ambedkar and the Dalit Movement in Colonial India</i>, Sage, New Delhi, 1991.</p> <p>Kumar, Shashiprabha, <i>Self, Society and Value: Reflections on Indian Philosophical Thought</i>, Vidyanidhi Prakashan, Delhi, 2005.</p> <p>Mookerji, Radha Kumud, <i>Men and Thought in Ancient India</i>, Motilal Banarsidass Publishers, India, 1957.</p> <p>Nandy, Ashis, <i>Traditions, Tyranny and Utopia</i>, Oxford University Press, Delhi, 1987.</p> <p>Nandy, Ashish, 'Nationalism versus Patriotism', in <i>Return from Exile</i>, Oxford University Press: New Delhi, 1999.</p> <p>Pandey, G.C, 'Shramanic Lectures 1, 2 and 3, in <i>Sramana Tradition: Its History and Contribution to Indian Sociology</i>, Ahmedabad: L.D Institute of Indology.</p> <p>Parekh, Bhikhu and Thomas Pantham, eds., <i>Political Discourse: Exploration in Indian and Western Political Thought</i>, Sage, Delhi, 1987.</p> <p>Rodrigues, Valerian, ed., <i>Selected Writings of BR Ambedkar</i>, Oxford University Press, Delhi, 2002.</p> <p>Satyamurthy, T. V. ed., <i>State and Nation in the context of Social Change</i>, Oxford University Press, Delhi, 1994.</p> <p>Thapar, Romila, <i>From Lineage to State: Social Formations in the Mid-first Millennium B.C. in the Ganga Valley</i>, Delhi, Oxford University Press, 1993.</p> <p>Rodrigues, Valerian, <i>Dalit Bahujan Discourse in Modern India</i>, Critical Quest, Delhi, 2008.</p> |
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| SCHOOL: School of Humanities and Social Sciences | | TEACHING DEPARTMENT: Political Science | | ACADEMIC SESSION : 2019-20 | | MA(Pol. Sc) Term II | |
| 1 | Course Code | CCU701 | | | | | |
| 2 | Course Title | Community Connect | | | | | |
| 3 | Credits | 2 | | | | | |
| 3.1 | (L-T-P) | (0-0-2) | | | | | |
| 4 | Learning Hours | Contact Hours | | 30 | | | |
| | | Project/Field Work | | 20 | | | |
| | | Assessment | | 00 | | | |
| | | Guided Study | | 10 | | | |
| | | Total hours | | 30 | | | |
| 5 | Course Objectives | <ol style="list-style-type: none"> 1. The course is aimed at inculcating the spirit of community service amongst the students of the university. 2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section of people. 3. The students would be able analyse the issues and come up with solutions to address the same. 4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution 5. A project of this nature will help our students to connect their class-room learning with practical situations in the society. | | | | | |
| 6 | Course Outcomes | <p>The community connect programme is meant to enable the students to acquire knowledge regarding the various kinds of social issues and their optimum resolution.</p> <p>It will help them understand the various ways in which social responsibility can be undertaken.</p> <p>The programme will enable them to develop skills to break an issue into various modules and resolve them effectively.</p> <p>The students will be able to conduct independent research and generate relevant reports.</p> | | | | | |
| 7 | Theme | <p style="text-align: center;">Major Sub-themes for research:</p> <ol style="list-style-type: none"> a. Extent of impact of state projects in a community b. Social and cultural issues c. Environmental issues d. Economic issues e. Caste-based problems f. Adaptation of new technology g. New trends in media h. Other issues. | | | | | |
| 8.1 | Guidelines | The Community Connect project is supposed to be based on data | | | | | |

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| | <u>for Faculty Members</u> | <p>collected in the form of answers to questionnaire that will be designed by the students and approved by the faculty members.</p> <p>The topic of the research should be related to social, economical or environmental issues concerning the common man.</p> <p>The students should prepare an abstract of the proposed research which should clearly state the objective and the nature of expected outcomes. This abstract and the related questionnaire should be ratified by the faculty members of SHSS before the student groups proceed to undertake the project.</p> <p>The students would be divided into groups of consisting of 3-4 students each under a faculty member to advise and guide their efforts. They will be directed to visit sites approved by the faculty members and collect data, and if possible videos.</p> <p>The faculty guide will guide the students and approve the project title and help the student in preparing the questionnaire and final report. The students will be marked on the basis of a final report which should contain 2,500 to 3,000 words and relevant charts, tables and photographs.</p> <p>The student should submit the report to the school by 25 March 2019.</p> |
| 8.2 | Layout of the Report | <p style="text-align: center;">Abstract(300 words)</p> <ol style="list-style-type: none"> a. Introduction b. Objective of the research c. Research Methodology d. Questionnaire e. Expected Outcomes <p>Note: Research report should base on primary data.</p> |
| 8.3 | Guideline for Report Writing | <p>Title Page: The following elements must be included:</p> <p>Title of the article; Name(s) and initial(s) of author(s), preferably with first names spelled out; Affiliation(s) of author(s); Name of the faculty guide</p> <p>Abstract: Each article is to be preceded by an abstract approved by the faculty members. The abstract should highlight the objectives, methods, results, and conclusions of the project.</p> <p>Text: Reports should be submitted in MS-Word.</p> <p>Use a normal, plain font (e.g., 12-point Times Roman) for text. Use italics for emphasis. <i>Use the automatic page numbering function to number the pages.</i> <i>Save your file in docx format (Word 2007 or higher) or doc format (older Word versions)</i></p> |
| 8.4 | <u>Format:</u> | <p style="text-align: center;">The report should be Spiral/ hardbound</p> <p>Cover page</p> |

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| | | Acknowledgement Content Project report |
| 8.6 | <u>Important Dates:</u> | <p>Students should prepare questionnaire and get it approved by concern faculty member and submit the final questionnaire within 12th Feb 2019 to their allotted guides.</p> <p>Students will complete their survey work within 25th of Feb 2019 and submit the same to concern faculty member.</p> <p>The student should submit the 1st draft of the report to concern faculty member within 10th March 2019.</p> <p>Faculty supervisor are expected to give appropriate inputs to enable students incorporate the suggestions in their work.</p> <p>The students should make the final submission of their project in the appropriate format between 20th March 2019 and 25th March 2019.</p> <p>The students should submit the hard copy and soft copy of the report to CCC-Coordinator signed by the faculty guide within 25 March 2019.</p> <p>The final presentation of the projects will be organised on 10th April 2019.</p> |
| 8.7 | Evaluation pattern | <p>The students will be marked on the basis of their abstract, questionnaire and the clarity of objectives.</p> <p>The students will be evaluated by panel of faculty members on the basis of their presentation on 10th April 2019.</p> |

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| 9 | Course Evaluation | |
| 9.1 | Continuous Assessment | 60% of 100 |
| | Abstract | 20 Marks |
| | Objectives | 20 Marks |
| | Questionnaire | 20 Marks |
| 9.2 | Presentation | 40% of 100 |

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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2021-22 |
| Branch: | | Semester: III |
| 1 | Course Code | MPO 202 |
| 2 | Course Title | Administrative Theories |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course aims to examine the journey of public administration both as discipline and profession. This goes to show how public administration has changed over the decades in terms of its goals, organizational structures and functional principles. 2. This course exposes the students to fundamental and critical understanding of structure and functioning of public organizations with help of key approaches, concepts and issues in public administration. 3. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments. |
| 6 | Course Outcomes | <p>CO1: The student will be able to understand the meaning, nature, scope and evolution of public administration as an independent academic discipline.</p> <p>CO2: The student will be able to apply the knowledge of each administrative theory to understand the issues related with governance in day to day life.</p> <p>CO3: The course will help the students to familiarize with some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration.</p> <p>CO4: The students learn from this course the fundamental and key concepts in public administration and how these concepts can be used to explain the working of modern public organizations.</p> <p>CO5: This course will give the students better grounding in the discipline which they further can use to understand issues in public policy and governance.</p> |
| 7 | Course | The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its |

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| | Description | historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments. | | |
| 8 | Outline syllabus | | | |
| | Unit 1 | Public Administration: An Overview | | |
| | A | Meaning, Nature, Scope and Significance of Public Administration | | |
| | B | Public and Private Administration | | |
| | C | Evolution of the Discipline of Public Administration | | |
| | Unit 2 | Classical Theories | | |
| | A | Administrative Management Theory: Gullick, Urwick and Fayol | | |
| | B | The Ideal Organization: Max Weber | | |
| | C | The Scientific Management School: F. W. Taylor | | |
| | Unit 3 | Neo-Classical Theories | | |
| | A | Human Relations: Elton Mayo | | |
| | B | Ecological Approach: Fred W. Riggs | | |
| | C | Rational Decision-Making Approach: Herbert Simon | | |
| | Unit 4 | Alternative Perspectives in Public Administration | | |
| | A | Gandhi | | |
| | B | J. Nyerere | | |
| | C | Mao | | |
| | Unit 5 | Contemporary Developments | | |
| | A | New Public Administration and New Public Management | | |
| | B | Good Governance | | |
| | C | Feminist Perspective | | |
| | Mode of examination | Theory | | |
| | Weightage | CA | MTE | ETE |
| | Distribution | 30% | 20% | 50% |
| | Text book/s* | D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) <i>Public Administration: Understanding Management, Politics and Law in Public Sector</i> , 7 th edition, New Delhi: McGraw Hill. | | |

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| | <p>B. Chakrabarty and M. Bhattacharya, (eds.) <i>The Governance Discourse</i>. New Delhi: Oxford University Press, 1998.</p> <p>B. Chakrabarty, And M. Bhattacharya, (eds), <i>Public Administration: A Reader</i>, New Delhi: Oxford University Press, 2003.</p> <p>B. Chakrabarty, <i>Reinventing Public Administration: The India Experience</i>. New Delhi: Orient Longman, 2007.</p> <p>B. Chakrabarty and M. Bhattacharya (eds), <i>Administrative Change and Innovation: A Reader</i>, New Delhi: Oxford University Press, 2005.</p> <p>J. Shafritz, and A. Hyde, (eds.) <i>Classics of Public Administration</i>, 5th Edition. Belmont: Wadsworth, 2004.</p> <p>M. Bhattacharya, (2008) <i>New Horizons of Public Administration</i>, 5th Revised Edition. New Delhi: Jawahar Publishers.</p> <p>M. Bhattacharya, <i>Public Administration: Issues and Perspectives</i>, New Delhi: Jawahar Publishers, 2012.</p> <p>Nicholas Henry, <i>Public Administration and Public Affairs</i>, Prentice Hall, 1999.</p> <p>Surendra Munshi and Biju Paul Abraham [Eds.] <i>Good Governance, Democratic Societies and Globalisation</i>, Sage Publishers, 2004.</p> <p>U. Medury, <i>Public Administration in the Globalisation Era</i>, New Delhi: Orient Black Swan, 2010.</p> |
| Other References | <p>Dunleavy, P. and C. Hood, "From Old Public Administration to New Public Management", <i>Public Money and Management</i>, Vol. XIV No-3, 1994.</p> <p>Gandhi, Mohandas. "Gandhi's Political Vision: The Pyramid vs the Oceanic Circle (1946)." <i>Gandhi: 'Hind Swaraj' and Other Writings</i>. Ed. Anthony J. Parel. Cambridge: Cambridge University Press, 2009. 181-83.</p> <p>Gray, A. and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and Esman, Milton J. "The Ecological Style in Comparative Administration." <i>Public Administration Review</i>, vol. 27, no. 3, 1967, pp. 271–278.</p> <p>Gray, Jack. "Mao in Perspective." <i>The China Quarterly</i>, no. 187, 2006, pp. 659–679.</p> |

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| | <p>Marini, Frank (ed.). <i>Towards NPA: Minnowbrook Perspective</i>. Scranton, Chandler Pub. Co., 1971.</p> <p>N. Lind, (eds.) <i>Comparative Public Administration: The Essential Readings</i>: Oxford University Press, 1997.</p> <p>Riggs, F. <i>Administration in Developing Countries: The Theory of Prismatic Society</i>. Boston: Houghton Mifflin, 1964.</p> <p>Simon, Herbert A. “Bounded Rationality and Organizational Learning.” <i>Organization Science</i>, vol. 2, no. 1, 1991, pp. 125–134.</p> <p>Skelley, B. Douglas. “The Persistence of The Politics-Administration Dichotomy: An Additional Explanation.” <i>Public Administration Quarterly</i>, vol. 32, no. 4, 2008, pp. 549–570.</p> <p>Stark, Andrew. “What Is the New Public Management?” <i>Journal of Public Administration Research and Theory: J-Part</i>, vol. 12, no. 1, 2002, pp. 137–151.</p> <p>Stivers, Camila, <i>Gender Images In Public Administration</i>, California: Sage Publishers, 2002.</p> <p>Svara, James H. “The Myth of the Dichotomy: Complementarity of Politics and Administration in the Past and Future of Public Administration.” <i>Public Administration Review</i>, vol. 61, no. 2, 2001, pp. 176–183.</p> <p>Taylor, Frederick W. <i>The Principles of Scientific Management</i>. New York: Harper & Brothers, 1911.</p> <p>Waldo, Dwight. “Public Administration.” <i>The Journal of Politics</i>, vol. 30, no. 2, 1968, pp. 443-479.</p> <p>Waldo, Dwight (ed.). <i>Public Administration in a Time of Turbulence</i>. Scranton, Chandler Pub. Co., 1971.</p> <p>Warren. G. Bennis, <i>Beyond Bureaucracy</i>, Mc Graw Hill, 1973.</p> <p>Wright, Gavin. “The Truth about Scientific Management.” <i>Reviews in American History</i>, vol. 9, no. 1, 1981, pp. 88–92.</p> |
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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2021-22 |
| Branch: | | Semester: III |
| 1 | Course Code | MPO 305 |
| 2 | Course Title | Social Exclusion: Theory and Practice |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | DSE |
| 5 | Course Objective | The purpose of introducing this paper to students is to familiarize them with the concept of social exclusion having dimensions ranging from the social to the political, economic and cultural. This paper would also look critically at the exclusion located of time and space. |
| 6 | Course Outcomes | CO1: To familiarize students with the idea of exclusion. CO2: To equip students in critically understanding multifaceted dimensions of social exclusion practised in the Indian society. CO3: The students learn from this course the fundamental and key dimensions of social exclusion. CO4: This course will familiarize the students with social categories of exclusion. CO5: This course will give the students better grounding to understand issues related with exclusion. |
| 7 | Course Description | Social exclusion is a process that deprives individuals as well as groups from their due share in an unequal social order. Social categories of exclusion have become heterogeneous over the years. No longer are class and caste the only social cleavages. Issues like religion, gender, alternative sexuality have occupied an important space in the debates on exclusion. In these circumstances it becomes imperative to study, understand and explain social exclusion in its various dimensions. No linear understanding will do justice to the process of explaining exclusion. What is required is an understanding of the intersection of various social categories and their interdependence on each other. |
| 8 | Outline syllabus | |
| | Unit 1 | Social Exclusion: Theoretical Premises |
| | A | Origin, Concept, Dimensions |
| | B | Theories and Debates |
| | C | Issues and Challenges |
| | Unit 2 | Dimensions of Social Exclusion in India |
| | A | Socio and Cultural |
| | B | Political and Economic |
| | C | Sexual and Religious |
| | Unit 3 | Social Categories and Social Exclusion |
| | A | Caste and Class |
| | B | Gender |
| | C | Religion |
| | Unit 4 | Social Exclusion: Contextual Settings |

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| | A | Media and NGOs | | |
| | B | Time and Space | | |
| | C | Body and Language | | |
| | Unit 5 | Social Exclusion: Emerging Trends | | |
| | A | Alternative Sexuality | | |
| | B | Migrants | | |
| | C | Disability | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | <p>Jordan, Bill <i>“A Theory of Poverty and Social Exclusion”</i> Polity Press, Oxford (August, 1996).</p> <p>Sen, Amartya, <i>‘Development as Freedom’</i> Oxford University Press, 1999.</p> <p>Sen, Amartya, <i>“Social Exclusion-concept application scrutiny”</i>, <i>Critical Quest, New Delhi.</i></p> | | |
| | Other References | <p>Silver, Hilary, <i>“Social Exclusion: Comparative Analysis of Europe and Middle East Youth,”</i> Middle East Youth Initiative Working Paper (September 2007).</p> <p>De Haan, Arjan, <i>“Social Exclusion-towards a holistic understanding of deprivation”</i>, Arjan de Haan and Naila Kabeer, 2008, Critical Quest.</p> <p>Barry, B. (2002). <i>“Social Exclusion, Social Isolation, and the Distribution of Income”</i>, in Hills, Le Grand and Piachaud (eds.).</p> <p>Burchardt, T., J. Le Grand and Piachaud D.. (2002). <i>“Degrees of Exclusion: Developing a Dynamic, Multidimensional Measure”</i>. pp. 30-43 in Hills, Le Grand and Piachaud (Eds.).</p> <p>Bhattacharyya Harihar, Partha Sarkar, Angshuman Kar <i>‘The Politics of Social Exclusion in India-Democracy at the Crossroads’</i> Routledge Publication, 2009.</p> <p>H.S. Verma , <i>‘The OBCs and the Dynamics of Social Exclusion in India’</i> Serials Publication, 2005.</p> <p>Burman, J.J. Roy , <i>‘Beyond Social Exclusion’</i> Mainstream, Vol. XLVII, No 41, September 26, 2009.</p> <p>Gurumurthy, S., <i>‘Is Caste the Economic Development Vehicle’</i> –The Hindu 19 January 2009.</p> <p>Thorat, Sukhadeo and S Newman, Katherine <i>‘Caste and Economic Discrimination: causes, consequences and remedies’</i> –; Economic and Political Weekly, 13 October 2007.</p> <p>S Jodhka, Surinder S Newman, Katherine <i>‘In the name of Globalisation Meritocracy, Productivity and the Hidden language of Caste’</i>–; Economic and Political Weekly, 13 October 2007.</p> <p>Deshpande, Ashwini and Katherine S Newman, <i>‘Where the path leads, the role of Caste in post university employment expectations’</i>- ; Economic and Political Weekly, 13 October 2007.</p> <p>Thorat, Sukhadeo <i>‘Caste, Social Exclusion and Poverty linkages, concept measures and empirical evidences, 2005.</i></p> <p>Thorat, Sukhadeo and Attewell, Paul , <i>‘The legacy of Social Exclusion, A</i></p> | | |

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| | <p><i>corresponding study of job discrimination in India</i> -; Economic and Political Weekly, 13 October 2007.</p> <p>Shah Ghanshyam, Mander Harsh, Thorat Sukhadeo, Deshpande Satish, Baviskar Amita U., <i>'Untouchability in Rural India'</i>, Sage publication, 2006.</p> <p>Madheswaran S, Attewell, Paul, "Caste discrimination in the Indian urban labour market: evidence from national sample survey" - , <i>Economic and Political Weekly</i>, 13 October 2007.</p> <p>A.S Woodburne, "Can India's Caste system survive in modern life?" <i>The Journal of the Religion</i>, vol.2 no.5 (September 1922), pp. 525-537.</p> <p>Guru, Gopal, 'Power of touch - The concept of untouchability travels from rural locations to the cities.' <i>Frontline</i>, vol.23, issue 25, Dec16-29, 2006.</p> <p>Thorat, Sukhadeo <i>Caste, Social Exclusion And Poverty Linkages, Concept Measures And Empirical Evidences</i>, 2005, working paper.</p> <p>Omvedt, Gail, <i>Dalit Vision-Tract Of The Times</i>, Orient Longman Private Limited, 1995.</p> <p>Manoranjan Pal, Premananda Bharati, Bholanath Ghosh and T.S. Vasulu, Gender <i>'Discrimination: Health, Nutritional Status, and Role of Women in India'</i>, Oxford University Press, 2009.</p> <p>Raju, Saraswati, <i>'Locating women in social development in India'</i>: Social Development Report, New Delhi: Oxford University Press, 2006.</p> <p>Ranade Shilpa, "The way she moves: mapping the everyday production of Gender Space," <i>Economic and Political Weekly</i>, April 28 May 4, 2007.</p> <p>Hasan, Zoya, and Ritu Menon, <i>'The Diversity of Muslim women's lives in India'</i> New Delhi: Oxford University Press, 2005.</p> <p>Hasan, Zoya, and Ritu Menon, <i>'Unequal Citizens: A Study of Muslim Women in India'</i>, New Delhi: Oxford University Press.</p> <p>Bhargava, Rajeev, <i>'Inclusion and exclusion in India, Pakistan and Bangladesh: Role of Religion, Indian Journal of human Development'</i>, vol.1:1, 2007.</p> <p>Thorat, Sukhadeo, <i>'Empowereing Marginalised Groups: Policies and change in India, Social Development Report'</i>, New Delhi: Oxford University Press, 2006.</p> <p>Azad Mulan, A.K, <i>'India Wins Freedom'</i> Delhi, Orient Longman, 1998.</p> <p>Chandoke, Neera, <i>'Beyond Secularism: The Rights of religious minorities'</i>, Delhi: Oxford University Press, 1999</p> <p>Engineer, Asghar Ali, ed., <i>'Role of Minorities in Freedom Struggle'</i>, Delhi: 1986.</p> <p>Kabir, Humayun, <i>'Minorities in a Democracy'</i> Calcutta: Firma KL, Mukhopadhyay, 1968.</p> <p>Guru, Gopal. 2000. 'Dalits: Reflections on the Search for Inclusion' in Peter Ronald de Souza (ed.), <i>Contemporary India: Transitions</i>. New Delhi: Sage Publications.</p> <p>Guru, Gopal. 2002. 'How Egalitarian are the Social Sciences in India', <i>Economic and Political Weekly</i>, 37 (60), 14-20 December.</p> <p>Thomas Pantham, "Against Untouchability: The Discourses of Gandhi and Ambedkar", in <i>Humiliation: Claims and Context</i>, edited by Gopal Guru, New Delhi, OUP, 2009 pp. 179-208.</p> |
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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: IV |
| 1 | Course Code | MPO 401 |
| 2 | Course Title | Key Texts in Political Philosophy |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | Compulsory |
| 5 | Course Objective | <ol style="list-style-type: none"> 1. This course aims to introduce certain key aspects of conceptual analysis in political theory. 2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts. 3. This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues. 4. This course aims to develop the capacity to think critically in an analytically rigorous way. |
| 6 | Course Outcomes | <p>By the end of the course students would be able to:</p> <p>CO1: Understand how to read and decode the classics and use them to solve contemporary socio- political problems.</p> <p>CO2: Connect with historically written texts and can interpret it in familiar way (the way Philosophers think).</p> <p>CO3: Clearly present their own arguments and thoughts about contemporary issues and develop ideas to solve them through logical validation.</p> <p>CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p> |
| 7 | Course Description | A detailed study of <u>any Six</u> texts from the given list will be offered in an academic session. |
| 8 | Outline syllabus | |
| | Unit 1 | Introduction |
| | A | Why study the History of Ideas? |
| | B | Theories of Interpretation |
| | C | Meaning and Context The Importance of Language |

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| | Unit 2 | TEXTS | | |
| | A | Plato: <i>The Republic</i> | | |
| | B | Aristotle: <i>The Politics</i> | | |
| | C | Machiavelli: <i>The Prince</i> | | |
| | Unit 3 | TEXTS | | |
| | A | Hobbes: <i>Leviathan</i> | | |
| | B | Locke: <i>The Second Treatise of Government</i> | | |
| | C | Rousseau: <i>Social Contract</i> | | |
| | Unit 4 | TEXTS | | |
| | A | Kant: <i>The Metaphysics of Morals</i> (Metaphysical First Principles of the Doctrine of Right except §22-41) and <i>Toward Perpetual Peace</i> | | |
| | B | Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i> | | |
| | C | Hegel: <i>Philosophy of Right</i> | | |
| | Unit 5 | TEXTS | | |
| | A | Marx (& Engels): (excerpts from <i>Capital</i> , <i>Preface to A Contribution to the Critique of Political Economy</i> , <i>Economic and Philosophic Manuscripts of 1844</i> , <i>Theses on Feuerbach</i> , <i>The German Ideology</i> , <i>Critique of the Gotha Programme</i>) | | |
| | B | Mill: <i>Utilitarianism</i> | | |
| | C | Rawls: <i>A Theory of Justice</i> | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA 30% | MTE 20% | ETE 50% |
| | Text book/s* | | | |
| | Other References | <p style="text-align: center;"><u>Introduction:</u></p> <p>Ball, Terence, ‘History and the Interpretation of Texts,’ in Gerald F Gaus and Chandran Kukathas (eds.), <i>Handbook of Political Theory</i> (Sage, 2004)</p> <p>Skinner, Quentin, ‘Meaning and understanding in the history of ideas’ <i>History and Theory</i>, 1969, 8: 3–53.</p> <p>Pocock, J. G. A., ‘The history of political thought: a methodological enquiry’ in Peter Laslett and W. G. Runciman, (eds) <i>Philosophy, Politics and Society</i>, 2nd series. (Oxford: Blackwell, 1962) Strauss, Leo, <i>What is Political Philosophy?</i> (Glencoe, IL: Free Press, 1959)</p> <p style="text-align: center;"><u>Texts:</u></p> <p>Plato The Republic of Plato, 2nd Edition. Translated with Notes and an Interpretive Essay by Allan Bloom (New York: Basic Books, 1991)</p> <p>Aristotle Aristotle’s “Politics”, 2nd Edition. Translated and with an Introduction, Notes, and Glossary by Carnes Lord. (Chicago: University of Chicago Press, 2013)</p> | | |

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| | <p><u>Machiavelli</u> Machiavelli, The Prince, 2nd Edition. Translated and with an Introduction by Harvey Mansfield Jr. (Chicago: University of Chicago Press, 1998)</p> <p><u>Hobbes</u> Thomas Hobbes, Leviathan, ed. C. B. Macpherson (Baltimore: Penguin Books, 1968)</p> <p><u>Locke</u> John Locke, Second Treatise of Government, ed. C. B. Macpherson (Hackett Publishing, 1980)</p> <p><u>Rousseau</u> Jean-Jacques Rousseau, On the Social Contract, with Geneva Manuscript and Political Economy, ed. Roger D. Masters, trans. Judith R. Masters (New York: St. Martin's Press, 1978)</p> <p><u>Kant</u> Kant, I., Kant: Political Writings, 2nd Edition, Edited with an Introduction and notes by Hans Reiss, translated by H. B. Nisbet (Cambridge University Press, 1991): 93-175.</p> <p><u>Wollstonecraft</u> Wollstonecraft, Mary, A Vindication of the Rights of Woman in Wollstonecraft, Political Writings, edited by Janet Todd (University of Toronto Press, 1993): 67-296.</p> <p><u>Hegel</u> Hegel, G.W.F., The Philosophy of Right, translated and with notes by T.M. Knox. (Clarendon Press, 1942)</p> <p><u>Marx & Engels</u> Tucker, Robert C, ed., The Marx-Engels Reader, 2nd Edition, (New York: W W Norton & Co.; 1978)</p> <p><u>Mill</u> Mill, John Stuart, On Liberty and Other Essays, Edited with an Introduction by John Gray (Oxford University Press, 1991)</p> <p><u>Nietzsche</u> Nietzsche, F. On the Genealogy of Morals and Ecce Homo, translated by Walter Kaufmann and R J Hollingdale (Vintage Books, 1967)</p> <p><u>Rawls</u> Rawls, John, A Theory of Justice, Original Edition (Harvard University Press, 1971)</p> |
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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2021-22 |
| Branch: | | Semester: IV |
| 1 | Course Code | |
| 2 | Course Title | International Political Economy |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | DSE |
| 5 | Course Objective | The twin objectives of this course are to the familiarize students with certain key concepts for analyzing world politics and, the core theoretical issues and empirical explanations in the field of International Political Economy (IPE). International political economy addresses issues relating to distribution of power, wealth and resources among nations. The course debates key issues pertaining to the relationship between security and economic affairs, the tensions between the ‘national’ and ‘international’ loci for decision making on matters of global economic governance and, politics of international trade, finance and labour. The centrality of North-South conflict in several domains especially that of global environmental governance and the role of global social movements in resisting pressures of globalization are also discussed at length. |
| 6 | Course Outcomes | CO1: The course enables students to get familiarized with key concepts for analyzing International political economy. CO2: The students will be familiarizing with the different theoretical approaches. CO3: The students will be able to understand the importance of contemporary problems, issues and debates on how these should be addressed. CO4: The course will help the students to reflectively analyse and appraise the key concepts of IPE. CO5: The student will be able to criticize and evaluate the ongoing debates in IPE. |
| 7 | Course Description | This course introduces students to some basic ideas and debates in IPE. The course also offers insights into key contemporary global issues such as the ecological issues, international terrorism, and the phenomenon of global governance. |
| 8 | Outline syllabus | |
| | Unit 1 | Mainstream Theories and Approaches |
| | A | Mercantilism; Economic Nationalism |
| | B | Classical Liberalism and Neo-Liberalism |
| | C | Marxian Perspectives: Imperialism; Dependency; World-Systems; Gramscian |
| | Unit 2 | Critical Approaches |

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| | A | Feminist Critique | | |
| | B | Green Critique | | |
| | C | Post-Modernism/Post-Structuralism | | |
| | Unit 3 | Transformation of International Political Economy | | |
| | A | Global Economic Governance (IMF, WB and WTO) | | |
| | B | Politics of International Trade, Finance and Labour | | |
| | C | International Alignments (G-8, BRICS and G-77) | | |
| | Unit 4 | Contemporary Global Issues | | |
| | A | International Terrorism | | |
| | B | Environment | | |
| | C | Identity and Culture | | |
| | Unit 5 | Global Challenges and Movements | | |
| | A | Global Governance | | |
| | B | Global Social Movements | | |
| | C | Global Justice | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | <p>David McGrew & Anthony Held (eds.) Second Edition (2003), <i>The Global Transformations Reader</i> (Cambridge: Polity Press).</p> <p>David N. Balaam and Michael Veseth, <i>Introduction to International Political Economy</i> (New Jersey: Prentice Hall, 2001).</p> <p>George Crane and Abba Amawi, <i>The Theoretical Evolution of International Political Economy</i> (Oxford: OUP, 1997).</p> <p>John Ravinhill, Second Edition (2008), <i>Global Political Economy</i> (Oxford: Oxford University Press).</p> <p>Klaus Knorr, <i>Power and Wealth: The Political Economy of International Order</i>, London: Macmillan, 1973.</p> <p>Richard Stubbs and Underhill, Geoffrey R. D, Third Edition, <i>Political Economy and the Changing Global Order</i> (Ontario: Oxford University Press).</p> <p>Robert Gilpin, <i>The Political Economy of International Relations</i> (Princeton: Princeton University Press, 1987).</p> <p>Robert O'Brian and Williams, Marc, Second Edition (2007), <i>Global Political Economy</i> (Basingstoke: Palgrave Macmillan).</p> | | |
| | Other References | <p>Simon Bromley, William Brown and Suma Athreya, (eds.), <i>Ordering the International: History, Change and Transformation</i>, Pluto Press with The Open University, London, 2004.</p> <p>Anthony Giddens and David Held, eds., <i>Classes, Power and Conflict</i>, Los Angeles: University of California Press, 1982.</p> <p>Steven Lukes, <i>Power: A Radical Review</i>, London: The Macmillan Press, 1982.</p> <p>Keith Krause and Michael C. Williams, eds., <i>Critical Security Studies: Concepts and Cases</i> (London: UCL Press, 1997).</p> <p>Stuart Croft and Terry Terriff, (eds.), <i>Critical Reflections on Security and Change</i>, London: Frank Cass, 2000.</p> <p>Barry, Buzan, Ole Waever and Jaap de Wilde, (eds.), "Security: A New</p> | | |

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| | <p>Framework for Analysis,” Boulder: Lynne Rienner, 1998.</p> <p>L.I. Rudolph and S.H. Rudolph, <i>Explaining Indian Democracy A Fifty Year Perspective, 1956-2006: The Realm of Institutions: State Formation and Institutional Change</i>, New Delhi, OUP, 2008.</p> <p>Navnita Chadha Behera, (ed.), <i>State, People and Security: The South Asian Context</i>, New Delhi: Har-Anand, 2002.</p> <p>RBJ Walker, ed., <i>Culture, Ideology and World Order</i>, Boulder: Westview Press, 1984.</p> <p>Richard Falk et.al., <i>Reframing the International: Law, Culture and Politics</i>, New York: Routledge, 2002.</p> <p>Yosef Lapid and Friedrich Kratochwil, eds., <i>The Return of Culture and Identity in IR Theory</i>, (Boulder: Lynne Rienner, 1997).</p> <p>Peter Dicken, Fifth Edition (2007), <i>Global Shift</i> (London: Sage).</p> <p>B. Hoekman, M. and Kostecky, M. M., (2008), <i>The Political Economy of the World Trading System</i> (Oxford: Oxford University Press).</p> <p>P.S., Chasek, Downie, D.L., and Brown, J.W., Fourth Edition (2006), <i>Global Environmental Politics</i> (Boulder: West view Press).</p> <p>John Baylis, Steve Smith and Patricia Owens, Fourth Edition (2008), <i>The Globalisation of World Politics</i> (New York: Oxford University Press).</p> <p>Mary Kaldor, (2003), <i>Global Civil Society</i> (Cambridge: Polity Press).</p> <p>C. Roe Goddard, Patric Cronin and Kishore C. Dash, eds., <i>International Political Economy: State-Market Relations in a Changing Global Order</i> (Boulder: Lynne Rienner, 2003).</p> <p>Stephen Krasner, <i>Structural Conflict: The Third World Against Global Liberalism</i> (University of California press, 1985).</p> |
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| School: School of Humanities and Social Sciences | | Batch : 2020-22 |
| Program: M.A Political Science | | Current Academic Year: 2020-21 |
| Branch: | | Semester: IV |
| 1 | Course Code | MPO 403 |
| 2 | Course Title | Introduction to Diplomacy and International Negotiations |
| 3 | Credits | 5 |
| 4 | Contact Hours (L-T-P) | 5-0-0 |
| | Course Type | DSE |
| 5 | Course Objective | <p>1.This course proposes to build on a prior understanding of diplomacy and international negotiations</p> <p>2. It will explain how diplomacy and international relations aid the decision-making process in foreign policy</p> <p>3.This course will analyse how international negotiations work, using case studies</p> <p>4.It will trace the historical origins of diplomacy and international negotiations</p> |
| 6 | Course Outcomes | <p>CO1: Understand the various facets of diplomacy and international negotiations</p> <p>CO2: Understand how they influence foreign policy</p> <p>CO3: Appreciate how diplomacy frames a country's foreign policy</p> <p>CO4: Appreciate the finer nuances of diplomacy and international relations</p> |
| 7 | Course Description | Debates will relate to concepts: |
| 8 | Outline syllabus | |
| | Unit 1 | Introduction |
| | A | Role of diplomacy |
| | B | International Negotiations: Major Successes |
| | C | International Negotiations: Major Failures |
| | Unit 2 | What is Diplomacy? |
| | A | The historical origins of diplomacy |
| | B | Indian diplomacy: Notable successes |
| | C | Indian diplomacy: Notable setbacks |
| | Unit 3 | International Negotiations |
| | A | How international diplomacy takes place |
| | B | The important role played by diplomats |
| | C | Why Track-II diplomacy matters |
| | Unit 4 | Successful international negotiations |
| | A | The Camp David Agreement |

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| | B | The Indus Water Treaty | | |
| | C | Differences between Track I and Track II diplomacy | | |
| | Unit 5 | Failures in international negotiations | | |
| | A | India-Pakistan negotiations | | |
| | B | The Cyprus Question | | |
| | C | Sino-Indian tensions | | |
| | Mode of examination | Theory | | |
| | Weightage Distribution | CA | MTE | ETE |
| | | 30% | 20% | 50% |
| | Text book/s* | <ul style="list-style-type: none"> • Lauren, Craig and George (2007), Force and Statecraft: Diplomatic Challenges of Our Times, New York: Oxford University Press. • Narayana (1998), Hitopdesha New Delhi, Penguin Books, 1998 • David Lai (2004), Learning from the Stones: A Go Approach to Mastering China's Strategic Concept, Shi, Monograph, Strategic Studies Institute, U.S. Army War, College, 2004 • L. Boyd Judson (2005), "Strategic Moral Diplomacy: Mandela, Qaddafi, and the Lockerbie Negotiations", Foreign Policy Analysis, Blackwell Publishing, 1(1), 2005. • Robert Jackson (2002), "Martin's Wight Thought on Diplomacy", Diplomacy and Statecraft, 13(4)December, pp. 1-28 • Bruck and Sapin (1962), Foreign Policy Decision Making, New York: The Free Press, 1962. • Fred Charles Ikle (1964), How Nations Negotiate, New York, Harper and Row. | | |
| | Other References | Thomas Schelling (1980), The Strategy of Conflict, Harvard: Harvard University Press. Howard Raifa (2007), Negotiation Analyses: The Science and Art of Decision making, Harvard: Harvard University Press. G. R. Berridge (2010), Diplomacy: Theory and Practice, London: Palgrave, Macmillan. Watkins and Rosegrant (2001), Breakthrough in International Negotiation: How Great Negotiators Transformed the World's Toughest Post-Cold War Conflicts, Sanfrancisco: Jossey Bass | | |

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| School: SHSS | | Batch : 2020-22 |
| Program: M.A. Political Science | | Current Academic Year: 2021-22 |
| Branch: Political Science | | Semester: IV |
| 1 | Course Code | MPO |
| 2 | Course Title | Computer Assisted Analysis |
| 3 | Credits | 2 |
| 4 | Contact Hours (L-T-P) | 1-0-2 |
| | Course Type | SEC |
| 5 | Course Objective | <ol style="list-style-type: none"> To gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills. To understand computers for making reports, presentations and for research work |
| 6 | Course Outcomes | <p>CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications.</p> <p>CO2: The student will be able to explain the concepts and is able to work in MS- Word efficiently.</p> <p>CO3: The student will be able to calculate with the help of formulas and functions in MS-Excel and SPSS for Computing Data.</p> <p>CO4: The student will be able to select the design and create presentations using application software like MS-Powerpoint.</p> |
| 7 | Course Description | As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enable students to develop their skills step by step. |
| 8 | Outline syllabus | |
| | Unit 1 | Computer Organization |
| | A | Number systems and character representation, binary Arithmetic, Concept of File and Folder in a computer, Primary, Secondary, Auxiliary memory, RAM, ROM, cache memory, cookies, hard disks, optical disks, System Software: Operating system, Translators, interpreter, compiler, Overview of operating system, function of operating system. Microsoft Windows and the different versions |
| | B | Microsoft Word- Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving, Selecting text, Editing text, Finding and replacing text. Formatting Text, Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and Vice Versa. Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document |
| | C | Using Mendeley for references, Easy bib, End Note etc. |
| | Unit 2 | Making Presentations |
| | A | What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering of slides, slide |

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| | | sorter | |
| | B | Slide Transition, slide show, setting up slide show using animation. Inserting picture, gifs and video in a powerpoint slide | |
| | C | Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. How to print handouts from a powerpoint presentation? | |
| | Unit 3 | Working with Spreadsheets | |
| | A | Spreadsheet Concepts; Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Min etc. | |
| | B | Count / COUNTA / COUNTBLANK function. Presenting Chart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options | |
| | C | Insert various Arithmetic Operators and Formulas, Logical Operations (If Function). Sorting and Filtering of data. | |
| | Unit 4 | Computing Data | |
| | A | Introduction to SPSS- How to enter data in Data view and Variable view | |
| | B | Computing Mean and Standard Deviation, Reliability of Data | |
| | C | Calculating Correlation | |
| | Unit 5 | Overview of Emerging Technologies | |
| | A | Bluetooth, Cloud computing, Big data, Artificial Intelligence | |
| | B | Positive Use of Social Media like LinkedIn Analyze and Extract Data through Social Media Analytics Ecommerce and M-Commerce. | |
| | C | Use of Portals like Swayam, NPTEL, Prabha, Coursera for MOOC courses, Google Scholar, Use of Job Portals | |
| | Mode of examination | Practical | |
| | Weightage Distribution | Internal Assessment | ETE |
| | | 60% | 40% |
| | Text book/s* | Pradeep K. Sinha; Priti Sinha; Information Technology; PHI | |
| | Other References | R1: Poonam Yadav, Praveen Kumar; Computer Fundamentals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India R4: Field, A. (2013). Discovering Statistics using IBM SPSS Statistics. Sage Publications Ltd. R5: https://www.mendeley.com/guides/apa-citation-guide | |