

**Dayalbagh Educational Institute  
(Deemed to be University)  
Dayalbagh, Agra-282005  
Faculty of Social Sciences,  
Department of Sociology & Political Science**

**PSM101**

<b>Program Name- B.A. / B.A. Social Science Ist Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>			
<b>Course Number &amp; Title: PSM 101, Political Theory</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>			
<b>Total Lectures / Semester: 39</b>			
<b>1</b>	<p><b>Introduction:</b> The course "Political Theory" (PSM101) offers an in-depth examination of foundational political concepts and their relevance in modern political analysis. It covers a broad range of topics, including the nature and scope of political science, its relationship with other social sciences, and core concepts like sovereignty, rights, liberty, equality, and justice. Students will explore democratic theory, the evolution of the state, and key ideas like power, authority, and legitimacy. The course also addresses theoretical perspectives such as behaviouralism and post-behaviouralism, while introducing concepts like agroecology to contextualize political thought within contemporary issues.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop an understanding of foundational political concepts and their impact on modern political structures.</li> <li>2. To analyze the relationship between political science and other social sciences, such as economics, history, psychology, geography, and sociology.</li> <li>3. To critically examine the core principles of democracy, sovereignty, rights, liberty, equality, justice, and law.</li> <li>4. To explore the evolution of the state and its role in political theory, including modern approaches like behaviouralism and post-behaviouralism.</li> <li>5. To understand the significance of contemporary political issues, including agroecology, within the framework of political analysis.</li> </ol>		
<b>3</b>	<p><b>Course Outcome: (CO)</b> At the end of the course, the student will be able to:</p> <p><b>CO1:</b> Understand the foundational concepts and scope of political theory, including its interdisciplinary connections with other social sciences.</p> <p><b>CO2:</b> Critically analyze core political concepts such as sovereignty, rights, liberty, equality, justice, and law, and their application in political systems.</p> <p><b>CO3:</b> Evaluate the meaning of democracy and assess the concepts of power, authority, influence, and legitimacy in governance and political structures.</p> <p><b>CO4:</b> Explain the nature and evolution of the state and assess different theories regarding its formation and development.</p> <p><b>CO5:</b> Differentiate between behaviouralism and post-behaviouralism and evaluate their influence on contemporary political science research.</p>		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
	<i>(a) Definition, Scope, Nature of Political Theory (b) Political Science's Relation with Economics, History, Psychology, Geography, and Sociology</i>	8	<i>Students will be able to explain the nature and scope of political theory and its interdisciplinary connections.</i>
	<i>Political Concepts: Sovereignty, Rights, Liberty, Equality, Justice, Law, and Agroecology</i>	8	<i>Students will critically analyze key political concepts and understand the political relevance of agroecology.</i>
	<i>(a) Meaning of Democracy (b) Concepts of Power, Authority, Influence, and Legitimacy</i>	8	<i>Students will define and evaluate the meaning of democracy and assess power-related concepts.</i>
	<i>State: Meaning, Nature, and Theories of Evolution.</i>	8	<i>Students will explain the meaning, nature, and evolution of the state and evaluate different theories of state formation.</i>

	<i>Behaviouralism and Post-Behaviouralism</i>	7	<i>Students will differentiate between these theoretical approaches and assess their impact on political science.</i>	
5	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

• **SUGGESTED READINGS:**

• **Text Books:**

- Pennock, J. R., & Smith, G. (2002). *Political Science: An Introduction*. Cambridge University Press.
- Gokhle, B. K. (2015). *Political Science*. Himalaya Publishing House.
- Malver, A. (2016). *The Modern State*. Routledge.
- Ray Das Gupta, D., & Roy, S. (2016). *Principles of Political Science*. S. Chand Publishing.
- Laski, H. J. (2017). *A Grammar of Politics*. Routledge.
- Singh, S., & Kulshrestha, K. K. (2017). *Rajneet Shastra Ke Adhar Stambha*. Ramesh Book Depot.
- Charlesworth, J. (2018). *Contemporary Political Analysis*. SAGE Publications.
- Agarwal, N. N. (2018). *Principles of Political Science*. Lakshmi Narain Agarwal.
- Joshi, K. C. (2019). *Rajneeti Shastra*. Vishwavidyalaya Prakashan.
- Singh, V. P. (2020). *Raj Vigyan Ke Siddhant*. Vishal Publications.
- Asirvatham, E. (2020). *Political Theory* (10th Rev. ed.). S. Chand Publishing.

• **References:**

- Lasswell, H. D., & Kaplan, A. (1950). *Power and Society: A Framework for Political Inquiry*. Yale University Press.
- Easton, D. (1965). *A Systems Analysis of Political Life*. Wiley
- Dahl, R. A. (1998). *On Democracy*. Yale University Press.
- Hobbes, T. (1998). *Leviathan* (C. B. Macpherson, Ed.). Penguin Classics.
- Heywood, A. (2017). *Political Theory: An Introduction*. Palgrave Macmillan.
- Kavanagh, D. (2018). *Political Theory: A Very Short Introduction*. Oxford University Press.
- Weber, M. (2019). *Politics as a Vocation* (H. H. Gerth & C. Wright Mills, Eds.). Rutledge.

## PSM102

<b>Program Name- B.A. / B.A. Social Science Ist Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>	
<b>Course Number &amp; Title: PSM 102: Comparative Politics</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>	
<b>Total Lectures / Semester:39</b>	
<b>1</b>	<b>Introduction:</b> The course Comparative Politics delves into the comparative analysis of various forms and structures of government, examining their historical developments, theoretical foundations, and practical applications. Through an exploration of different political systems, this course provides a comprehensive understanding of how governments are classified, organized, and function in different states. Key themes include the study of federalism, forms of government, the role of legislature, executive, and judiciary, the impact of political participation, and the influence of modernization and political culture.
<b>2</b>	<b>Objectives:</b> 1.Understand and classify different forms and structures of government. 2.Analyze the separation of powers and the relationship between key governmental institutions. 3.Evaluate the role of political parties, pressure groups, and interest groups in democratic institutions. 4.Discuss the importance of political participation and bureaucracy, especially in developing states. 5.Apply theories of political modernization, socialization, and communication in different political systems.
<b>3</b>	<b>Course Outcomes (CO)</b>

	<p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Classify various types of governments, including unitary and federal structures, and understand recent developments in federalism.</p> <p><b>CO2:</b> Analyze the characteristics of different forms of government, including liberal democratic, presidential, parliamentary, totalitarian, and Marxist concepts.</p> <p><b>CO3:</b> Evaluate the relationship between the legislature, executive, and judiciary through the lens of the theory of separation of powers and judicial review.</p> <p><b>CO4:</b> Examine the role of party systems, pressure groups, interest groups, and the political participation of people, including minority representation and the bureaucracy's role in developing states.</p> <p><b>CO5:</b> Apply the structural-functional analysis to understand political socialization, modernization, political development, political culture, and communication.</p>			
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>	
	Classification of Government - Unitary and Federal- Recent Developments in the Theory and Practice of Federalism	8	Students will be able to Apply knowledge of unitary and federal systems in comparative contexts	
	Forms of Government-Liberal Democratic-Presidential and Parliamentary Forms, Totalitarian System and Marxist Concept of People Democracy.	8	Students will be able to Understand the key distinctions between liberal democratic, presidential, parliamentary, totalitarian, and Marxist governments.	
	Unit – III Organization of Governments and the Problem of their Relationship with Legislature, Executive and Judiciary; Theory of Separation of Powers and its Application; Judicial Review and Independence of Judiciary	8	Students will be able to understand the structure of governments and their inter relation	
	Unit – IV Institutions of Democracy - Party Systems, Pressure Groups and Interest Groups, Local Self- Government and Political Participation of People. Minority Representation; Bureaucracy and its Role in Developing States.	8	Students will be able to Understand the role of pressure groups, interest groups, and minority representation in political participation.	
	Unit – V : Structural Functional analysis; Political Socialisation; Modernisation, Political development and Political Culture; Political Communication.	7	Students will be able to Apply structural-functional analysis to comparative political systems.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

#### Textbooks:

- Comparative Politics, Johari, J.C., 1982, Sterling Publishers, New Delhi.
- Modern Political Theory, Verma, S.P., 1975, Vikas Publishing House, New Delhi.
- Political Theory, Johari, J.C., 1987, Sterling Publishers, New Delhi.
- Political Theory, Ashirvatham, E., 1965, S. Chand, New Delhi.
- Principles of Political Sciences, Kapoor, A.C., 1950, S. Chand, New Delhi.
- Comparative Government and Politics, Chetna Sharma and Pushpa Singh, 2019, PHI Learning, New Delhi.
- Comparative Politics, Vidya Bhushan, 2023, Kalyani Publishers, New Delhi.

#### References:

- Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, Arend Lijphart, 1999, Yale University Press, New Haven.

- The Third Wave: Democratization in the Late Twentieth Century, Samuel P. Huntington, 1991, University of Oklahoma Press, Norman.
- The Civic Culture: Political Attitudes and Democracy in Five Nations, Gabriel A. Almond & Sidney Verba, 1963, SAGE Publications, London.

# PSH 101

<b>Program Name- B.A. Social Science &amp; BBM 1<sup>ST</sup> Sem</b>			
<b>Status of Course &amp; Credit: Faculty Half Course &amp; 2 Credits</b>			
<b>Course Number &amp; Title: PSH 101/251/291, Political Theory</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-2</b>			
<b>Total Lectures / Semester: 26</b>			
<b>1</b>	<b>Introduction of Course</b> This course aims to introduce and induct the students in the domain of the discipline and to familiarize them with certain concepts, which constitute the building blocks of the discipline of Political Science. These concepts & norms are not only central to the understanding of our political world, but also help the political societies in designing constitutional & policy framework to realize better conditions of human & social life.		
<b>2</b>	<b>Objectives:</b> 1: To understand the various definitions of Political Science and how it differs from related disciplines including its nature, Significance and Methods of Political Science (Modern & Traditional Methods).  2: Develop the ability to critically evaluate and apply these political concepts to contemporary issues such as human rights, social justice, governance, and lawmaking.  3: Foster analytical skills to assess the functioning of democratic systems and the use of power in political, social, and global contexts including understanding the dynamics of political authority and democratic governance in the modern world  4: Provide students with a comprehensive understanding of sovereignty and its theoretical frameworks. And foster critical thinking on the application of sovereignty in both domestic and international political contexts  5: Provide students with a thorough understanding of the <b>Behaviouralist</b> and <b>Post-behaviouralist</b> approaches in political science and Equip students with the ability to critically evaluate <b>scientific methodologies</b> and <b>normative concerns</b> in political analysis.		
<b>3</b>	<b>Course Outcomes (CO):</b> After completion of the course, students will be able to: <b>CO1:</b> Students will explore different methodologies used in political science, such as normative and empirical methods. <b>CO2:</b> Students will gain a clear understanding of fundamental political concepts such as rights, duties, liberty, equality, fraternity, justice, and law. <b>CO3:</b> They will be able to distinguish between direct and representative democracy and evaluate their applications in different political contexts. <b>CO4:</b> They will critically examine how sovereignty functions in different political systems and the implications of each analysis for the state's authority and autonomy. <b>CO5:</b> They will assess the debate between behaviouralism and post-behaviouralism in modern political science.		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<b>Introduction of Political Science</b>	12	Students will be able to Define key terms related to political science and describe the main methods used in political science research, distinguishing between qualitative and quantitative approaches.
<b>II</b>	<b>Political concepts</b>	10	Students will be able to compare and contrast between <b>liberty, equality, and fraternity</b> in political philosophy, particularly in contexts where these values may conflict (e.g., balancing individual freedom with social equality).
<b>III</b>	(a) <b>Democracy</b> (b) <b>The Concept of Power, Authority, Influence, and Legitimacy</b>	10	Students will be able to <b>Explain</b> the essential features of democracy, including <b>free and fair elections, civil liberties, separation of powers, and citizen engagement.</b>
<b>IV</b>	<b>Sovereignty: Monistic and Pluralistic</b>	10	Students will be able to analyze the

	<b>Analyses</b>		relationship between monistic sovereignty and <b>decentralization</b> in political systems, such as the challenges faced by <b>federal</b> or <b>confederal</b> states.	
<b>V</b>	<b>(a) Scientific Study of Political Behaviouralism</b> <b>(b) Post Behaviouralism</b>	10	Students will be able to identify key figures in post-behaviouralism, such as <b>David Easton</b> , and their calls for political science to be more relevant and engaged with real-world political issues.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

- Rajeev Bhargava & Ashok Acharya (Ed.) (2008), Political Theory: An Introduction, New Delhi, Pearson Longman.
- S.P. Varma (2001); Modern Political Theory, Vikas Publishing House Pvt. Ltd. Reprint
- Amal Ray, Mohit Bhattacharya (2004), Political Theory – Ideas and Institutions, World Press.
- Calcutta, R.C. Agarwa (2001); Political theory (Principles of Political Science), S. Chand & Company Ltd.
- O.P. Gauba (2001); An Introduction to Political Theory, Macmillan India Ltd., New Delhi.
- V.D. Mahajan (2001); Political Theory, S.Chand & Company Limited.
- J.C. Johari (1992), Adhunik Rajniti Vigyan Ke Siddhant, Sterling Publishers Pvt. Ltd. New Delhi.
- Appadorai(2000), ‘Substance of Politics’, OUP, New Delhi.
- Eddy Ashirvatham (2009) ‘Political Theory’ S. Chand & Co. Ltd., Delhi.
- W. Y. Elliot (1928), Pragmatic Revolt in Politics, The Macmillan, New York.
- Charles E. Merriam (1999), Theories of Sovereignty Since Rousseau, Union/Jersey: Law Book Exchange Ltd.
- K. K. Misra(1978), Modern Political Theory: With focus on Political Ideas of Laski, New Delhi: Pragati.

### Reference Book:

- Isaiah Berlin – “Four Essays on Liberty” (1969)
- John Rawls – “A Theory of Justice” (1971)

# PSH 102

<b>Program Name- B.A. Social Science &amp; BBM 1<sup>ST</sup> Sem</b>			
<b>Status of Course &amp; Credit: Faculty Half Course &amp; 2 Credits</b>			
<b>Course Number &amp; Title: PSH 102: Indian Government &amp; Politics</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-2</b>			
<b>Total Lectures / Semester:26</b>			
<b>1</b>	<b>Introduction:</b> The course provides a comprehensive overview of the political framework and governance structure of India. It explores the historical context of the Indian Constitution, its foundational principles, and the roles of various governmental institutions. Students will engage with significant topics, including the Union Government's operations, the significance of political parties, and the dynamics of electoral politics. This course aims to enhance students' understanding of how government functions in India and the socio-political changes it facilitates.		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the formation and characteristics of the Indian Constitution.</li> <li>2. Analyze the structure and functioning of the Union Government.</li> <li>3. Evaluate the role of the Indian Constitution as an instrument of socio-political change.</li> <li>4. Examine the dynamics of political parties and their impact on Indian politics.</li> <li>5. Assess the implications of electoral politics for minorities and weaker sections of society.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to: <b>CO1:</b> Identify and explain the key components and characteristics of the Indian Constitution and government. <b>CO2:</b> Analyze the structure and functioning of the Union Government, including the roles of the President, Prime Minister, Cabinet, and Parliament. <b>CO3:</b> Evaluate the Indian Constitution as an instrument of socio-political change, with a focus on Article 368 and Union-State relations. <b>CO4:</b> Examine the dynamics of political parties in India, including their ideologies, coalition government formation, and the impact of communalism, regionalism, and casteism. <b>CO5:</b> Assess the implications of electoral politics for minorities and weaker sections, and evaluate the role of bureaucracy and measures to control corruption in Indian polity.		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
	The Making of the Indian Constitution - Characteristics - Fundamental Rights - Directive Principles & Fundamental Duties	8	Students will be able to Remember the historical context of the Indian Constitution and understand the significance of fundamental rights and duties
	The Union Government - Parliamentary System - President, Prime Minister, Cabinet, and Parliament - The Supreme Court	8	Students will be able to understand the structure of the Union Government and its role in governance
	Indian Constitution as an Instrument of Socio-Political Change - Article 368 - Union State Relations - Sarkaria Commission Report	7	Students will be able to analyze the Union-State relations
	Political Parties - Ideologies and Programmes - Coalition Government in India - Communalism, Regionalism, and Casteism	8	Students will be able to Evaluate the effects of communalism and casteism on politics
	Electoral Politics - Role of Minorities and Weaker Sections - Bureaucracy's Role in Indian Polity	8	Students will be able to Understand the significance of electoral politics for minorities and to evaluate functioning of

	- Corruption and Measures to Control		bureaucracy and its role .	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

**Textbooks:**

- Bhartiya Shashan Aur Rajneeti, Pukhraj Jain ,1999 Jaipur, India
- Bhartiya Rajneeti Aur Shashan,J.C. Jauhari,2001,New Delhi, India
- Introduction to the Constitution of India,D.D. Basu,23rd Edition, 2018, LexisNexis,Gurgaon, India
- Indian Polity,M. Laxmikanth,6th Edition, 2021, McGraw Hill, Chennai, India
- Indian Constitution & Politics,Bidyut Chakravarthy,2008, SAGE India,New Delhi, India
- Our Constitution,Subhash C. Kashyap,2001, National Book Trust,New Delhi, India.
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- References
- Constitutional Questions in India: The President, Parliament, and the States, A.G. Noorani,2000, Oxford University Press New Delhi, India.
- Indian Political System, Norman D. Palmer, 1961, Houghton Mifflin Boston, USA
- Working a Democratic Constitution: The Indian Experience Granville Austin 1999, Oxford University PressNew Delhi, India

Program Name- B.A. Sociology Under-Graduate Course	
Status of Course & Credit : Major Course, 2	
Course Number & Title : PSW 101 UPLIFT & EMPOWERMENT OF WEAKER SECTIONS	
Lectures/ Week : of 55 mts. Each. [Week 13 per semester] : L-2	
Total Lectures / Semester :52	
1	<p><b>Introduction:</b> The program aims to empower students by engaging them in literacy, skill development, and digital education initiatives for underprivileged women, fostering self-employment and conducting community surveys for impactful outcomes.</p>
2	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Each student will make at least one illiterate female, a literate. They will cover 50% course in first semester.</li> <li>2. Students will participate in welfare activities. They will impart skill development training to women of weaker section to make them self-employable and will teach these to the learners to make them self-dependent in terms of income.</li> <li>3. To educate the masses to digital usage.</li> <li>4. The survey of the area will be conducted with tools and data collection will be framed.</li> <li>5. Students will be required to prepare the report.</li> </ol>
3	<p><b>Course Outcomes</b> By the end of this course,</p> <p><b>CO1.</b> Students will successfully teach at least one illiterate female to achieve literacy, covering 50% of the basic course material by the end of the first semester.</p> <p><b>CO2.</b> Students will actively participate in welfare activities, imparting skill development training to women from weaker sections, enabling them to become self-employable and financially independent.</p> <p><b>CO3.</b> Students will educate the local population in the effective use of digital tools and technologies, enhancing their ability to access information, services, and opportunities online.</p> <p><b>CO4.</b> Students will design and implement area surveys, using appropriate tools and methods for data collection, and will analyze the data to understand the socio-economic conditions of the targeted communities.</p> <p><b>CO5.</b> Students will compile and present a comprehensive report documenting their activities, findings from the survey, and the impact of their interventions on literacy, skill Development, and digital usage in the community.</p>

# PSM201

<b>Program Name- B.A. / B.A. Social Science IInd Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>			
<b>Course Number &amp; Title: PSM 201:Constitution of U.K. &amp; U.S.A.</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>			
<b>Total Lectures / Semester: 39</b>			
<b>1</b>	<b>Introduction:</b> The course provides an in-depth analysis of the constitutional frameworks of two significant democracies: the United Kingdom and the United States of America. It explores the evolution of the British constitution, the functioning of its political institutions, and the nature of the U.S. constitution. Students will study the principles of governance, the roles of various branches of government, and the impact of political parties and pressure groups. A comparative analysis will highlight the differences and similarities in constitutional practices between the U.K. and the U.S.A.		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Understand the historical evolution of the British and American constitutions.</li> <li>2. Analyze the key features and functions of political institutions in the U.K. and U.S.A.</li> <li>3. Evaluate the impact of political parties and pressure groups in both countries.</li> <li>4. Compare and contrast the judicial systems and the principle of rule of law in the U.K. and U.S.A.</li> <li>5. Apply constitutional principles to contemporary political issues.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to: <b>CO1:</b> Describe the evolution of the British constitution, including conventions, kingship, and the cabinet system. <b>CO2:</b> Analyze the structure and functions of the Parliament, political parties, and the judiciary in the U.K., emphasizing the rule of law. <b>CO3:</b> Explain the nature of the U.S. Constitution, focusing on the presidency, Congress, and federalism. <b>CO4:</b> Assess the role of the Supreme Court, judicial review, political parties, and pressure groups in the U.S.A. <b>CO5:</b> Conduct a comparative analysis of the political institutions in the U.K. and U.S.A.		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period Number of Lecture(s)	Bloom's Taxonomy Learning outcome
<b>I</b>	Constitution of UK- Evolution of the British Constitution, Conventions, Kingship, Crown and Cabinet System	8	Students will be able to Analyze the implications of the British constitutional framework and its evolution.
<b>II</b>	Parliament, Political Parties Judiciary and Rule of Law.	8	Students will be able to Remember the structure and functions of the U.K. Parliament. - Understand the significance of political parties and their roles. - Apply the principles of the judiciary and rule of law in real-world scenarios..
<b>III</b>	United States of America- Nature of the Constitution, Presidency, Congress (House of Representatives and Senate). Federalism in U.S.A.	8	Students will be able to Remember the key features of the U.S. Constitution. - Understand the structure and functions of the presidency and Congress. - Apply knowledge of federalism in the U.S. political system. - Analyze the interaction between federal and state powers.
<b>IV</b>	Supreme Court and Judicial review, Political Parties and Pressure Groups.	8	Students will be able to Remember the role of the Supreme Court in the U.S.A. - Understand the concept of judicial review. - Apply knowledge of political parties and pressure groups in influencing policy. - Analyze their impact on the political

			process..	
V	UNIT 5: Comparative Analysis of Institutions in U.K. & U.S.A.	7	Students will be able to analyse the major differences and similarities between the institutions of the U.K. and U.S.A.	
5	TEXTBOOKS	AUTHOR(s)	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

#### Text books:

- British Samvidhan, Sharma, M.P., 1961, Kitab Mahal, Allahabad.
- World constitution, Vishnu Bhagwan, 1987, Vidya Bhushan.
- World Constitutions (U.K., U.S.A., Switzerland, France, China, India & Russia), Dr. S. C. Singhal, 2011, Laksmi Narain Agarwal Publications, Agra.

#### References:

- The English Political Institutions, Marriot, J.A.R., 1940, Oxford University Press, London.
- Politics in United States, Wile, N.J.U., 1955, Macmillan, New York.
- Politics in England, Rose, Richard, 1964, Faber and Faber, London.
- Parliamentary Government of England, Laski, H.J., 1938, Allen & Unwin, London.
- The British Constitution, Jennings, Ivor, 1959, Cambridge University Press, Cambridge.
- The Federalist Papers, Alexander Hamilton, James Madison, and John Jay, 1788, New American Library, New York.
- How Britain is Governed, Muir, Ramsay, 1922, Constable & Co., London.
- How Switzerland is Governed?, Telang, Shubhada & Hurber, H., 1973, Allied Publishers, Mumbai.

## PSM202

<b>Program Name- B.A. / B.A. Social Science IInd Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>	
<b>Course Number &amp; Title: PSM 202: CONST.OF SWITZERLAND,FRANCE&amp; CANADA</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>	
<b>Total Lectures / Semester:39</b>	
<b>1</b>	<b>Introduction:</b> This course aims to provide students with a comparative understanding of the constitutional frameworks, political systems, and institutional structures of Switzerland, France, Canada, and the United States. Through an in-depth examination of the salient features of each constitution, the roles of key political institutions, and the principles of democracy and federalism, students will develop a critical appreciation of governance models across these countries.
<b>2</b>	<b>Objectives:</b> 1: To understand the comprehensive understanding of Switzerland's constitutional framework, especially its direct democratic elements, federal structure, and unique system of governance. 2: To study the key elements of the French Constitution, including the Declaration of the Rights of Man and of the Citizen. 3: To Investigate the roles of the Prime Minister and Cabinet in parliamentary systems, focusing on their function in governance and law-making. 4: To Understand the division of powers between federal and provincial governments in Canada's federal system. 5: Compare the federal systems of Canada and the United States, focusing on the division of powers between national and state/provincial governments.
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to:

	<p><b>CO1:</b> Have a comprehensive understanding of direct democracy, federalism, and semi-presidential and parliamentary systems across various countries.</p> <p><b>CO2:</b> Be able to critically compare the constitutional frameworks of Switzerland, France, Canada, and the USA, recognizing similarities and unique aspects.</p> <p><b>CO3:</b> Gain insights into the executive, legislative, and judicial branches of these nations and their roles in governance, policy-making, and law enforcement.</p> <p><b>CO4:</b> Develop an ability to critically evaluate the impact of constitutional structures on political stability, democratic participation, and governance in each country.</p> <p><b>CO5:</b> Gain both theoretical knowledge and practical understanding of global constitutional systems and their functioning.</p>		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<b>Constitution of Switzerland – Direct Democracy, National Assembly, Federal Council</b>	8	List the key elements of Switzerland's constitution, including direct democracy, the National Assembly, and the Federal Council.
<b>II</b>	<b>Constitution of France – (i)Fundamental Rights, President</b>	8	Understand the knowledge of France's constitutional framework to describe the checks and balances between the President and the legislature.
<b>III</b>	<b>Constitution of France (ii) Cabinet – Prime Minister, Political Parties, and Judiciary</b>	8	Evaluate the efficiency of parliamentary systems in balancing the executive and legislative powers through the Prime Minister and Cabinet.
<b>IV</b>	<b>Constitutional of Canada – Governor General, Parliament</b>	8	Analyze the division of powers between the federal and provincial governments in Canada's federal system.
<b>V</b>	<b>A Comparative Study of Federation of Canada &amp; U.S.A.</b>	7	Compare the constitutional structures of Canada and the USA, particularly in terms of their executive, legislative, and judicial branches.
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

#### Suggested Readings:

- Vishnu Bhagwan, and Vidya Bhushan (2021), World Constitutions, Sterling (latest edition).
- F.S.Strong(2019), Modern Political Constitutions(latest edition)
- K.R.Bambwall: Major Contemporary Constitutional Systems
- Walter Bagehot,The English Constitution,1867
- Sophie Boyron (2012) ,The Constitution of France: A Contextual Analysis,Hart Publishing.
- Thomas Fleiner (2014), The Constitution of Switzerland: A Contextual Analysis, Hart Publishing.
- Peter Leyland(2016), The Constitution of the United Kingdom: A Contextual Analysis, Hart Publishing.
- David Marrani, Dyanamics in the French Constitution: Decoding French Republican Ideas, Routledge, 2013
- "Constitutional Law in Switzerland" by Thomas Fleiner et al. (Springer, 2012)
- Wolfgang Wohlgemuth (Peter Lang, 2020) "Switzerland's Constitution: History, Development, and Current Issues".

#### Reference Book

- David Schneider man et al. (University of Toronto Press, 2015) "Canadian Constitutionalism and the Charter" by "Comparative Constitutional Law".
- John Bell (Hart Publishing, 2016)"French Constitutionalism and the Presidency".
- David Bell (Palgrave Macmillan, 2017)"The Fifth Republic: France's Constitutional Dilemma".

<b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>
<b>Status of Course &amp; Credit: WORK EXPERIENCE, CREDIT: 2</b>
<b>Course Number &amp; Title: PSW 201 AWARENESS OF CIVIL &amp; POLITICAL RIGHTS</b>
<b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>
<b>Total Lectures /Semester: 52/II Semester</b>
<p><b>Introduction:</b>  This paper aims to raise awareness of civil and political rights, emphasizing the role of empowerment and education in fostering active citizenship. It aims to equip students with the knowledge and practical skills to advocate for rights, promote political participation, and engage with marginalized communities, particularly women and underprivileged groups. The course is designed to blend theoretical understanding with hands-on activities, allowing students to make a real-world impact while learning the socio-political and legal frameworks that govern civil and political rights. By participating in literacy campaigns, skill-development initiatives, and community engagement programs, students will work towards empowering individuals to become self-reliant and politically active.</p>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand civil and political rights, empowering them to recognize, exercise and protect these rights.</li> <li>2. To enhance contribution to social empowerment by actively engaging students in literacy and skill-development programs to empower underprivileged women and children.</li> <li>3. To develop community engagement skills by providing students with practical experience of interacting with marginalized communities.</li> <li>4. To conduct social research by engaging students in gathering data, and analyzing social issues, thus giving them the tools to assess community needs and support informed decision-making.</li> <li>5. To develop leadership and advocacy skills that will enable students to motivate others, particularly women, to participate in welfare programs and civic activities, contributing to social and political change.</li> </ol>
<b>Course Outcomes (CO):</b>
<p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of civil and political rights, empowering students to advocate for their own rights and assist others in accessing theirs.</p> <p>CO2: Improved ability to engage with marginalized communities and contribute to their socio-economic development.</p> <p>CO3: Improved literacy, economic empowerment, and civic participation amongst disadvantaged communities, helping to drive tangible social change.</p> <p>CO4: Develop hands-on experience in conducting surveys, collecting data, and analyzing social issues, which will enhance their research and critical thinking skills.</p> <p>CO5: By motivating others to participate in political processes and welfare programs, students will be able to enhance their leadership attributes, communication, and advocacy abilities.</p>

# PSH 251/291

<b>Program Name- B.A. Social Science &amp; BBM 1<sup>ST</sup> Sem</b>			
<b>Status of Course &amp; Credit: Faculty Half Course &amp; 2 Credits</b>			
<b>Course Number &amp; Title: PSH 101/251/291, Political Theory</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-2</b>			
<b>Total Lectures / Semester: 26</b>			
<b>1</b>	<b>Introduction of Course</b> This course aims to introduce and induct the students in the domain of the discipline and to familiarize them with certain concepts, which constitute the building blocks of the discipline of Political Science. These concepts & norms are not only central to the understanding of our political world, but also help the political societies in designing constitutional & policy framework to realize better conditions of human & social life.		
<b>2</b>	<b>Objectives:</b> 1: To understand the various definitions of Political Science and how it differs from related disciplines including its nature, Significance and Methods of Political Science (Modern & Traditional Methods).  2: Develop the ability to critically evaluate and apply these political concepts to contemporary issues such as human rights, social justice, governance, and lawmaking.  3: Foster analytical skills to assess the functioning of democratic systems and the use of power in political, social, and global contexts including understanding the dynamics of political authority and democratic governance in the modern world  4: Provide students with a comprehensive understanding of sovereignty and its theoretical frameworks. And foster critical thinking on the application of sovereignty in both domestic and international political contexts  5: Provide students with a thorough understanding of the <b>Behaviouralist</b> and <b>Post-behaviouralist</b> approaches in political science and Equip students with the ability to critically evaluate <b>scientific methodologies</b> and <b>normative concerns</b> in political analysis.		
<b>3</b>	<b>Course Outcomes (CO):</b> After completion of the course, students will be able to: <b>CO1:</b> Students will explore different methodologies used in political science, such as normative and empirical methods. <b>CO2:</b> Students will gain a clear understanding of fundamental political concepts such as rights, duties, liberty, equality, fraternity, justice, and law. <b>CO3:</b> They will be able to distinguish between direct and representative democracy and evaluate their applications in different political contexts. <b>CO4:</b> They will critically examine how sovereignty functions in different political systems and the implications of each analysis for the state's authority and autonomy. <b>CO5:</b> They will assess the debate between behaviouralism and post-behaviouralism in modern political science.		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<b>Introduction of Political Science</b>	12	Students will be able to Define key terms related to political science and describe the main methods used in political science research, distinguishing between qualitative and quantitative approaches.
<b>II</b>	<b>Political concepts</b>	10	Students will be able to compare and contrast between <b>liberty, equality, and fraternity</b> in political philosophy, particularly in contexts where these values may conflict (e.g., balancing individual freedom with social equality).
<b>III</b>	(a) <b>Democracy</b> (b) <b>The Concept of Power, Authority, Influence, and Legitimacy</b>	10	Students will be able to <b>Explain</b> the essential features of democracy, including <b>free and fair elections, civil liberties, separation of powers, and citizen engagement.</b>
<b>IV</b>	<b>Sovereignty: Monistic and Pluralistic</b>	10	Students will be able to analyze the

	<b>Analyses</b>		relationship between monistic sovereignty and <b>decentralization</b> in political systems, such as the challenges faced by <b>federal</b> or <b>confederal</b> states.	
<b>V</b>	<b>(a) Scientific Study of Political Behaviouralism</b> <b>(b) Post Behaviouralism</b>	10	Students will be able to identify key figures in post-behaviouralism, such as <b>David Easton</b> , and their calls for political science to be more relevant and engaged with real-world political issues.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

- Rajeev Bhargava & Ashok Acharya (Ed.) (2008), Political Theory: An Introduction, New Delhi, Pearson Longman.
- S.P. Varma (2001); Modern Political Theory, Vikas Publishing House Pvt. Ltd. Reprint
- Amal Ray, Mohit Bhattacharya (2004), Political Theory – Ideas and Institutions, World Press.
- Calcutta, R.C. Agarwa (2001); Political theory (Principles of Political Science), S. Chand & Company Ltd.
- O.P. Gauba (2001); An Introduction to Political Theory, Macmillan India Ltd., New Delhi.
- V.D. Mahajan (2001); Political Theory, S.Chand & Company Limited.
- J.C. Johari (1992), Adhunik Rajniti Vigyan Ke Siddhant, Sterling Publishers Pvt. Ltd. New Delhi.
- Appadorai(2000), ‘Substance of Politics’, OUP, New Delhi.
- Eddy Ashirvatham (2009) ‘Political Theory’ S. Chand & Co. Ltd., Delhi.
- W. Y. Elliot (1928), Pragmatic Revolt in Politics, The Macmillan, New York.
- Charles E. Merriam (1999), Theories of Sovereignty Since Rousseau, Union/Jersey: Law Book Exchange Ltd.
- K. K. Misra(1978), Modern Political Theory: With focus on Political Ideas of Laski, New Delhi: Pragati.

### Reference Book:

- Isaiah Berlin – “Four Essays on Liberty” (1969)
- John Rawls – “A Theory of Justice” (1971)

# PSH 252/292

<b>Program Name- B.A. Social Science &amp; BBM 1<sup>ST</sup> Sem</b>			
<b>Status of Course &amp; Credit: Faculty Half Course &amp; 2 Credits</b>			
<b>Course Number &amp; Title: PSH 102: Indian Government &amp; Politics</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-2</b>			
<b>Total Lectures / Semester:26</b>			
<b>1</b>	<b>Introduction:</b> The course provides a comprehensive overview of the political framework and governance structure of India. It explores the historical context of the Indian Constitution, its foundational principles, and the roles of various governmental institutions. Students will engage with significant topics, including the Union Government's operations, the significance of political parties, and the dynamics of electoral politics. This course aims to enhance students' understanding of how government functions in India and the socio-political changes it facilitates.		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>6. Understand the formation and characteristics of the Indian Constitution.</li> <li>7. Analyze the structure and functioning of the Union Government.</li> <li>8. Evaluate the role of the Indian Constitution as an instrument of socio-political change.</li> <li>9. Examine the dynamics of political parties and their impact on Indian politics.</li> <li>10. Assess the implications of electoral politics for minorities and weaker sections of society.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to: <b>CO1:</b> Identify and explain the key components and characteristics of the Indian Constitution and government. <b>CO2:</b> Analyze the structure and functioning of the Union Government, including the roles of the President, Prime Minister, Cabinet, and Parliament. <b>CO3:</b> Evaluate the Indian Constitution as an instrument of socio-political change, with a focus on Article 368 and Union-State relations. <b>CO4:</b> Examine the dynamics of political parties in India, including their ideologies, coalition government formation, and the impact of communalism, regionalism, and casteism. <b>CO5:</b> Assess the implications of electoral politics for minorities and weaker sections, and evaluate the role of bureaucracy and measures to control corruption in Indian polity.		
<b>4</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
	The Making of the Indian Constitution - Characteristics - Fundamental Rights - Directive Principles & Fundamental Duties	8	Students will be able to Remember the historical context of the Indian Constitution and understand the significance of fundamental rights and duties
	The Union Government - Parliamentary System - President, Prime Minister, Cabinet, and Parliament - The Supreme Court	8	Students will be able to understand the structure of the Union Government and its role in governance
	Indian Constitution as an Instrument of Socio-Political Change - Article 368 - Union State Relations - Sarkaria Commission Report	7	Students will be able to analyze the Union-State relations
	Political Parties - Ideologies and Programmes - Coalition Government in India - Communalism, Regionalism, and Casteism	8	Students will be able to Evaluate the effects of communalism and casteism on politics
	Electoral Politics - Role of Minorities and Weaker Sections - Bureaucracy's Role in Indian Polity - Corruption and Measures to Control	8	Students will be able to Understand the significance of electoral politics for minorities and to evaluate functioning of bureaucracy and its role .

5	TEXTBOOKS	AUTHOR(s)	Edition, Year, Publisher	Place

**Textbooks:**

- Bhartiya Shashan Aur Rajneeti, Pukhraj Jain ,1999 Jaipur, India
- Bhartiya Rajneeti Aur Shashan,J.C. Jauhari,2001,New Delhi, India
- Introduction to the Constitution of India,D.D. Basu,23rd Edition, 2018, LexisNexis,Gurgaon, India
- Indian Polity,M. Laxmikanth,6th Edition, 2021, McGraw Hill, Chennai, India
- Indian Constitution & Politics,Bidyut Chakravarthy,2008, SAGE India,New Delhi, India
- Our Constitution,Subhash C. Kashyap,2001, National Book Trust,New Delhi, India.
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- References
- Constitutional Questions in India: The President, Parliament, and the States, A.G. Noorani,2000, Oxford University Press New Delhi, India.
- Indian Political System, Norman D. Palmer, 1961, Houghton Mifflin Boston, USA
- Working a Democratic Constitution: The Indian Experience Granville Austin 1999, Oxford University PressNew Delhi, India

# PSM301

<b>Program Name- B.A. / B.A. Social Science IIIrd Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>			
<b>Course Number &amp; Title: PSM 301: Indian National Movement 1885-1947</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>			
<b>Total Lectures / Semester:39</b>			
<b>1</b>	<p><b>Introduction:</b></p> <p>The course provides a comprehensive examination of the struggle for India's independence from British rule. It explores the socio-political impact of British colonialism and the emergence of nationalist sentiments among Indians. The course covers the evolution of various national movements, their ideologies, strategies, and key figures involved, including the contributions of both moderate and extremist leaders. Special focus will be given to the role of Mahatma Gandhi and the rise of communalism during the independence struggle. Students will gain insights into the challenges faced during this transformative period and the eventual attainment of independence.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the historical context and impact of British rule on Indian society.</li> <li>2. Analyze the emergence and evolution of nationalism in India.</li> <li>3. Evaluate the contributions of key leaders and movements within the Indian national movement.</li> <li>4. Compare the ideologies and strategies of moderate and extremist factions.</li> <li>5. Assess the significance of the events leading up to independence, including communal tensions and constitutional developments.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO)</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Describe the impact of British rule and the emergence of nationalism in India.</p> <p><b>CO2:</b> Analyze the period of Liberal Nationalism, including the contributions of D.B. Nauroji, G.K. Gokhle, and M.G. Ranade.</p> <p><b>CO3:</b> Explain the rise of Extremist Nationalism and the role of key figures like Bal Gangadhar Tilak and Lala Lajpat Rai.</p> <p><b>CO4:</b> Assess the significance of Mahatma Gandhi's leadership during the struggle for Swaraj, including movements like Non-Cooperation and Civil Disobedience.</p> <p><b>CO5:</b> Evaluate the events leading to the Quit India Movement, the rise of the Left, and the constitutional developments leading to independence.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	Impact of the British Rule in India, Renaissance and Emergence of Nationalism in India	8	Students will be able to Apply Understand the factors leading to the emergence of nationalism and impact of British rule
<b>II</b>	The period of Liberal Nationalism: Programme, Ideology, Strategies, and Techniques; Social Base of National Movement; Contribution of D.B. Nauroji, G.K. Gokhle, M.G. Ranade	8	Students will be able to Understand the ideology and strategies of the Liberal Nationalist movement. and Apply knowledge to assess the social base of the national movement
<b>III</b>	The period of Extremist Nationalism: The Rise of Militant Nationalism, Programmes, Policies, Methods and Strategies; Emergence of Communalism; First World War and National Movement; Contributions of Bal Gangadhar Tilak, Lala Lajpat Rai	8	Students will be able to Understand the social base and methods used by revolutionary groups and Apply analytical skills to assess the impact of World War I on the national movement
<b>IV</b>	Struggle for Swaraj under the leadership of Mahatma Gandhi: Non-Cooperation Movement, Swaraj Party, Individual Satyagraha, Civil Disobedience Movement; Growth of Communalism and Partition of	8	Students will be able to Understand the strategies employed during the struggle for Swaraj by Mahatma Gandhi and Apply knowledge to assess the impact of communal tensions on the independence

	India		movement.
V	Rise of Left, Quit India Movement, Constitutional Development and Independence	7	Students will be able to understand the role of quit India movement and also to evaluate the role of constitutional developments in achieving independence.
5	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

#### Textbooks:

- History of Freedom Movement in India, Vol II, Tara Chand, 1954, Government of India, New Delhi.
- Bhartiya Samvidhan Tatha Rashtriya Vikas, Raghuvanshi, V.P.S., 1981, Vikas Publishing House, New Delhi.
- Indian National Movement, Gupta, D.C., 1970, Vikas Publishing House, New Delhi.
- A Brief History of Modern India, Rajiv Ahir, 2018, Spectrum Books, New Delhi

#### References:

- India Wins Freedom, Azad, M.A., 1959, Orient Longman, New Delhi.
- India from Curzon to Nehru and Freedom Struggle, Das, Durga & Chandra, Bipin (NCERT), 1977, National Council of Educational Research and Training, New Delhi.
- Modern India, Chandra, Bipin, Ray, & Dey, Barun, 1972, National Council of Educational Research and Training, New Delhi.
- Discovery of India - Glimpses of World History, Nehru, J.N., 1946, Jawaharlal Nehru Memorial Fund, New Delhi.
- India's Struggle for Independence, Bipin Chandra, 1988, Penguin Books, New Delhi.
- Modern India 1885–1947, Sumit Sarkar, 1983, Macmillan, New Delhi.
- History of the Freedom Movement in India, R.C. Majumdar, 1963, Firma KLM, Calcutta.
- Social Background of Indian Nationalism, A.R. Desai, 1948, Sage India, New Delhi.
- Gandhi Before India, Ramachandra Guha, 2013, Penguin Allen Lane, New Delhi.
- Gandhi: The Years That Changed the World, 1914–1948, Ramachandra Guha, 2018, Penguin Allen Lane, New Delhi.
- Makers of Modern India, Ramachandra Guha, 2010, Penguin India, New Delhi.
- Patriots and Partisans, Ramachandra Guha, 2012, Penguin India, New Delhi.

## PSM302

<b>Program Name- B.A. / B.A. Social Science IIIrd Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>	
<b>Course Number &amp; Title: PSM 302: Political Theory</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>	
<b>Total Lectures / Semester:39</b>	
<b>1</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• This course explores key philosophical and political theories that have shaped modern thought and society. Through an examination of liberalism, idealism, socialism, Marxism, and anarchism, students will gain insight into the historical contexts and implications of these ideologies. Each unit focuses on pivotal thinkers and concepts that continue to influence contemporary political discourse.</li> </ul>
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1: Understanding Key Theories: To analyze the foundational principles of liberalism, idealism, socialism, Marxism, and anarchism.</li> <li>2: Comparative Analysis: To compare and contrast different political ideologies and their approaches to individualism, society, and governance.</li> <li>3: Critical Thinking: To cultivate critical thinking skills by evaluating the strengths and weaknesses of each ideology.</li> <li>4: Historical Context: To situate these philosophies within their historical contexts, understanding their emergence and evolution.</li> <li>5: Application: To encourage students to apply these theories to current political and social issues.</li> </ol>
<b>3</b>	<b>Course Outcomes(CO)</b>

	<p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Identify and Explain: Describe key concepts and philosophers associated with each political ideology.</p> <p><b>CO2:</b> Analyze Arguments: Critically assess the arguments for and against each theory, demonstrating an understanding of their implications for society.</p> <p><b>CO3:</b> Compare Ideologies: Compare liberalism, idealism, socialism, Marxism, and anarchism in terms of their views on individual rights, the role of the state, and economic organization.</p> <p><b>CO4:</b> Contextualize Thought: Contextualize these ideologies within the broader spectrum of political thought and history.</p> <p><b>CO5:</b> Engage in Discourse: Engage in informed discussions about the relevance of these ideologies in contemporary political debates.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<ul style="list-style-type: none"> <li>Liberalism: Individualism (J.Locke, J.S.Mill), Utilitarianism: J. Bentham.</li> </ul>	8	Students will be able to delve into John Locke's emphasis on individual rights and the social contract as foundations of liberalism, contrasting this with J.S. Mill's advocacy for personal liberty and utilitarianism, highlighting how Mill integrates the greatest happiness principle with individual freedom to create a balanced societal framework. Ultimately, learners will appreciate the evolution of individualism in liberal thought and its implications for modern governance and ethical considerations.
<b>II</b>	<ul style="list-style-type: none"> <li>Idealism: German and English (Hegel, Green).</li> </ul>	8	Students will be able to analyze the key tenets of idealism as articulated by German and English philosophers, particularly Hegel's concept of absolute idealism, which emphasizes the development of reality through the dialectical process, and T.H. Green's interpretation of ethical idealism, focusing on the role of individual freedom and social responsibility. By comparing these perspectives, learners will gain insights into the philosophical underpinnings of idealism and its influence on contemporary thought regarding ethics, politics, and the nature of reality.
<b>III</b>	<ul style="list-style-type: none"> <li>Socialism: Guild Socialism, Collectivisms and Syndicalism.</li> </ul>	8	Students will be able to explore the core principles of socialism through the lens of guild socialism, which emphasizes worker self-management and cooperation, as well as various forms of collectivism that advocate for collective ownership and democratic control of resources. Additionally, learners will delve into syndicalism, which focuses on direct action and the role of trade unions in achieving social change. Ultimately, students will appreciate the diversity within socialist thought and its implications for labor movements and social justice initiatives.
<b>IV</b>	<ul style="list-style-type: none"> <li>Marxism: Karl Marx- Dialectical Materialism, Historical Materialism, Class Conflict Theory, Theory of Surplus Value, Marxist view on Religion.</li> </ul>	8	By the end of this topic, students will be able to articulate the key concepts of Marxism, including dialectical materialism and historical materialism, and analyze how these frameworks explain societal change. Students will understand class conflict theory as a lens for examining power dynamics within society, grasp the

			theory of surplus value as it relates to capitalist exploitation, and evaluate Marx's perspective on religion as a tool of social control and a response to material conditions. This foundational knowledge will enable students to critically assess contemporary political and economic systems through a Marxist lens.	
V	• Anarchism: Kropotkin & Bakunin	7	Students will be able to evaluate the key ideas of anarchism as presented by Peter Kropotkin and Mikhail Bakunin, focusing on Kropotkin's advocacy for mutual aid and cooperation as fundamental principles of human society, contrasting with Bakunin's emphasis on revolutionary action and the abolition of the state. Through this analysis, students will understand the philosophical foundations of anarchism, including its critiques of authority and capitalism, and explore how these ideas contribute to contemporary discussions on freedom, autonomy, and social organization.	
5	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

## Suggested Readings

### Text Books

- Graham, Pau(2022)l: “Introduction To Political Theory”, T&F/Routledge, 4<sup>th</sup> ed.
- Mishra, Karunesh Pratap (June, 2020): “Samkaleen Rajnaitik Siddhant”, Orient BlackSwan Pvt. Ltd.,
- O. P. Gauba,( 2020): “An Introduction to Political Theory”; National Paperbacks.
- Fadia,B. L(2019).: “Political Theory: Traditional And Contemporary”, Sahitya Bhawan Publications,
- Sivaramakrishnan, Arvind(2017): “Introduction to Political Ideologies: Contexts, Ideas and Practices”, Sage Publications Pvt. Ltd., New Delhi,.
- Eddy Asirvatham, K.K.Mishra(2010): “Political Theory”: S. CHand & Com. Ltd. New Delhi.
- Dr. Pukhraj Jain(2008): “Modern Political Ideologies” Sahitya Bhawan Publications, Agra.
- V. D. Mahajan(2006): “Political Theory”, S. Chand & Com. Ltd. , Delhi.
- R.C.Agarwal(2004): “Political Theory (Principles of Political Science)”, S.Chand.
- Amal Ray & Mohit Bhattacharya(2003): “Political Theory Ideas & Institutions”, The world Press Private Ltd.
- J.C.Johari (1987):“Contemporary Political Theory”, Sterling Publisher.
- C. L. Wayper(1987): “Political Thought”, Philosophical Library incorporated,
- S. P. Verma, “Modern Political Theory”, Vikas Publications,
- Heywood, Andrew(2021): Political Theory: An Introduction;, Bloomsbury Publishing India, 7<sup>th</sup> edition,.
- Joad, C. E. M(1953).: “Modern Political Theory” Oxford University Press, 1953
- Sabine, G.H.( 1937) : “A History of Political Theory” George G. Harrap & Com. First edition.
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### References

- Kropotkin, Peter (1902): Mutual Aid, Penguin Books (1939).
- Bakunin, Mikhail (1873): Statism and Anarchy, Cambridge University Press, 1990.
- Marx, Karl (1867): Das Capital, International Publishers, 1967
- Mill, J.S. (1861): Utilitarianism, Longmans, Green, Reader and Dyer.
- Mill, John Stuart (1859): On Liberty, Peguin Books

- Hegel, George W.F. (1820), Philosophy of Right, Oxford University Press,
- Fourier, Charles (1808): The Theory of the Four Movements, Cambridge University Press, 1996
- Bentham, Jeremy (1789): Principles of Morals and Legislation, Oxford University Press.
- Locke, John (1689): Two Treatises of Government, Cambridge University Press (1999)
- Hobbes, Thomas (1651): Leviathan,

## PSM303

<b>Program Name- B.A. / B.A. Social Science IIIrd Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>			
<b>Course Number &amp; Title: PSM 303: Political Ideas</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>			
<b>Total Lectures / Semester:39</b>			
<b>1</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• This course aims to offers an in-depth exploration of various political ideologies, movements, and their historical impact, focusing on key figures and global trends from the 20th century to the present. We will study the principles, leaders, and legacies of systems such as Communism, Fascism, Nazism, and Gandhism, as well as the evolving dynamics of Imperialism, Nationalism, and emerging modern ideologies like Environmentalism and Feminism.</li> </ul>		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1: To understand the development and implementation of <b>Communist ideology</b> under the leadership of Lenin, Stalin, and Mao Zedong.</li> <li>2: To understand the implications of Fascist and Nazi ideologies, including their reliance on ultra-nationalism, anti-communism, and racial superiority.</li> <li>3: To analyze the role of Gandhian philosophy in global nonviolent movements and its continued relevance in the modern world.</li> <li>4: To understand the transition from a world of competing empires to one of nation-states and global interdependence.</li> <li>5: To Analyze the ongoing relevance of these ideologies in contemporary global issues.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to:  <b>CO1:</b> Be equipped to critically analyze the historical significance and contemporary relevance of these political ideologies and movements. <b>CO2:</b> Critically assess the development and evolution of major political ideologies. <b>CO3:</b> Develop the ability to contextualize these ideologies within broader global trends and their lasting influence on political, social, and cultural structures. <b>CO4:</b> Analyze the ongoing relevance of these ideologies in contemporary global issues. <b>CO5:</b> Gain interdisciplinary insight into how ideologies intersect with issues of power, governance, human rights, and identity in the modern world.		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<b>Communism (Lenin, Stalin, Mau) Euro-Communism.</b>	8	Assess the long-term socio-economic and political effects of <b>Communist rule</b> in the Soviet Union, China, and Western Europe.
<b>II</b>	<b>Fascism and Nazism</b>	8	Compare and contrast <b>Italian Fascism</b> and <b>German Nazism</b> in terms of political strategy, social control, and economic policies.
<b>III</b>	<b>Gandhism and Sarvodaya</b>	8	Evaluate the practicality and limitations of <b>Gandhian principles</b> in addressing modern political, social, and economic problems.
<b>IV</b>	<b>Imperialism, Nationalism, Internationalism</b>	8	Analyze the interplay between <b>Imperialism, Nationalism, and Internationalism</b> in shaping the global

			political order of the 20th century.	
<b>V</b>	<b>Environmentalism, Feminism, Multi-Culturalism</b>	7	Identify key figures, movements, and ideas related to <b>Environmentalism, Feminism, and Multi-Culturalism</b> .	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Reading-

- Andrew Heywood (2021), Political Ideologies: An Introduction, Palgrave Macmillan, Bloomsbury, UK.
- Andrew Vincent (2023), Modern Political Ideologies, Wiley-Blackwell, UK.
- Will Kymlicka (2001), Contemporary Political Philosophy, Oxford University.
- Roger Eatwell (1999), Contemporary Political Ideologies, Continuum.
- Matthew Festenstein and M. Kenny (eds.) (2005), Political Ideologies: A Reader and Guide, Oxford.
- L.T. Sargent (2008), Contemporary Political Ideologies, Wadsworth Publishing Co. Inc.
- Colin Farrell (ed.) (2004), Contemporary Political Theory, Sage publication.
- Will Kymlicka (1995), Multicultural Citizenship: A Liberal Theory of Minority Rights, Clarendon Press, and Oxford University.
- Malise Ruthven (2004), Fundamentalism: The Search for Meaning, Oxford.
- Charles Taylor (1992), Multiculturalism and the Politics of Recognition, Princeton.
- A Gutmann (ed.) (1994), Multiculturalism: Examining the Politics of Recognition, Princeton.
- John Hoffman (2010), Introduction to Political Ideologies, Pearson.

### Reference Book

- Mary Wollstonecraft (1792) "A Vindication of the Rights of Woman".
- Charles Taylor (1992) "Multiculturalism and the Politics of Recognition".
- Marx and Friedrich Engels (1848) "The Communist Manifesto".

<b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>
<b>Status of Course &amp; Credit: MAJOR, CREDIT: 2</b>
<b>Course Number &amp; Title: PSW 301, PARTICIPATORY RESEARCH: THEORY &amp; APPLICATION</b>
<b>Lectures/ Week: of 55mts. Each/Week:4(L+T-0+P-4/S-0) [Weeks: 13 Per Semester]</b>
<b>Total Lectures /Semester: 52/ III Semester</b>
<p><b>Introduction:</b> This course immerses students in practical, field-based research to explore real-world social issues. It introduces essential research methods like observation, interviews, and case studies while emphasizing ethical engagement with communities. Students will work in diverse settings such as slums, old-age homes, special schools, and rural areas, addressing issues like juvenile care, environmental challenges, and political awareness. The course aims to develop research skills through hands-on experience, culminating in a well-documented fieldwork report.</p>
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To introduce students to the fundamentals of social research and its significance in understanding social realities and familiarize students with different types of research (qualitative, quantitative, participatory) and essential research methods (observation, interviews, and case studies).</li> <li>2. To develop skills for effective data collection through questionnaires, group interviews, and field methods.</li> <li>3. To foster awareness of research ethics, including the role of trust, respect, and responsibility in teacher-student-community relationships.</li> <li>4. To encourage students to engage with marginalized communities (e.g., slums, juvenile centers) and analyze socio-political and environmental issues.</li> <li>5. To equip students with the necessary skills for report writing and maintaining fieldwork files for systematic documentation.</li> </ol>
Course Outcomes (CO):

At the end of the course, the student will be able to:

CO1: Understand the purpose and significance of social research and apply it to real-world contexts.

CO2: Gain familiarity with various research methods such as observation, interviews, and case studies.

CO3: Conduct ethical fieldwork by building trust with participants and following research norms.

CO4: Develop analytical skills to explore issues related to rural problems, special children, slum conditions, and environmental concerns.

CO5: Gain practical experience in report writing and documentation by preparing a comprehensive fieldwork file.

#### Student Learning Outcomes

After completing this course students will be able to :

1. Design and conduct small-scale research projects using participatory research approaches.
2. Utilize observation and interview techniques effectively to gather qualitative data.
3. Apply research ethics in interactions with participants from various communities and organizations.
4. Analyze social problems such as juvenile care, rural development, environmental sustainability, and political culture through hands-on involvement.
5. Prepare and submit a well-structured research report/fieldwork file documenting their field experiences and findings.

## PSM401

**Program Name- B.A. / B.A. Social Science IVth Semester**

**Status of Course & Credit: Major Course & 3 Credits**

**Course Number & Title: PSM 401: Indian Government and Politics**

**Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3**

**Total Lectures / Semester:39**

<b>1</b>	<p><b>Introduction:</b></p> <p>The course "Indian Government and Politics" (PSM401) provides a comprehensive analysis of the political structure of India, emphasizing its constitutional framework, governance mechanisms, and the evolving political landscape. Key topics include the historical formation of the Indian Constitution, the functioning of the Union and State governments, and the roles of pivotal institutions like Parliament, the Judiciary, and the Election Commission. The course also addresses critical issues such as communalism, casteism, electoral politics, and the influence of political parties, bureaucracy, and minority groups in shaping Indian democracy. By exploring the interaction between constitutional provisions and socio-political challenges, students will gain a nuanced understanding of Indian politics.</p>
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>6. To understand the formation of the Indian Constitution, its key features, and the importance of Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties.</li> <li>7. To examine the structure and functioning of the Union Government, including the roles of the President, Prime Minister, Parliament, and Cabinet, along with the Supreme Court's role in judicial review and activism.</li> <li>8. To analyze the Indian Constitution as a tool for socio-political change, focusing on Article 368 and issues related to Union-State relations, particularly as outlined in the Sarkaria Commission Report.</li> <li>9. To study the characteristics, ideologies, and programs of political parties in India, and evaluate the impact of coalition governments, along with the challenges of communalism, regionalism, and casteism in the political system since Independence.</li> <li>10. To assess electoral politics in India, the roles of minorities and weaker sections, the influence of bureaucracy, and issues of corruption, including proposals for Lok Pal and Lok Ayukta, as well as suggested reforms for the Election Commission.</li> </ol>

<b>3</b>	<p>Course Outcome: (CO) At the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• <b>CO1:</b> Define and explain the process of constitution-making, highlighting the characteristics of the Indian Constitution and the significance of Fundamental Rights, Directive Principles, and Fundamental Duties.</li> <li>• <b>CO2:</b> Evaluate the structure and functioning of India's Union Government, assessing the role of the Supreme Court in judicial review and activism.</li> <li>• <b>CO3:</b> Analyze the Indian Constitution's role in facilitating socio-political change, focusing on amendments, Union-State relations, and the impact of the Sarkaria Commission.</li> <li>• <b>CO4:</b> Critically assess the ideologies and programs of political parties in India, explain the significance of coalition governments, and analyze the influences of communalism, regionalism, and casteism in contemporary politics.</li> <li>• <b>CO5:</b> Evaluate the role of electoral politics, particularly the participation of minorities and weaker sections, as well as the bureaucracy's impact on governance, including issues of corruption and the implications of proposals for Lok Pal &amp; Lok Ayukta and reforms in the Election Commission.</li> </ul>			
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>	
<b>I</b>	(a) The Formation of the Indian Constitution and its Characteristics (b) Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties	8	<i>Students will understand the making of the Indian Constitution and the importance of fundamental rights and duties.</i>	
<b>II</b>	(a) The Union Government: Parliamentary System, President, Prime Minister, Cabinet, and Parliament (b) The Supreme Court: Judicial Review and Judicial Activism	8	<i>Students will evaluate the functioning of the Union Government and the judiciary's role in India.</i>	
<b>III</b>	The Indian Constitution as an Instrument of Socio-Political Change, focusing on Article 368 and Union-State Relations, with reference to the Sarkaria Commission Report	8	<i>Students will analyze the Constitution's role in socio-political change and examine Union-State relations.</i>	
<b>IV</b>	(a) Political Parties: Characteristics, Ideologies, and Programs; Coalition Governments in India (b) Issues of Communalism, Regionalism, and Casteism in Indian Politics	8	<i>Students will assess political party dynamics and critical issues affecting Indian politics.</i>	
<b>V</b>	(a) Electoral Politics in India: The Role of Minorities and weaker sections. (b) Bureaucracy's Role in Governance, Corruption, and Lok Pal & Lok Ayukta Proposals (c) Role of the Election Commission and Suggested Reforms	7	<i>Students will evaluate electoral politics, governance issues, and propose reforms for the Election Commission.</i>	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### SUGGESTED READINGS:

#### Text Books:

- Dutta, R. P. (2019). *India today*. Rupa Publications.
- Pylee, M. V. (2016). *Indian constitution*. Vishal Publications.

- Moris, J. (2017). *Government and politics in India*. Oxford University Press.
- Hartmann, H. (2014). *Indian political system*. New Century Publications.
- Palmer, N. D. (2018). *Indian political system*. Tata McGraw-Hill Education.
- Gupta, D. G. (2016). *Indian government and politics*. S. Chand Publishing.
- Jain, R. (2013). *Bhartiya shasan aur rajneeti*. Prabhat Prakashan.
- Baxi, O. P. (2015). *Indian constitution*. Eastern Book Company.
- Jauhari, J. C. (2012). *Bhartiya rajneeti aur shasan*. Prakashan Kendra.

**References:**

- Sarkaria, B. (1988). *\*Report of the Sarkaria Commission on Centre-State Relations\**. New Delhi: Government of India.
- Jha, R. (2006). *\*The Making of the Indian Constitution: A Historical Perspective\**. New Delhi: Konark Publishers.
- Arora, K. (2015). *\*Indian Political System\**. New Delhi: Pearson India.
- Mishra, K. (2015). *\*Judicial Activism in India: A Critical Evaluation\**. New Delhi: Routledge.
- Vohra, R. (2015). *\*Bureaucracy in India: Challenges and Reforms\**. New Delhi: Sage Publications.
- Ghosh, A. (2018). *\*Communalism, Regionalism and Casteism: Impacts on Indian Politics\**. New Delhi: Atlantic Publishers.
- D.D. Basu. (2018). *\*Introduction to the Constitution of India\** (23rd ed.). New Delhi: LexisNexis.
- Kumar, A. (2019). *\*Political Parties in India: A Comparative Perspective\**. New Delhi: Sage Publications.
- Thompson, H. (2019). *\*Electoral Politics in India: A Study of the Role of Minorities\**. New Delhi: Routledge.
- Rao, S. (2020). *\*Electoral Reforms in India: The Role of the Election Commission\**. New Delhi: Oxford University Press.

## PSM402

<b>Program Name- B.A. / B.A. Social Science IVth Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 3 Credits</b>	
<b>Course Number &amp; Title: PSM 402: Comparative Government &amp; Politics</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3</b>	
<b>Total Lectures / Semester:39</b>	
<b>1</b>	<p><b>Introduction:</b></p> <p>The course examines different political systems, structures, and processes across various countries. It emphasizes the importance of comparative methods in understanding political phenomena. The course explores key concepts such as political culture, socialization, and the role of political parties and pressure groups. Additionally, it covers theories of the state and social change, providing insights into the dynamics of political processes in both developed and developing nations. By analyzing these elements, students will gain a deeper understanding of how various political systems function and the factors that influence their effectiveness.</p>
<b>2</b>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply comparative methods in analyzing political systems.</li> <li>• Evaluate key concepts such as political culture, socialization, and constitutionalism.</li> <li>• Analyze the role of political parties, pressure groups, and social movements in shaping political landscapes.</li> <li>• Discuss various theories of the state and their implications for political development.</li> <li>• Assess the characteristics of political systems in developed and developing countries, including the role of women in political processes</li> </ul>
<b>3</b>	<p><b>Course Outcomes(CO)</b></p> <p>After completion of the course, students will be able to:</p>

	<p><b>CO1:</b> Describe the comparative methods used in the study of political systems and their significance.  <b>CO2:</b> Analyze key concepts such as political culture, political socialization, and constitutionalism.  <b>CO3:</b> Evaluate the functions and impacts of political parties and pressure groups on governance.  <b>CO4:</b> Discuss various theories of state and social change and their relevance to contemporary politics.  <b>CO5:</b> Assess the general characteristics of political systems in developed and developing countries, focusing on the role of women in politics.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	• Comparative Methods in the Study of Political Systems; Political Sociology, Political Economy, and Structural Functionalism	7	Students will be able to Analyze the effectiveness of different comparative methods in understanding political phenomena
<b>II</b>	• Approaches and Concepts: Political Culture, Political Socialization, Political Development, Constitution and Constitutionalism	8	Students will be able to Remember the definitions of key concepts of comparative politics such as political culture, political socialization, Political Development, Constitution and Constitutionalism
<b>III</b>	•(a) Political Parties (b) Pressure Groups and Social Movements	8	Students will be able to Analyze the relationship between political parties, pressure groups and civil society
<b>IV</b>	•(a) Theories of State (b) Theories of Social Changes	8	Students will be able to Remember the major theories of the state and Understand the theories of social change and their impact on political systems
<b>V</b>	•(a) General Characteristics of Political Systems in Developed and Developing Countries (b) Women and the Political Processes	8	Students will be able to Apply comparative analysis to assess political systems' effectiveness and Analyze the challenges faced by women in political participation
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

#### Textbooks:

- Comparative Politics, Johari, J.C., 1982, Sterling Publishers, New Delhi.
- Modern Political Theory, Verma, S.P., 1975, Vikas Publishing House, New Delhi.
- Political Theory, Johari, J.C., 1987, Sterling Publishers, New Delhi.
- Political Theory, Ashirvatham, E., 1965, S. Chand, New Delhi.
- Principles of Political Sciences, Kapoor, A.C., 1950, S. Chand, New Delhi.
- Comparative Government and Politics, Chetna Sharma and Pushpa Singh, 2019, PHI Learning, New Delhi.
- Comparative Politics, Vidya Bhushan, 2023, Kalyani Publishers, New Delhi.

#### References:

- Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, Arend Lijphart, 1999, Yale University Press, New Haven.
- The Third Wave: Democratization in the Late Twentieth Century, Samuel P. Huntington, 1991, University of Oklahoma Press, Norman.
- The Civic Culture: Political Attitudes and Democracy in Five Nations, Gabriel A. Almond & Sidney Verba, 1963, SAGE Publications, London.

# PSM403

Program Name- B.A. / B.A. Social Science IVth Semester			
Status of Course & Credit: Major Course & 3 Credits			
Course Number & Title: PSM 403: Foreign Policy of India			
Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3			
Total Lectures / Semester:39			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• This course provides an in-depth analysis of foreign policy, with a particular focus on India's approach to international relations. Students will explore the definitions, determinants, and frameworks that shape foreign policy, as well as India's historical context and key principles. By examining both the philosophical underpinnings and practical challenges of India's foreign policy, the course aims to equip students with a nuanced understanding of how nations navigate complex global dynamics.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.: Define Foreign Policy: To understand the meaning, definitions, and salient features of foreign policy, along with key determinants and approaches.</li> <li>2.: Historical Context: To explore the evolution of India's foreign policy from pre-independence to the present, including its origins and key determinants.</li> <li>3.: Key Principles: To analyze the fundamental principles guiding India's foreign policy, such as Non-Aligned Movement (NAM), Panchsheel, and anti-imperialist ideologies.</li> <li>4.: Policy Formulation: To investigate the processes involved in the formulation of India's foreign policy, including the roles of various institutions and actors.</li> <li>5.: Regional Dynamics: To assess India's foreign policy in relation to its South Asian neighbors and evaluate key issues and challenges, including its relationship with China.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO)</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Articulate Definitions: Clearly define foreign policy and its key determinants, demonstrating an understanding of ideological and decision-making approaches.</p> <p><b>CO2:</b> Trace Historical Development: Analyze the historical evolution of India's foreign policy and identify its significant phases and influences.</p> <p><b>CO3:</b> Evaluate Principles: Critically evaluate the key principles of India's foreign policy and their relevance in contemporary global contexts.</p> <p><b>CO4:</b> Understand Formulation Processes: Explain the mechanisms through which India's foreign policy is formulated, including the roles of government bodies and political factors.</p> <p><b>CO5:</b> Assess Regional Policy: Analyze India's South Asia policy and evaluate its challenges, particularly in relation to China, contributing to a broader understanding of India's strategic interests in the region.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period Number of Lecture(s)	Bloom's Taxonomy Learning outcome
<b>I</b>	Understanding Foreign Policy: Meaning and Definitions, Salient Features, Key Determinants and Approaches (Ideological and Decision Making); National Interests and Foreign Policy.	7	Upon completing this section, students will be able to define foreign policy and identify its salient features, key determinants, and approaches, including ideological and decision-making perspectives. They will understand how national interests shape foreign policy decisions and apply this knowledge to analyze real-world case studies. This foundational understanding will prepare students to critically evaluate the complexities of international relations and the motivations behind state behavior.
<b>II</b>	Foreign Policy of India: History; Pre and Post Independence, Origin and Genesis, Key Determinants, Philosophy and Ideology, Salient Features	8	After this section, students will be able to trace the historical evolution of India's foreign policy, distinguishing between its pre- and post-independence phases. They will analyze the origins and key determinants that have shaped India's foreign relations, as well as the underlying

			philosophies and ideologies that influence its approach. This understanding will enable students to critically assess the salient features of India's foreign policy and its relevance in the current global context.	
<b>III</b>	Key Principles of India's Foreign Policy: NAM & Panchsheel and others; Anti-Imperialism, Anti-Colonialism, Anti-Apartheid and Race, International Peace and Security, Support to United Nations Organization, Unity and Cooperation with the Third World.	8	Upon completion of this section, students will be able to identify and analyze the key principles of India's foreign policy, including the Non-Aligned Movement (NAM), Panchsheel, and its stances on anti-imperialism, anti-colonialism, and anti-apartheid. They will evaluate India's commitment to international peace and security, its support for the United Nations, and its efforts to foster unity and cooperation with Third World countries. This knowledge will enable students to critically assess the impact of these principles on India's role in global affairs.	
<b>IV</b>	Formulation of India's Foreign Policy: Cabinet and Legislature, Ministry of Foreign Affairs and Foreign Services, Political Parties and Pressure Groups, Personality Factor.	8	After this section, students will be able to understand the processes involved in the formulation of India's foreign policy, examining the roles of the Cabinet, legislature, and the Ministry of External Affairs. They will assess the influence of political parties, pressure groups, and individual personalities on policy decisions. This comprehensive understanding will equip students to critically evaluate how various actors and factors contribute to shaping India's international relations.	
<b>V</b>	India's South Asia Policy: SAARC and other Neighboring states; Issues and Challenges and India's China Policy; Evaluation of India's Foreign Policy.	8	Upon completing this section, students will be able to analyze India's South Asia policy, focusing on its engagement with SAARC and neighboring states, while identifying key issues and challenges in these relationships. They will also evaluate India's approach to China and assess the overall effectiveness of India's foreign policy. This understanding will enable students to critically reflect on the dynamics of regional politics and India's strategic interests in South Asia.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

#### Text Books:

- Gupta, Arvind; Wadhwa, Anil(2020) : "India's Foreign Policy: Surviving in a Turbulent World" Sage India.
- Khanna, V.N.( 2018.): "Foreign Policy of India", Vikas Publishing House, 7<sup>th</sup> Edition.
- Dubey, Muchkund(2017) : "India's Foreign Policy Coping with the Changing World" Orient BlackSwan,
- Dixit, Jyotindra Nath(2010) : "India's Foreign Policy and It's Neighbours" , Gyan Publishing House.
- Ghosh, Anjali(2009); Charkraborti, Tridib; Majumdar, Anindyo Jyoti; Chatterjee, Shibashis : "India's Foreign Policy", Edited, Pearson.
- Jaypalan, N(2001): "Foreign Policy of India", Atlantic Publishers & Distributors Pvt. Ltd.

## References:

- Pant, Harsh V. (2019):“Indian Foreign Policy: The Modi Era”, Har-Anand Publications Pvt. Ltd.
- Katoch, Dhruv C.( 2019) : “India's Foreign Policy: Towards Resurgence” Pentagon Press LLP,.
- Hall, Ian (2019) : “Modi and the Reinvention of Indian Foreign Policy ” Bristol University Press,
- Mazumdar, Arijit(2015.): “Indian Foreign Policy in Transition: Relations with South Asia” Routledge .

## PSM501

<b>Program Name- B.A. Social Science Hons. Vth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 501: Indian Political Thought</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction of Course-</b>This course focuses on Indian Political thought. Indian political thought is characterized by a diverse range of ideas and philosophies that have evolved over thousands of years, reflecting the country’s rich cultural and historical background.</p> <p>It also addresses modern political thought that had influenced various movements and reforms in Indian society.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.To develop insight about the sources of Ancient Indian Political thought by the works of Manu and Kautilya.</li> <li>2.To identify the role of casteism and gender disparity and their impact on Indian social framework by focusing upon the socio-political ideologies of Phule,Gandhi and Ambedkar.</li> <li>3.To understand the causes behind the revival of vedic philosophy in modern Indian society by acknowledging the works and ideas of Swami Dayandad Sararwati and Swami Vivekanada and role of their philosophy in social reforms in contemporary Indian society.</li> <li>4.To learn about the contribution of female Indian Reformers such as Pandita Ramabai,Kamala Devi Chattopaddhaya and Sarojni Naidu and their role in bringing reforms in the Indian society by advocating for women's rights,education and caste equality.</li> <li>5. To explore the role of various social figures with distinct political ideas in bringing change to the Indian political system by concentrating upon the ideologies of Deen Dayal Upadhyay,Veer Savarkar and Acharya Narendra Dev.</li> </ol>		
<b>3</b>	<p><b>Course Outcome(CO)</b></p> <p>At the end of the course,the student will be able to-</p> <p><b>CO1:</b> Explain the sources of Ancient Indian Political thought by summarizing the works of Manu and Kautilya.</p> <p><b>CO2:.</b> Evaluate the role of socio-political ideas of Phule,Gandhi and Ambedkar in eradicating casteism and gender disparity from Indian society .</p> <p><b>CO3:</b> Interpret the impact of Vedic philosophy in bringing social stability and unification of diverse Indian Society.</p> <p><b>CO4:</b> Assess the role of female reformers such as Pandita Ramabai,Kamala Devi Chattopaddhaya and Sarojni Naidu in transforming society by raising the cause of women education,women remarriage and women active political participation.</p> <p><b>CO5:</b> Compare the role of distinct ideologies of Deen Dayal Upadhyay,Veer Savarkar and Acharya Narayan Dev in the context of Indian Political system.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom’s Taxonomy <b>Learning outcome</b>
<b>I</b>	Sources of Indian Political Thought: Manu and Kautilya	12	Students will be able to explain and interpret political ideas given by Manu and Kautaliya by highlighting the relevance of their ideas in today’s political framework.
<b>II</b>	Jyotiba Phule, Gandhi, Ambedkar	10	

			Students will be able to assess the role of Phule and Ambedkar in the emancipation of lower castes. Students will also be able to interpret the core principles of Gandhian philosophy and its impact in current socio-political scenarios.	
<b>III</b>	Dayanand Saraswati, Swami Vivekanand	10	Students will be able to justify the role of religious reforms in developing ethical frameworks that align with current values and promote peaceful co existence in society.	
<b>IV</b>	Pandita Ramabai, Kamala devi Chattopaddhaya, Sarojini Naidu	10	Students will be able to foster a sense of empowerment by learning about the contribution of female reformers in shaping Indian society by improving the state of women in India,encouraging them to take initiative and be agents of change.	
<b>V</b>	Savarkar, Deen, Dayal Upadhyaya, Archarya Narendra Dev	10	Students will be able to distinguish and compare the varied political ideologies of Savarkar,Deen Dayal Upadhyaya and Acharya Narendra Dev .	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

## Suggested Readings

### Text Books

- Roy Himanshu,Singh M.P. (2020)Indian Political Thought” ,3rd Edition, Pearson Publishers,Noida.
- Verma V. P. (2009) ,Ancient & Medieval Indian Political Thought, Laxmi Narayan Agarwal Pub.,Agra.
- Sharma Urmila & Sharma S. K. (2018),Indian Political Thought, Atlantic Publishers ,New Delhi.
- Gauba O. P. (2009),Indian Political Thinkers, 2009,Mayur Paperbacks, Noida.
- Pandey Kumar Rajendra & Chakrabaty Bidyut (2012), Modern Indian Political Thought: Text & Context , Sage Publications,New Delhi.
- Appadorai, (2002), Political Thoughts in India : 400 B.C. to 1980 ,Khama Publishers,New Delhi.
- Singh G. P. (1993), Political Thought in Ancient India, D. K. Print World,New Delhi.

### References

- Olivelle Patrick,(2005) Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra, Oxford University Press,Noida.
- Rangarajan L.N.(Translator) (1992), Kautilya's Arthashastra, Penguin Classics,New Delhi.
- Mahatma Jotirao Phule, edited by P.G. Patil (1991), “Mahatma Jotirao Phule: Collected Works (Vol. 1), Government of Maharashtra.

- Maharshi Dayanand Saraswati , translated by Bharadwaja Chiranjiva (1875): Satyarth Prakash (The Light of Truth)
- Ramabai Pandita (1887): The High-Caste Hindu Woman”( reprint in 2000),Feminist Press
- Upadhyaya, Deendayal (1965): Integral Humanism, Prabhat Prakashan ,New Delhi

## PSM502

<b>Program Name- B.A. Social Science Hons. Vth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 502: Public Administration</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• This course offers a comprehensive exploration of Public Administration, emphasizing its definition, nature, and significance within the public sector. Students will examine the differences between public and private administration, various approaches to studying the field, and the intricate mechanisms that govern public organizations. Through a blend of theoretical frameworks and practical applications, the course aims to equip students with a robust understanding of how public administration operates and its impact on society.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li><b>1: Understanding Concepts:</b> To define and explore the nature and scope of Public Administration and its significance in contemporary governance.</li> <li><b>2: Comparative Analysis:</b> To analyze the differences between public and private administration, highlighting unique challenges and practices.</li> <li><b>3: Approaches to Study:</b> To familiarize students with historical, behavioral, and sociological approaches to Public Administration.</li> <li><b>4: Control Mechanisms:</b> To examine the various control mechanisms over Public Administration, including executive, legislative, and judicial oversight.</li> <li><b>5: Bureaucracy and Civil Services:</b> To assess the challenges within bureaucracy and civil services, focusing on recruitment, training, and accountability.</li> <li><b>6: Organizational Structures:</b> To explore the different forms of organization within the public sector, including departments, public corporations, and regulatory commissions.</li> <li><b>7: Theoretical Perspectives:</b> To study key organizational theories such as Scientific Management, Human Relations Theory, and Bureaucracy.</li> <li><b>8. Management Principles:</b> To understand the fundamentals of management in a public administration context, emphasizing leadership and decision-making.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO)</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Articulate Definitions: Clearly define Public Administration and discuss its significance in governance.</p> <p><b>CO2:</b> Conduct Comparative Analyses: Differentiate between public and private administration and assess their respective roles in society.</p> <p><b>CO3:</b> Apply Theoretical Approaches: Utilize historical, behavioral, and sociological approaches to analyze case studies in Public Administration.</p> <p><b>CO4:</b> Evaluate Control Mechanisms: Critically evaluate the effectiveness of executive, legislative, and judicial controls over public administration.</p> <p><b>CO5:</b> Identify Bureaucratic Challenges: Recognize and propose solutions to common problems faced in bureaucracy and civil services.</p> <p><b>CO6:</b> Analyze Organizational Forms: Assess the advantages and disadvantages of various organizational forms within public administration.</p> <p><b>CO7:</b> Integrate Theories: Apply organizational theories to real-world scenarios to enhance understanding of administrative practices.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom’s Taxonomy <b>Learning outcome</b>
<b>I</b>	Introduction: Definition, Nature and Scope of Public Administration, Significance	7	Upon completing this section, students will be able to articulate a clear definition of

	Differences between Private and Public Administration, Approaches to the Study of Public Administration: Historical, Behavioural and Sociological.		Public Administration and its nature and scope, identify and explain the significance of Public Administration in governance, differentiate between public and private administration, and apply historical, behavioral, and sociological approaches to analyze various aspects of the field. This foundational understanding will prepare them for deeper exploration of public administration's complexities and its impact on society.
<b>II</b>	Control over Public Administration: Executive, Legislative & Judicial, Bureaucracy and Civil Services: Problems; Recruitment, Training, Placement, Promotion, Motivation, Discipline and Accountability.	12	In this section, students will develop a comprehensive understanding of the control mechanisms in Public Administration, including executive, legislative, and judicial oversight. They will analyze the challenges faced by bureaucracies and civil services, focusing on key areas such as recruitment, training, placement, promotion, motivation, discipline, and accountability. By the end, students will be equipped to evaluate these processes and propose strategies for enhancing the effectiveness and integrity of public service institutions.
<b>III</b>	Organization: Meaning and Bases; Forms of Organization: (a) Departments, (b) Public Corporations, (c) Boards and Commission.	11	Upon completion of this section, students will be able to define organizational structure in the context of Public Administration and identify the foundational bases for different forms of organization. They will gain insights into the characteristics and functions of various organizational forms, including departments, public corporations, and independent regulatory commissions. This understanding will enable students to critically assess the effectiveness of these structures in delivering public services and achieving administrative goals.
<b>IV</b>	Theories of Organization: Scientific Management, Human Relation Theory Bureaucracy.	10	After this section, students will be able to articulate the key principles of major organizational theories, including Scientific Management, Human Relations Theory, and Bureaucracy. They will analyze how these theories apply to real-world public administration scenarios and evaluate their relevance in addressing organizational challenges. This knowledge will empower students to critically assess the effectiveness of different management approaches in enhancing public sector performance and employee satisfaction.
<b>V</b>	Management: Meaning and Definition, Aspects of Management: Leadership, Decision Making and Public Relation.	12	Upon completing this section, students will be able to define management within the context of Public Administration and identify its core aspects, including leadership, decision-making, and public relations. They will explore how effective management practices influence organizational performance and public engagement. This understanding will equip

			students with the skills to apply these concepts in real-world scenarios, fostering effective governance and improved public service delivery.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:-

#### Text Books:-

- Mohit Bhattacharya: “New Horizons of Public Administration”, Jawahar Publishers & Distributors, 2018
- Nicholas Henry: “Public Administration And Public Affairs”, Routledge, 2019
- Bidhyut Chakrabarty, Prakash Chand : “Public Administration: From Government to Governance”, The Orient Blackswan, 2017
- Maheshwari & Avasthi: Public Administration; Laxmi Narain Agarwal, Agra, 2010
- Thomas R. Dye: Understanding Public Policy; Pearson Education, New Delhi, 2004
- B.L. Fadia & Kuldeep Fadia: Public Administration: Administrative Theories, Sahitya Bhawan Pub. Agra, 2019
- Dr. Surendra Kataria: Administrative Theories and Management; National Publishin House, Jaipur and Delhi, 2012
- Dr. Vishnoo Bhagwan, Dr. Vidya Bhushan, Dr. Vandana Mohla: Public Administration: S.Chand & Co. New Delhi, 2009
- .C, S, R. Prabhu: E-Governance-Concepts and Case Studies: Prentice Hall of India Pvt. Ltd. New Delhi, 2004
- N. Henry: Public Administration and Public Affaris, Princeton Hall, New Delhi, 2006
- R.K. Sapru: Public Policy:Formulation Supplementation and Evaluation, Sterling Pub. New Delhi, 1984
- P.K.Saxena (edi.): Comparative Public Policy, Rawat Pub. Jaipur, 2000
- M. P. Sharma, B. L. Sadana: “Lok Prashasan: Siddhant Evam Vyavhar” ; Kitab Mahal, Allahabad,2011
- D. Ravindra Prasad, V.S.Prasad, P Satyanarayana, Y. Pardhasaradhi , Edt. “Administrative Thinkers”, Sterling Publisher PVT. LTD. , 2010
- M. Laxmikant, “Public Administration”, McGraw Hill Education, 2018
- Bidyut Chakrabarty, Prakash Chand Kandpal, “Public Administration in a Globalizing World: Theories And Practices” ; Sage Publications India Pvt. Ltd., New Delhi, Second Edition, 2020.

#### Reference Books:-

- Finer, S.E. (2015): “A Primer Of Public Administration” Andesite Press.
- Krislov, Samuel(1974): “Representative Bureaucracy (Foundations of Public Administration)”, Prentice Hall.
- Marx, F.M(1959).: “Elements Of Public Administration”, Englewood Cliffs.
- Millet , John D(1954).: “Management In The Public Service”, McGraw-Hill.
- Willoughby, W.F.(1927).: “Principles of Public Administration” Baltimore: The Johns Hopkins Press.
- Whyte, L.D.( 1926): “Introduction to the Study of Public Administration” Macmillan..
- Taylor, Fredrick Winslow(1911): “The Principles of Scientific Management”.

# PSM503

<b>Program Name- B.A. Social Science Hons. Vth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 503 : Political Economy of India</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• The course examines the intricate relationship between politics and economics within the Indian context. It focuses on the various theories of political economy, including Classical, Liberal, and Marxian perspectives. The course explores India's class structure, the impact of planning and development strategies, and the complexities of globalization. It also delves into India's position in the global economy, analyzing trade policies and the emergence of India as a global economic power. By understanding these dynamics, students will gain insights into the factors shaping India's economic and political landscape.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define and analyze the key concepts and theories of political economy.</li> <li>2. Examine the changing class structure in India and its implications for state policies.</li> <li>3. Assess the aims and achievements of planning strategies in India's development.</li> <li>4. Critically evaluate the effects of globalization on India's political and economic landscape.</li> <li>5. Explore India's role in international political economy, including trade agreements and global economic positioning.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO):</b> After completion of the course, students will be able to:</p> <p><b>CO1:</b> Explain the meaning and key concepts of political economy and the various theoretical perspectives.</p> <p><b>CO2:</b> Analyze the changing class structure and its impact on the Indian state and society.</p> <p><b>CO3:</b> Evaluate the effectiveness of planning strategies and their role in India's development.</p> <p><b>CO4:</b> Discuss the debates surrounding globalization and its effects on India's economy.</p> <p><b>CO5:</b> Assess India's position in the international political economy, including trade agreements and global economic dynamics.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	Introduction to Political Economy: Meaning and Concept, Views on Political Economy (Classical, Liberal, and Marxian), Nature and Scope of Political Economy	12	Students will be able to Remember key definitions and concepts of political economy and Understand different theoretical perspectives on political economy
<b>II</b>	India's Class Struggle: Changing Class-character of the State, Class Composition of Classes and Class Divisions within Castes, Agrarian Class Structure and Middle Class, Green Revolution: Paradoxes and Contradictions	13	Students will be able to Analyze the relationship between green revolution ,class struggle and state policies
<b>III</b>	The State and the Planning Era: Planning as Strategy for Development, Aims and Achievements, Centre-Periphery Syndrome in India, Regional Imbalance and the Question of Autonomy	13	Students will be able to Apply planning strategies to evaluate development outcomes and Analyze the effectiveness of planning in addressing regional disparities.
<b>IV</b>	Globalization and the Indian Experience:	14	Students will be able to

	Mixed Economy Model, Changing Contexts, Politics of Liberalization; Competitive Market Federalism, Theory of Dependency and Underdevelopment in India		Understand the politics surrounding globalization and liberalization	
V	International and National Political Economy: Look East Policy and Border Trade in India, India and World Trade Agreements (ASEAN, BIMSTEC, WTO), Emergence of India as a Global Economic Power: Hurdles and Prospects	13	Students will be able to Apply concepts of political economy to assess India's global economic positioning and its relation with major regional and world organizations.	
5	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

#### Text books:

- An Introduction to Political Economy, Richard T. Ely, 1889, Chautauqua Press, New York.
- India's Political Economy, Frankel, Francine R., 2004, Oxford University Press, Delhi.
- Introduction to Political Economy, Peu Ghosh, 2022, PHI Learning, New Delhi.
- The Political Economy of Development in India: Expanded Edition, Pranab Bardhan, 1998, Oxford University Press, New Delhi.

#### References :

- State-Directed Development: Political Power and Industrialization in the Global Periphery, Kohli, Atul, 2004, Cambridge University Press, Cambridge.
- Locked in Place: State-Building and Late Industrialization in India, Chibber, Vivek, 2003, Princeton University Press, Princeton.
- Democratic Politics and Economic Reform in India, Jenkins, Rob, 1999, Cambridge University Press, Cambridge.
- In Pursuit of Lakshmi: The Political Economy of the Indian State, Rudolph, Lloyd I. & Rudolph, Susanne Hoeber, 1987, University of Chicago Press, Chicago.
- Trade and Globalization: Issues and Perspectives, Nayyar, Deepak (Ed.), 2019, Oxford University Press, Delhi.
- India's Silent Revolution: The Rise of the Lower Castes in North India, Jaffrelot, Christophe, 2003, C. Hurst & Co., London.
- The Political Economy of Development in India, Bardhan, Pranab, 1998, Oxford University Press, Delhi.
- Economic Reforms in India, Jenkins, Rob, 2000, Cambridge University Press, Cambridge.
- India's Economic Reform 1991-2001, Joshi, Vijaya & Little, L.M.D., 1998, Oxford University Press, Delhi.
- The State, Development Planning and Liberalisation in India (Ed.), Byres, Terence J., 1998, Oxford University Press, Delhi.
- Democracy and Development in India: From Socialism to Pro-Business, Atul Kohli, 2009, Oxford University Press, New Delhi.
- India: The Emerging Giant, Arvind Panagariya, 2008, Oxford University Press, New York.
- An Uncertain Glory: India and its Contradictions, Jean Drèze & Amartya Sen, 2013, Penguin Books, London.

# PSM504

<b>Program Name- B.A. Social Science Hons. Vth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 504: Women, State &amp; Society in India</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• The course aims to provide a critical understanding of the various socio-cultural, legal, and economic factors that have shaped the status of women in India. It seeks to foster an awareness of the struggles, contributions, and progress of women in various fields, while also identifying the ongoing challenges in achieving gender equality. It explores the historical and contemporary challenges faced by women in various social, economic, and political spheres, and highlights the efforts made by feminists and women's movements toward achieving equality.</li> </ul>		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li>1: To understand the gender-based discrimination and stereotypes that have traditionally constrained women's roles in social, economic, and political life.</li> <li>2: To Identify and understand the intersection of caste and gender, with a focus on the experiences of Dalit, tribal, and North-East Indian women.</li> <li>3: To Analyze key legislation related to women's rights in areas such as the workplace, family, marriage, inheritance, and protection from violence.</li> <li>4: To Analyze the disparity in women's participation rates in both the formal and informal sectors of the Political economy.</li> <li>5: To Understand the development of feminism in the Indian context and its connection to grassroots movements.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO):</b> After completion of the course, students will be able to: <b>CO1:</b> Identify and explain gender-based discrimination and stereotypes, and their impact on women's societal roles. <b>CO2:</b> Identify the struggles of women from marginalized backgrounds, including Dalit, tribal, and North-East Indian women, and understand how caste, region, and religion intersect with gender. <b>CO3:</b> Analyze key pieces of legislation protecting women's rights in areas such as the workplace, family life, inheritance, and protection against violence and sexual harassment. <b>CO4:</b> Compare the participation of women in the formal and informal sectors, analyzing the reasons behind the disparities in work participation rates. <b>CO5:</b> Understand the development of feminism in India and the distinct nature of grassroots movements advocating for women's rights.		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	Status of Women in India	12	Students will be able to recall key concepts related to gender patriarchy, gender roles, gender-based discrimination, and stereotypes.
<b>II</b>	Women, Religion, and Diversity	13	Students will be able to explain the role of patriarchy in shaping family and societal structures and its impact on gender roles.
<b>III</b>	Constitution and Civil Rights	14	Students will be able to apply theoretical knowledge of gender patriarchy and gender roles to current societal scenarios.
<b>IV</b>	Women, Education, and Work	13	Students will be able to distinguish between the social, economic, and political aspects of women's oppression and rights.
<b>V</b>	Feminism and Women's Movements in India	13	Students will be able to evaluate the effectiveness of policy measures and societal changes implemented to address the issues raised in the 1975

			report.	
5	TEXTBOOKS	AUTHOR(s)	Edition, Year, Publisher	Place

- Seale, Clive. (Ed.)(2004), Social Research Methods: A Reader (Routledge Student Readers)
- Scott, Joan W. (1986) “Gender: A Useful Category of Historical Analysis,” American Historical Review 91.5 1053-1075.
- Wallace, Ruth. (Ed.) (1989), Feminism and Sociological Theory. Sage, California. Scott, Joan W. Gender and the Politics of History. Columbia Univ. Press.
- Reiharz, S. & Lynn Davidman (1992), Feminist Methods in Social Research. OUP, NY.
- Moore, Henrietta (1988), Feminism and Anthropology. University of Minnesota Press.
- Ramazanoglu C. (2002) Feminist Methodology: Challenges and Choices. Sage, London.
- Visveswaran, Kamala (1988). “Defining Feminist Ethnography” Inscriptions: 27-44.
- Bolt, C.( 1993) The Women's Movements in the United States and Britain from the 1790s to the 1920s. New York & London: Harvester Wheat sheaf.
- Burton, A.( 1994), Burdens of History: British Feminists, Indian Women and Imperial Culture. University of North Carolina Press.
- .Holton, S.( 1996.) Suffrage Days: Stories from the Women's Suffrage Movement. London: Routledge,
- Legates, M.( 2001.) In Their Time: A History of Feminism in Western Society. London: Routledge,
- Rendall, J. (1985), The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1960. Basingstoke: Macmillan.
- Kemp, Sandra and Judith Squires (1997), Feminisms, Oxford: Oxford University Press.
- Ramusack, Barbara N., and Sharon Sievers (1999). Women in Asia Bloomington: Indiana University, Press.
- Bhasin, Kamala and Nighat Said Khan (1986). Some Questions on Feminism and Its Relevance in South Asia., Kali For Women, New Delhi.
- Chaudhuri, Maitrayee (Ed.) (2004), Feminism in India, Kali for Women, New Delhi.
- Menon ,Nivedita(1999). Gender and Politics In India, OUP, New Delhi.
- Sangari, Kumkum and Suresh Vaid (eds.) (2003). Recasting Women: Essays in Colonial India, New Delhi: OUP.

### Reference Book

- Nandita Gandhi and Nandita Shah (1992) “The Issues at Stake: Theory and Practice in the Contemporary Women’s Movement in India”.
- Suruchi Thapar-Björkert (1993) “Women in the Indian National Movement: Unseen Faces and Unheard Voices”.
- Gloria Goodwin Raheja and Ann Grodzins Gold (1994) “Listen to the Heron’s Words: Reimagining Gender and Kinship in North India”.

# PSM601

<b>Program Name- B.A. Social Science Hons. VIth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 601 : Western Political Thought</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction</b> -This paper focuses on Western Political thought as Western Political encompasses ideas or philosophy that has its origin from the West i.e European society. This has originated from Greece society and is evolving even today. It is primarily characterized by liberalism, socialism,and equality. Later ideas such as feminism,capitalism and socialism became part of western political discourse.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.To develop insight about the origin of Western Political thought by learning about the philosophy of Greek thinkers such as Aristotle and Plato.</li> <li>2.To assess the contribution of Jean Bodin, Niccolo Machiavelli, Montesquieu in sovereignty, governance and modern statecraft.</li> <li>3.To illustrate the foundational contributions of thinkers such as Thomas Hobbes, John Locke, Jean Jaques Rousseau in the development of modern ethical society by their philosophy.</li> <li>4.To synthesize the impact of western thinkers such as Bentham, Mill, and Green’s philosophy in influencing social welfare.</li> <li>5.To explore the role of thinkers such as Marx and Hegel in challenging existing socio-political frameworks by their ideas.</li> </ol>		
<b>3</b>	<p><b>Course Outcome: (CO)</b> At the end of the course,the student will be able to-</p> <p><b>CO1:</b> Explain the philosophy of Greek philosophers such as Aristotle and Plato,chief propounders of Western political thought.</p> <p><b>CO2:</b> Evaluate the role of ideas of Jean Bodin, Niccolo Machiavelli, Montesquieu in developing diverse thoughts regarding sovereignty, governance and modern statecraft.</p> <p><b>CO3:</b> Justify the contributions of thinkers such as Thomas Hobbes, John Locke, Jean Jaques Rousseau in the development of modern ethical society by their philosophy.</p> <p><b>CO4:</b> Interpret the impact of the ideas of modern thinkers as Bentham, Mill, and Green’s philosophy in influencing social welfare.</p> <p><b>CO5:</b> Develop their understanding in context to challenges in contemporary society that led to the rise of new political ideas.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom’s Taxonomy <b>Learning outcome</b>
<b>I</b>	Plato and Aristotle	12	Students will be able to explain and interpret political ideas given by Aristotle and Plato in order to define the origin of Western political thought.
<b>II</b>	Jean Bodin, Niccolo Machiavelli, Montesquieu	13	Students will be able to assess the role of Jean Bodin, Niccolo Machiavelli and Montesquieu creating a state driven by power distribution,sovereignty and governance.
<b>III</b>	Thomas Hobbes ,John Locke and Jean Jaques Rousseau	13	Students will be able to understand the role of Thomas Hobbes ,John Locke and Jean Jaques Rousseau’s theories on social contract in determining parameters for an ideal society.
<b>IV</b>	Jeremy Bentham, John Stuart Mill and Thomas Hill Green	14	Students will be able to analyze the role of Jeremy Bentham, John Stuart Mill, Thomas Hill Green in framing an ethical society by focusing upon the ideas such as utilitarian state and freedom of individual.
<b>V</b>	Karl Marx and George Frederic Hegel	13	Students will be able to justify the cause behind the origin of the political ideology of socialism by Karl Marx.

			They will be able to analyze the relevance of dialectical theory by Hegel in context to class conflict.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings

#### Textbooks:

- Ramaswamy Sushila and Mukherjee Subrata, (2011): A History of Political Thought : Plato to Marx, Second edition ,Prentice Hall India Learning Pvt.,New Delhi.
- Sharma S. K. and Sharma Urmila,(2024): Western Political Thought from Plato to Burke(Vol.1),Atlantic Publishers and Distributors Pvt.ltd.,New Delhi .
- Nelson R. Brian, ,(2006): Political Thought, Dorling Kindersley India.Pvt. LTd..
- Gauba O.P. (2011): Western Political Thought, Macmillan India Ltd.New Delhi.
- Verma S.P.,Modern Political Thoughts,,Vikas Prakashan New Delhi.
- Girish Malhotra (2006) : ,Western Political Thought, Murari Lal & Sons Delhi.
- Mukhopadhyay A.K., (2020): Western Political Thought ,Sage Publications Pvt.Ltd., New Delhi.

#### Reference Book

- Plato,translated by Desmond Lee, (1987): The Republic, (Original work circa 380 BCE),Penguin Classics,London
- Aristotle translated by Ernest Barker, (1965): The Politics, (Original work circa 350 BCE),Oxford University Press,London
- Montesquieu,translated by Anne M. Cohler, Basia C. Miller, and Harold S. Stone, (1989):The Spirit of the Laws, (Original work published in 1748),Cambridge University Press,London
- Machiavelli,translated by Harvey C. Mansfield,( 1998):The Prince, (Original work published in 1532), University of Chicago Press,Chicago.
- Hobbes Thomas, (1996):Leviathan, (Original work published in 1651), Cambridge University Press,London
- Rousseau,(1968): The Social Contract, (Original work published in 1762), Penguin Classics,London
- Catlin G, (1950): “A HISTORY OF POLITICAL PHILOSOPHERS”(1950) Goerge Allen and Urwin, London.

# PSM602

<b>Program Name- B.A. Social Science Hons. VIth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 602: International Politics</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<b>Introduction:</b>  This paper aims to provide an in-depth examination of the major theories, concepts, and institutions that define International Politics. It explores the dynamics of power, the role of ideologies, and the evolving nature of international relations. Through a comprehensive study of global systems, alliances, diplomacy, and law, students will gain a clear understanding of how nations interact, negotiate, and pursue their interests on the world stage.		
<b>2</b>	<b>Objectives:</b> 1: To analyze key theoretical perspectives such as Realism, Idealism, and Neo-Realism, and understand how these frameworks explain state behavior and global interactions. 2: To differentiate between Hard Power (military force) and Soft Power (influence through culture, diplomacy), and assess the Hegemonic Stability Theory (HST) as a framework for global leadership and stability. 3: To assess the role of ideologies in shaping national interests and international alliances, with a special focus on the Cold War and Post-Cold War eras. 4: To provide an in-depth analysis of the United Nations (UN) and various regional organizations, focusing on their origin, structure, and functions. 5: To assess the enduring significance of non-alignment as a strategy for smaller states seeking to navigate global conflicts and maintain sovereignty.		
<b>3</b>	<b>Course Outcomes (CO)</b> After completion of the course, students will be able to: <b>CO1:</b> Analyze and compare the major theoretical perspectives, including Realism, Idealism, and Neo-Realism, in understanding state behavior and global power dynamics. <b>CO2:</b> Identify and evaluate the elements of national power, such as military, economic, and diplomatic resources, and their limitations in influencing global politics. <b>CO3:</b> Evaluate the role of ideologies in shaping national interests and their impact on global relations, particularly during the Cold War and Post-Cold War eras. <b>CO4:</b> Understand the origin, structure, and functions of the United Nations (UN) and other institutions and evaluate its role in promoting peace, security, and cooperation in international politics. <b>CO5:</b> Understand the origins and key events of the Cold War, and critically analyze its impact on global power structures, superpower rivalries, and international alliances.		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	International Politics: Theories and Approaches	12	Identify the key concepts of International Politics, including its meaning, nature, and system theory.
<b>II</b>	(a) National Power (b) Management of Power: (c) Hard and Soft Power and Hegemony Stability Theory (HST)	14	Analyze the effectiveness of disarmament treaties such as NPT and CTBT in reducing nuclear threats.
<b>III</b>	(a) Ideologies and (b) International Law	13	Critically evaluate the success and limitations of international law in regulating state behavior and resolving conflicts.
<b>IV</b>	(a) International Organizations (b) Regional Organisations	13	Describe the goals and challenges faced by Regional Organizations in promoting peace and economic development.
<b>V</b>	(a) Non Alignment Movement and (b) Cold War	13	Evaluate the relevance of the Non-Aligned Movement in today's world, particularly in dealing with current geopolitical issues.
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

## **Suggested Readings**

- Hans J. Morgenthau, "Chapter 1: A Realist Theory of International Politics" from Hans J. Morgenthau, *Politics among Nations*.
- Hedley Bull, "International Theory: The Case for a Classical Approach," in *Contending Approaches to International Politics*.
- Sumit Ganguly (ed.) (2012), *India's Foreign Policy: Retrospect and Prospect* (New Delhi: Oxford University Press).
- Rajen Harshe and K. M Seethi (eds.) (2009), *Engaging with the world: Critical Reflections on India's Foreign Policy* (New Delhi: Orient Black swan).
- Stephen P. Cohen, (2001) *India: Emerging Power* (Washington, D.C.: The Brookings Press).
- Kanti P. Bajpai and Harsh V. Pant (eds) (2013) *India's Foreign Policy* (New Delhi, Oxford University Press).

## **Reference Book:**

- Evans, G. & Newnham, J. (2018). *The Dictionary of World Politics*
- Williams, P. (2016). *The Oxford Companion to International Relations*

# PSM603

<b>Program Name- B.A. Social Science Hons. VIth Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 603: Contemporary Political Theory</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• The course "Contemporary Political Theory" (PSM 603) explores modern political ideologies and their responses to global issues. It covers theories like Fabianism, Marxism, Socialism, and Liberalism, alongside postmodern critiques, providing a critical framework for understanding political change. Additionally, the course examines the contributions of thinkers such as Buddha, Jyotiba Phule, Periyar, and Ambedkar on gender and social justice, and investigates Behavioralism, Post-Behavioralism, and Development Theory's impact on society.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Key Political Ideologies: Explore the historical origins and significance of major political ideologies such as Fabianism, Marxism, Socialism, Liberalism, and Neo-Liberalism, assessing their relevance to modern governance and political systems.</li> <li>2. Understanding Behavioralism and Post-Behavioralism: Examine the development of Behavioralism and its critique through Post-Behavioralism, analyzing their impact on political science methodologies and research approaches.</li> <li>3. Exploration of Modernism and Post-Modernism: Investigate the core concepts of Modernism and Post-Modernism, evaluating their implications for political theory and the functioning of social institutions in contemporary society.</li> <li>4. Contributions of Social Reformers: Critically examine the roles of Buddha, Jyotiba Phule, Periyar, and Ambedkar in promoting gender equality and social justice, particularly focusing on their influence within marginalized communities.</li> <li>5. Assessment of Development Theories: Evaluate various development theories, focusing on their strategies for addressing economic growth, inequality, and social justice within a global context, and their implications for policy-making</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO):</b>            After completion of the course, students will be able to:  <b>CO1:</b> Key political ideologies will be defined and compared, with an analysis of their relevance in addressing contemporary political and economic challenges.  <b>CO2:</b> The methodologies and findings of Behaviouralism and Post-Behaviouralism will be critically assessed, focusing on their contributions to political science research.  <b>CO3 :</b>The core concepts of Modernism and Post-Modernism will be explained, identifying their impact on political and social structures in the modern era.  <b>CO4:</b>The work of social reformers such as Buddha, Jyotiba Phule, Periyar, and Ambedkar will be analyzed and critiqued, particularly in relation to contemporary debates on gender equality and social justice.  <b>CO5:</b> Various development theories will be assessed, examining their impact on policies aimed at economic growth, reducing inequality, and fostering social development.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	(a) Fabianism (b) Marxism (c) Socialism (d) Liberalism (e) Neo-Liberalism	12	Students will gain a comprehensive understanding of key political ideologies such as Fabianism, Marxism, Socialism, Liberalism, and Neo-Liberalism. They will critically assess how these ideologies influence contemporary governance and political systems. By analyzing their historical context and foundational principles,

			students will be equipped to evaluate their applicability in addressing current political challenges, thereby enhancing their ability to engage thoughtfully in discussions about modern political frameworks and their implications for society.
<b>II</b>	(a) Behaviouralism (b) Post-Behaviouralism	10	Students will analyze the key distinctions between Behavioralism and Post-Behavioralism, exploring their foundational principles and methodologies. They will assess how these two approaches impact the study of political behavior, shaping the way political scientists conduct research and interpret data. By critically examining the contributions of both paradigms, students will develop a nuanced understanding of their implications for political science methodologies, enabling them to apply these insights to contemporary political analyses and debates.
<b>III</b>	(a) Modernism (b) Post-Modernism: Definition and Concepts	12	Students will explore the core ideas of Modernism and Post-Modernism, analyzing their implications for contemporary social and political institutions. They will identify critiques these ideologies offer against existing structures, gaining insights into how these perspectives challenge traditional norms and practices. This understanding will empower students to engage critically with current social issues and contribute thoughtfully to discussions about reforming political and institutional frameworks in today's society.
<b>IV</b>	Gender and Social Justice: Contributions of (a) Buddha (b) Jyotiba Phule (c) Periyar (d) Ambedkar	15	Students will critically examine the contributions of influential thinkers such as Buddha, Jyotiba Phule, Periyar, and Ambedkar, focusing on their advocacy for gender equality and social justice. They will analyze how these figures addressed the needs of marginalized communities, assessing the effectiveness of their ideas and actions. This evaluation will enhance students' understanding of historical and contemporary struggles for social justice, enabling them to relate these insights to current societal challenges.
<b>V</b>	Development Theory	8	Students will assess various development theories concerning economic inequality, poverty, and social justice, evaluating their relevance and applicability in global contexts. They will analyze how different theoretical frameworks address these critical issues, exploring their strengths and limitations. This assessment will provide students with a comprehensive understanding of how development theories can inform policy-making and social initiatives, allowing them to engage

			meaningfully in discussions about sustainable development and social equity on a global scale	
5	TEXTBOOKS	AUTHOR(s)	Edition, Year, Publisher	Place

• **SUGGESTED READINGS:**

• **Text Books:**

- Sandhu, Gyansingh, “Political Theory”, Hindi Madhyam Karyanvay Nideshalay”, Delhi University, Delhi, 2000,
- Johari, Jagdish & Seema, “Principle of Modern Political Theory”, Sterling Publication Pvt. Ltd, New Delhi, 2001,
- Bhagarv, Rajeev & Acharya, Ashok, “Political Theory : An Introduction”, Pearson Publication, New Delhi, 2011,
- Gaba, Om Prakash, “An Introduction to Political Theory”, Mayur Paperbacks Publication, Noida, 2001,
- Ramaswami, Sushila, “Political Theory : Ideas & Concepts”, Macmillan Publication, Delhi, 2005,
- Agrarwal, R.C., “ Political Theory: Principles Of Political Science”, S.Chandra & Company Pvt.Ltd., New Delhi, 2006,
- Gaba, Om Prakash, “ An Introduction to Political Ideology”, Mayur Paperbacks Publication, Noida, 2005,
- Verma, S.P., “ Advanced Political Theory”, Vikas Publishing House Private Limited, New Delhi.
- Vinod,M.J.,Despande,Meen,(2013) “Contemporary Political Theory” , PHI, Learning PVT.Limited,Delhi
- S.P.Verma (1975) S.Chand Publication.
- J.C.Johari “Contemporary Politics” Sterling Publisher Pvt. LTD.
- Ashok Acharya ,Rajeev Bhargav(2008), “Political Theory” Pearson Publication

• **References:**

- Easton, D. (1965). *A Systems Analysis of Political Life*. Wiley.
- Lyotard, J.-F. (1984). *The Postmodern Condition: A Report on Knowledge*. University of Minnesota Press.
- Omvedt, G. (1994). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage Publications.
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Giddens, A. (1998). *The Third Way: The Renewal of Social Democracy*. Polity Press.

## PSM604

<b>Program Name- B.A. Social Science Hons. VIth Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>	
<b>Course Number &amp; Title: PSM 604 : Ethics &amp; Politics</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>	
<b>Total Lectures / Semester:52</b>	
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• This course delves into the intricate relationship between ethics and politics, examining how ethical reasoning shapes individual and societal decisions. Through five comprehensive units, students will explore the nature of ethical reasoning, the implications of discrimination, the principles of secularism and tolerance, the values inherent in education, and the pervasive issue of corruption. By engaging with these topics, students will develop a nuanced understanding of ethical dilemmas and their relevance in various spheres of life, particularly in governance and public policy.</li> </ul>
<b>2</b>	<p><b>Objectives:</b></p> <p>1: Understand Ethical Foundations: To develop a foundational understanding of ethical reasoning, including its domain, rationality, objectivity, and application in solving ethical problems.</p>

	<p>2: Analyze Discrimination: To critically examine issues of gender, racial, and caste discrimination, alongside the role and effectiveness of affirmative action.</p> <p>3: Explore Secularism and Tolerance: To assess the concepts of secularism, tolerance, and minority rights, and their interaction with fundamentalism in contemporary society.</p> <p>4: Evaluate Educational Values: To investigate the moral dimensions of education, including the importance of values, religious education, and the role of universities in fostering democracy.</p> <p>5: Address Corruption: To explore the ethical implications of corruption in both public and private life, analyzing its impact on public ethics and personal morality.</p>		
<b>3</b>	<p><b>Course Outcomes (CO):</b>  After completion of the course, students will be able to:  <b>CO1:</b> Define and Apply Ethical Concepts: Clearly define key concepts in ethical reasoning and apply them to analyze and solve ethical problems in various contexts.  <b>CO2:</b> Critically Evaluate Discrimination Issues: Assess the impact of gender, racial, and caste discrimination, and evaluate the effectiveness of affirmative action policies.  <b>CO3:</b> Analyze Secularism and Minority Rights: Engage thoughtfully with the principles of secularism and tolerance, articulating the challenges faced by minority rights in a diverse society.  <b>CO4:</b> Integrate Values in Education: Analyze the relationship between education and moral values, and discuss the significance of these values in promoting democratic ideals.  <b>CO5:</b> Critique Corruption: Evaluate the ethical dimensions of corruption, distinguishing between public ethics and private morality, and propose strategies for fostering integrity in public life.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	The nature of Ethical Reasoning: The domain of ethics, rationality and objectivity in Ethics, how to solve Ethical problems, ethical reasoning in politics.	9	By the end of this topic, students will be able to define the nature of ethical reasoning and its domain, explaining the concepts of rationality and objectivity within ethical frameworks. They will analyze methods for solving ethical problems and apply these methods to real-world scenarios, particularly in the context of political decision-making. This understanding will enable students to critically engage with ethical dilemmas, enhancing their ability to navigate complex moral issues in both personal and political spheres.
<b>II</b>	Gender, Racial and Caste Discrimination, Affirmative Action.	11	By the end of this topic, students will be able to identify and analyze the dynamics of gender, racial, and caste discrimination, understanding their historical and social contexts. They will evaluate the effectiveness of affirmative action policies aimed at addressing these forms of discrimination and assess their implications for equity and justice in society. This knowledge will empower students to critically engage with issues of social justice and advocate for inclusive practices that promote equality.
<b>III</b>	Secularism, Tolerance, Minority Rights and Fundamentalism.	11	By the end of this topic, students will be able to define and analyze the concepts of secularism, tolerance, and minority rights, assessing their importance in fostering a pluralistic society. They will critically examine

			the relationship between these concepts and fundamentalism, exploring the challenges that arise in maintaining social harmony in diverse communities. This understanding will equip students to engage thoughtfully in discussions about the protection of minority rights and the role of secularism in contemporary society.	
<b>IV</b>	Morally Defensible Education: Education & Values, Religious Education, Democracy, The Values of University Education.	10	By the end of this topic, students will be able to articulate the relationship between education and moral values, analyzing how educational systems can promote ethical behavior and civic responsibility. They will evaluate the role of religious education within a democratic framework and discuss the specific values that university education imparts to students. This understanding will enable students to critically assess how education can contribute to individual development and societal progress, fostering a more ethical and engaged citizenry.	
<b>V</b>	Corruption- Public Ethic and Private Morality, Corruption in Public and Private Life.	9	By the end of this unit, students will be able to define and differentiate between public ethics and private morality in the context of corruption. They will analyze the prevalence and impact of corruption in both public and private sectors, exploring its ethical implications and societal consequences. This understanding will empower students to critically engage with issues of integrity and accountability, proposing strategies to combat corruption and promote ethical behavior in various aspects of life.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

#### SUGGESTED READINGS:

##### Text Books:

- Sinha, Jadunath (1939): “ Ethics”, Jai Prakash Nath & Co. Meerut.
- Kolb, Robert W. : “Encyclopedia of Business Ethics and Society”, Sage Publications.
- Bhargava, Rajeev & Acharya, Ashok (2011):“ Political Theory”, Pearson Education Ltd., New Delhi, (Hindi & English)
- Heywood, Andrew (2007):“Political Ideologies” ; Palgrave Macmillan,New York.
- Kaviraj, Sudipta (2011): “Politics in India”; Oxford University Press, New Delhi.
- Sharma, Dr. Jitendra (2005) : “Pashchatya Neeti Shastra” ; B.S. Sharma & Brothers Pub. Agra.

- **G. Subbarao & P. N. Roy Chaudhary (2015): “Ethics, Integrity and Aptitude” ;Access Publishing India Pvt. Ltd., New Delhi.**
- **Erika Cudworth, Timothy Hall and John McGovern (2007): “The Modern State, Theories and Ideologies”, Edinburgh University Press, Edinburgh.**
- **S. Narang (2017): “Indian Government and Politics”, Gitanjali Publishing House.**

**References:**

- **Taylor Charles (June, 2009): “A Secular Age”, Harvard University Press.**
- **Bhargava, Rajeev : “Secularism And its Critics” , Oxford University Press**
- **Rajan, Nalini (Jan. 2024): “Secularism: How India Reshaped the Idea”, Speaking Tiger Books Llp. ,**
- **Debroy, Bibek; Bhandari, Laveesh (2012): “Corruption in India The DNA and the RNA”, Konark Publisher.**
- **Edt. Gottshaik, Peter; Stanislas, Perry (2017):“Public Corruption Regional and National Perspectives on Procurement Fraud”, Taylor & Francis Inc.**
- **Du Bois, W.E.B. (1903): The Souls of Black Folk, Penguin Books, 1996.**
- **Cox, Oliver (1948): Caste, Class and Race, Monthly Review Press.**
- **Ghurye, G.S. (1932): Caste and Class in Their Relation to Social Stratification, Popular Book Depot.**
- **Ambedkar, B.R. (1936): The Annihilation of Caste, Navayana Publishing.**
- **Anand, S. (2018): Caste Question: Dalits and The Politics of Modern India, Navayana Publishing.**

Program Name- MA(SS) Pol Sc												
Status of Course & Credit: 5												
Course Number & Title: PSM 701: Indian Government & Politics												
Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L- 5 per week												
Total Lectures / Semester: 65												
1	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The course "Indian Government and Politics" (PSM701) explores India's political system, institutions, and governance. It begins with the Indian Constitution, covering essential features like the Preamble, Fundamental Rights, Directive Principles, and Federalism. The course examines Union and State Government structures, the party system, and the Panchayati Raj system. It also addresses contemporary issues such as caste, religion, regionalism, and ethnicity, providing students with a comprehensive understanding of India's political dynamics.</li> </ul>											
2	<p><b>Objectives: (At least 5)</b></p> <ul style="list-style-type: none"> <li><b>Introduction to the Indian Constitution:</b> Historical process of drafting the Indian Constitution, the Preamble's significance, and the influences that shaped its framework. Analyze Fundamental Rights, Directive Principles of State Policy, and the nature of Indian federalism.</li> <li><b>Understanding the Union Government:</b> Examine the structure, roles, and functions of key Union Government institutions, including the Parliament, President, Prime Minister, Cabinet, and Judiciary.</li> <li><b>Understanding the State Government:</b> Study the composition and functions of the State Government, focusing on the State Legislature, Governor, and Chief Minister, and analyze the relationship between the Union and State governments.</li> <li><b>Knowing about Political Institutions and Party System in India:</b> Understand the functioning of political institutions and the party system in India, including national, regional, and local parties. Assess the role of the Election Commission and analyze the nature and characteristics of Indian political institutions.</li> <li><b>Introduction to Panchayati Raj System and Issues in Indian Politics:</b> Explore the evolution and constitutional provisions of the Panchayati Raj system, focusing on the 73rd and 74th Constitutional Amendments. Investigate contemporary issues such as caste, religion, regionalism, ethnicity, and Dalit politics.</li> </ul>											
3	<p><b>Course Outcomes (CO1: (At least 5))</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1: Understanding the Constitution:</b> Students will have deep insights about the drafting process of the Indian Constitution and assess the importance of its key features in shaping democracy.</p> <p><b>CO2: Evaluating the Union Government:</b> Students will be able to evaluate the structure and functioning of the Union Government and its key institutions.</p> <p><b>CO3: Assessing the State Government:</b> Students will critically assess the composition and functions of the State Government and analyze Union-State relations.</p> <p><b>CO4: Explaining Political Institutions:</b> Students will be aware of the role of political institutions and differentiate between national, regional, and local parties.</p> <p><b>CO5: Analyzing Local Governance Issues:</b> Students will understand the Panchayati Raj system's evolution and will be able to critically analyze contemporary political issues in India.</p>											
4	Course Contents (not as running matter, should be points wise with title of unit)	<table border="1"> <thead> <tr> <th>Period</th> <th>Bloom's Taxonomy Learning outcome</th> </tr> </thead> <tbody> <tr> <td colspan="2">Unit – I</td> </tr> <tr> <td>13</td> <td>By the end of this topic students will be able to outline the process of drafting the Indian Constitution, explain the key influences on its creation, and assess the importance of the Preamble, Fundamental Rights, Directive Principles, and federalism in shaping Indian democracy.</td> </tr> <tr> <td colspan="2">Unit – II</td> </tr> <tr> <td>13</td> <td>Students will be able to evaluate the structure and functioning of the Union Government and</td> </tr> </tbody> </table>	Period	Bloom's Taxonomy Learning outcome	Unit – I		13	By the end of this topic students will be able to outline the process of drafting the Indian Constitution, explain the key influences on its creation, and assess the importance of the Preamble, Fundamental Rights, Directive Principles, and federalism in shaping Indian democracy.	Unit – II		13	Students will be able to evaluate the structure and functioning of the Union Government and
Period	Bloom's Taxonomy Learning outcome											
Unit – I												
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Unit – II												
13	Students will be able to evaluate the structure and functioning of the Union Government and											
	<ul style="list-style-type: none"> <li>The Making of Indian Constitution <ul style="list-style-type: none"> <li>(a) Preamble</li> <li>(b) Influences on the Indian Constitution</li> <li>(c) Fundamental Rights</li> <li>(d) Directive Principles of State Policy</li> <li>(e) Federalism</li> </ul> </li> </ul>											
	<ul style="list-style-type: none"> <li>Union Government <ul style="list-style-type: none"> <li>(a) Parliament</li> <li>(b) President</li> </ul> </li> </ul>											

	(c) Prime Minister (d) Cabinet (e) Judicial System			its key institutions, including the roles and responsibilities of the Parliament, President, Prime Minister, and Cabinet, as well as the significance of the judicial system.
	Unit – III			
	<ul style="list-style-type: none"> <li>• State Government <ul style="list-style-type: none"> <li>(a) State Legislature</li> <li>(b) Governor</li> <li>(c) Chief Minister.</li> </ul> </li> </ul>	13		By the end of this topic, Students can critically assess the composition and functions of the State Government, particularly the State Legislature, Governor, and Chief Minister, and analyze the dynamics of Union-State relations within India's federal system.
	Unit – IV			
	<ul style="list-style-type: none"> <li>• Political Institutions and Party System in India <ul style="list-style-type: none"> <li>(a) Party Politics (National Party, Regional Party and Local Parties)</li> <li>(b) Role of Election Commission in India</li> <li>(c) Definition and Nature of Indian Political Institutions</li> </ul> </li> </ul>	13		By the end of this topic, students will understand the political institutions in India, analyze the roles of national, regional, and local political parties, and evaluate the Election Commission's function in ensuring free and fair elections. This knowledge will empower students to critically assess the dynamics of Indian politics and the importance of electoral integrity in fostering a democratic society.
	Unit – V			
	<ul style="list-style-type: none"> <li>• Panchayati Raj System <ul style="list-style-type: none"> <li>(a) Evolution, Constitutional Provisions and 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment; Urban Local Government</li> <li>(b) Issues and Challenges in Indian Politics: Caste, Religion, Regionalism, Ethnicity, Dalit Politics</li> </ul> </li> </ul>	13		By the end of this unit, students will explore the evolution of the Panchayati Raj system and its constitutional provisions, including the 73rd and 74th Amendments. They will analyze the structure of urban local government and evaluate the issues and challenges in Indian politics, such as caste, religion, regionalism, ethnicity, and Dalit politics. This understanding will enable students to critically engage with the complexities of governance and social dynamics in India.
5	TEXTBOOKS	AUTHOR(s)	Edition, Year, Publisher	PLACE

- **SUGGESTED READINGS:**

- **Text Books:**

- Aiyar and Mehta: ESSAYS ON INDIAN FEDERALISM, Allied Publishers, Bombay, 1965
- Arora & Varney: MULTIPLE IDENTITIES IN A SINGLE STATE: INDIAN FEDERALISM IN A COMPARATIVE PERSPECTIVE, Konark, Delhi, 1995
- L Fadia: INDIAN GOVERNMENT AND POLITICS, Sahitya Bhavan Publication, Agra
- Austin Granville: THE INDIAN CONSTITUTION: CORNERSTONE OF A NATION, OUP, New Delhi
- Z Hasan, E Sridharan & R Sudarshan: INDIA'S LIVING CONSTITUTION, Permanent Black, ND
- D Kapur & P B Mehta: PUBLIC INSTITUTIONS IN INDIA, OUP, ND
- Saez Lawrence: FEDERALISM WITHOUT A CENTRE, Sage, ND
- S P Sathe: JUDICIAL ACTIVISM, OUP, ND
- K R Bombwall: THE FOUNDATIONS OF INDIAN FEDERALISM, Asia Publishing House, Bombay, 1967
- Rashuddin Khan: RETHINKING INDIAN FEDERALISM, IIAS, Shimla, 1997
- Brij Kishor Sharma: INTRODUCTION TO THE CONSTITUTION OF INDIA, Prentice Hall, ND
- Urmila Phadnis: ETHNICITY AND NATION BUILDING,

- D Sunder Ram: COALITION POLITICS IN INDIA, National Publishing House, Jaipur
- Subhash Kashyap: OUR PARLIAMENT, NBT, ND
- A S Narang: INDIAN GOVERNMENT AND POLITICS, Geetanjali Publishing House, ND
- Frankel, Hasan, Bhargava, Arora: TRANSFORMING INDIA, OUP, ND
- Sunder Raman: INDIAN GOVERNMENT AND POLITICS, Allied Publishers, ND
- Sushila Kaushik: BHARTIYA SHASAN EVAM RAJNITI, Delhi University, Delhi
- Maya Chadda: ETHNICITY, SECURITY AND SEPARATISM IN INDIA, Oxford University Press, Delhi, 1997
- Paul Brass: POLITICS OF INDIA SINCE INDEPENDENCE, 2<sup>nd</sup> edition, Cambridge University Press, Cambridge, 1994
- M V Paylee – India’s Constitution, S Chand, New Delhi

**References:**

- Dr. Basu, Durga Das, “Introduction to the Constitution of India,” Lexis Nexis Butterworths
- Wadhawa, Nagpur, 2010,
- Prof. Sayed, S.M., “Bhartiya Rajnitik Vayavastha”, Bharat Book Center, Lucknow, 2011,
- Ghai, K.K., “Indian Government and Politics”, Kalyani Publishers, New Delhi, 2010,
- Dr. Fadia, B.L. & Jain, Pukhraj, “Bhartiya shasan Evam Rajaniti” Sahitya Bhawan Publication, Agra, 2012,
- Singh, M.P. & Saxena Rekha, “Indian Politics” PHI Learning Pvt. Ltd, New Delhi, 2011,
- Abbas, Hoveyda & Kumar, Ranjay, “Indian Government and Politics”, Pearson Publication, Delhi, 2011,
- Ahir, Rajeev, “A Brief History of Modern India”, Spectrum Books Pvt. Ltd., New Delhi, 2013,
- Dr. Upadhyaya, Jai Jai Ram, “CLA’S BARE ACT: The Constitution of India”, Central Law Agency, Allahabad.
- Laxmikant, M., “Indian Polity”, Tata McGraw Hill Education Pvt. Ltd., New Delhi, 2013,

- **SUGGESTED READINGS:**

## PSM702

<b>Program Name- M.A. Social Science Ist Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 5 Credits</b>	
<b>Course Number &amp; Title: PSM 702: Socio-Political Issues: Indian Women</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-5</b>	
<b>Total Lectures / Semester:65</b>	
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• This course offers a comprehensive look at the challenges faced by women in India, both historically and today. It explores gender development, feminist ideas, and women's activism. Students will learn about the intersection of gender with issues like poverty, politics, and global feminism. This knowledge will help them contribute to ongoing discussions about women's rights and empowerment.</li> </ul>
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1: To Analyze gender as a socially constructed phenomenon, recognizing the jobs and identities related to femininity and masculinity.</li> <li>2: To Investigate diverse feminist theories, including liberal, socialist, Marxist, and postmodern perspectives, to understand their impact on women's movements.</li> <li>3: To Examine significant women’s movements in India, including the contributions of key activists and the historical context of women in the freedom struggle.</li> <li>4: To critically engage with women’s participation in political life, from local governance to national politics.</li> <li>5: To explore the global dimensions of feminism, particularly in SAARC countries and beyond, by examining cross-border issues like gender-based violence, religious fundamentalism, and women’s employment.</li> </ol>
<b>3</b>	<p><b>Course Outcomes (CO):</b> After completion of the course, students will be able to:</p> <p><b>CO1:</b> Demonstrate an understanding of how gender is constructed and its implications for societal norms and individual identities.</p> <p><b>CO2:</b> Analyze key feminist theories including liberal, socialist, Marxist, radical, postmodern, third-world, and Dalit feminism.</p> <p><b>CO3:</b> Investigate the history of women’s activism in India, with a focus on key figures and movements during the freedom struggle and post-independence.</p>

	<p><b>CO4:</b> Analyze the role of women in political governance at local, state, and national levels, with a focus on structures like the National Commission for Women (NCW).</p> <p><b>CO5:</b> Explore transnational feminist movements, particularly within SAARC countries, and the common issues they address, including gender-based violence, patriarchy, and religious fundamentalism.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	GENDER AS A SOCIAL CONSTRUCT & FEMINISM	11	UNIT 1: GENDER AS A SOCIAL CONSTRUCT & FEMINISM
<b>II</b>	FEMINIST THEORIES	13	Students would have become aware of the conditions of women in India and their struggles and movements for equality.
<b>III</b>	WOMEN'S MOVEMENTS IN INDIA	11	Students will have understood some of the most significant issues regarding gender, development and political participation including education, empowerment, and governance.
<b>IV</b>	GENDER, DEVELOPMENT AND POLITICAL PARTICIPATION		Students will have grasped the basic meaning of feminism, feminist ideologies, and emergent issues in the contemporary world.
<b>V</b>	TRANSNATIONAL FEMINISM ISSUES ACROSS BORDERS & EMERGENT ISSUES	14	Students would have understood some transnational women's issues including within SAARC countries, Middle East and western world, thus developing a comparative perspective on gender issues
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

#### SUGGESTED READINGS:

- Kumar, Radha(1993), The History of Doing An Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990, Kali for Women.
- Mehrotra, Deepti Priya(2006), Home Truths: Stories of Single Mothers, Penguin,
- Desi, Neera & M. Krishnaraj, 1987. Women and Society in India.
- Seale, Clive. (Ed.) (2004)Social Research Methods: A Reader (Routledge Student Readers)
- Scott, Joan W. (1986) "Gender: A Useful Category of Historical Analysis," American Historical Review 91.5: 1053-1075.
- Wallace, Ruth. (Ed.) (1989) Feminism and Sociological Theory, Sage, California.
- Scott, Joan W. (1988) Gender and the Politics of History. Columbia Univ. Press
- Moore, Henrietta(, 1988), Feminism and Anthropology. Univ. of Minnesota Press
- Ramazanoglu C. , (2002) Feminist Methodology: Challenges and Choices. Sage, London
- Visveswaran, Kamala. "Defining Feminist Ethnography" Inscriptions: 27-44 1988
- Bolt, C. (1993) The Women's Movements in the United States and Britain from the 1790s to the 1920s. New York & London: Harvester Wheatsheaf.
- Burton, A. (1994) Burdens of History: British Feminists, Indian Women and Imperial Culture. University of North Carolina Press.
- Holton, S.( 1996) Suffrage Days: Stories from the Women's Suffrage Movement. London: Routledge,.
- Legates, M. (2001)In Their Time: A History of Feminism in Western Society. London: Routledge.
- Ramusack, Barbara N. (1999.), and Sharon Sievers. Women in Asia. Bloomington: Indiana University , Press,

- Chaudhuri, Maitrayee (Ed.) (2004) Feminism in India, Kali for Women, New Delhi.
- Menon ,Nivedita(1999) Gender and Politics In India, OUP, New Delhi.
- Sangari, Kumkum and Suresh Vaid (eds.)( 2003). Recasting Women: Essays in Colonial India, New Delhi.

## Reference Book

- Ilina Sen (1990), “A Space Within the Struggle: Women’s Participation in People’s Movements”.
- Leela Dube (1997) “Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia” (1997)
- Indira Jaising (2000) ,“Justice for Women: Personal and Social” .

## PSM703

<b>Program Name- M.A. Social Science 1st Semester</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 5 Credits</b>			
<b>Course Number &amp; Title: PSM 703: Globalization &amp; International Relations</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-5</b>			
<b>Total Lectures / Semester:65</b>			
<b>1</b>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• This course offers a comprehensive examination of Globalization and International Relations (IR), exploring the complex interplay between global forces and international dynamics. Through five detailed units, students will engage with key concepts, theories, and contemporary issues that shape the international landscape. The course emphasizes the impact of globalization on various nations, particularly in the context of the Third World, while providing a critical analysis of diverse theoretical frameworks and global challenges.</li> </ul>		
<b>2</b>	<b>Objectives:</b> <ol style="list-style-type: none"> <li><b>1: Conceptual Understanding:</b> To develop a clear understanding of fundamental concepts in globalization and international relations, including definitions and key characteristics.</li> <li><b>2: Theoretical Frameworks:</b> To explore and analyze major theories of IR, such as idealism, realism, liberalism, Marxism, and others.</li> <li><b>3: Conflict Management:</b> To understand principles and techniques of conflict management and the roles of humanitarian intervention and peacekeeping.</li> <li><b>4: Global Issues Analysis:</b> To investigate pressing global issues, including human security, terrorism, climate change, and nuclear proliferation, and their implications for international relations.</li> <li><b>5: Critical Thinking:</b> To foster critical thinking skills by evaluating different perspectives on global challenges and the effectiveness of various responses.</li> </ol>		
<b>3</b>	<b>Course Outcomes (CO):</b> After completion of the course, students will be able to: <ul style="list-style-type: none"> <li><b>CO1:</b> Define and Describe: Clearly articulate key concepts and definitions related to globalization and international relations.</li> <li><b>CO2:</b> Analyze Theoretical Perspectives: Compare and contrast various theories of international relations, assessing their relevance and applicability to real-world scenarios.</li> <li><b>CO3:</b> Evaluate Conflict Management Strategies: Identify and evaluate principles and techniques of conflict management, including the effectiveness of humanitarian interventions and peacekeeping efforts.</li> <li><b>CO4:</b> Examine Global Issues: Analyze significant global issues such as human security, terrorism, and environmental challenges, understanding their impact on international relations and policy-making.</li> <li><b>CO5:</b> Engage in Informed Discourse: Engage in informed discussions about the complexities of global politics, demonstrating an ability to synthesize information from various theoretical and practical perspectives.</li> </ul>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom’s Taxonomy <b>Learning outcome</b>
<b>I</b>	Globalization & International Relations (IR): Meaning & Definitions, Development, International Order, International Society, Impact on Third	10	By the end of this topic, students will be able to define globalization and international relations (IR), explaining their key concepts and developments.

	World and their Problems		They will analyze the structures of international order and society, assessing how these frameworks shape global interactions. Additionally, students will evaluate the impact of globalization on Third World countries, identifying the challenges and problems these nations face in the context of global dynamics. This understanding will enable students to critically engage with the complexities of globalization and its implications for international relations.
<b>II</b>	Theories of IR I : Idealism, Realism & Neo-Realism, Liberalism & Marxism.	15	By the end of this topic, students will be able to articulate the core principles of major theories of international relations, including idealism, realism, neo-realism, liberalism, and Marxism. They will analyze the strengths and weaknesses of each theory, assessing their relevance to contemporary global issues. Students will also be equipped to compare how these theoretical frameworks interpret state behavior, power dynamics, and international cooperation, fostering a deeper understanding of the underlying ideologies that influence global politics.
<b>III</b>	Theories of IR II: Dependency, Feminism, Constructivism & Post-Modernism .	15	By the end of this topic, students will be able to define and explain key theories of international relations, including dependency theory, feminism, constructivism, and post-modernism. They will analyze how each theory critiques traditional IR paradigms and contributes to a more nuanced understanding of global interactions, focusing on issues such as power, identity, and social constructs. Students will also evaluate the implications of these theories for addressing contemporary global challenges, enhancing their ability to think critically about the diverse perspectives shaping international relations today.
<b>IV</b>	Conflict Management: Meaning, Principles & Techniques; Humanitarian Intervention, Peace-keeping, Nuclear Deterrence.	15	By the end of this topic, students will be able to define conflict management and articulate its key principles and techniques. They will analyze the roles of humanitarian intervention, peacekeeping, and nuclear deterrence in managing international conflicts, evaluating their effectiveness and ethical considerations. Students will

			also assess the challenges and strategies involved in conflict resolution, enhancing their understanding of how these practices contribute to stability and security in the global arena.	
V	Global Issues: Globalization of Human Security, Failed States, Global Terrorism (Non-State Actors & State sponsored, War on Terrorism), Global Warming, Proliferation of Nuclear Weapons	10	By the end of this topic, students will be able to identify and analyze key global issues, including the globalization of human security, the challenges posed by failed states, and the complexities of global terrorism involving both non-state and state-sponsored actors. They will evaluate the implications of the War on Terrorism, assess the impact of global warming, and discuss the proliferation of nuclear weapons. This comprehensive understanding will enable students to critically engage with these pressing issues and their interconnectedness within the framework of international relations.	
5	TEXTBOOKS	AUTHOR(s)	<b>Edition, Year, Publisher</b>	<b>Place</b>

#### SUGGESTED READINGS:

##### Text Books:

- Dwivedi, Dr. Sangit Sarita: “Perspectives on International Relations and World History”, 2nd Edition, Galgotia Publishing Company, Jan. 2021.
- Khanna , V. N., Kumar, Leslie : “International Relations”, 2020.
- Chatterjee, Aneek; “International Relations Today”, 2e. 2018.
- Steger, Manfred (2017): Globalization: A Very Short Introduction, Oxford University Press.
- Sondhi, Sunil: “International Relations- A Framework for Analysis”, Sanjay Prakashan, 2017.
- Johri ,J. C. : International Relations and Politics, Sterling Publication (English/ Hindi), 2009
- Malhotra, Vinay Kumar : International Relations, Anmol Publications, 1993
- Chakravarti, R : Theory and Practice of International Politics, Macmillan, 1982
- Kumar, Mahendra : Theories Aspects of International Politics, Agra, 1972 (English / Hindi)

##### References:

- Nye, Joseph S. (2015): International Relations: The Pathways to Conflict; Long Grove, IL: Waveland Press.
- Mearsheimer, John J.: “The Tragedy of Great Power Politics”, W. W. Norton & Company, 2014.
- Peu Ghosh – International Relations, PHI, 2013
- Sorensen and Jackson : Introduction to International Relations, Oxford University Press, 2013
- Baylis and Smith: Globalisation of World Politics, Oxford University Press, 2011
- Goldstein – International Relations, Pearson, 2009

- Blair, A. & Curtis, S. : International Politics; An Introductory Guide, Edinburgh Uni. press, 2009
- Waltz, Kenneth N. : “Man, the State, and War: A Theoretical Analysis”, Columbia University Press, 2001.
- Viotti, P.R & Kauppi, M.V. : International Relations and World Politics, Pearson, New
- Morgenthau & Thompson : Politics Among Nations, Kalyani Publishers, 1985
- Palmer & Parkins : International Relations, CBS publications, 1985

## PSM704

Program Name- M.A. Social Science 1st Semester			
Status of Course & Credit: Major Course & 5 Credits			
Course Number & Title: PSM 704: Indian Political Thought			
Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-5			
Total Lectures / Semester:65			
<b>1</b>	<p><b>Introduction:</b> This paper focuses on Indian Political thought. Indian political thought is characterized by a diverse range of ideas and philosophies that have evolved over thousands of years, reflecting the country’s rich cultural and historical background. It also addresses modern political thought that emerged in India during the 19th and 20th centuries in response to colonial rule, the struggle for independence, and the formation of a modern nation-state.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.To develop insight about Ancient Indian Political thought by the works of Manu, Kautilya and Buddha.</li> <li>2.To identify the role of thinkers like Barani, Kabir, Raja Ram Mohan Roy, Dadabhai Naoroji and Lokmanya Tilak in influencing ideas of contemporary society.</li> <li>3.To understand the impact of Aurobindo Ghosh, Swami Vivekanand, R N Tagore, Iqbal and V.D.Savarkar in bringing change in the society by their distinct philosophy.</li> <li>4.To learn about the contribution of political figures such as Mahatma Gandhi, Jawahar Lal Nehru, Dr. B. R Ambedkar and E.V. Ramasamy Periyar in shaping modern contemporary society by their political ideas.</li> <li>5. To explore the role of various social figures with distinct political ideas in bringing reforms to the Indian political system by concentrating upon the ideologies of M N Roy, R M Lohiya, J P Narayan.</li> </ol>		
<b>3</b>	<p><b>Course Outcome(CO):</b></p> <p>At the end of the course, the student will be able to-</p> <p><b>CO1.</b> Explain the Ancient Indian Political thought by summarizing the works of Manu Kautilya and Buddha.</p> <p><b>CO2.</b> Evaluate the role of socio-political ideas of Barani, Kabir, Raja Ram Mohan Roy, Dadabhai Naoroji and Lokmanya Tilak in influencing ideas of contemporary society by their philosophy .</p> <p><b>CO3.</b> Interpret the impact of distinct philosophy of Aurobindo Ghosh, Swami Vivekanand, R N Tagore, Iqbal and V.D.Savarkar in bringing change in the society .</p> <p><b>CO4.</b> Assess the role of political figures such as Mahatma Gandhi, Jawahar Lal Nehru, Dr. B. R Ambedkar and E.V. Ramasamy Periyar in shaping modern contemporary society by their political ideas.</p> <p><b>CO5.</b> Compare the role of distinct political ideologies of M N Roy, R M Lohiya, J P Narayan in bringing reforms to the Indian political system .</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period Number of Lecture(s)	Bloom’s Taxonomy Learning outcome
<b>I</b>	Manu, Kautilya and Buddha	13	Students will be able to summarize political ideas of Manu, Kautilya and Buddha.
<b>II</b>	Barani, Kabir, Raja Ram Mohan Roy, Dadabhai Naoroji and Lokmanya Tilak	13	Students will be able to assess the role of Barani, Kabir, Raja Ram Mohan Roy, Dadabhai Naoroji and Lokmanya Tilak in influencing contemporary society by implementing their social, religious or political ideology.
<b>III</b>	Aurobindo Ghosh, Swami Vivekanand, R N Tagore, Iqbal and V.D.Savarkar	13	Students will be able to justify the role Aurobindo Ghosh, Swami Vivekanand, R N Tagore, Iqbal and

			V.D.Savarkar in shaping the diverse structure of Indian political thought.
<b>IV</b>	Mahatma Gandhi, Jawahar Lal Nehru, Dr. B. R Ambedkar and E.V. Ramasamy Periyar	13	Students will be able to explain Mahatma Gandhi, Jawahar Lal Nehru, Dr. B. R Ambedkar and E.V. Ramasamy Periyar played pivotal roles in shaping modern India, each contributing distinct yet complementary perspectives and strategies toward the country's socio-political transformation. Collectively, they laid the foundation for a democratic, secular, and socially just nation.
<b>V</b>	M.N Roy, R M Lohiya and J. P Narayan	13	Students will be able to distinguish and compare the varied political ideologies of M .N Roy, R M Lohiya and J. P Narayan . Students will be able to explain the origin of leftist ideology in the Indian political system with the contribution of political ideas of M .N Roy, R M Lohiya and J. P Narayan.
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b> <b>Place</b>

### Suggested Readings

#### Text Books:-

- Appadorai, "Indian Political Thinking in the Twentieth Century from Naoroji to Nehru, An introductory survey" (1972) Oxford University Press.
- Sharma Urmila & Sharma S. K. "Indian Political Thought" (2011) Atlantic Publishers New Delhi.
- Singh M.P and Roy Himanshu "Indian Political Thought : Themes & Thinkers", (2017), Pearson Pub. New Delhi.
- Pantham Thomas & Deutsch L. Kenneth (edt.), "Political Thought in Modern India", (1986), Sage India.
- Guaba O.P. "Indian Political Thought" (2021) 4th Edition, National Paperbacks, India.
- Verma V. P. , "Ancient & Medieval Indian Political Thought", 2009, Laxmi Narayan Agarwal Pub., Agra.
- Pandey Kumar Rajendra & Chakrabaty Bidyut, "Modern Indian Political Thought: Text & Context", 2012, Sage Publications, New Delhi.
- V R Mehta V, "FOUNDATIONS OF INDIAN POLITICAL THOUGHT" (1977) Manohar Publication New Delhi.

#### Reference Books

- Cashman R.J. (1975): The Myth Of The Lokmanya Tilak And Mass Politics In Maharashtra, University of California Press, Berkeley London.
- Dalton D G. (1982): India's Idea Of Freedom: Political Thought Of Swami Vivekanand, Aurobindo Ghosh, Mahatma Gandhi And Rabindranath Tagore, Academic Press U.S.
- Desai A R. (1946): Social Background Of Indian Nationalism, Popular Prakashan Bombay.

- Karunakaran K P,(1975) “Indian Politics From Dadabhai Naoroji To Gandhi: A Study Of Political Ideas Of Modern India” Gitanjali Publication New Delhi.
- Ghoshal U.N. (1959): A History Of Indian Political Ideas, OUP, London.
- Appandorai (1970): Documents On Political Thought In Modern India, 2 Volumes, OUP, Bombay.
- Omvedt Gail, (1994): Dalits And Democratic Revolution: Dr. Ambedkar And The Dalit Movement In Colonial India, Sage, New Delhi.

## PSM801

<b>Programme: M.A in Social Science (Political Science )</b>			
<b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>			
<b>Course Number &amp; Title: PSM 801; RESEARCH METHODOLOGY IN SOCIAL SCIENCE</b>			
<b>Lectures/ Week: of 55mts. Each/Week:5(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>			
<b>Total Lectures /Semester: 65/II Semester</b>			
<b>Introduction:</b>			
This course teaches students how to conduct research in the social sciences. It covers various research methodologies, helping students think critically and analyze data effectively by learning about different research designs research methods, and data collection tools and techniques.			
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To explore of philosophical foundations of scientific inquiry, including key paradigms like positivism, constructivism and humanities and understand their impact on research methodologies.</li> <li>2. To demonstrate students understand the different ways to conduct research, including historical, comparative, functional, and feminist approaches.</li> <li>3. To introduce students to various research approaches, including quantitative, qualitative, and mixed-methods, and explain their appropriate applications.</li> <li>4. To explain students various data collection methods, including observation, interviews, case studies, and content analysis, to enhance their practical research skills.</li> <li>5. To Provide an in-depth understanding of different scaling methods and their importance in quantitative research and data interpretation.</li> </ol>			
<b>Course Outcomes (CO):</b>			
<p>After completion of the course, students will be able to:</p> <p>CO1: Analyze the implications of various philosophical foundations for social research methodologies and designs.</p> <p>CO2: Help students develop comprehensive and organized research proposals that incorporate suitable methodologies and clearly defined research questions.</p> <p>CO3: Demonstrate ability in applying quantitative, qualitative, and mixed-methods approaches to real-world research issues.</p> <p>CO4: Effectively learn a variety of data collection techniques, adapting methods to meet specific research objectives and contexts.</p> <p>CO5: Analyze and interpret data using various scaling techniques, ensuring accurate representation and meaningful conclusions in sociological research.</p>			
Unit No	Topics to be Covered	Number Of Lectures	Bloom’s Taxonomy Learning Outcomes
1.	SCIENCE AND SCIENTIFIC METHOD Philosophy of Science- Positivism, Constructivism, Interpretivism, Hermeneutics And Humanitivism. Characteristics And Steps Of Scientific Method, Theory And Fact., Objectivity / Value Neutrality And Reflexivity.	14	<i>Students will learn about different philosophical ideas that shape scientific research and how to use the scientific method to solve problems. They will also evaluate the importance of objectivity, value neutrality, and reflexivity in research.</i>

2.	RESEARCH DESIGN AND METHODS RESEARCH Design- Meaning And Types. Methods-Historical Methods, Comparative, Functional And Feminist Research method	11	<i>Students will Differentiate between different research designs and their appropriate applications and they will know to utilize various research methods to address specific research questions and they gain the ability of assess the strengths and limitations of different research designs and methods.</i>
3.	RESEARCH STRATEGIES Quantitative, Qualitative and Mixed Methods.	14	<i>This provide compare and contrast quantitative, qualitative, and mixed-methods research approaches and teach to analyze appropriate research strategies based on the nature of the research question and the desired outcomes.</i>
4.	TECHNIQUES OF DATA COLLECTION Observation, Case Study, Interview, Content Analysis, Questionnaire, Schedule, PRA, RRA.	14	<i>In this unit students learn to apply various data collection techniques (observation, case study, interview, content analysis, questionnaire, and schedule, PRA, RRA) to gather relevant data and evaluate the strengths and limitations of different data collection techniques. To ensure the validity and reliability of collected data.</i>
5.	SCALING Scale- Definition, Types (Ordinal, Interval, Ratio, Thurston, Bogardus, Likert).	12	<i>Delimit and explain different types of scales (ordinal, interval, ratio, Thurston, Bogardus). To select appropriate scaling methods for measuring variables in quantitative research. Assess the appropriateness of different scaling methods based on the nature of the variable and the research objectives.</i>

### Suggested Readings

#### Textbooks

- Goode, W. J., & Hatt, P. J. (1952). *Methods In Social Science*. McGraw Hill.
- Jahoda, M., et al. (1971). *Research Methods In Social Relations*. Holt, Rinehart and Winston.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- Lune, H., & Pumar, E. S. (2013). *Perspectives In Social Research Methods And Analysis: A Reader For Sociology*. Sage Publications.
- Moser, C. A., & Kalton, G. (2007). *Survey Methods In Social Investigation*. Routledge.
- Young, P. V. (1960). *Scientific Social Survey And Research*. Prentice-Hall.

#### References

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Flick, U. (2018). *An Introduction To Qualitative Research*. Sage Publications.
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative And Quantitative Approaches*. Pearson.
- Robson, C. (2011). *Real World Research: A Resource For Users Of Social Research Methods In Applied Settings*. Wiley.

## PSM802

<b>Program Name- M.A. Social Science IInd Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 5 Credits</b>	
<b>Course Number &amp; Title: PSM 802: Western Political Thought</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-5</b>	
<b>Total Lectures / Semester:65</b>	
<b>1</b>	<b>Introduction:</b> The course "Western Political Thoughts" (PSM802) provides an in-depth exploration of the key ideas that have influenced Western political philosophy. It examines classical, medieval, and modern thinkers, starting with Plato and Aristotle, then moving through Augustine and Aquinas to Machiavelli, Hobbes, Locke, Rousseau, and Bentham. It

	further analyzes Hegel, Marx, and Lenin, concluding with 20th-century figures like Arendt, Macpherson, and Hayek. This course equips students to understand the evolution and contemporary relevance of Western political thought.		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Western Political Thought: Understand the foundational contributions of key thinkers, including Plato and Aristotle, and analyze their views on justice, democracy, and the ideal state.</li> <li>2. Medieval and Renaissance Political Philosophy: Explore the works of Augustine, Aquinas, and Machiavelli, examining the Two Swords Theory and Montesquieu's theories on the separation of powers.</li> <li>3. Contract Theories and Liberal Thought: Analyze the contract theories of Hobbes, Locke, and Rousseau, and evaluate the contributions of Bentham, Mill, and Green to utilitarianism and liberty.</li> <li>4. Marxist Theory and Revolutionary Practice: Examine Hegel's dialectics, Marx's critique of capitalism, and Lenin's application of Marxist theory to revolutionary state formation.</li> <li>5. 20th-Century Political Thought: Study the perspectives of Arendt on totalitarianism, Macpherson on democracy and capitalism, and Hayek on classical liberalism and free-market theory.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO)</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1: Analyzing Classical Political Thought</b> Students will explore the foundational ideas of Plato and Aristotle, assessing their contributions to political philosophy and concepts of justice and governance.</p> <p><b>CO2: Understanding Medieval and Renaissance Theories</b> Students will evaluate the political theories of Augustine, Aquinas, Machiavelli, and Montesquieu, including the Two Swords Theory, and their impact on modern political thought.</p> <p><b>CO3: Examining Social Contract Theorists</b> Students will critically analyze the works of Hobbes, Locke, Rousseau, Bentham, J.S. Mill, and T.H. Green, focusing on their perspectives on individual rights, government legitimacy, and social contracts.</p> <p><b>CO4: Investigating German Idealism and Marxism</b> Students will delve into the ideas of Hegel, Marx, and Lenin, assessing their theories on history, society, and political change.</p> <p><b>CO5: Exploring Contemporary Political Theories</b> Students will assess the contributions of Arendt, Macpherson, and Hayek, discussing their relevance to contemporary political issues and debates on freedom, democracy, and economic systems.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	(a) Plato (b) Aristotle	13	By the end of this topic students will be able to explore the foundational concepts of political philosophy through Plato and Aristotle, focusing on their views of justice, the ideal state, and the role of the citizen. Students will examine the significance of virtue and the good life in shaping political thought, establishing a basis for understanding later political theories and their relevance in contemporary discourse.
<b>II</b>	(a) Augustine (b) Aquinas (c) Machiavelli (d) Two Swords Theory (e) Montesquieu	13	Students will be able to analyze the political contributions of Augustine and Aquinas, emphasizing their views on morality and governance. Examine Machiavelli's pragmatic approach to power and the Two Swords Theory's implications for church and state. Finally, evaluate Montesquieu's ideas on the separation of powers, highlighting their influence on modern democratic structures and the importance of checks and balances.
<b>III</b>	(a) Hobbes (b) Lock	13	By the end of this topic, Students can critically assess the social contract

	(c) Rousseau (d) Bentham (e) J.S. Mill (f) T.H. Green		theories of Hobbes, Locke, and Rousseau, focusing on their differing views of human nature and government. Assess utilitarianism as articulated by Bentham and J.S. Mill, while also considering T.H. Green's critiques of classical liberalism. This unit will deepen understanding of individual rights and the role of the state in society.
<b>IV</b>	(a) Hegel (b) Marx (c) Lenin	13	By the end of this topic, students will critically engage with Hegel's dialectical method and its influence on political thought. Explore Marx's critique of capitalism, emphasizing historical materialism and class struggle. Analyze Lenin's theories of revolution, state power, and the transition to socialism, providing insights into the dynamics of power, oppression, and revolutionary change in modern politics
<b>V</b>	(a) Arendt (b) Macpherson (c) Hayek	13	By the end of this unit, students will have deep insights about Arendt's notions of power, authority, and totalitarianism, highlighting the importance of political action and public life. They'll be able to examine Macpherson's concept of possessive individualism and its implications for liberal democracy. Finally, be able to explore Hayek's views on freedom, market economies, and government intervention, fostering a nuanced understanding of contemporary political and economic debates.
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>
			<b>Place</b>

## SUGGESTED READINGS:

### Text Books:

- Crespingy & Minogue (Ed.): CONTEMPORARY POLITICAL THINKERS, London, Methuen, 1975
- Forysth – Keens-Soper (Ed.): THE POLITICAL CLASSICS: GREEN TO DWORKIN, Oxford, OUP, 1996
- M H Lessnoff: POLITICAL PHILOSOPHERS OF THE TWENTIETH CENTURY, Oxford, Blackwell, 1999
- Bhiku Parekh: CONTEMPORARY POLITICAL THINKERS, Oxford, Martin Robertson, 1982
- G Catlin: A HISTORY OF POLITICAL PHILOSOPHERS, Goerge Allen and Urwin, London, 1950
- H Butterfeild: THE STATECRAFT OF MACHIAVELLI, Collier, New York, 1962
- F Chabod: MACHIAVELLI AND THE RENAISSANCE, translated by D. Moore, New York, Harper and Row, 1958
- DeGrazia: MACHIAVELLI IN HELL, Princeton NJ, PUP, 1989
- J. W. Chapman: ROUSSEAU- TOTALITARIAN OR LIBERAL, New York, Columbia, University Press, 1956
- A Cobban: ROUSSEAU AND THE MODERN STATE, London, Urwin University Books, 1964
- L . Colletti: FROM ROUSSEAU TO LENIN: STUDIES IN IDEOLOGY AND SOCIETY, translated by J. Merrington and J White, New Delhi, OUP, 1969

- P. Doyle: A HISTORY OF POLITICAL THOUGHT, London, Jonathan Cape, 1933
- W Ebenstein: GREAT POLITICAL THINKERS, New Delhi, Oxford & IBH, 1969
- D. Germino: MODERN WESTERN POLITICAL THOUGHT: MACHIAVELLI TO MARX, Chicago, UOC, 1972
- S. Benhabib: THE RELUCTANT MODERNISM OF HANNAH ARENDT, Thousands Oaks California, Sage, 1996
- M Canovan: HANNAH ARENDT: A REINTERPRETATION OF HER POLITICAL THOUGHT, Cambridge, CUP, 1992
- M. P. d'Entreves: THE POLITICAL PHILOSOPHY OF HANNAH ARENDT, London, Routledge, 1994
- S Benhabib: THE RELUCTANT MODERNISM OF HANNAH ARENDT, Sage, 1996
- M Canovan: Hannah Arendt: A REINTERPRETATION OF HER POLITICAL THOUGHT, Cambridge University Press, 1992
- M P d'Entreves: THE POLITICAL PHILOSOPHY OF HANNAH ARENDT, Routledge, London, 1994
- G Kateb: HANNAH ARENDT: POLITICS, CONSCIENCE, EVIL, ROWMAN & ALLANHELD, Totowa NJ, 1984
- J H Carens (ed.): DEMOCRACY AND POSSESSIVE INDIVIDUALISM: THE INTELLECTUAL LEGACY OF C B MACPHERSON, State University of New York Press, Albany NY, 1993
- A Kontons (ed.): POSSESSIONS AND FREEDOM: ESSAYS IN HONOR OF C B MACPHERSON, University of Toronto Press, Toronto, 1979
- W B Leiss: C B MACPHERSON: DILEMMAS OF LIBERALISM AND SOCIALISM, St. Martin's Press, New York, 1989
- N P Barry: HAYEK'S SOCIAL AND ECONOMIC PHILOSOPHY, Macmillan, London, 1979
- J Birner & R van Zijp (ed.): HAYEK, COORDINATION AND EVOLUTION, Routledge, London, 1994
- E Butler: HAYEK: HIS CONTRIBUTION TO THE POLITICAL AND ECONOMIC THOUGHT OF OUR TIME, Temple Smith, Hounslow, 1983
- A Gamble: HAYEK: THE IRON CURSE OF LIBERTY, Oxford Polity Press with Basil Blackwell, Oxford, 1996
- H S Gissurason: HAYEK'S CONSERVATIVE LIBERALISM, Garland, New York, 1987
- J Gray: HAYEK ON LIBERTY, BASIL BLACKWELL, Oxford, 1984
- C Kukathas: HAYEK AND MODERN LIBERALISM, The Clarendon Press, Oxford, 1989
- C L Wayper: POLITICAL THOUGHT
- Sabine: A HISTORY OF WESTERN POLITICAL THOUGHT
- B Barry: THE LIBERAL THEORY OF JUSTICE, The Clarendon Press, Oxford, 1973
- Sir E Barker: POLITICAL THOUGHT IN ENGLAND: FROM SPENCER TO THE PRESENT DAY, OUP, Oxford, 1950
- A Arblaster: THE RISE AND DECLINE OF WESTERN LIBERALISM, Blackwell, Oxford, 1984
- A Bullock and M Shock (ed.): THE LIBERAL TRADITION: FROM FOX TO KEYNES, OUP, London, 1967
- I Collins: LIBERALISM IN NINETEENTH CENTURY EUROPE, The Historical Association, London, 1957
- W L Davidson: POLITICAL THOUGHT IN ENGLAND, The Utilitarians from Bentham to Mill, OUP, Oxford, 1957
- N Daniels (ed.): READING RAWLS, BASIC BOOKS, New York, 1975
- M Freeden: THE NEW LIBERALISM, OUP, London, 1978
- Francis Fukuyama: THE END OF HISTORY AND THE LAST MAN, Penguin, Harmondsworth, 1992
- J Gray: LIBERALISMS: ESSAYS IN POLITICAL PHILOSOPHY, Routledge, London, 1989
- H J Laski: POLITICAL THOUGHT FROM LOCKE TO BENTHAM, OUP, Oxford, 1920
- A J Manning: LIBERALISM, John Dent & Sons, London, 1936
- C B Macpherson: THE POLITICAL THEORY OF POSSESSIVE INDIVIDUALISM: HOBBS TO LOCKE, The Clarendon Press, Oxford, 1973
- J Plamentaz: READINGS FROM LIBERAL WRITERS, Allen & Urwin, London, 1965

#### References:

- Dr. Sharma Prabhudatta, History of Western Political Thought (Plato to Marx), College Book Depot, Jaipur.
- Shrama Urmila and S.K. Sharma, Western Political thought ( Bentham to Present Day), Atlantic Publication, New Delhi, 2006
- Purthi R.K., Western Political Thought, Neha Publishers and Distributers, New Delhi, 2007.
- Jha Shefali, Western Political Thought From Plato to Marx, Pearson Publication, Delhi, 2009.
- Bhagat R.M., Western Political Thought ( Plato to Marx)

## PSM803

<b>Programme: Master of Arts in Social Science (Sociology)</b>			
<b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>			
<b>Course Number &amp; Title: PSM 803 POLITICAL SOCIOLOGY</b>			
<b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>			
<b>Total Lectures /Semester: 65 /III Semester</b>			
<b>Introduction:</b>			
This course aims focuses upon the relationship between society and politics. Political sociology thus provides a comprehensive framework for understanding how political and social dynamics intersect, shaping the governance and political landscapes of societies.			
<b>Objectives:</b>			
6. To develop understanding regarding the topic, Political Sociology, its characteristics and its importance as a field of study.			
7. To identify the role of various political theories such as Liberalism, Pluralism, Power Elite theory, Marxism etc. in shaping up the society.			
8. To understand the influence of political elements such as Authority & Political Power, Political System, Political Development, Political Modernization , Political Culture, Political Socialization, Political Communication, Political Participation and Voting Behaviour in shaping the social order.			
9. To learn about the relationship between Politics and Society in India by acknowledging the impact of Political Parties, Bureaucracy, Pressure , Interest Groups, Public Opinion , Role of Mass Media, Protective Discrimination, Communalism and Political Ideology.			
10. To explore the role of various Political processes such as Ethnicity, Caste, Religion, Regionalism, Language in Indian Politics , Nation Building and Regional Imbalance in maintaining social order in India.			
<b>Course Outcomes (CO):</b>			
After completion of the course, students will be able to:			
CO1: Demonstrate an understanding of social statistics' significance.			
CO2: Accurately calculate mean, median, and mode.			
CO3: Analyze data variability using measures of dispersion.			
CO4: Apply correlation methods to assess variable relationships.			
CO5: Create clear and effective data visualizations.			
CO6: Identify limitations of statistical research methods.			
Unit No	Topics to be Covered	Number Of Lectures	Bloom's Taxonomy Learning Outcomes
1.	Social Statistics, Meaning and Nature, Statistical Series, Implications of Social Statistics in Social Research.	10	<i>Students will define and explain key concepts and the importance of social statistics, applying these ideas to construct and interpret statistical series.</i>
2.	Measures of Central Tendency: <i>Mean, Median and Mode</i>	11	<i>Students will be Focuses on measures of central tendency, where students will list and calculate the mean, median, and mode for both discrete and continuous data.</i>
3.	Measures of Dispersion: Limit method-Range, Methods of Average Deviation-Quartile	12	<i>Students will understand the significance of measures of dispersion and apply techniques to compute range, interquartile range, and standard deviation.</i>

4.	Correlation and Methods of Correlation Karl Pearson Correlation, Charls Spearman and Product Movement Correlation Method. Method	11	<i>Learners will differentiate between correlation methods and perform correlation analyses using Pearson and Spearman techniques.</i>
5.	Graphical Presentation of Data Presentation of Data	8	<i>At the end of the course students will be Focus on the graphical presentation of data, where students will discuss the aims and limitations of different diagrams and apply their skills to create effective visual representations of data.</i>

### Suggested Readings

#### Text Books

Babbie, E. (2021). The practice of social research (15th ed.). Cengage Learning.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage Publications.

Neuman, W. L. (2014). Social research methods: Qualitative and quantitative approaches (7th ed.). Pearson.

#### References

Agresti, A., & Finlay, B. (2018). Statistical methods for the social sciences (5th ed.). Pearson.

Bryman, A. (2016). Social research methods (5th ed.). Oxford University Press.

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). Applied multiple regression/correlation analysis for the behavioral sciences (3rd ed.). Routledge.

Healey, J. F. (2019). Statistics: A tool for social research (10th ed.). Cengage Learning.

McClave, J. T., & Sincich, T. (2017). Statistics (14th ed.). Pearson

## PSM804

<b>Program Name- M.A. Social Science IInd Semester</b>	
<b>Status of Course &amp; Credit: Major Course &amp; 5 Credits</b>	
<b>Course Number &amp; Title: PSM 804: Public Policy</b>	
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-5</b>	
<b>Total Lectures / Semester:65</b>	
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>This course provides an in-depth exploration of Public Administration and Management, focusing on foundational concepts, theories, and practices essential for effective governance. Through five comprehensive units, students will examine the meaning, significance, and scope of Public Administration, explore management theories and principles, and analyze the intricacies of public policy and personnel administration. This holistic approach equips students with the knowledge and skills necessary to navigate and influence the public sector effectively.</li> </ul>
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1: Foundational Understanding: To develop a clear understanding of the meaning, significance, and scope of Public Administration and its relationship with management.</li> <li>2: Management Skills: To explore the various management theories and principles relevant to public administration, including the POSDCORB framework.</li> <li>3: Organizational Structure: To analyze the principles of organization, including hierarchy, span of control, and centralization vs. decentralization.</li> <li>4: Administrative Concepts: To comprehend key administrative concepts such as authority, delegation, and the factors influencing management, including leadership and motivation.</li> <li>5: Public Policy Analysis: To investigate the process of public policy formulation, implementation, and evaluation, emphasizing ethical considerations and personnel administration.</li> </ol>
<b>3</b>	<p><b>Course Outcomes (CO):</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Define and Explain: Articulate the meaning, significance, and scope of Public Administration and its interplay with management concepts.</p> <p><b>CO2:</b> Analyze Management Theories: Compare and contrast various management theories, including scientific management, bureaucracy, and human relations, and their applicability to public administration.</p>

	<p><b>CO3:</b> Evaluate Organizational Principles: Assess the principles of organization and their implications for effective governance, including issues of authority and control.</p> <p><b>CO4:</b> Implement Administrative Practices: Demonstrate practical knowledge of administrative concepts such as delegation, communication, and motivation in a public administration context.</p> <p><b>CO5:</b> Assess Public Policy Processes: Evaluate the stages of public policy-making, from formulation to evaluation, and apply ethical considerations in personnel administration practices.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	Introduction of Administration:(a) Meaning Significance and Scope of Public Administration (b) Administration & Management: Meaning, Nature & Significance.	8	By the end of this topic on the introduction to administration, students will be able to define Public Administration and articulate its significance in governance and public service delivery. They will analyze its scope, identifying the various dimensions it covers, and distinguish between administration and management by highlighting their unique functions and characteristics. Students will also describe the nature of administration. This foundational knowledge will prepare students for further exploration in the field of Public Administration.
<b>II</b>	Scope of Management: POSDCORB- Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, & Decision-Making, Theories of Public Administration Scientific Management Bureaucracy Human Relations.	13	By the end of this topic, students will be able to identify and explain the scope of management through the POSDCORB framework, detailing the key functions of Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting, and Decision-Making. They will critically analyze various theories of Public Administration, including Scientific Management, Bureaucracy, and Human Relations, and assess their relevance and application in contemporary public sector management. This understanding will enable students to evaluate the effectiveness of different management approaches in achieving organizational objectives within the realm of Public Administration.
<b>III</b>	New Public Administration Principles of Organization: (Hierarchy) Span of control, unity of Command, Centralization, decentralization.	14	By the end of this topic, students will be able to articulate the key principles of organization within New Public Administration, focusing on concepts such as hierarchy, span of control, unity of command, centralization, and decentralization. They will analyze how these principles impact organizational structure and effectiveness, and evaluate the benefits and challenges associated with each approach. This knowledge will enable students to understand how to design effective administrative systems that enhance decision-making and improve service delivery in the public sector.
<b>IV</b>	Administrative Concepts: Authority, Line-Staff & Auxiliary Agencies, Delegation, Factors in management: Leadership Communication, Motivation E Governance	15	Students will be able to define and explain key administrative concepts, including authority, line-staff and auxiliary agencies, and delegation. They will analyze essential

	Decision Making and good Governance.		factors in management, such as leadership, communication, and motivation, and understand their roles in effective governance. Additionally, students will explore the principles of e-governance and decision-making, assessing how these elements contribute to good governance practices. This comprehensive understanding will prepare students to navigate and implement effective administrative strategies in public organizations.	
V	A) Introduction to Public Policy: Meaning, Types & Significance B) Policy making Process: Formulation, Implementation, Monitoring & Evaluation, Ethic, Personnel Administration: Recruitment, Training and Promotion.	15	By the end of this topic, students will be able to define public policy and explain its significance, along with various types of policies that govern public administration. They will analyze the policy-making process, including the stages of formulation, implementation, monitoring, and evaluation, while also considering ethical implications. Furthermore, students will explore personnel administration aspects, such as recruitment, training, and promotion, understanding how these elements contribute to effective policy execution. This comprehensive grasp of public policy and administration processes will equip students to engage thoughtfully in policy analysis and development within public sectors.	
5	TEXTBOOKS	AUTHOR(s)	<b>Edition, Year, Publisher</b>	<b>Place</b>

### Suggested Readings:

#### Text Books:

- Chakrabarty, Bidyut; Kandpal, Prakash Chand (2020): **Public Administration in a Globalizing World: Theories and Practices**, Sage Publications.
- Basu, Rumki (2019): **Public Administration: Concepts And Theories** , Sterling Publications Pvt. Ltd. 5th edition.
- Fadia, B.L. (2012): **Public Administration**, Sahitya Bhawan Pub. Agra.
- Kataria ,Dr. Surendra (2012): **Administrative Theories and Management**; National Publishing House, Jaipur and Delhi.
- Arora, R.K. (2012): **Indian Public Administration: Institutions & Issues**, New Age; Third Edition.
- Bhattacharya, Mohit (2011): **New Horizons of Public Administration**, Jawahar Publishers & Distributors.
- Sharma, M. P., Sadana, B. L. (2011) : “Lok Prashasan: Siddhant Evam Vyavhar” ; Kitab Mahal, Allahabad.
- Maheshwari & Avasthi (2010): **Public Administration**; Laxmi Narain Agarwal, Agra.
- Bhagwan, Dr. Vishnoo, Bhushan, Dr.Vidya, Mohla, Dr. Vandana (2009): **Public Administration**: S.Chand & Co. New Delhi.
- Dye, Thomas R. (2004): **Understanding Public Policy**; Pearson Education, New Delhi.
- Saxena, P..K. (2000) (edi.): **Comparative Public Policy**, Rawat Pub. Jaipur.

- R,K. Sapru (1984) : Public Policy:Formulation Supplementation and Evaluation, Sterling Pub. New Delhi.

**References:**

- Basu, Rumki (2019): Indian Administration: Structure, Performance And Reform, Adroit Publication.
- N. Henry (2019): Public Administration and Public Affairs, Routledge , New Delhi.
- Prabhu, C. S. R. (2004): E-Governance-Concepts and Case Studies: Prentice Hall of India Pvt. Ltd. New Delhi.
- Simon, Herbert (1947): Administrative Behaviour, Macmillan Press.
- Wayber, Max (1922): Economy and Society, University of California Press.
- Taylor, F. W. (1911): The Principles of Scientific Management, Harper & Brothers.

**Additional Readings**

- Wilson, Woodrow (1887): The Study of Administration, Political Science Quarterly, Vol. 2, No. 2 .

## PSM001

<b>Programme: M.A. in Social Science (Sociology)</b>			
<b>Status of Course &amp; Credit: MAJOR (Core), CREDIT: 4</b>			
<b>Course Number &amp; Title: PSM 001, BASIC RES. METH.,STAT. TOOLS&amp; ANAL.</b>			
<b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>			
<b>Total Lectures /Semester: 52/ III Semester</b>			
<b>Introduction:</b>			
The course aims to equip MA SS Sociology students with essential research skills and analytical tools. It covers the research process, including design, data collection, and analysis, with a focus on both qualitative and quantitative methods. Students will develop the ability to conduct ethical research, interpret data, and present findings effectively through well-structured reports, fostering a solid foundation for academic and professional research.			
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts of research, including its meaning, nature, and types.</li> <li>2. To develop an understanding of various research designs and methodologies, both qualitative and quantitative.</li> <li>3. To equip students with practical skills in data collection using tools such as surveys, interviews, observations, and case studies.</li> <li>4. To enhance students' ability to apply statistical tools for data analysis, including descriptive and inferential techniques.</li> <li>5. To foster ethical research practices and critical thinking in the interpretation of data.</li> <li>6. To enable students to write structured, coherent research reports, dissertations, and academic papers following standard formats.</li> </ol>			
<b>Course Outcomes (CO):</b>			
At the end of the course, the student will be able to:			
CO1: Understand the fundamental principles of research and its various types.			
CO2: Formulate research problems, hypotheses, and select appropriate research designs.			
CO3: Collect and analyze data using qualitative and quantitative research methods.			
CO4: Apply statistical tools for descriptive and inferential data analysis.			
CO5: Interpret research findings critically and ethically.			
CO6: Write structured research reports, dissertations, and papers following academic standards.			
<b>Unit No</b>	<b>Topics to be Covered</b>	<b>Number Of Lectures</b>	<b>Bloom's Taxonomy Learning Outcomes</b>

1.	INTRODUCTION-Research: Meaning, Nature, Types, Experiments (Laboratory and Field), Field Study, Survey Research, Major steps in Research, Variables and Controls, Ethical Issues	10	<i>Students will be able to define and explain key research concepts, types, and ethical considerations in research.</i>
2.	RESEARCH DESIGN Research Problem Formulation, Hypothesis and its kinds, Survey of Related Literature, Research Design: Exploratory, Descriptive and Casual, Qualitative and Quantitative Research Approaches	10	<i>Students will be able to Identify and formulate research problems, hypotheses, and select suitable research methodologies</i>
3.	DATA COLLECTION Primary and Secondary Data, Research Tools-Observation, Interviews, Questionnaire and Schedules, Case Study, Measurement and Scaling, Sampling, Sampling Techniques-Probability and Non-Probability	10	<i>Students will be able to demonstrate proficiency in data collection techniques such as interviews, surveys, and case studies</i>
4.	ANALYSIS AND INTERPRETATION Part-A Developing Logical Reasoning and Quantitative Aptitude Part-B Analysis & Interpretation of Data, Establishment of Categories, Coding, Tabulation, Statistical Analysis of Data- Descriptive and Inferential, Content Analysis	10	<i>Students will be able to analyze and interpret data using statistical tools, ensuring accuracy and relevance in findings.</i>
5.	RESEARCH REPORT WRITING- Research Report, Types of Report, Structuring the Report, Format of Abstract, Format of the Synopsis, Format of Project/Dissertation, Format of Research Paper.	12	<i>Students will be able to critically evaluate research literature and develop logical reasoning in research and construct well-organized research reports, abstracts, and dissertations in accordance with academic standards</i>

### Suggested Readings

#### Text Books

- Agarwal, A. K. (2012). Modern approach to logical reasoning. S. Chand & Co.
- Kerlinger, F. N. (1986). Foundations of behavioral research. Harcourt Brace & Co.
- Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International Publishers.
- Jha, S. (2012). General mental ability, logical reasoning & analytical ability. Kalinjar Publishers.
- Bryman, A. (2008). Social research methods (3rd ed.). Oxford University Press.
- Lawrence, N. W. (2009). Qualitative research design in social research methods. Pearson International.
- Taylor, B., Sinha, G., & Ghoshal, T. (2004). Research methodology: A guide for researchers in management and social sciences. PHI Learning Pvt. Ltd.

#### Reference Book

- Babbie, E. (2016). The practice of social research (14th ed.). Cengage Learning.
- Bryman, A. (2012). Social research methods (4th ed.). Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). The SAGE handbook of qualitative research (5th ed.). SAGE Publications.
- Punch, K. F. (2013). Introduction to social research: Quantitative and qualitative approaches (3rd ed.). SAGE Publications.
- Flick, U. (2018). An introduction to qualitative research (6th ed.). SAGE Publications.

## PSM902

Program Name- M.A. Social Science IVth Semester			
Status of Course & Credit: Major Course & 4 Credits			
Course Number & Title: PSM 902: Contemporary Political Theory			
Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4			
Total Lectures / Semester:52			
<b>1</b>	<p><b>Introduction</b> - This course aims to educate students about Contemporary political theory. It revolves around modern political concepts, institutions, and practices. It encompasses concepts like democracy, justice, equality, liberty, feminism, environmentalism etc. reflecting on both traditional philosophical ideologies and contemporary societal challenges. Contemporary Political theory constantly evolves by incorporating insights from philosophy, sociology, economics, and other fields in order to stay relevant in the political realities of the modern world.</p>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To develop understanding about the concept of social justice and its importance in establishing an equitable and just society by highlighting the contribution of thinkers like Ambedkar, Rawls, Nozick and Amartya Sen in this field.</li> <li>2. To get sensitized about an informed, equitable, and inclusive society by fostering an understanding of the concepts like Equality and its dimensions such as Gender justice and Feminism.</li> <li>3. To analyze how the concept of liberty has shaped political systems, laws, and societal values of contemporary society by highlighting its related ideas such as Political Obligation and Resistance.</li> <li>4. To analyze how economic and cultural forces shape social structures, beliefs, and individual consciousness by highlighting the concept of Neo Marxism and emphasizing upon the ideas of Gramsci (Hegemony), Lukacs, Habermas and Marcuse.</li> <li>5. To develop diverse perspectives on contemporary society by understanding diverse concepts like Environmentalism, Post-Structuralism, Postmodernism and their relevance in establishing an informed society.</li> </ol>		
<b>3</b>	<p><b>Course Outcome (CO):</b> At the end of the course, the student will be able to-</p> <p><b>CO1:</b> Understand about the concept of social justice and its role in respect to diversity and inclusion in an equitable and just society by acknowledging the contribution of thinkers like Ambedkar, Rawls, Nozick and Amartya Sen in this field.</p> <p><b>CO2:</b> Fostering an understanding of Equality and gender dynamics in creating an inclusive social framework.</p> <p><b>CO3:</b> Evaluate the importance of the theory of liberty in providing a robust understanding of what it means to be free, the challenges of maintaining liberty, and the responsibilities it entails in a democratic society.</p> <p><b>CO4:</b> Explain the role of Neo-Marxist thinkers like Gramsci, Lukács, Habermas, and Marcuse developing a deeper understanding of power, culture, and ideology, promoting critical thought and engagement with social issues.</p> <p><b>CO5:</b> Critically evaluate Environmentalism, Post-Structuralism, and Postmodernism's contribution in the complex modern world, fostering informed, reflective, and proactive individuals.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period Number of Lecture(s)	Bloom's Taxonomy Learning outcome
<b>I</b>	Social Justice: Ambedkar, Rawls, Nozick & Amartya Sen	12	Students will be able to understand the core principles of Social justice and its importance in establishing an inclusive society by means of uplifting the marginalized groups.
<b>II</b>	Equality: Gender Justice & Feminism	10	Students will be able to assess the role of equality in establishing an proactive and inclusive society where women rights are taken into consideration in order to establish a free and fair society.
<b>III</b>	Liberty: Political Obligation and Resistance	10	Students will be able to critically analyze and debate on different dimensions of liberty, their strengths, and limitations.

<b>IV</b>	Neo Marxism: Gramsci (Hegemony), Lukacs, Habermas, Marcuse	10	Students will be able to justify Neo Marxism's role in developing social consciousness by addressing Gramsci's concept of hegemony, Lukács' ideas on class consciousness, Habermas' theory of communicative action and Marcuse's critique of one-dimensional society.	
<b>V</b>	Environmentalism, Post Structuralism and Postmodernism.	10	Students will become more aware of their role in society and are better equipped to contribute to positive social change, whether through activism, policy-making, or other forms of civic engagement and encouraging them to question established norms, analyze complex social and environmental issues, and think critically about their own beliefs and assumptions.	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

#### SUGGESTED READINGS:

##### Textbooks:

- Bhargava Rajeev Acharya Ashok, (2011): Political Theory, Pearson Publishing, India
- Gauba O.P. (2013): An Introduction to Political Theory 6th Edition, Macmillan Publications, India..
- Ian Adams. (1993): Political Ideologies Today, Manchester University Press, Manchester.
- Corlett(edi.) (1991): Equality And Liberty: Analyzing Rawls And Nozick, Palgrave Macmillan, Basingstoke.
- Johari J.C (1982): Contemporary Political Theory, Sterling Publication Pvt. ltd.
- Ramaswami Sushila (2010): Political Theory: Ideas and Concepts, 2nd edition, (2010) PHI Learning, New Delhi.

##### Reference Books -

- Rawls John, (1971): The Theory Of Justice, Harvard University Press .
- Rawls John, (1993): "Political Liberalism, Columbia University Press, New York.
- J Wolff: (1991)\_: "Robert Nozick: Property, Justice And The Minimal State, Polity Press with Blackwell Publisher, Oxford U.K.\_
- Dhani S.L, (2007): Dr. B.R. Ambedkar: Man Of Millennium For Social Justice, Delhi, Kalpaz publication Delhi'.
- Krishna Iyer V R. (1991): Ambedkar Centenary: Social Justice And The Undone Vast, B.R. Publishing Corporation, Delhi.
- Sen Amartya, (2009): The Idea of Justice, Harvard University Press, U.S.A.-
- Claeys Gregory, (2013): Encyclopedia of Modern Political Thought, Sage Publications, U.S.
- Jones Tudor, (2012): Modern Political Thinkers and Ideas, Taylor & Francis, United Kingdom
- Karen Green, (1995): The Woman of Reason: Feminism, Humanism, and Political Thought, Continuum International Publishing Group, London.

# PSM903

Program Name- M.A. Social Science IVth Semester			
Status of Course & Credit: Major Course & 4 Credits			
Course Number & Title: PSM 903: Foreign Policy of India			
Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4			
Total Lectures / Semester:52			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The course "Foreign Policy of India" (PSM 903) delves into the key elements shaping India's foreign relations and its role in world politics. Through a historical and analytical approach, the course covers the meaning, theories, and determinants of foreign policy, India's position within the global order, and the evolution of its foreign policy since independence. The course explores the Non-Alignment Movement, contemporary security challenges, India's relations with emerging global powers, and its strategic ties with neighboring countries. This course equips students with the tools to critically evaluate India's foreign policy strategies and their implications on international diplomacy and global challenges.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li><b>Foreign Policy: Meaning, Theories, and Determinants:</b> Understanding the meaning of foreign policy, its theoretical underpinnings, and the factors influencing India's foreign policy. Analyze the impact of the New International Economic Order on India's foreign policy evolution.</li> <li><b>Non-Alignment Movement and Contemporary Foreign Policy:</b> Examining India's role in the Non-Alignment Movement, its foundational policy of Panchsheel, and the evolution of its contemporary foreign policy objectives, focusing on internal and external security challenges.</li> <li><b>India and Issues in World Politics:</b> Exploring India's stance on key global issues such as nuclear regimes, the World Trade Organization (WTO), globalization, disarmament, arms control, cross-border terrorism, and climate change.</li> <li><b>India and Emerging Powers:</b> Analyze India's bilateral relations with major global powers, including the USA, Russia, China, Japan, France, Brazil, South Africa, and Australia, focusing on economic, political, and strategic dimensions.</li> <li><b>India and its Neighbours:</b> Study India's foreign relations with its neighboring countries, including Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, Maldives, and Afghanistan, focusing on regional security, diplomacy, and cooperation.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes :CO</b></p> <p>After completion of the course, students will be able to:</p> <p><b>CO1:</b> Understanding Foreign Policy: Students will define foreign policy, explore its theories and determinants, and analyze the New International Economic Order's impact on India's foreign relations.</p> <p><b>CO2:</b> Analyzing Non-Alignment and Security: Students will evaluate India's Non-Alignment Movement and Panchsheel principles while assessing contemporary foreign policy objectives and security challenges.</p> <p><b>CO3:</b> Engaging with Global Issues: Students will critically examine India's role in global issues such as nuclear regimes, WTO, globalization, disarmament, arms control, cross-border terrorism, and climate change.</p> <p><b>CO4:</b> Assessing Relations with Emerging Powers: Students will analyze India's diplomatic relations with emerging powers, including the USA, Russia, China, Japan, France, Brazil, South Africa, and Australia.</p> <p><b>CO5:</b> Exploring Neighbor Relations: Students will explore India's foreign relations with neighboring countries, including Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, Maldives, and Afghanistan</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	<ul style="list-style-type: none"> <li>Foreign Policy</li> <li>(a) Meaning, Theories and Determinants</li> <li>(b) New International Economic Order and Changing Dimensions of India's Foreign Policy.</li> </ul>	8	By the end of this unit, students will understand the meaning and theories of foreign policy, as well as the determinants that shape it. They will explore the New International Economic Order and its impact on the evolving dimensions of India's foreign policy. This knowledge will enable students to critically assess India's role in the global arena.
<b>II</b>	(a) India and Non-Alignment	10	Upon conclusion of this unit, students

	<p>Movement</p> <p>(b) Panchsheel</p> <p>(c) India's Contemporary Foreign Policy objectives</p> <p>(d) India's Contemporary Security Challenges: Internal and External.</p>		<p>will be able to examine India's historical involvement in the Non-Alignment Movement and the principles of Panchsheel. They will be able to analyze India's contemporary foreign policy objectives and evaluate the internal and external security challenges it faces today. This will foster a comprehensive understanding of India's strategic positioning in current global politics.</p>	
<b>III</b>	<p>India and Issues in World Politics</p> <p>(a) Nuclear Regimes</p> <p>(b) WTO</p> <p>(c) Globalisation</p> <p>(d) Disarmament and Arms Control</p> <p>(e) Cross Border Terrorism</p> <p>(f) Climate Change.</p>	12	<p>By the end of this unit, students will engage with critical issues in world politics, including nuclear regimes, the World Trade Organization (WTO), globalization, disarmament and arms control, cross-border terrorism, and climate change. This exploration will provide insights into how these global issues influence India's foreign policy and its international relations</p>	
<b>IV</b>	<p>• India and Emerging Powers</p> <p>(a) USA</p> <p>(b) Russia</p> <p>(c) China</p> <p>(d) Japan</p> <p>(e) France</p> <p>(f) Brazil</p> <p>(g) South Africa</p> <p>(h) Australia</p>	10	<p>By the end of this topic, Students will investigate India's relations with emerging powers such as the USA, Russia, China, Japan, France, Brazil, South Africa, and Australia. By analyzing these relationships, students will gain a nuanced understanding of India's strategic partnerships and the geopolitical dynamics that shape its foreign policy.</p>	
<b>V</b>	<p>• India and its neighbours</p> <p>(a) India</p> <p>(b) Pakistan</p> <p>(c) Sri Lanka</p> <p>(d) Bangladesh</p> <p>(e) Nepal</p> <p>(f) Bhutan</p> <p>(g) Maldives</p> <p>(h) Afghanistan</p>	12	<p>Upon completion, students will be able to analyze India's relations with its neighboring countries, including Pakistan, Sri Lanka, Bangladesh, Nepal, Bhutan, Maldives, and Afghanistan. They will evaluate the historical context, current challenges, and future prospects of these relationships, enabling a deeper comprehension of regional politics and security in South Asia</p>	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

#### SUGGESTED READINGS:

- **Text Books:**
- C H Alexadrowics: INDIAN BOOK ON INTERNATIONAL AFFAIRS, Madras University, Madras, 1952
- A Appadorai: DOMESTIC ROOTS OF INDIA'S FOREIGN POLICY, OUP, New Delhi, 1981
- R B Babu: GLOBALISATION AND SOUTH ASIAN STATES, South Asian Publishers, New Delhi, 1998
- J Bandhopadhyaya: THE MAKING OF INDIAN FOREIGN POLICY, Allied, Calcutta, 1979
- S Chopra: STUDIES IN INDIA'S FOREIGN POLICY, Guru Nanak Dev University, Amritsar, 1980

- G W Chaudhary: INDIA, PAKISTAN, BANGLADESH AND THE MAJOR POWERS, The Free Press, New York, 1975
- J N Nehru: INDIA'S FOREIGN POLICY: SELECTED SPEECHES, September 1946 – April 1961, Publications Division (GoI)
- N V Rajkumar: THE BACKGROUND OF INDIA'S FOREIGN POLICY, AICC, New Delhi, 1953
- T T Poulouse: PERSPECTIVES OF INDIA'S FOREIGN POLICY, Young Asia, Delhi, 1978
- B Prasad: BACKGROUND OF INDIA'S FOREIGN POLICY, AICC, 1953, New Delhi
- B R Nanda: INDIA'S FOREIGN POLICY: THE NEHRU YEARS, Radiant Publishers, Delhi, 1990
- K S Murthy: INDIA'S FOREIGN POLICY, Scientific Book Agency, Calcutta, 1954
- K R Pillai: INDIA'S FOREIGN POLICY: BASIC ISSUES AND POLITICAL ATTITUDES, Meenakshi Prakashan, Meerut, 1969
- V P Dutta: INDIAN FOREIGN POLICY, NBT, New Delhi
- S Gopal: BIOGRAPHY OF NEHRU (vol. 3)
- R R Sharma (ed.): INDIAN AND EMERGING ASIA, Sage, New Delhi, 2005
- Brahma Chellaney (Ed.): SECURING INDIA'S FUTURE IN THE NEW MILLENNIUM, Orient Longman, New Delhi, 1999
- Stephen Cohen: INDIA: EMERGING POWER, OUP, New Delhi, 2001
- J N Dixit: INDIA AND NEIGHBORING COUNTRIES
- T Das: INDIA IN WORLD POLITICS, Basic Books, New York, 1932
- V P Dutt: INDIA'S FOREIGN POLICY IN A CHANGING WORLD, Vikas Pub., New Delhi, 1999
- M Gopal: INDIA AS A WORLD POWER, Rajkalam Publications, New Delhi, 1948
- K Gupta: INDIA'S FOREIGN POLICY IN DEFENCE OF NATIONAL INTEREST, Allied, Calcutta, 1967
- C Hills: CHANGING POLITICS OF FOREIGN POLICY, Macmillan, 2001
- N Jetley: INDIA'S FOREIGN POLICY: CHALLENGES AND PROSPECTS, Janaki Prakashan, New Delhi, 1985
- N K Jha: INTERNAL CRISES AND INDIRA GANDHI'S FOREIGN POLICY, Janaki Prakashan, New Delhi, 1985
- INDIA'S FOREIGN POLICY IN A CHANGING WORLD, South Asian Publishers, New Delhi, 2000
- H Kapur: INDIA'S FOREIGN POLICY: SHADOW AND SUBSTANCE, Vikas, New Delhi, 1976
- S Kothari: INDIA'S EMERGING FOREIGN POLICIES, Vora & Co., Bombay, 1951

#### References:

- P Talbot: SOUTH ASIA IN THE WORLD TODAY, University of Chicago Press, Chicago, 1950
- S Kothari: INDIA'S EMERGING FOREIGN POLICIES, Vora & Co., Bombay, 1951
- S Mansingh: INDIA'S SEARCH FOR POWER, Sage, New Delhi, 1985
- Rose & Sisson: WAR AND SECESSION: PAKISTAN, INDIA AND THE CREATION OF BANGLADESH, University of California Press, Berkeley, 1990
- P Sahadevan: CONFLICT AND PEACEKEEPING IN SOUTH ASIA, Lancers Books, New Delhi, 2001

# PSM954

Programme: Pre-Ph.D. Course Work (Sociology)			
Status of Course & Credit: MAJOR, CREDIT: 4			
Course Number & Title: SYM954, ADVANCED RESEARCH METHODOLOGY & ANALYSIS			
Lectures/ Week: of 55mts. Each/Week:4 (L-4+T-0+P/S-0) [Weeks: 13 Per Semester]			
Total Lectures /Semester: 52/ I Semester [SAME AS MBM954, ABM954, ECM954, & PSM954]			
<b>Introduction:</b>			
This course provides a comprehensive and indepth understanding and profeciency of research methodologies on theory and practice form selection of research problem to report writing on- both qualitative and quantitative approaches, along with key philosophies.			
<b>Objectives:</b>			
<ol style="list-style-type: none"> <li>1. To provide students with the skills to critically analyze how different philosophical perspectives inform qualitative and quantitative research methodologies and strengths and limitations of various research methods in relation to their philosophical underpinnings.</li> <li>2. To develop the ability to conduct thorough literature reviews and synthesize existing research findings to frame relevant research problems and to instill a commitment to ethical research practices in students' future academic endeavors.</li> <li>3. To develop advanced skills in qualitative methods such as case studies, ethnography, grounded theory, and content analysis and quantitative methods, including complex sampling techniques, and multivariate analysis.</li> <li>4. To enhance students' ability to design and implement sophisticated data collection instruments such as surveys, interviews, focus groups, and observations and provide skills in using specialized software and tools for data collection and management.</li> <li>5. To provide students with the skills to effectively communicate their research findings through academic writing, journal publications, and conference presentations.</li> </ol>			
<b>Course Outcomes (CO):</b>			
At the end of the course, the student will be able to:			
CO1: Critically evaluate the philosophical perspectives and articulate how these assumptions influence research design and outcomes.			
CO2: Conduct comprehensive literature reviews, critically evaluating existing research to identify gaps and develop a strong understanding of ethical considerations.			
CO3: Demonstrate advanced proficiency in data collection techniques and sampling.			
CO4: Explore advanced skills in employing various data analysis techniques suitable for their specific research contexts.			
CO5: Develop the ability and skill to communicate their research findings clearly and effectively, through both written and oral presentations, tailored to various audiences.			
Unit No	Topics to be Covered	Number Of Lectures	Bloom's Taxonomy Learning Outcomes
1.	<p><b>INTRODUCTION TO RESEARCH</b> (a)</p> <p>Meaning, Objectives and Importance of Research, Types of Research, Philosophies of Research- Metaphysics, Axiology and Methodology, Concept of Qualitative and Quantitative Research, Kinds of Explanation- Deductive, Inductive and Abductive, Scientific Method, Research Process.</p> <p>(b) Developing Logical Reasoning and Quantitative Aptitude- Logical Reasoning: Understanding the structure of arguments,</p>	11	<p>After this course students will demonstrate the ability to critically evaluate the epistemological assumptions underlying different research philosophies and articulate how these assumptions influence research design.</p> <p>They also will develop the ability to analyze and evaluate logical arguments, apply analogies, and utilize tools like Venn diagrams to</p>

	Verbal analogies: Word analogy, Applied analogy, Verbal classification, Logical Diagrams, Venn diagram, Analytical Reasoning.		enhance their reasoning and quantitative aptitude.
2.	<b>LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK</b> Literature Review- Relevance and Approach, Developing an outline for the Literature Review, Organizing a Literature Search, Writing the Review - Writing the first draft, Writing References and Citations, Plagiarism - Concerns and Cautions, Application of Literature Review in Selected Areas, Research Problem and Hypothesis Formulation, Research Design, Ethics in Research.	10	Students will be able to conduct a comprehensive literature review by organizing searches, drafting reviews, and correctly citing sources while avoiding plagiarism. They will also learn to formulate research problems, hypotheses, and design ethical research frameworks.
3.	<b>DATA COLLECTION</b> Sources of Data, Tools of Data Collection, Measurement Scales- Techniques, Reliability and Validity of Scales, Data Cleaning and Data Processing, Outlier Identification, Sampling Concepts and Methods, Determination of Sample Size, Sampling Errors.	10	Students will demonstrate proficiency in selecting and justifying appropriate techniques of data collection and measurement scales.
4.	<b>DATA ANALYSIS</b> Introduction, Descriptive Statistics and Inferential Statistics, Hypothesis Testing- Parametric and Non Parametric Tests, Multivariate Analysis, Qualitative Analysis of Data, Interpretation of Results, Introduction to Software Packages for Data Analysis.	11	Students will exhibit advanced skills in employing various research methods, including sophisticated data collection techniques and analysis, suitable for their specific research contexts.
5.	<b>REPORT WRITING, PRESENTATION, AND PUBLICATION OF RESEARCH</b> Research Report, Types of Report, Structuring the Report, Steps in Drafting Reports, Editing and Evaluating the Final Draft, Layout of Research Report, Writing Research Paper and Article, Difference between Workshop, Seminar, Conference and Symposia, Contemporary Issues in Research.	10	Students will demonstrate the ability to communicate their research findings clearly and effectively, through both written and oral presentations, tailored to various audiences.

### Suggested Readings

#### Text Books

- **Bryman, A.** (2016). *Social Research Methods*. Oxford University Press.
- **Creswell, J.W., & Creswell, J.D.** (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Creswell, W, (1994). *John, Research Design; Qualitative and Quantitative Approaches*, Sage Publications Ltd, London.
- Grbich, C. (2004). *New Approaches in Social Research*, Sage Publications Ltd, London.
- Hughes, J. (1987). *The Philosophy of Social Research*, Longman Singapore Publishers (Pte) Ltd, Singapore.
- Jha, A. S.(2014). *Social Research Methods*. New Delhi: McGraw Hill Education (India) Private Limited.
- Lawrence, N.W. (2009). *Qualitative Research Design in Social Research Methods*. Pearson International. New Delhi.
- Matt, H.; Mark, W. & Nick, F. (2009). *A Critical Introduction to Social Research*. Second Edition. SAGE Publications India Pvt. Ltd. New Delhi.
- Maxxm, P.S. (1999). *Quantitative Research Methods in Social Sciences*. Oxford.
- **Maxwell, J.A.** (2013). *Qualitative Research Design: An Interactive Approach*. Sage Publications.

- Newman, L. (2008). *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Education.
- Reddy, C.R. (1987). *Research Methodology in Social Sciences*. Daya Publishing House. Delhi.
- Ridley, D. 2012. *Literature Review: A Step-by-Step Guide to Student*. London: Sage Publication.
- Sjober, G. & Nett, R. (1997). *A Methodology for Social Research*. Rawat Publications Jaipur.
- Tim May. (2009). *Social Research- issues, Methods and Process*. III Edition. Rawat Publications Jaipur.

## References

- Agarwal, A.K. 2012. *Modern Approach to Logical and Reasoning*. S. Chand & Co. Delhi.
- Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Elliott, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London: Sage.
- Fay, B. (1996). *Contemporary philosophy of Social Science*, Blackwell Publishers Inc, U.S.A.
- Fowler, F.J. (2014). *Survey research methods*. (5<sup>th</sup> ed.). SAGE Publications.
- Goode, W. & Hatt, P. K. (1952). *Methods in Social Research*. McGraw Hill. New York.
- Hen, M; Weinstein, M; and Ford N. (2009). *A Critical Introduction to Social Research (Second Edition)*. Sage Publications India Pvt. Ltd. New Delhi.
- Moser, C., & Kalton, G. (1985). *Survey methods in social investigation*. Ashgate Pub. Co.
- Patrick McC. Miller & Michael J. Wilson. (1983). *A Dictionary of Social Science Methods*. John Wiley & Sons. New York.
- Young, P.V. (1975). *Scientific social survey and research*. Prentice-Hall of India Pvt. Ltd.
- Zikmund, W. G. 1988. *Business Research Methods*. USA: South-Western Cengage Learning.

# PSM955

<b>Program Name-</b>			
<b>Status of Course &amp; Credit: Major Course &amp; 4 Credits</b>			
<b>Course Number &amp; Title: PSM 955: Modern Political Ideas</b>			
<b>Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-4</b>			
<b>Total Lectures / Semester:52</b>			
<b>1</b>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>The course "Modern Political Ideas" (PSM 955) focuses on the central political theories and ideologies that have shaped contemporary political thought and practice. By exploring themes such as secularism, religious fundamentalism, communitarianism, and libertarianism, the course engages with the diverse ways political theorists have grappled with issues of identity, culture, and power. Special attention is given to the works of influential thinkers like Will Kymlicka, Iris Marion Young, and Bhikhu Parekh, as well as concepts of multiculturalism, affirmative action, and nation-building. This course equips students with the analytical skills needed to understand the dynamics of modern political challenges like insurgency and global terrorism from both Western and Asian perspectives.</li> </ul>		
<b>2</b>	<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>Secularism and Religious Fundamentalism: Analyze the concepts of secularism and religious fundamentalism, focusing on their influence in shaping modern states and political systems.</li> <li>Communitarianism and Libertarianism: Explore the debates surrounding communitarianism and libertarianism, examining how these ideologies navigate the tension between individual rights and community values.</li> <li>Multiculturalism and Pluralism: Investigate the philosophical foundations of multiculturalism and pluralism, providing an in-depth analysis of the contributions made by Will Kymlicka, Iris Young, and Bhikhu Parekh to these discussions.</li> <li>Affirmative Action—Western and Asian Perspectives: Compare and contrast affirmative action policies in Western and Asian contexts, evaluating their effectiveness in promoting social justice and equality.</li> <li>Ethnicity, Insurgency, Nation-Building, and Global Terrorism: Examine the dynamics of ethnicity, insurgency, and nation-building from an Indian perspective, while analyzing case studies of global terrorism to understand the interplay between politics and violence in contemporary states.</li> </ol>		
<b>3</b>	<p><b>Course Outcomes (CO):</b>            After completion of the course, students will be able to:  <b>CO1</b> Analyze the concepts of secularism and religious fundamentalism, focusing on their influence in shaping modern states and political systems.  <b>CO2</b> Explore the debates between communitarianism and libertarianism, examining how these ideologies address the balance between individual rights and community values.  <b>CO3</b> Understand the philosophical foundations of multiculturalism and pluralism, providing a detailed examination of the contributions of Will Kymlicka, Iris Young, and Bhikhu Parekh to these discussions.  <b>CO4</b> Compare affirmative action policies in Western and Asian contexts, evaluating their effectiveness in promoting social justice and equality.  <b>CO5</b> Examine ethnicity, insurgency, and nation-building from an Indian perspective, while analyzing case studies of global terrorism to understand the intersection of politics and violence in modern states.</p>		
<b>4 (Unit No.)</b>	Course Contents (not as running matter, should be points wise with title of unit)	Period <b>Number of Lecture(s)</b>	Bloom's Taxonomy <b>Learning outcome</b>
<b>I</b>	(a) Secularism (b) Religious fundamentalism.	10	Students will critically examine the concepts of secularism and religious fundamentalism, exploring their definitions, historical contexts, and implications for society. They will analyze the tensions between secular principles and religious ideologies, assessing how these dynamics shape political and social landscapes. This examination will enhance students' understanding of contemporary debates

			surrounding religious identity and state governance.	
<b>II</b>	(a) Communitarianism (b) Libertarianism.	10	Students will explore the philosophical foundations of communitarianism and libertarianism, focusing on their differing views on community, individual rights, and the role of the state. They will analyze key thinkers and texts, assessing the strengths and weaknesses of each perspective. This critical analysis will deepen students' understanding of how these ideologies inform contemporary political discourse and policy-making.	
<b>III</b>	Will Kymlicaka, Young & Bhikhu Parekh (a) Multiculturalism (b) Pluralism	12	Students will investigate the theories of multiculturalism and pluralism as articulated by thinkers such as Will Kymlicka, Iris Marion Young, and Bhikhu Parekh. They will analyze how these frameworks address cultural diversity, identity, and social justice. This evaluation will enhance students' appreciation of the complexities of managing cultural differences in contemporary societies and the implications for social cohesion.	
<b>IV</b>	Affirmative Action (Western and Asian perspective)	10	Students will critically assess affirmative action policies from both Western and Asian perspectives, examining their historical origins, objectives, and impacts on marginalized groups. They will analyze case studies to evaluate the effectiveness and challenges of these policies. This analysis will provide students with insights into the ongoing debates surrounding equality, representation, and social justice in diverse contexts.	
<b>V</b>	(a) Ethnicity (b) Insurgency (c) Nation-building (Indian Perspective) (d) Global Terrorism (Case Studies)	10	Students will explore the interconnections between ethnicity, insurgency, and nation-building within the Indian context, analyzing key case studies that illustrate these dynamics. They will also examine the phenomenon of global terrorism, assessing its implications for national and international security. This comprehensive analysis will enhance students' understanding of the challenges posed by ethnic diversity and conflict in shaping nation-states today	
<b>5</b>	TEXTBOOKS	<b>AUTHOR(s)</b>	<b>Edition, Year, Publisher</b>	<b>Place</b>

- **SUGGESTED READINGS:**

- **Text Books:**

- Rajeev Bhargava & Ashok Acharya: POLITICAL THEORY, Pearson Education Ltd.

- Rajiv Bhargava (edt.): SECULARISM AND ITS CRITICS, Oxford University Press.
- Bhargave, Bagchi & Sudarshan: MULTICULTURALISM, LIBERALISM AND DEMOCRACY, Oxford University Press, 2007.
- Will Kymlicka: CONTEMPORARY POLITICAL PHILOSOPHY; Oxford University Press.
- MULTI CULTURAL CITIZENSHIP, Pearson Education Ltd.
- Hoffman & Graham: MODERN POLITICAL IDEOLOGIES, Pearson Education Ltd.

- **References:**

- Brass, P. R. (1991). *Ethnicity and nationalism: Theory and comparison*. Sage Publications
- Etzioni, A. (1993). *The spirit of community: The reinvention of American society*. Touchstone.
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.
- Darity, W. A. (Ed.). (1995). *Affirmative action: An historical and contemporary perspective*. University of Michigan Press.
- Armstrong, K. (2006). *The great transformation: The beginning of our religious traditions*. Knopf.