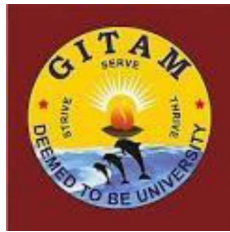


**GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISA KHAPATNAM * HYDERABAD * BENGALURU**

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS

of

BA Political Science

(w.e.f. 2021-22 admitted batch)

Academic Regulations

Applicable for the Undergraduate programmes in the Faculties of
Engineering, Humanities, Management and the Sciences

<https://www.gitam.edu/academic-regulations>

Program Educational Objectives

- impart the basic knowledge of Political Science and related areas of studies.
- develop the learner into competent and efficient Political Science professionals.
- empower learners in terms of communication, professional and thinking skills.
- to introduce students to the breadth, diversity, and creativity of human experience as expressed in the humanities and arts.
- imbibe the research, innovation, entrepreneurship, and incubation culture.
- to encourage students to reflect on their responsibilities to others in local, national and global localities.
- prepare socially responsible media academics, researchers, professionals with a global vision.

Programme Outcomes (POs)

- Summarise 'politics' and its allied activities.
- Interpret the various political concepts and theories
- Categorise Ideologies and Identities and their role in politics.
- Examine the consequences of political actions.
- Hypothesise the future politics both at national and international level.
- Distinguish between moral, ethical, rational and irrational motives of human nature.
- Criticise the theoretical and practical discourses with reference to time and need of the society.
- Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India.
- Comprehend the operation of international politics and the relative position of each of the powers in this operation.

Programme Specific Outcomes (PSOs)

- Understand how the major traditions of Western and Indian Political thought.
- Explain the fundamental concepts, principles, and dynamics related to politics, state, government and administration
- Survey the key theories and issues in international relations
- Interpret the basic concepts and theories of Public Administration
- Debate various foreign policy options for India and important aspects associated with India's security.

University Core (UC)

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses

Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

Softskills courses 5 and 6

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 6C)	0	0	2	0	0	1

Sports courses

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2

DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club Activity courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community Service courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Major Elective (ME)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C	Credits for Electives
	3	20th Century Critical Theory	Wester Politial Thought 1 & 2, Politial Theory	4	0	0	0	0	4	
	3	Theories of International Relations	International Relations	4	0	0	0	0	4	
	3	Colonialism and Nationalism in India	None	4	0	0	0	0	4	4
	3	Identity Politics: Thoery and Pracitce / Subject, Identity and Politics	None	4	0	0	0	0	4	
	3	Issues in International Politics	None	4	0	0	0	0	4	
	3	Public Policy and Governance in India	None	4	0	0	0	0	4	4
	3	Political Economy of Globalization	International Relations	4	0	0	0	0	4	
	3	India and its Neighborhood	India's Foreign Policy	4	0	0	0	0	4	
	3	Ethnicity, Nationalism, Religion and Gender in India	Indian Political System	4	0	0	0	0	4	4
	3	Comparative Governments	Identity Politics	4	0	0	0	0	4	
	3	India's Security Concerns	Public Administration	4	0	0	0	0	4	
	3	Political Economy of India	India's Foreign Policy	4	0	0	0	0	4	4
		Total Credits								16

Minors from other Departments

Sociology

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 &2	3	0	0	0	0	3
	3	Political Sociology	Classsical Sociological Thought	3	0	0	0	0	3

English

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3
	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
		Total Credits							24

Mass Communication

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Introduction to Mass Communication	None	3	0	0	0	0	3
	1	Film Appreciation	None	2	0	2	0	0	3
	2	Graphic Design for Mass Media	None	1	0	4	0	0	3
	2	Photojournalism	None	1	0	4	0	0	3
	2	Media Law & Ethics	None	3	0	0	0	0	3
	2	Digital Film Making	None	1	0	4	0	0	3
	3	Foundational Concepts of Media Studies	None	2	0	2	0	0	3
	3	Digital Marketing	None	2	0	2	0	0	3
		Total Credits							24

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in	Vedic Literature and	3	0	0	0	0	3

		India	Mythology						
	2	Introduction to Indian Philosophy	Religion and Religiosity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3
		Total Credits							24

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		Total Credits							24

Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%
Open Electives	15	13%
Total Credits	120	100%

CSEN1001: IT Productivity Tools

L T P S J C
0 0 2 0 0 1*

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of an examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reaing, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

Online References

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- learnenglishteens.britishcouncil.org
- <https://freerice.com/categories/english-vocabulary>

Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

LANG1011: Communication Skills in English

L T P S J C
0 0 4 0 0 2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
0	0	4	0	0	2

Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer (among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3-4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrations/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, <i>Self Awareness</i> : Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: <i>Self Control, Trustworthiness & Adaptability</i>	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	Total Hours	30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1011: Leadership Skills & Quantitative Aptitude (Soft Skills 2)

L T P S J C
0 0 2 0 0 1

Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: <i>The Communication Process</i> , Elements of Interpersonal Communication, <i>Non-Verbal Communication</i> : Body Language, Posture, Eye Contact, Smile, Tone of Voice, <i>Barriers to Communication</i> . Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
 2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
 3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
 4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.
-
1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
 2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
 3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
 2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
 3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
 4. Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)
-
1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
 2. Error Detection: Tenses and their Uses
 3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
 4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
 5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

VEDC1001: Venture Development

L	T	P	S	J	C
0	0	0	2	0	2

Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

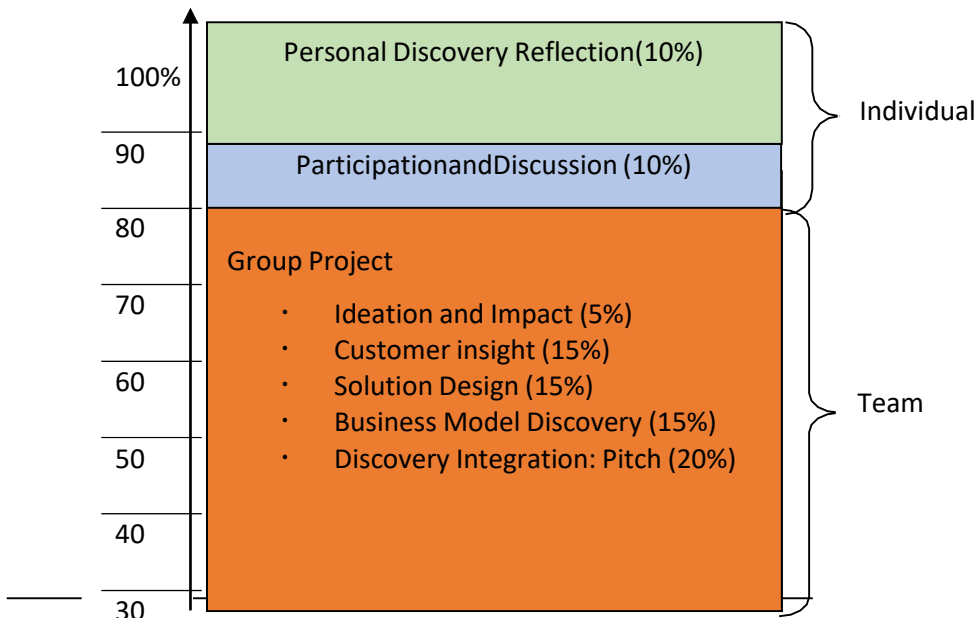
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can be used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading



20 Solution Discovery	STEP 06	STEP 07	STEP 08	STEP 09	STEP 10	STEP 11
10	Ideation & Impact	User Insight	Concept Design	Product Line Strategy	Prototyping Solutions	Reality Check
STEP 05						Business Model Design
Mission Statement						STEP 12
STEP 04						Understand the Industry
Define Purpose						STEP 13
STEP 03						Types of Business Models
Build a Team						STEP 14
Excite & Excel						Define Revenue Models
STEP 02	STEP 15					
Personal Values	Define Operating Models					
Personal Discovery GO!	STEP 20	STEP 19	STEP 18	Discovery Integation	STEP 17	STEP 16
	Tell Your Story	Create Value	Define Company Impact	Validate Business Model	Define Customer Journey	

[20 Steps and activities in this course]

Deliverables

There are a number of different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates. Rather, different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63 (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78, plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do your customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

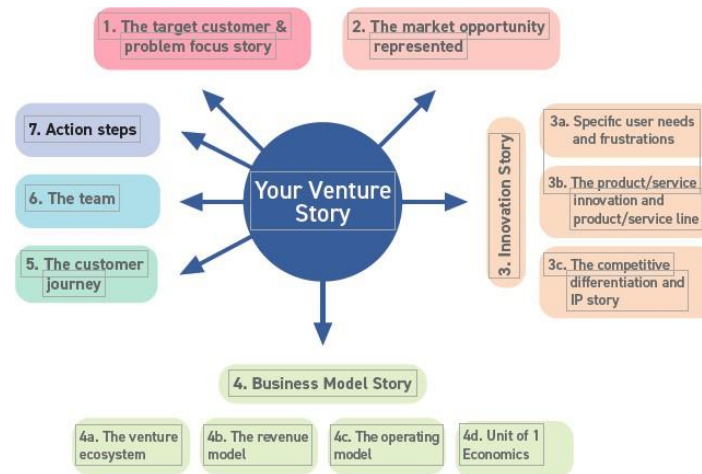
- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144 (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170 (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20 (PowerPoint)
- Overall Pitch Design Template: Page 264



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team’s Innovation Pitch. The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are too complex to present to outside people who have not taken the course. Therefore, design this pitch as if you presenting to a new set of investors.

And don’t forget to add an attractive title page with your team members names and email addresses! You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journals as well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions as well as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

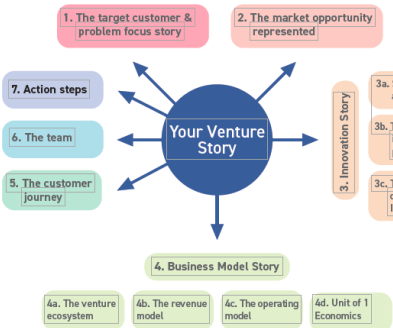
Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	Course Overview	<ol style="list-style-type: none"> 1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas) 	Lecture and Discussion
	2	Personal Discovery (Step 01, Step 02)	<ol style="list-style-type: none"> 1. Personal Values 2. Strength and Weakness 	Individual: <ul style="list-style-type: none"> • Work with the templates provided on pages: • Core values: 22, 23 • Skills: 27, 28, 29, 30, 31 • Societal Contribution: 33, 34
2	3	Find Teammates (Step 03)	<ol style="list-style-type: none"> 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Find teammates <ol style="list-style-type: none"> (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?) 	Problem template: Page 9 <ul style="list-style-type: none"> • Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. • Sit back and assess: Team templates on Pages 44, 45, and 46. • Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	Define Purpose (Step 04) Create Mission (Step 05)	<ol style="list-style-type: none"> 1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement 	Team: <ul style="list-style-type: none"> • Purpose and Mission Templates: Pages 49 and 52 • Be prepare to present to the class. • Personal Discovery Reflection Journal Due

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	Ideation & Impact (Step 06)	Ideation Methods <ul style="list-style-type: none"> An in-class ideation exercise 	Team: <ul style="list-style-type: none"> Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: <ul style="list-style-type: none"> Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> Identify and find the right target users. Interview style and methods The Customer Interview template. 	Team: <ul style="list-style-type: none"> Customer Interviews Template, Step 7, Pages 75 Edit interview template for your project.
	8		Laddering methods for interviews	Team: <ul style="list-style-type: none"> Latent Needs Template, Step 7, Page 93
5	9	User Insights Customer Interviews (Step 07)	<ul style="list-style-type: none"> Finding latent needs Field work check-in 	Team: <ul style="list-style-type: none"> Latent Needs Template, Step 7, Page 93 Field work – customer interviewing
	10		<ul style="list-style-type: none"> Think about innovation across the entire use case Field work check-in 	Team: <ul style="list-style-type: none"> Full Use Case Template, Step 7, Page 99 Field work – customer interviewing
6	11	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Interpreting customer interview results Field work check-in 	Team: <ul style="list-style-type: none"> Field work – customer interviewing Also talk to retailers/dealers if appropriate
	12		<ul style="list-style-type: none"> Idea Reshaping based on Customer Interviews Field work check-in 	Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.
7	13	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> Customer Research Reports Implications for product and service design 	<ul style="list-style-type: none"> Teams prepare PPTs for class presentation Customer Insight Template Hand-in Package
	14			

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	Concept Design (Step 08)	<ul style="list-style-type: none"> • Defining Customer Value • Understanding Customer Value Proposition 	Team: <ul style="list-style-type: none"> • Customer Value Proposition • Template: Step 8, Page 107 • Draft the CVP
	16		<ul style="list-style-type: none"> • Presentation and review of CVPs 	Team: <ul style="list-style-type: none"> • Complete CVP
9	17	Competitive Analysis and Positioning (Step 08)	<ul style="list-style-type: none"> • Understanding of Competitive Matrix • Competitive positioning: creating your separate space 	Team: <ul style="list-style-type: none"> • Identify major competitors, and dimensions for analysis • Template: Step 8, Page 109
	18		<ul style="list-style-type: none"> • Presentations of Competitive Analyses and Positionings 	Team: <ul style="list-style-type: none"> • Perform the competitive analysis and present results, including positioning
10	19	Product Line Strategy (Step 09)	<ul style="list-style-type: none"> • Product line framework: good, better, best on underlying platforms, plus application to Services. 	Team: <ul style="list-style-type: none"> • Identify good, better, best variations based on the underlying concept. • Product line template: Page 115
	20	Product Visioning Subsystem Design, and Prototype Sketch (Step 10)	<ul style="list-style-type: none"> • The structured bubble chart, showing implementation options and the team's choices • Prototype sketching (The Bluereo Video is a good example of iterative prototyping driven by customer discovery.) 	Team: <ul style="list-style-type: none"> • Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. • Underlying bubble chart showing your decision process. • Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
11	21	Reality Check (Step 11)	<ul style="list-style-type: none"> • The purpose of the Reality Check, testing the product concept, channel preferences, and much other. 	Team: <ul style="list-style-type: none"> • Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		<ul style="list-style-type: none"> • Guidance on the number or additional customers for the reality check survey • How to analyze and interpret the results 	<ul style="list-style-type: none"> • Customize the Reality Check template for your venture. • Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	Industry Analysis (Step 12)	<ul style="list-style-type: none"> • Team reports on Reality Check Results • Examine major components of an Industry Analysis • Review Templates 	<p>Team:</p> <ul style="list-style-type: none"> • Prepare and present the results of your reality check, plus any pivots you wish to make. • Concept Design (and Test) Hand-in Package • Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	Business Model (Step 13)	<ul style="list-style-type: none"> • Defining the Business Model: • Lecture on basic structure and different types. • Illustrating it as the flow of product, money, and information. 	<p>Team:</p> <ul style="list-style-type: none"> • Business Model Illustration Template, Step 13, Page 170

Week	Session	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	Business Model (Steps 14, 15, 16, 17)	<ul style="list-style-type: none"> • Revenue and Expenses • The key decision points in the Revenue Model • The key decision points in the Operating Model • Designing the Customer Journey • Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.) 	Team <ul style="list-style-type: none"> • Step 14, Page 177 • Step 15, Page 187 • Step 16, Page 195 • Step 17, Pages 199 and 200 • Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	Impact Visioning (Step 18)	<ul style="list-style-type: none"> • Develop clear statements for business and societal impact. • Look at good existing examples of companies that do both. 	Team: <ul style="list-style-type: none"> • Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 • Business Model Design Hand-in Package
	28	Creating Value (Step 19)	<ul style="list-style-type: none"> • Develop a project of the profitability in make low volumes for a product, a service, and a Web app. • Discuss applications of the framework to your venture. 	Team: <ul style="list-style-type: none"> • Develop and present Unit of 1 Economics Template, Step 19, Page 229 • Keep working on the Final presentation

Week	Session	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29	Tell Your Story	<ul style="list-style-type: none"> • Presentation Format and Style • Format: <ol style="list-style-type: none"> (1) Title Slide with names and contact information (2) The Target Customer and the Problem to be Solved (3) The Market Opportunity (4) The Innovation Story (5) The Business Model Story (6) The Customer Journey (7) The Team (8) The Proposed Action Steps. (9) Appendices (if needed or desired) • If you have built a prototype during the class, please bring it and show it to us! <p>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)</p>	<p>Team:</p> <ul style="list-style-type: none"> • The PPT Presentation  <ul style="list-style-type: none"> • Practice, practice, practice! • Not too many words on one slide • Use pictures • Use template to develop your thinking, but try to create slides that are not just the templates.
	30			<p>Team: Your Venture PPTs</p> <p>Individual: Insight Learning Reflection Journal</p>
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	

Course Outcomes

5. Identify one's values, passions, skills and their will to contribute to society
6. Formulate an idea and validate it with customers
7. Demonstrate prototyping and analyze the competition for the product
8. Create business models for revenue generation and sustainability of their business
9. Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curricular activities
- Learn to manage time effectively
- gain confidence

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description:

This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

Course Objectives:

1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

Unit I: India as a Nation

6 hrs

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108. doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution

6 hrs

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

Module Learning Outcomes

Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India

Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.

Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship

6 hrs

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333.

Valerian Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

Unit 5: Separation and Distribution of Powers

6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

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

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.

Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil - non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

Course Outcomes

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

References

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non-government community service organizations

Course Outcomes

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

ENVS1001: Environmental Studies

L T P S J C
3 0 0 0 0 3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

UNIT – I Multidisciplinary nature of environmental studies & Natural Resources:

No of Hours:
10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT – II Ecosystem and biodiversity

No of Hours:
10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity”

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

**UNIT – Environmental Pollution
III**

No of Hours:
10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

Learning Outcomes:

After completion of this unit, the student will be able to

UNIT – IV Social Issues and the Environment

No of Hours:
10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

**UNIT – V Human Population and the Environment and Environment Protection
Act and Field work**

No of Hours:
10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

Text Book(s)

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd Edition. Cengage Learning India. 2012.

Additional Reading

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

Reference Book(s):

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

Website(s):

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>
[From Climate Science to Action | Coursera](#)

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

L T P S J C
0 0 2 0 0 1*

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

Course Objectives:

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

Course Outcomes:

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment: Issue/ Argument
 4. Integrated Reasoning

Course Outcomes:

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2021: Preparation for CAT/ MAT - 1 (Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
 2. Orient the students for CAT/ XAT, etc. through mock tests
-
1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
 2. Data Interpretation: Data Interpretation and Data Sufficiency
 3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
 4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

Course Objectives:

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
 2. To sharpen the test-taking skills in all four major areas of all campus drives
-
1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
 2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
 3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
 4. Reasoning II: Logical and Verbal Reasoning

Course Outcomes:

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment II: Issue/ Argument
 4. Integrated Reasoning II

Course Outcomes:

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2051: Preparation for CAT/ MAT - 2 (Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.

1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.

This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

Unit 3: Investment Products and Measuring Investment Returns

Investment Products: Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity

Measuring Investment Returns: Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

Unit 4: Retirement Planning

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

Unit: 5 Tax Planning

Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

Text Books

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

Reference Books

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

Introduction to Critical Thinking and Analysis

L T P C
4 0 0 4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation. *The Power of Critical Thinking* by Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics

No of Hours: 13

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

- | | |
|---|----|
| 1. understand the dynamics of critical thinking; | L2 |
| 2. differentiate arguments from claims; | L2 |
| 3. aware of obstacles to critical thinking; | L2 |
| 4. aware of subjective and social relativism; and | L2 |
| 5. logically put forward arguments | L3 |

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Reason and Reasoning**No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be:

- | | |
|---|----|
| 1. aware of how to think logically. | L2 |
| 2. understand the importance of beliefs and doubts; | L2 |
| 3. aware of conflicting claims; | L2 |
| 4. aware of fallacies and premises. | L2 |

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments**No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive & Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. develop a variety of arguments for a given problem; L3
2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations

No of Hours: 12

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes:

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing.L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V: Critical Thinking in Humanities and Social Sciences

No of Hours: 12

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted

	Long Answer 2	Second half of Module 2 and Module 3	after the completion of mentioned syllabus
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings:

- Alec Fisher, *Critical Thinking: An Introduction Second Edition*. Cambridge University Press, 2001.
- Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.
- James Shiveley, "Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues' Libraries Moduleed, 2009.
- John Barell, *Developing More Curious Minds*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.
- Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.
- Madhu Chanda Sen. *An Introduction to Critical Thinking*. Pearson Publications, 2010.
- Richard Epstein, *Critical Thinking*. Wadsworth Publishing, 2005.
- S Harding, "Rethinking Standpoint Epistemology: What is Strong Objectivity?", in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.
- Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.
- Terence Ball, "History and the Interpretation of Texts", in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.
- Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Academic Writing

L	T	P	C
4	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

Course Structure

Module I: Introduction to the Process of writing and Genres Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

- 1) "What is Academic Writing?" By L Lennie Irvin
- 2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as - Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing

Hours: 12

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

- 1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html
- 2) Research and Sources (section 35-42) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays

Hours: 12

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

Essential Reading

- 1) Introduction from *A Students' Writing Guide: How to plan and Write Successful Essays* by Gordon Taylor.

2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review

Hours: 12

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

Essential Reading

1) Different discipline specific reviews for different programme of students

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing

Hours: 12

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important, <https://www.kent.edu/stark/ethical-writing-reliable-sources>

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3

- Acknowledge and cite scholarship used in own writing

L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40

Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings

- Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.
- Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.
- Berger, John. *Ways of Seeing*. Penguin Books. 1972.
- Terrinoni, Enrico. *Working on Texts: Reading Literature Critically*. Universal Publishers, 2012.
- Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.
- Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.
- Hogue, Ann. *First Steps in Academic Writing. 2nd Ed*. Pearson- Longman. 2008.
- Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.
- Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.
- Textual Analysis. Bauer, Martin W., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
- Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
- Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.

Theory into Practice: An Introduction to Literary Criticism, Ann B. Dobie. Wadsworth, Cengage Learning. 2012

Fiction Reading On Head And Heart. Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.

Reading, Hearing, And Seeing Poetry Performed. Michelle C. HilscherAnd Gerald C. Cupchik, *Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.

A Textbook for the Study of Poetry, F.M. Connel. 1913.

A Practical Guide to Academic Writing for International Students. Routledge.2018.

A Guide to Academic and Scholarly Writing. Sandra L. Shannon, Baldwin Book publishing. 2011.

Introduction to Digital Humanities

L	T	P	C
4	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

Course Objectives

- Familiarise notions of “humanities,” “humanities computing,” and “digital humanities”
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

Course Outcomes

After pursuing the course, students will be able to –

- 1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
- 2) Familiarise themselves with latest methods of digital computation and its impact and usages
- 3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
- 4) Realise the domain of and significance of digital Humanities in its terminologies and methods
- 5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

Module I: Digital Humanities: Origin

No of Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:

- 1) Understand connection between digital humanities and literature research; L2
- 2) Understand different aspects of its origin and evolution; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization

No. of Hours: 12

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

Essential Reading

Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism;
L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies.
L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV

Humanities, Space and Meaning

No. of Hours: 12

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

Essential Reading

Jo Guldi, "What is the Spatial Turn?" Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. <http://spatial.scholarslab.org/spatial-turn/>

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V

Digital Humanities: A Critical Analysis

Hours: 12

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, *Digital Humanities Quarterly* 7, no. 1 (2013). <http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html>

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70

External Examination			30
Total			100

Suggested Readings:

Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.

Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold)
<http://dhdebates.gc.cuny.edu/debates/text/20>

Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon"
<http://dhdebates.gc.cuny.edu/debates/text/16>

Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.

Bethany Nowvieskie, "Skunk in the Library." <http://www.nowvieskie.org/2011/a-skunk-in-the-library/>.

Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.

Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015.

Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.

Daniel Apollon, Claire B elisle, and Philippe R egnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.

Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.

Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.

Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020.

Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.

John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?"
<http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/>

Joshua Rothman, "An Attempt to Discover the Laws of Literature," *New Yorker* (March 20, 2014).
<http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-of-literature>.

Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.

- Kathleen Fitzpatrick, *The humanities, done digitally*, *Debates in the Digital Humanities* ,
 Matthew Applegate, *Guerrilla Theory: Political Concepts, Critical Digital Humanities*, Northwestern
 University Press, Illinois, 2020.
- Matthew G. Kirschenbaum, *What is digital humanities and what's it doing in English departments?*,
Debates in the Digital Humanities , 2012, <http://dhdebates.gc.cuny.edu/debates/text/38>
- Richard Grusin, "The Dark Side of the Digital Humanities—Part 2."
<http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/>
- Rosenzweig, Roy and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting
 the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.
- Sabharwal, Arjun. *Digital curation in the digital humanities: Preserving and promoting archival and
 special collections*. Chandos Publishing, 2015.
- Schnapp, Jeffrey. *Digital Humanities*. Cambridge: MIT Press, 2021.
- Schreibman, Susan and Ray Siemens, editors. *A Companion to Digital Literary Studies*. New Jersey:
 Blackwell Publishing, 2008.
- Susan Hockey, *The history of humanities computing*, *A Companion to Digital Humanities*
 ,2004,[http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/
 9781405103213.xml&chunk.id=ss1-2-1](http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1)
- Tara McPherson, "Why are the Digital Humanities So White?" (in Gold)
<http://dhdebates.gc.cuny.edu/debates/text/29>
- Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. *Defining digital humanities: a reader*.
 Routledge, 2016.
- Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet
 Publishing, 2012.
- Wendy Hui Kyong Chun, "The Dark Side of the Digital Humanities—Part 1."
<http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/>

Introduction to Politics

L	T	P	C
3	0	0	3

Course Type: Major Core

Course Level: 100

Credits: 3

Course Code:

Prerequisite: None

Course Description

This course is an introduction to the field of Political Science through a survey of the major ideas, questions, and issues of politics. The course provides an overview of the discipline and its subfields. Key concepts and topics include power, the state, and the nation; ideologies, identities, and political change; the organization of major political systems and institutions of governance; and political debates on issues affecting everyday life such as food, environment, and sports. These themes provide broad frameworks to interpret both the nature of domestic and international society.

The Parallel goals of this course include developing effective research, analysis, and writing skills. The class also aims to foster a global understanding and appreciation of cultural diversity, difference, and inequality through critical thinking. Together, these objectives help form the basis for future coursework in and out of the discipline and should help students make informed judgments about the political world around them.

Course Outcomes

Students would be able to

1. Explain the nature of Politics, Political Science and the concepts of Power, the State, and the Nation.
2. Classify the major Political Ideologies and Identities that drive politics domestically and globally.
3. Elucidate the factors influencing the participation of individuals in Democracies through Voting, Political Parties, and Interest Groups; examine the issues of Populism in democracies.
4. Debates on everyday issues such as Food, Sports, and Environment.
5. Analyse everyday politics.

Course Structure

Module I: Politics and Power

9 hours

1.1 What is Politics?

Heywood, A (2019). What is Politics. In *Politics*. Palgrave Macmillan. Pp. 33-72.

1.2 What is Political Science?

Shively, W. P. (2014). Politics: Setting the Stage. In *Power & choice: An introduction to political science*. McGraw-Hill.

1.3 Political Science and Concept of Power

Gaventa, J., & Cornwall, A. (2008). Power and knowledge. *The Sage handbook of action research: Participative inquiry and practice*, 2, 172-189.

Module Learning Outcomes:

Students would be able to

1. Understand the nature of political science as a discipline.
2. Describe various perspectives on Power.
3. Illustrate the nature of power and politics.

Module 2: How the State Works?

9 hours

2.1 The Nation-State

Shively, W. P. (2014). The Modern State. In *Power & choice: An introduction to political science*. McGraw-Hill.

2.2 Constitution, Government and Rule of Law

Shively, W. P. (2014). Constitution and Design of the Government. In *Power & choice: An introduction to political science*. McGraw-Hill.

2.3 Types of State – Autocratic and Democratic, Presidential and Parliamentary

Shively, W. P. (2014). Democracies and Authoritarian Systems. In *Power & choice: An introduction to political science*. McGraw-Hill.

Shively, W. P. (2014). National Decision-Making Institutions: Parliamentary Government. In *Power & choice: An introduction to political science*. McGraw-Hill.

Shively, W. P. (2014). National Decision-Making Institutions: Presidential Government. In *Power & choice: An introduction to political science*. McGraw-Hill.

Module Learning Outcomes:

Students would be able to

1. Explain the origin, evolution, and the formation of the modern nation-state.

2. Understand the nature of constitutional governments and rule of law.
3. Analyze the types of states and the systems of governments.

Module 3: Who Wheels the State?

9 hours

3.1: Ideology and Politics

Heywood, A (2019). Political Ideas and Ideologies. In *Politics*. Palgrave Macmillan. Pp. 72-122.

3.2: Political Ideologies – Liberalism, Marxism, Feminism

Shively, W. P. (2014). Modern Ideologies and Political Philosophy. In *Power & choice: An introduction to political science*. McGraw-Hill.

3.3: Identities and Politics

Shively, W. P. (2014). Modern Ideologies and Political Philosophy. In *Power & choice: An introduction to political science*. McGraw-Hill.

Module Learning Outcomes:

Students would be able to

1. Understand the concept of Ideology and its influence on politics.
2. Elucidate the political ideologies based on theoretical and pragmatic considerations.
3. Analyze different identities that drive politics.

Module 4: What Runs the Politics and State?

9 hours

4.1: Individuals, Participation, & Elections

Shively, W. P. (2014). Elections. In *Power & choice: An introduction to political science*. McGraw-Hill.

4.2: Political Parties, Interest Groups & Interest Group Systems

Shively, W. P. (2014). Parties: A Linking and Leading Mechanism in Politics. In *Power & choice: An introduction to political science*. McGraw-Hill.

Shively, W. P. (2014). Structured Conflict: Interest Groups and Politics. In *Power & choice: An introduction to political science*. McGraw-Hill.

Gottlieb, Anthony. 2010. "Win or Lose: No Voting System is Flawless. But Some are Less Democratic than Others." *The New Yorker*, July 26.

Module Learning Outcomes:

Students would be able to

1. Elucidate the factors influencing the participation of individuals in election processes.

2. Analyze the role of Political Parties and Interest Groups in elections.
3. Examine the concept of Populism in democracies.

Module 5: What Drives Everyday Politics

9 hours

5.1. Political Structures in Everyday Life: Food

Eric Schlosser, “Fast Food Nation Part 1: The True Cost of Americas Diet”<http://www.rollingstone.com/culture/news/fast-food-nation-part-one-the-true-cost-of-americas-diet-19980903>

Paarlberg, Robert. (2010). An overview of Food Politics. In *Food Politics: What Everyone needs to know*. Oxford University Press. Pp.1-7.

Diaz, Steffan Igor Ayora (ed). (2021). The Cultural Politics of Taste in Global Perspective. In *The Cultural Politics of Food, Taste, and Identity: A Global Perspective*. Bloomsbury Academic. Pp.1-11.

Nutzenadel, Alexander and Frank Trentmann (ed). (2008). Mapping Food and Globalization. In *Food and Globalization: Consumption, Markets and Politics in the Modern World*. Berg. Pp. 1-18.

5.2. Environmentalism

Hanna Rosin, “The End of Men,” Atlantic Magazine June/August 2010

Picard, A. (2009, November 25). “Rich v. poor: The Lives We Can Expect From Our Income”, The Globe and Mail <https://www.theglobeandmail.com/life/health-and-fitness/rich-v-poor-the-lives-we-can-expect-from-our-income/article793139/>

Ramachandra Guha, Radical American Environmentalism and Wilderness Preservation, A Third World Critique, *Environmental Ethics*, 11: 71-83

Carter, Neil. (2007). Introduction. In *The Politics of the Environment: Ideas, Activism, Policy*. Cambridge. Pp.1-10.

5.3. Politics of Sports

Natalie Adams and Pamela Bettis, “Commanding The Room In Short Skirts: Cheering as the Embodiment of Ideal Girlhood”, *Gender & Society*17:1(February 2003): 73-91.

Module Learning Outcomes:

Students would be able to

1. Discuss the politics that influences decision making in everyday life.
2. Comprehensively analyze the political debates on environmental conservation and the demand for economic development.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Suggested Readings:

Alterman, J. B. (2011). The revolution will not be tweeted. *The Washington Quarterly*, 34(4), 103-116.

Edwards, H. (2017). *The revolt of the black athlete*. University of Illinois Press.

Eric Schlosser, "Fast Food Nation Part 1: The True Cost of Americas Diet"<http://www.rollingstone.com/culture/news/fast-food-nation-part-one-the-true-cost-of-americas-diet-19980903>

Gaventa, J., & Cornwall, A. (2008). Power and knowledge. *The Sage handbook of action research: Participative inquiry and practice*, 2, 172-189.

Gottlieb, A. (2010). Win or lose. *New Yorker*, 86, 73-77.

Guha, R. (1989). Radical American environmentalism and wilderness preservation: a third world critique. *Environmental ethics*, 11(1), 71-83.

Hacker, J. S., & Pierson, P. (2010). *Winner-take-all politics: How Washington made the rich richer--and turned its back on the middle class*. Simon and Schuster.

- Heywood, A (2019). *Politics*, Palgrave Macmillan
- McLemee, S. (2011). Antiwar No More?. *Inside Higher Ed*.
- Menand, L. (2004). The unpolitical animal. *The New Yorker*, 80, 92-94.)– Schmitter, Philippe C., and Terry Lynn Karl. 1991. “What Democracy Is. . . and Is Not.” *Journal of Democracy* 2(3): 75–88. ER
- Natalie Adams and Pamela Bettis, “Commanding The Room In Short Skirts: Cheering as the Embodiment of Ideal Girlhood”, *Gender & Society*17:1(February 2003): 73-91
- Shively, W. P. (2014). *Power & choice: An introduction to political science*. McGraw-Hill.How do Political Scientists Define Power?
- Tushnet, M. (2005). Democracy Versus Judicial Review: Is It Time to Amend the Constitution? *Dissent*, 52(2), 59-63.
- Wedeen, L. (1998). Acting “as if”: symbolic politics and social control in Syria. *Comparative Studies in Society and History*, 40(3), 503-523.

INDIAN POLITICAL THOUGHT

L	T	P	C
4	0	0	4

Course Type: Major Core

Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course focuses on the political discourse and the actual functioning of the Indian political thought process. It details the political philosophy & structure from Ancient to Modern India. This course shows how their thought process had been by local influences & time frame and critically assesses its impact on political functioning. The significant contradictions of the different Political thoughts are to be seriously analyzed and assess their successes and failures.

Course Objectives

1. to acquaint students with the vast repository of ideas and institutions produced by Indian philosophers on politics and management of statecraft.
2. to provide inputs on wisdom on politics, kingship, government functioning, including the monarchy and bureaucracy, and their relationship with the people
3. to appraise prominent ancient, mediaeval and modern political thinkers of India and their journey in making India.
4. To distinguish the values of Western and Indian Political thought
5. To evaluate the transition and impact of classical thinking to modern thinking in Indian Philosophy.

Course Outcomes

1. The student will come to know about the ideas of individuals and philosophers on politics and the functioning of government.
2. They will be able to interlink the themes on the functioning of the Monarchy to Democracy and its relationship with the people taking the cue from the ideas of individual thinkers.
3. Students will explain the trajectory of ideas on key political questions and institutions of ancient, mediaeval and modern India.
4. It facilitates scholarly debates and discussions on contemporary India
5. Evaluate different ideologies and its impact on contemporary India

Course Structure

Module 1: Ancient Indian Statecraft hours

12

1.1 Manusmriti - Social Laws

Sinha, N. (2011) Manu: Social Laws in 'Indian Political Thought: Themes and Thinkers' (ed) by M.P. Singh and H. Roy, Pearson

1.2 Arthashastra - Theory of state

Singh, M.P (2011) Kautilya: Theory of State in 'Indian Political Thought: Themes and Thinkers' (ed) by M.P. Singh and H. Roy, Pearson.

1.3 Agganna Sutta (Digha Nikaya) - Theory of Kinship

Appadorai. A (1992) Dighanikaya and Anguttaranikaya in 'Indian Political Thinking: Through The Ages', New Delhi: Khama Publishers. Pp. 1-10.

Additional Readings:

1. V. Varma, (1974) Studies in Hindu Political Thought and Its Metaphysical Foundations, Delhi: Motilal Banarsidass, pp. 211- 230.
2. B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in The Mahabharata: An Inquiry in the Human Condition, Delhi: Orient Longman, pp. 418- 464.
3. V. Mehta, (1992) 'The Cosmic Vision: Manu', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 23- 39.
4. R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in Aspects of Political Ideas and Institutions in Ancient India, Delhi: Motilal Banarsidass, pp. 233- 251.
5. Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), Arthashastra of Kautilya, New Delhi: Motilal Publishers, pp. 511- 514.
6. V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 88- 109.
7. S. Collins, (ed), (2001) Agganna Sutta: An Annotated Translation, New Delhi: Sahitya Academy, pp. 44-49.
8. B. Gokhale, (1966) 'The Early Buddhist View of the State', in The Journal of Asian Studies, Vol. XXVI, (1), pp. 15- 22.

Module Learning Outcomes:

Students would be able to

Review Ancient Indian Political Thought

1. understand diverse perspectives on ancient statecraft

Module 2: Medieval Indian Polity hours

12

16

2.1. Barani: Ideal Polity

I. Habib, (1998) 'Ziya Barni's Vision of the State', in *The Medieval History Journal*, Vol. 2, (1), pp. 19- 36.

2.2. Abul Fazal: Monarchy

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57.

2.3. Kabir: Syncretism

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91-107.

Additional Readings:

1. M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 26- 43
2. I. Habib, (1998) 'Two Indian Theorists of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.
3. V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157-183

Module Learning Outcomes:

Students would be able to

1. distinguish between ancient and medieval Indian polity
2. estimate monarchy in medieval India
3. evaluate new thoughts in the era

Module 3: Trends in Nationalist Thought **hours**

12

3.1. Rammohan Roy: Elements of Liberalism and Social Justice, Civil and Religious Rights

Socio-political Thought of Ram Mohan Roy in Modern Indian Political Thought: Text and Context by Bidyut Chakrabarty and Rajendra Kumar Pandey. Sage: New Delhi. pp. 10-11

3.2. Rabindranath Tagore: Nation, Nationalism and Internationalism

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

3.3 Vivekananda: Society and Ideal State

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264- 280.

3.4. Passive Resistance: Aurobindo and B.G. Tilak

Varma, V. (1957). "Sri Aurobindo's Philosophy of Political Vedantism". *The Indian Journal of Political Science*, 18(1), pp. 24-35.

Additional Readings:

1. V.D. Sarvarkar, in *Modern Indian Political Thought: Text and Context* by Bidyut Chakrabarty and Rajendra Kumar Pandey. Sage: New Delhi. pp.205-220
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.
3. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800- 1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.
4. R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.
5. S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp. 126-129.
6. Ragi, Sangit K (2017) 'Aurobindo: Nationalism and Democracy' in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi

Module Learning Outcomes:

Students would be able to

1. understand the impact of liberalism on Indian leaders
2. compose ideas on nation, nationalism and internationalism
3. illustrate state and society, and resistance

Module 4: India in making – Nationalism hours

12

4.1. Civic Nationalism: Gandhi, Nehru, and Azad

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

Parekh, B. (1991). Nehru and the National Philosophy of India. *Economic and Political Weekly*, 26(1/2), 35–48. <http://www.jstor.org/stable/4397189>

Tajuddin, Md (2011), Nation, Nationalism and Islam: Moulana Azad and beyond, *Mainstream*, Vol XLIX, No. 47, November 12, 2011. [Nation, Nationalism and Islam: Maulana Azad and Beyond - Mainstream \(mainstreamweekly.net\)](http://www.mainstreamweekly.net)

4.2. Cultural Nationalism: V D Savarkar, M.S. Golwalkar and B.G. Tilak

Savarkar: *Hindutva and Critique of Caste System* in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi

Guha, R (ed) (2011) 'The Hindu Supremacist: M.S. Golwalkar' in *Makers of Modern India*, pp. 338, The Belknap Press of Harvard University Press

Singh, S. P. (2014). TILAK'S CONCEPT OF NATIONALISM. *The Indian Journal of Political Science*, 75(2), 255–264. <http://www.jstor.org/stable/24701133>

4.3. Muslim Nationalism: Syed Ahmed Khan, Mohammad Iqbal and Mohammed Ali Jinnah

Mujahid, S.A. (1999), Sir Syed Ahmad Khan and Muslim Nationalism in India, *Islamic Studies*, Vol. 38, No.1 (Spring), pp.87-101

Muhar, P.S. (1957), Political Philosophy of Sir Mohammad Iqbal, *Indian Journal of Political Science*, Vol.18, No. ¾, (July-December), pp. 175-190.

Guha, R (ed) (2011) 'The Muslim Separatist: Muhammad Ali Jinnah' in *Makers of Modern India*, pp. 338, The Belknap Press of Harvard University Press,

4.4. Alternative Discourse on Nation: Jyotiba Phule, E V Ramaswamy Naicker and Ambedkar

Rao, V. D. (1965). SOCIO-POLITICAL THOUGHT OF JOTIBA PHOOLEY. *Proceedings of the Indian History Congress*, 27, 333–341. <http://www.jstor.org/stable/44140677>

Pandian, M.S.S., 'Denationalising' the Past: 'Nation' in E V Ramasamy's Political Discourse, *Economic and Political Weekly*, Vol. 28, No. 42 (Oct. 16, 1993), pp. 2282-2287

S. M. Gaikwad. (1998). Ambedkar and Indian Nationalism. *Economic and Political Weekly*, 33(10), 515–518. <http://www.jstor.org/stable/4406493>

Additional Readings:

1. Mahatma Gandhi in “Modern Indian Political Thought: Text and Context” by Bidyut Chakrabarty and Rajendra Kumar Pandey, 1999, Sage:
2. Jawaharlal Nehru in “Modern Indian Political Thought: Text and Context” by Bidyut Chakrabarty and Rajendra Kumar Pandey, 1999, Sage:
3. R. Pillai, (1986) ‘Political thought of Jawaharlal Nehru’, in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.
4. Engineer, AA (1988), Moulana Azad and Freedom struggle, *EPW*, Vol.23, No. 50 (Dec.10)
5. Pant, V.K, (2010), Maulana Abul Kalam Azad: A critical Analysis Life and Work, *The Indian Journal of Political Science*, Vol. LZZI, No.4, Oct-Dec, pp. 1311-1323
6. Sherwani, H.K. (1994), The Political Thought of Sir Syed Ahmad Khan, *The Indian Journal of Political Science*, Vol.5, No.4 (April-June), pp. 306-328.
7. Puri, Balraj (2003), Iqbal and Idea of Pakistan, *EPW*, Vol.38, No.5, (Feb 1-7), pp. 490-492
8. Guha, R (ed) (2011) ‘The Radical Reformer: E.V. Ramaswami’ in *Makers of Modern India*, pp. 338, The Belknap Press of Harvard University Press.
9. Valerian Rodrigues, ‘Social Inequality and Democracy: The good society in low caste voices in modern India’,

Module Learning Outcomes:

Students would be able to

1. interpret nation in Indian freedom struggle framework
2. examine nationalism in culture, nation and social contexts

5.1. Sarvodaya: Gandhi and JP

GHOSAL, A. K. (1959). SARVODAYA GANDHIAN PHILOSOPHY AND WAY OF LIFE. *The Indian Journal of Political Science*, 20(1), 23–30. <http://www.jstor.org/stable/42743494>

MEHTA, U. (1958). SARVODAYA AND DEMOCRACY. *The Indian Journal of Political Science*, 19(4), 368–374. <http://www.jstor.org/stable/42753639>

5.2. Secularism: Nehru, Patel

J. Nehru, (1991) ‘Selected Works’, in S. Hay (ed.), Sources of Indian Tradition, Vol. 2, Second Edition, New Delhi: Penguin, pp. 317-319.

Desai, D. A. (1988). FRAMING OF INDIA’S CONSTITUTION : CONTRIBUTION OF SARDAR PATEL. *Journal of the Indian Law Institute*, 30(1), 1–18. <http://www.jstor.org/stable/43951141>

5.3. Democracy: Nehru, Lohia, J.P and Ambedkar

Samaddar, R. (2008). Jayaprakash Narayan and the Problem of Representative Democracy. *Economic and Political Weekly*, 43(31), pp. 49-58.

Dwivedi, H., & Sinha, R. (2005). Dr. Ambedkar: The Pioneer of Social Democracy. *The Indian Journal of Political Science*, 66(3), pp. 661-666.

R. Pillai, (1986) ‘Political thought of Jawaharlal Nehru’, in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

Chakrabarty, B and RK Panday (2009), Ram Manohar Lohia in ‘ Modern Indian Political Thought: Text and Context’, India: Sage Publications, pp. 177-192

5.4. Socialism and Communism: M.N. Roy, Nehru, Lohia, JP, Narendra Dev

KHAN, MOHD. A. (1990). M. N. ROY: REASON AND REVOLUTION IN POLITICS. *The Indian Journal of Political Science*, 51(3), 416–423. <http://www.jstor.org/stable/41855506>

S. Sinha, (2010) ‘Lohia’s Socialism: An underdog’s perspective’, in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

5.5. Humanism: Deen Dayal Upadhyaya and M.N. Roy

Swaroop, D. (Ed.). (1992). Deen Dayal Upadhyaya’s Integral Humanism. New Delhi: DRI

Mahakul, B. K. (2005). RADICAL HUMANISM OF M. N. ROY. *The Indian Journal of Political Science*, 66(3), 607–618. <http://www.jstor.org/stable/41856152>

5.6. Modernisation: Gandhi and Nehru

Ahmad, N. (2006). A Note on Gandhi, Nation and Modernity. *Social Scientist*, 34(5/6), 50–69. <http://www.jstor.org/stable/27644141>

REDDY, A. E., & RAM, D. S. (1989). JAWAHARLAL NEHRU AND MODERN INDIA. *The Indian Journal of Political Science*, 50(4), 445–468. <http://www.jstor.org/stable/41855452>

5.7. Social Justice: Phule and Ambedkar

Rao, V. D. (1965). SOCIO-POLITICAL THOUGHT OF JOTIBA PHOOLEY. *Proceedings of the Indian History Congress*, 27, 333–341. <http://www.jstor.org/stable/44140677>

Chakrabarty, B and RK Panday (2009), B.R. Ambedkar in ‘ Modern Indian Political Thought: Text and Context’, India: Sage Publications, pp. 76-102.

Essential Readings:

- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House
- B. Mungekar, (2007) ‘Quest for Democratic Socialism’, in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect – Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House
- A. Kumar, (2010) ‘Understanding Lohia’s Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue’, in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.
- Narayan, J. P. (1965). *Socialism, Sarvodaya and Democracy*. Asia Publishing House.
- Varma, S. (1975). *Jaya Prakash Narayan’s Politics*. *Social Scientist*, 3(11), pp. 38-46.
- M. Kosambi, (1988) ‘Women’s Emancipation and Equality: Pandita Ramabai’s Contribution to Women’s Cause’, in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.
- P. Ramabai, (2000) ‘Woman’s Place in Religion and Society’, in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford University Press, pp. 150-155.
- Nene, V. V. (2014). *Pt. Deendayal Upadhyaya – Ideology & Perception Part -2*. Integral Humanism. New Delhi: Suruchi Prakashan
- Roy, H, (2011) *Nehru: Ideas of Development in Indian Political Thought: Themes and Thinkers*, (ed) by M.P. Singh, and H. Roy. Person.
- Chakraborty. B and RK Panday, (2009) *Mahatma Gandhi, in Modern Indian Political Thought: Text and Context*, pp. 41-60, Sage.
- B. Ambedkar, (1991) ‘Constituent Assembly Debates’, S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), Ambedkar in Retrospect – Essays on Economics, Politics and Society, Jaipur: IIDS and Rawat Publications.

Module Learning Outcomes:

Students would be able to

1. summarise different aspects considered while building India
2. validate concepts that help and harm India
3. examine the concepts of modernization and social justice

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Further Readings:

A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

Appadorai, Arjun. *Indian Political Thinking through the Ages*. Khanna Publishers, Delhi, 1992.

- B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.
- Bidyut Chakrabarty. *Modern Indian Political Thought: Text and Context*. SAGE Texts, 2009.
- Joseph Lasco and Leonard Williams, *Political Theory: Classic and Contemporary Readings* (2 vols), Oxford University Press, 2002.
- MP Singh & Himanshu Roy. *Indian Political Thought: Themes and Thinkers*, Pearson, 2011.
- M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160
- Sivaramakrishnan, Arvind. *Introduction to Political Ideologies: Contexts, Ideas, and Practices*. SAGE Publications Pvt. Ltd, 2017.
- S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31
- M.N. Jha. *Political Thought in Modern India*. Meenakshi Prakashan, Meerut.
- V. R. Mehta. *Indian Political Thought*. Manohar, New Delhi, 1996.
- V.R. Mehta. *Foundations of Indian Political Thought*. Manohar, New Delhi, 1992.
- V.P. Verma. *Modern Indian Political Thought*. Lakshi Narayan Aggarwal, Agra, 1974.

HISTORY OF WESTERN POLITICAL THOUGHT- I

L	T	P	C
3	0	0	3

Course Type: Major Core

Course Level: 200

Credits: 3

Course Code:

Prerequisite: None

Course Description

This course will introduce the history of Western Political Thought. It aims at contextualizing the politics of different times. Western Political Thinkers poses tough questions on political commModuley, social order and human nature. The course would explore how philosophers have contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between citizens and the state. Western political thought has served as a philosophical and ideological foundation for governments worldwide. The course will give you historical, social, and cultural context to relate to contemporary political society.

Course Objectives

At the end of the course, the students would be able to

1. understand the history of Western Political Thought and its significance
2. explain various theories of political philosophers
3. compare the implications of Political Theories.
4. analyse the relevant to the contemporary polity.
5. examine the relevance of western political thought in the contemporary era.

Course Outcomes

Students would be able to:

- 1) know the key ideas from the Western political philosophers.
- 2) Explain the preconditions for a good state and justice.
- 3) make a distinction among social contract theories of state on nature, law of nature, nature and form of contract and the emergence of state from the contract.
- 4) answer how and why pragmatism of statecraft played critical role in modern politics

Course Structure

Module 1: Greek Political Thought

9 hours

1.1 History of Political Thought: Nature and Significance

Readings:

1. Adrian Blau, “How (Not) to Use the History of Political Thought for Contemporary Purposes”, *American Journal of Political Science*, Vol.65, No.2, April 2021, pp.359-72.
2. Dik Howard, “Why study the history of political thought?”, *Philosophy and Social Criticism*, Vol.37, No.5, pp. 519–31.

1.2 Ancient Athenian Democratic Political Thought: Sophists and Socrates

Readings:

1. Shefali Jha, *Western Political Thought*: Chapter 1
2. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 1.

Module Learning Outcomes:

Students could be able to:

1. Explain the significance of Western Political Thought
2. Illustrate thoughts of classical political thinkers

Module 2: Classical Political Thinkers

9 hours

2.1 Plato and Idealism: Reason, Justice, Philosopher-King

Readings:

1. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 2
2. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 2.

2.2 Aristotle and Science of Politics: Human Nature, Household, State, Constitution

Readings:

1. W. H. Dunning, *A History of Political Theories: Ancient and Medieval*, Chapter III
2. J.S.McClelland, *A History of Western Political Thought*: Chapter 4

Module Learning Outcomes:

Students could be able to:

1. Interpret medieval Roman and Christian political thinkers.
2. Understand dominant thinking during the medieval Christian era.
3. Appraise the relationship between Law, State and Religion

Module 3: Medieval (Roman and Christian) Thinkers

9 hours

3.1 Cicero: Stoicism, Natural Law, Justice and Cosmopolitanism,

Readings:

1. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 4.

3.2 St. Thomas Aquinas: Church and State, Hierarchy of Law, Secular and Spiritual

Readings:

1. W. H. Dunning, *A History of Political Theories: Ancient and Medieval*, Chapter VIII
2. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 6.

Module Learning Outcomes:

Students could be able to:

1. Explain Renaissance and its impact on modern polity.
2. Understand Major shift in the philosophical thinking of post-renaissance period.
3. Analyse dynamic changes in state-society-people relationship.
4. Distinguish between context of the social contract theories.

Module 4: Renaissance and Modernist Thinkers

9 hours

4.1 Renaissance Political Thinking

1. James Hankins, "Humanism and the origins of modern political thought", in Jill Kraye (ed.), *The Cambridge Companion to Renaissance and Humanism*, Cambridge University Press, 2006. 2
- 2.. Felix Gilbert, "Political Thought of the Renaissance and Reformation", *Huntington Library Quarterly*, Vol. 4, No. 4, July 1941, pp. 443-468.

4.2 Nicole Machiavelli: Renaissance, Science and Morality, Human Nature, State, Statecraft

Readings:

1. W. H. Dunning, *A History of Political Theories: Ancient and Medieval*, Chapter XI
2. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 4

Module Learning Outcomes:

Students could be able to:

1. Summarize Rights and Liberty in relation to state.
2. Distinguish between the difference between negative liberalism and modern liberalism.
3. Explain concepts like Utilitarianism, Pluralism, Idealism, Historicism

Module 5: Social Contractual Thinkers

9 hours

5.1 Thomas Hobbes: Human Nature, State of War, Consent and Contract, Sovereignty and Absolutism

1. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 5.
2. Shefali Jha, *Western Political Thought*: Chapter 6.

5.2 John Locke: Glorious Revolution, State of Natural and Rights, Social Contract, Limited Sovereignty

Readings:

1. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 6
2. J.S.McClelland, *A History of Western Political Thought*: Chapter 12.

5.3 Rousseau: State of Nature, Inequality, Social Contract, Civil Society, Individual vs General Will, Popular Sovereignty, Liberty and Obligations

Readings:

1. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 7.

Module Learning Outcomes:

Students could be able to:

1. Distinguish the difference between idealist and material dialectics.
2. Explain Scientific Socialism and its impact.
3. Critically analyse the refinement Lenin and Gramscian brought to the Marxist ideology.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Readings:

- Adrian Blau, "How (Not) to Use the History of Political Thought for Contemporary Purposes", *American Journal of Political Science*, Vol.65, No.2, April 2021, pp.359-72.
- Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Waveland Press, Inc, Illinois, 1996.
- C. L. Wayper, *Teach Yourself Political Thought*, Surjeet Publications, New Delhi, 2007.
- Dik Howard, "Why study the history of political thought?", *Philosophy and Social Criticism*, Vol.37, No.5, pp. 519–31.
- Frank Rosengarten, "An Introduction to Gramsci's Life and Thought".
<https://www.marxists.org/archive/gramsci/intro.htm>
- G H Sabine, *A History of Political Theory*, Oxford and IBH, 1973.
- J. P. Suda, J.P., *A History of Political Thought*, 4 Volumes, Jai Prakash Nath, Meerut, 20th edition, 1989.
- J. S. McClelland, *A History of Western Political Thought*, Routledge, London and New York, 1996.
- Janet Coleman, *A History of Political Thought: From Ancient Greece to Early Christianity*, Blackwell, Oxford, 2000.
- John Gingell, Adrian Little and Christopher Winch, eds., *Modern Political Thought: A Reader*, Routledge, London and New York, 2000.
- D. McLellan, *Marxism after Marx*, London, Macmillan, 1980.
- Shefali Jha, *Western Political Thought: From the Ancient Greeks to Modern Times*, Second Edition, Pearson, New Delhi, 2000.
- Subrata Mukherjee and Suseela Ramaswamy, *A History of Political Thought: Plato to Marx*, Second Edition, PHI Learning (Pvt.) Ltd., Delhi, 2013.
- Valeriano Ramos, Jr., "The Concepts of Ideology, Hegemony, and Organic Intellectuals in Gramsci's Marxism". <https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm>
- W. H. Dunning, *A History of Political Theories*, IV Volumes, Kindle Version.

Western Political Thought - II

L	T	P	C
3	0	0	3

Course Type: Major Core

Level: 200

Credits: 3

Course Code:

Prerequisite: Western Political Thought I

Course Description

This course introduces the history of Western Political Thought from the modern period 17th century onwards. The course would explore how liberal thinkers dwelt on important issues of rights, constitutionality, ethics, freedoms and empowerment, democracy justice, equality, liberty, and the ever-changing relationship between citizens and the state. The course will give you historical, social, and cultural context to relate to political society from 17th to 19th centuries.

Course Objectives

At the end of the course, the students would be able to

1. understand the philosophical propositions of political thinkers from 17th century onwards
2. know the origin of the some of the important political concepts and their transformation
3. analyse the political concepts to socio-economic and political contexts
4. examine the relevance of western political thought in the contemporary era.

Course Outcomes

Students would be able to:

- 1) know the key ideas from the Western political philosophers from 17th century onwards.
- 2) understand the transformation of the some of the political notions
- 3) to evaluate the relevance of some of the political concepts to contemporary times
- 4) comprehend how important these theories to the functioning of present day state and politics

Course Structure

Module 1: Liberal and Idealist Thinkers

9 hours

1.1 Jeremy Bentham: Rejection of Natural Rights, Economic Ideas, Rights, Utilitarianism, Majoritarianism

Readings:

1. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 4
2. Shefali Jha, *Western Political Thought*: Chapter 5

1.2 J. S. Mill: Liberal Democracy, Reform to Representative System, Rights of Women

1. Shefali Jha, *Western Political Thought*: Chapter 10.

Module Learning Outcomes:

Students would be able to

1. Understand liberal and idealist concepts
2. Explain Jeremy Bentham and J.S. Mill thoughts

Module 2: Idealist Thinkers

9 hours

2.1 G.W.F. Hegel: Idealism, Historicism, Reason, Dialectics, Civil Society, Nation and State

Readings:

1. George Sabine, *History of Political Theory*, Chapter XXX.
2. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 12

2.2 Kant: Reason, Sensibility, Freedom and Moral Obligation

Readings:

1. Jean Bethke Elshtain, "Kant, Politics, & Persons: The Implications of His Moral Philosophy", *Polity*, Vol. 14, No. 2 (Winter, 1981), pp. 205-221.
2. Stanford Encyclopedia of Philosophy, "Kant's Social and Political Philosophy". Available at <https://plato.stanford.edu/entries/kant-social-political/>.

2.3 Voltaire: Liberty, Hedonism, Skepticism, Metaphysics

Readings:

1. Philip George Nserius, "Voltaire's Political Ideas", *The American Political Science Review*, Vol. 20, No. 1 (Feb., 1926), pp. 31-51.
2. Lilly Lo Manto, "Voltaire's Conception of National and International Society. Available at <https://gjis.journals.yorku.ca/index.php/gjis/article/download/35142/31887/37572>

Module Learning Outcomes:

Students would be able to

1. Understand idealism and historicism
2. Explain Hegel and Kant's Idealist thinking

Module 3: Marxism

9 hours

3.1 Karl Marx I: Dialectical Materialism, Historical Materialism, Class and Class Struggle

Readings:

1. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 14.
2. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 13

3.2 Karl Marx II: Surplus Value, Alienation, Crisis in Capitalism, Socialist Revolution

1. Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Chapter 14.
2. Subrato Mukherjee and Suseela Ramaswamy, *History of Political Thought: Plato to Marx*: Chapter 13

Module Learning Outcomes:

Students would be able to

1. Understand different aspect of Marxism
2. Relate Marxian concepts in contemporary era

Module IV: 20th Century Marxism

9 hours

4.1 V. I. Lenin: Theory of the Party, Imperialism, Democratic Centralism

Readings:

1. George Sabine, *History of Political Theory*, Chapter XXX.

4.2 Gramsci: Common Sense, Subaltern, Hegemony, Philosophy of Praxis

Readings:

1. Frank Rosengarten, “An Introduction to Gramsci's Life and thought”. <https://www.marxists.org/archive/gramsci/intro.htm>
2. Valeriano Ramos, Jr., “The Concepts of Ideology, Hegemony, and Organic Intellectuals in Gramsci’s Marxism”. <https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm>

Module Learning Outcomes:

Students would be able to

1. Understand the trends Marxian thought
2. Explain the influence of post Marxian thought

Module 5: Democratic Thinkers

9 hours

1. Habermas, J. (1974). The Public Sphere: An Encyclopedia Article (1964), *New German Critique*, No. 3, Autumn, pp.49-55.
2. Rawls, John. “The Idea of Public Reason Revisited.” *The University of Chicago Law Review* 64, no. 3 (Summer 1997). 765–807. © The University of Chicago Law Review. Reproduced with permission of The University of Chicago Law Review.

Module Learning Outcomes:

Students would be able to

1. Understand the concepts of Public Sphere and Public Reason
2. Explain Habermas and Rawls thoughts in Democracy

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Readings:

Adrian Blau, "How (Not) to Use the History of Political Thought for Contemporary Purposes", *American Journal of Political Science*, Vol.65, No.2, April 2021, pp.359-72.

Brian Nelson, *Western Political Thought: Socrates to the Age of Ideology*, Waveland Press, Inc, Illinois, 1996.

C. L. Wayper, *Teach Yourself Political Thought*, Surjeet Publications, New Delhi, 2007.

Dik Howard, "Why study the history of political thought?", *Philosophy and Social Criticism*, Vol.37, No.5, pp. 519-31.

G H Sabine, *A History of Political Theory*, Oxford and IBH, 1973.

J. P. Suda, J.P., *A History of Political Thought*, 4 Volumes, Jai Prakash Nath, Meerut, 20th edition, 1989.

J. S. McClelland, *A History of Western Political Thought*, Routledge, London and New York, 1996.

Janet Coleman, *A History of Political Thought: From Ancient Greece to Early Christianity*, Blackwell, Oxford, 2000.

John Gingell, Adrian Little and Christopher Winch, eds., *Modern Political Thought: A Reader*, Routledge, London and New York, 2000.

D. McLellan, *Marxism after Marx*, London, Macmillan, 1980

Shefali Jha, *Western Political Thought: From The Ancient Greeks to Modern Times*, Second Edition, Pearson, New Delhi, 2000.

Subrata Mukherjee and Suseela Ramaswamy, *A History of Political Thought: Plato to Marx*, Second Edition, PHI Learning (Pvt.) Ltd., Delhi, 2013.

W. H. Dunning, *A History of Political Theories*, IV Volumes, Kindle Version.

INDIAN POLITICAL SYSTEM

L	T	P	C
3	0	0	3

Course Type: Major Core

Level: 200

Credits: 4

Course Code:

Prerequisite: None

Course Description

The course is designed to educate students about the various features of the Indian constitution. It deals with the philosophical foundations of the Indian Constitution and covers the party system as well. The course aims at enhancing the knowledge and academic skills of the students. This will also serve as training in citizenship.

Course Objectives

1. To create knowledge on the working of a political system that depends both on the constitutional and extra-constitutional institutions.
2. To emphasis on the forces that shape up the functioning of the government and political system.
3. To expose students to the constitution of India, to pick some fundamental themes and core institutions that are essential to understand the core philosophy and the ideals of the Indian constitution, the functioning of the government apart from the framework in which the polity of the country operates.
4. To study elections, electoral reforms, and party systems provide insights to the students on how the constitutional and political processes mediate and sustain the political system's functionality.
5. To prepare the students for further study and research in the constitutional and political processes in India.

Course Outcomes

Students would be able to:

1. explain the core philosophy and ideals of the Indian Constitution.
2. know about fundamental rights and how these rights are different from the directive principles of the state policy. Students will explain the structures, powers, and functions of three organs of government and their mutual relationship and engagements.
3. explain the emerging trends in Indian Federalism and the party system in India.
4. explain the constitutional structures of government that work at the grassroots level in India.
5. Examine the relevance of constitutionalism now and then.

Course Structure

Module 1: Colonialism and Nationalism and Making of the Constitution (9 hours)

1.1 Nature and Impact of Colonialism: Economic, Social and Political

Readings:

1. Bipin Chandra, *Essays on Colonialism*, Orient BlackSwan, Chapter 1, “Colonialism: Some Basic Aspects, Chapter 3, “Colonialism, Stages of Colonialism, and the Colonial State.
2. Bipin Chandra, *The Rise and Growth of Economic Nationalism in Indian Economic Policies of Indian National Leadership, 1880-1905*, Gulford Press, 2010.

1.2 Anti Colonial Movement: Ideology, Strategy, Social Base and Main Phases of the Movement

Readings:

1. Sekhar Bandyopadhyay, ed., *Nationalist Movement in India: A Reader*, New Delhi: Oxford University Press, 2009.
2. Paul R. Brass, *The Politics of India since Independence*, Cambridge University Press, 1990.
3. Bipin Chandra Mridula Mukherji & Aditya Mukherjee, eds, *India Since Independence*, Penguin Books, New Delhi 2008
4. Bipin Chandra, “Study of Indian National Movement: Some Problems and Issues”, Presented at the inaugural session of the JASAS in October in 1988.

1.3 Constitution: Evolution, Ideological Basis and Main Features

Readings:

1. Pylee, M.V, “*Constitutional Government in India*”, Chapter.2 & 3
2. G. Austin, ‘The Constituent Assembly: Microcosm in Action’, in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 2009, 15th print, Chapter.1 (pp.1-25)
3. R. Bhargava, ‘Introduction: Outline of a Political Theory of the Indian Constitution’, in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, 2008, pp. 1-40.

1.4 Fundamental Rights and Directive Principles of State Policy, Fundamental Duties.

Readings:

1. G. Austin, ‘The Social Revolution and the First Amendment’, in *Working a Democratic Constitution*, New Delhi: Oxford University Press, 2000, pp. 69-98
2. Khosla, Madhav. *The Indian Constitution*. New Delhi: OUP short introduction series, 2013.

Module Learning Outcomes

Students will be able to:

1. Explain colonialism in various dimensions.
2. Summaries anti-colonialism and nationalism from Ideology to movement
3. Analyze the evolution of constitution
4. Demonstrate fundamental rights and duties, directive principles of state policy.

Module 2: Organs of Government: Structure and Functions

9 hours

2.1 Legislature: Making of Legislation, accountability, Indian Parliament and Law-Making Procedure, Parliamentary Committees etc.

Readings:

1. Hewitt, Vernon and Shirin M. Rai., "Parliament," in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2010, pp.28-42.

2.2 Executive: President, Prime Minister and Council of Ministers: Role and Functions, Governor and Chief Minister: Role and Functions, Collective responsibility, and parliamentary accountability.

Readings:

1. Khare, H., "Prime Minister and Parliament: Redefining accountability in the age of coalition government," in Ajay K. Mehra, and G.W. Kueck, (eds.). *The Indian Parliament: A comparative perspective*. New Delhi: Konark, 2003, pp.350- 368.
2. Kapur, Devesh and Pratap Bhanu Mehta, *The Indian Parliament as an Institution of Accountability*, Moduleed Nations Research Institute for Social Development, 2006.

2.3 Judiciary: Supreme Court of India, Judicial independence, Judicial Review, Judicial Activism.

Readings:

1. Rajamani, Lavanya and Arghya Sengupta, "The Supreme Court" in Jayal and Mehta (eds). *The Oxford Companion to Politics in India*, 2010, pp.80-97.
2. Rudolph and S. Rudolph, 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty-Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, 2008, pp. 183-210

Module Learning Outcomes

Students will be able to:

1. Understand the three organs of the government and institutions.

2. Critically examine the role played by the institutions in India.

Module III: India as a Parliamentary Federation

9 hours

3.1 Federalism: Structure, Nature, Strains and Emerging Trends

Readings:

1. Arora, Balveer et. al., "Indian Federalism," in K.C. Suri (ed.) ICSSR research surveys and explorations: *Political Science: Indian Democracy*, Volume 2. New Delhi: Oxford University Press, 2013.
2. Tummala, Krishna K., "Developments in Indian federalism: 2005–2007", *Asian Journal of Political Science* 15 (2), 2007, pp.139-160.
3. R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

3.2 Democratic Decentralization: 73rd and 74th Constitutional Amendment, Nature, and Impact

Readings:

1. P. deSouza, "Decentralization and Local Government: The Second Wind of Democracy in India", in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002, pp. 370-404.

3.3 Electoral System: Nature of Participation, Malpractices, Reforms and Emerging Trends

Readings:

1. Sanjay Kumar, Patterns of Political Participation: Trends and Perspective, *Economic and Political Weekly*, Vol. 44, No. 39, September 26 – October 2, 2009, pp. 47-51.
2. Stéphanie Tawa Lama-Rewal, "Studying Elections in India: Scientific and Political Debates", *South Asia Multidisciplinary Academic Journal*, pp. 1-15.
3. Sridharan, E., "Toward state funding of elections in India? A comparative perspective on possible options". *The Journal of Policy Reform*, 3(3), 2007, pp. 229-254

Module Learning Outcomes

Students will be able to:

1. Explain the structure of federalism
2. Analyse the function of federalism
3. Evaluate the conflicts in federal model

Module IV: Political Processes

9 hours

4.1 Political Elite: Changing Composition and Role

Readings:

Gilles Verniers & Christophe Jaffrelot,, “The Reconfiguration of India’s Political Elite: Profiling the 17th Lok Sabha”, *Contemporary South Asia*, Vol 28, No. 2, 2020, pp. 242-54.

4.2 Transformation of the Party System: Evolution from One Party Dominant System to Multi-Party System and Emerging Trends

Readings:

1. Sridharan, E. 2010. “Party system,” in Jayal and Mehta (eds). *The Oxford Companion to Politics in India*, pp.117-138.
2. Suri, K.C., “Parties under pressure: Political parties in India since independence”. (paper presented for a project on State of democracy in South Asia. Delhi: CSDS), 2005. Available online: www.democracy-asia.org/qa/india/KC%20Suri.pdf
3. Yadav, Yogendra and Suhas Palshikar, "Party system and electoral politics in the Indian states, 1952-2002: From hegemony to convergence," in Peter Ronald deSouza, and E. Sridharan (eds.) *India’s Political Parties*. New Delhi: Sage, 2006, pp.73-115.
4. Adam Zeigfield, “A new dominant party in India: Putting the 2019 BJP victory into comparative and historical perspective”, *India Review*, 2020, p. 136-152.

4.3 National Parties: Typology, Ideology and Social Base

Readings:

1. Niraja Gopal Jayal, Pratap Bhanu Mehta (ed.), *The Oxford Companion to Politics In India*.
2. Zoya Hasan, *Political Parties*, Oxford University Press, New Delhi, 2013.
3. Peter D’Souza, E Sreedharan, (ed), “India’s Political Parties”, in *The Evolution of Political Parties in India*, p.1- 30.

4.4 Grass Root Movements: Objectives, Methods, and Impact

Readings:

1. G. Omvedt, *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe, 1983.
2. G. Shah, (ed.), *Social Movements and the State*. New Delhi: Sage Publications, 2002.
3. R, Ray and M. Katzenstein, (eds.), *Social Movements in India*, Delhi: Oxford University Press, 2005.

Module Learning Outcomes

Students will be able to:

1. Explain political elite and its changing scenario
2. Explain party system and its operations
3. Demonstrate typologies of the parties
4. Analyse the rationale behind social movements

Module V: Major Political Issues and Debates

9 hours

5.1 Regionalism and Secessionism

Readings:

1. Tillin, Louise, *Remapping India: New states and their political origins*, London: Hurst, 2013, especially introduction and chapters 1.
2. Chandhoke, Neera, "A state of one's own: Secessionism and federalism in India," Discussion paper no.80. London: Development Research Centre, Crisis States Programme, DESTIN, LSE, September 2006.

5.2 Communalism and Secularism

Readings:

1. Chandhoke, Neera. 2010. "Secularism," in Jayal and Mehta (eds), *The Oxford Companion to Politics in India*, pp.333-47
2. Rajeev Bhargava, *Secularism and Its Critics*, OUP, Delhi, Introduction, Chapter 9 – "Secularism and its Place".

5.3 Identity Politics in India: Caste, Ethnicity, Class and Gender

Readings:

1. Basu, Amrita, "Gender and Politics," in Jayal and Mehta (eds). *The Oxford companion to politics in India*, 2010, pp.168-80.
2. Xaxa, Virginius, "Politics of language, religion and identity: Tribes in India," *Economic and Political Weekly*, 40(13), 2005.
3. Paul. R. Brass; *The Politics of India since Independence*, OUP, New Delhi (1992), Chapter 7- "Communal and Caste Conflict; Secularism, Hindu Nationalism, and the Indian State".

Module Learning Outcomes

Students could be able to:

1. Explain Regionalism and Secessionism
2. Distinguish between Communalism and Secularism
3. Classify Identity Politics in India

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

International Relations

L T P C

3 0 0 3

Course Type: Major Core

Level: 200

Credits: 3

Course Code:

Prerequisite: None

Course Description:

This course is designed to introduce students to the discipline of International Relations. It includes an analysis of the events surrounding the evolution of International Relations as a discipline and the various contemporary dimensions that it has come to assume. The course includes an introduction to the key concepts in the discipline of International Relations, including Nation-state, National Interest, National Power, Cold War, and Collective Security; and also the key actors. It also includes an introduction to various international organisations including the Modulated Nations and its role in international peacekeeping.

Course Objective:

This course aims to equip students with the knowledge of historical events and key terms in International Relations. It will enable the students to understand the behaviour of international actors and the nature of international systems and examine our changing understandings of order in the modern world. This course will prepare students for careers in the government and the corporate sector, and for admission into postgraduate programs including, but not limited to law, political science, economics, and business.

Course Outcomes

At the end of this course students should be able to:

1. Describe the evolution of International Relations as an academic discipline.
2. Analyse the politics surrounding the 20th Century International Relations
3. Explain the meaning and relevance of key terms in International Relations.
4. Understand the working of International Organisations
5. Develop alternatives in response to changing world scenarios.

Course Structure

Module 1 Introduction to International Relations

9 hours

1.1 Evolution of the Modern Nation-State System: Empires to Globalisation

1. Watson, Adam, *The Evolution of International Society: a comparative historical analysis* (London: Routledge, 1992)
2. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 2)

1.2 19th Century International Relations: Congress of Vienna to Russo-Japanese War

1. Watson, Adam, *The Evolution of International Society: a comparative historical analysis* (London: Routledge, 1992)

1.3 Collapse of the 19th Century World Order: The Two World Wars

1. Reynolds D. The Origins of the Two 'World Wars': Historical Discourse and International Politics. *Journal of Contemporary History*. 2003, 38(1), 29-44.
2. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 3)

1.4 International Relations: Meaning and Evolution of the discipline

1. Holzgrefe, J. L. (1989). The Origins of Modern International Relations Theory. *Review of International Studies*, 15(1), 11–26.

Module Learning Outcomes:

Students will be able to:

1. Describe the emergence of the Modern Nation-state system and the discipline of IR
2. Understand the 19th Century world order
3. Analyse the politics of the two world wars

Module 2 International Relations in the 20th Century

9 hours

2.1 Post War World: Bipolarisation and Super-Power rivalry

1. Keal P. (1983) World War II and Plans for Post-War Order. In: *Unspoken Rules and Superpower Dominance*. Palgrave Macmillan, London.
2. Schlesinger, A. (1967). Origins of the Cold War. *Foreign Affairs*, 46(1), 22–52.

2.2 Cold War and Detente

1. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 4)

2. White, B. (1981). The Concept of Detente. *Review of International Studies*, 7(3), 165–171.

2.3 Collapse of the Soviet Union; Relevance of NAM

1. Chenoy A.M., Kumar R. (2017) The Disintegration of the Soviet Union: Systemic Change and Systematic Collapse. In: *Re-emerging Russia*. Palgrave Macmillan, Singapore.
2. Amitav Acharya (2016) Studying the Bandung conference from a Global IR perspective, *Australian Journal of International Affairs*, 70(4), 342-357

2.4 Search for new world order: Unipolarity vs Multipolarity

1. Francis Fukuyama, *End of History and the Last Man*, Penguin Books Limited, 1993.
2. Gaiser, L., Kovač, I. From Bipolarity to Bipolarity: International Relations Repeating Again. *Journal of Global Policy and Governance*, 1, 49–63 (2012).

Module Learning Outcomes:

Students will be able to:

1. Understand the emergence of Bipolarity after the second world war
2. Explain the reasons for the origin and end of the Cold War
3. Analyse the emergence of a new world order post cold war

Module 3 Key Concepts in IR

9 hours

3.1 Power: Hard, Soft, and Smart; National Power

1. Jablonksy, D. (2014) ‘National Power’ in J. Boone Bartholomees *U.S. Army War College Guide to National Security Policy and Strategy* published by Strategic Studies Institute, US Army War College.
2. Giulio M. Gallarotti (2021) “The changing? Face of power in international relations”, 1979-2019, *Journal of Political Power*, 14(1), 209-234.

3.2 Balance of Power and Collective Security

1. Haas, E. B. (1953). The Balance of Power: Prescription, Concept, or Propaganda. *World Politics*, 5(4), 442–477.
2. Kupchan, C. A., & Kupchan, C. A. (1995). The Promise of Collective Security. *International Security*, 20(1), 52–61.

3.3 National Interest and Foreign Policy and Diplomacy

1. Nuechterlein, D. E. (1976). National Interests and Foreign Policy: A Conceptual Framework for Analysis and Decision-Making. *British Journal of International Studies*, 2(3), 246–266.
2. Simpson, S. (1968). The Nature and Dimensions of Diplomacy. *The Annals of the American Academy of Political and Social Science*, 380, 135–144.

3.4 War and Deterrence

1. Strachan, H. (2006), 'The Changing Character of War', Oxford University Press, 2006.
2. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 8, 9)

Module Learning Outcomes:

Students will be able to:

1. Explain key concepts in International Relations
2. Understand the changing nature of power and war
3. Analyse the relevance of Collective security

Module 4 Contemporary International Relations

9 hours

4.1 Decolonisation and the Third World; Neo-Colonialism and NIEO

1. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 5)
2. Hoogvelt A. (1997) Neo-colonialism, Modernisation and Dependency. In: *Globalisation and the Postcolonial World*. Palgrave, London.
3. Singer, H. W. (1978). The New International Economic Order: An Overview. *The Journal of Modern African Studies*, 16(4), 539–548.

4.2 Asian Century? Rise of New Powers – China and India

1. Hoontrakul P. (2014) Asia's Transformation for an Asian Century: Choices and Challenges. In: Hoontrakul P., Balding C., Marwah R. (eds) *The Global Rise of Asian Transformation*. Palgrave Macmillan, New York.
2. Hoontrakul P., Balding C., Marwah R. (2014) The Rise of China and India—Its Implications. In: Hoontrakul P., Balding C., Marwah R. (eds) *The Global Rise of Asian Transformation*. Palgrave Macmillan, New York.

4.3 Disarmament and Arms Control: Meaning, Distinction and Need

1. Gärtner, H. Deterrence, Disarmament and Arms Control. *International Politics*, 51, 750–762 (2014).

4.4 Transnational Non-state Actors: MNCs, INGOs, Global Civil Society

1. Josselin D., Wallace W. (2001) *Non-state Actors in World Politics: a Framework*. In: Josselin D., Wallace W. (eds) *Non-state Actors in World Politics*. Palgrave Macmillan, London.

Module Learning Outcomes:

Students will be able to:

1. Understand the process of decolonisation, the emergence of the third world and new Asian powers
2. Analyze the relevance of Disarmament
3. Explain the role of non-state actors in IR

Module 5: International Organisations and Issues

9 hours

5.1 The League of Nations and Moduleed Nations: Structure and evolution

1. Goodrich, L. M. (1947). From League of Nations to Moduleed Nations. *International Organization*, 1(1), 3–21.

5.2 Moduleed Nations: Role in Peace and Security

1. Reddy, P. K. M., & Reddy, C. S. (2015). Global Peace And The Role Of The Moduleed Nations: An Idea. *World Affairs: The Journal Of International Issues*, 19(1), 10–19.

5.3 The IMF, World Bank and WTO

1. Grabel I., Policy Coherence or Conformance? The New World Bank—International Monetary Fund—World Trade Organization Rhetoric on Trade and Investment in Developing Countries. *Review of Radical Political Economics*. 2007, 39(3), 335-341.
2. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018 (Chapter 12)

5.4 Issues in International Relations

1. Trevor C. Salmon and Mark F. Imber. 2008, *Issues in International Politics*, 2nd Edition, Routledge: London.

Module Learning Outcomes:

Students will be able to:

1. Analyse the role of the Moduleed Nations in ensuring peace and security
2. Explain the role of various international economic institutions
3. Understand various contemporary issues in International Relations

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Recommended Readings:

1. Globalisation of World Politics – Baylis, Smith, Owens
2. Introduction to Global Politics, (3rd Edition, Routledge), Mansbach and Taylor, 2018
3. International Relations: The Key Concepts (2nd Edition, Routledge), Griffiths, Callaghan, and Roach, 2002
4. Handbook of International Relations, (2nd Edition, Sage), Carlsnaes, Risse, Simmons, 2013
5. Understanding International Relations by Brown and Ainley, 3rd Edition, Palgrave Macmillan, 2005

Political Theory

L T P C

3 0 0 3

Course Type: Major Core

Level: 200

Credits: 3

Course Code:

Prerequisites: Western Political Thought I & II

Course Description

This course is divided into five modules. The course introduces the students to the idea of political theory, its history, approaches and decline, and a critical evaluation of the concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of conceptual understanding and clarity of the political concepts.

Course Objective

1. The course will help the student to familiarize with the basic normative concepts of political theory.
2. It will encourage critical and reflective analysis and interpretation of political practices through the relevant conceptual understanding.
3. The course will engage students critically and constructively with the challenges of an increasingly dynamic political theory and philosophy.
4. It will help students enter into the foray of political philosophy and rediscover the linkages and contradictions between political theory and political philosophy.
5. It will engage students in understanding the historical and contemporary traditions and approaches to political theory.

Course Outcomes

1. The course will help in introducing the students to the important debates in the subject and make them understand there is no settled way of looking at concepts.
2. The course will also provide new insights and challenges and will make students learn new modes of political explanation and judgment.
3. The students will be able to understand the concepts of liberty, justice, equality, freedom, rights, etc.
4. The students will be able to have a rich understanding of the depth and range of debates in political theory and philosophy.
5. The students will be able to correlate and differentiate between different political concepts and theories.

Course Structure

Module 1: Political Theory: Issues and Approaches

9 Hours

1.1 Political Theory: Nature, Significance and Decline

Reading: Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 2-40.

1.2 Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative

Reading: Gauba, O.P. (2010), *An Introduction to Political Theory*, Macmillan Publishers, Delhi.

1.3. Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

Reading: Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

1.4. Approaches to Political Theory: Normative, Historical and Empirical

Reading: Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

Module Learning Outcomes

Students will be able to:

1. Have a rich understanding of the depth and range of debates and questions that animate political theory and practice.
2. Understand the historical and contemporary traditions and approaches to political theory.

Module2: State and Sovereignty

9 hours

2.1. State, politics and government

Reading: Heywood Andrew (2004), *Political Theory: An Introduction*. New Delhi: Palgrave Macmillan, IIIrd edition, pp. 51-88.

2.2. Governmentality: Foucault on the state

Reading: Foucault, M. *Security, Territory and Population: Lectures at College De France 1977-1978*. New York: Palgrave, pp: 87-134.

Das, S. (2008) 'State', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 178-186, 155-157.

2.3. Sovereignty: Historical Evolution and Theories

Reading: Menon, K. (2008) 'Sovereignty', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 158-169.

2.4. Sovereignty: Legal & Political, Internal & External

Reading: Heywood Andrew (2004), *Political Theory: An Introduction*. New Delhi: Palgrave Macmillan, IIIrd edition, pp. 90-96

Module Learning Outcome

The students will learn:

1. The concepts of state, sovereignty and democracy, their meanings and the debates undergoing about these concepts in the contemporary times.
2. To engage in different debates about these concepts from the perspectives of different thinkers.

Module 3: Liberty and Freedom

9 hours

3.1. Freedom: Liberty and Licence

Reading: Heywood Andrew (2004), *Political Theory: An Introduction*. New Delhi: Palgrave Macmillan, IIIrd edition, pp. 253-257.

3.2. Freedom as a Triadic Relation

Reading: Carter, Ian, "Liberty", in B. Richard and Andrew Mason (eds.) *Political Concepts*. New York: Manchester University Press, 2003, pp. 4-15.

3.3 Negative and Positive Freedom

Reading: Spector, H. (2010). Four Conceptions of Freedom. *Political Theory*, 38(6), pp.780-808.

Module Learning Outcomes

The students will learn:

1. About the concepts of liberty and freedom and their relevance in the practical world.
2. The difference between these two concepts and take of different thinkers on the concept of liberty and freedom.

Module 4: Equality and Justice

9 hours

4.1. Equality: Formal equality, Equality of opportunity and equality of outcomes

Reading: Heywood Andrew (2004), *Political Theory: An Introduction*. New Delhi: Palgrave Macmillan, IIIrd edition, pp. 285-293

4.2. Theories of Justice - Liberal, Libertarian, Marxist, Feminist, Subaltern and Communitarian theory of justice

Reading: Gauba, O.P. (2010), *An Introduction to Political Theory*, Macmillan Publishers, Delhi.

4.3. Indispensability of Justice - a) Procedural Justice b) Distributive Justice

Reading: Menon, K. 'Sovereignty', in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 74-87

4.4. Justice as Fairness: John Rawls

Reading: Mason, Andrew. “Social Justice: The Place of Equal Opportunity”, in B. Richard and Andrew Mason (eds.) *Political Concepts*. New York: Manchester University Press, 2003, pp. 28-40.

Module Learning Outcomes

The students will learn:

1. About the concepts of equality and justice, their various forms and theories and how they form as a part of democratic values.
2. To correlate and differentiate between the concepts of liberty, equality, and justice.

Module 5: Rights and Obligation

9 hours

5.1 Natural Rights, the rights of man and human rights

Reading: Campbell, Tom. ‘Human Rights’, in McKinnon, C. (ed.) *Issues in Political Theory*. Oxford: Oxford University Press, 2008, pp: 194-217.

5.2 Nature and theories of rights

Reading: Taluqdar, P. S. ‘Rights’ in Bhargava, R and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

5.3 Rights and obligations

Reading: Heywood Andrew (2004), *Political Theory: An Introduction*. New Delhi: Palgrave Macmillan, 3rd edition, pp. 184-203.

Module Learning Outcomes:

The students will be able to:

1. Know about the concepts of rights and its different theories.
2. The development of rights to a broader version of human rights.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Additional Readings:

Heywood, A. (2013). Politics. London: Palgrave Macmillan.

Held, David, (2015), Political Theory and the Modern State, CA: Stanford University Press.

Heywood, Andrew, (2015), Political Theory: An Introduction, New York: Palgrave Macmillan.

Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.

Leopold, David and Marc Stears, Political Theory: Methods and Approaches, OUP, 2008.

STATE POLITICS IN INDIA

L	T	P	C
4	0	0	4

Course Type: Major Core

Level: 200

Credits: 4

Course Code:

Prerequisite: Indian Political System

Course Description

This course aims to explore the multiple dimensions of regional politics in India in a comparative perspective. A study of regional politics with their specificities and common aspects in a comparative perspective would enrich our understanding of politics in general and Indian politics in particular. At the end of the course, students would be able to understand the varieties of state politics in India and also understand the significance of state politics in nurturing the grassroot democracy.

Course Objectives

1. This Course aims at making the students aware of state politics in India.
2. It introduces the students to the relation between state politics and national politics.
3. The students will be able to see different determinants of state politics, the constitutional framework at state level, and the emerging trends in state politics in India.
4. This course on state politics in India will develop an understanding in the students about the historical and emerging trends in political process in the India states.
5. The students will understand the federal process in India, the issues underlying political dynamics of regions, the changing power relations between centre and states over a period of time and the nature of party system and electoral politics at the state level.

Course Outcomes

1. At the end of the semester the students would be able to make some sense of the varieties of regionalism, the complex issues involved in this process and the ways in which they work out in the political arena and also understand the significance of subnational comparisons.
2. The students understand the constitutional system at state level, and the relation between state politics and national politics.
3. The students know about political dynamics operating at state level.
4. Students will recognize the emerging trends in state politics in the country.
5. Students will be understanding of the deeper realities and dimensions of regional and sub-regional politics in India.

Course Structure

Module 1: Approaches to the Study of State Politics in India

12 hours

1.1 Institutional, Political Economy and Cultural – diversities

Mitra, Subrata. 2006. *The Puzzle of India's Governance: Culture, Context and Comparative Theory*. Routledge, London.

1.2 'Nation', 'Nation-building' and 'State'/ 'Region' in India

Louise Tillin. 2013. "National and Subnational Comparative Politics: Why, What and How", *Studies in Indian Politics*. 1(2), pp. 235-240.

Alam, Javeed. 2005. "The Nation and the State in India: A Difficult Bond," in Zoya Hasan, E. Sreedharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices and Controversies*. New Delhi: Anthem Press.

Kailash, K.K. 2011. "Varieties of comparative state politics research in India". *Seminar*. 620 (April), 66–71.

1.3 Patterns of State Formation and Reorganisation

Kumar, Sanjay. 2002. "Creation of New States: Rationale and Implications", *Economic and Political Weekly*, 37 (36); 3705-09.

Mawdsley, Emma. 2002. "Redrawing the body politic: Federalism, Regionalism and the Creation of New States in India", *Journal of Commonwealth and Comparative Politics*, 40(3); 34-54.

Module Learning Outcomes:

Students will be able to

1. understand the different approaches of studying state politics.
2. differentiate between 'nation' and 'state' and the patterns of state formation in India.

Module 2: Origin and Development of State Politics in India

11 hours

2.1 Theoretical Dimension of the state politics in India

1. Pai, Sudha. 1989. "Towards A Theoretical Framework for The Study of State Politics in India: Some Observations". *The Indian Journal of Political Science*. 50 (1): 94-109.

2. Myron Weiner (ed.). 1968. "Political Development in the Indian States" in *State Politics in India*. Princeton: Princeton University Press; 3-60.

2.2 State Politics as the axis of Indian Politics

1. Yadav, Yogendra and Suhas Palshikar. 2008. "Ten Theses on State Politics in India". *Seminar-India*, No. 591, November.

2. Kumar, Ashutosh. 2009. "Rethinking State Politics in India: Regions within Regions". *Economic and Political Weekly*. XLIV (19): 14- 19.

2.3 Spate of State Politics in India

1. Harriss, John. 1999. "Comparing Political Regimes across Indian States: A Preliminary Essay". *Economic and Political Weekly*. 34 (48): 3367- 3377.

2.4 Coalitions and Political Stability

1. Hasan, Zoya. 2002. "Introduction: Conflict, Pluralism and the Competitive Party System in India", Zoya Hasan., (ed.) *Parties and Party Politics in India*. Delhi: Oxford University Press.
2. Sridharan, E. 2004. 'Electoral Coalitions in 2004 General Elections: Theory and Evidence', *Economic and Political Weekly*, 39 (51):5418-5425.
3. Ziegfeld, Adam. 2012. "Coalition Government and Party System Change: Explaining the Rise of Regional Political Parties in India". *Comparative Politics*, 45 (1); 69- 87.

Module Learning Outcomes:

Students will be able to

1. understand the theories of the state politics in India.
2. evaluate the outcomes of the coalition politics and the impact on it in the party system.

Module 3: Federalisation of the Party System and Elections in States 11 hours

3.1 National and State Parties

1. Manor, James (1990). "Parties and the Party System" in Atul Kohli., (ed.) *India's Democracy: An Analysis of Changing State Society Relations*. Princeton: Princeton University Press.
2. Heath, Oliver. 2005. "Party Systems, Political Cleavages, and Electoral Volatility in India: A State-Wise Analysis, 1998-1999, *Electoral Studies* 24: 177-99

3.2 Bi-Polar or Tri-Polar States (Case studies of Kerala and Maharashtra)

1. Verney, Douglas, V. 2002, "How Has the Proliferation of Parties Affected the Indian Federation? A Comparative Approach" in Z. Hasan, E. Sridharan and R. Sudarshan., (eds.) *India's Living Constitution: Ideas, Practices and Controversies*. Delhi: Permanent Black.

3.3 Regional Political Parties in Indian Politics (Akali Dal, DMK, TMC and JMM)

1. Sridharan, E. 2002. "The Fragmentation of the Indian Party System, 1952-1999: Seven Competing Explanations" in Zoya Hasan., (ed.). *Parties and Party Politics in India*. New Delhi: Oxford University Press.

Module Learning Outcomes:

Students will be able to

1. differentiate between the state and national parties and the bi-polar and tripolar politics in states.
3. understand the significance of regional parties in enriching democracy.

Module 4: Study of Movements in India

12 hours

4.1 Dalit and Backward Politics (Uttar Pradesh and Bihar)

1. Kumar, Vivek. 2004. "BSP and Dalit Aspirations". *Economic and Political Weekly*, 39 (18); 1778- 1781.
2. Jaffrelot, Christophe. 2000. "The Rise of the Other Backward Classes in the Hindi Belt". *The Journal of Asian Studies*, 59 (1); 86- 108.

4.2 Dravidian/ anti-caste movement (Tamil Nadu)

1. Harris, John and Andrew Wyatt. 2013. "The Changing Politics of Tamil Nadu", in Sudha Pai (ed), *Handbook of Politics in Indian States: Regions, Parties and Economic Reforms*. New Delhi: Oxford University Press; 180- 196.
2. Krishnan, Rajan Kurai. 2016. "The Enigma of Alternative", *Economic and Political Weekly*, 51 (46): 25- 27.

4.3 Separatist/ secessionist movements (Punjab, Kashmir and Nagaland)

1. Kohli, Atul. 1997. 'Can Democracies Accommodate Ethnic Nationalism? Rise and Decline of Self-determination Movements in India', *Journal of Asian Studies* 56(2): 325-44.
2. Banerjee, Paula. 2014. "New Conundrums for Women in North-East India: Nagaland and Tripura". *Economic and Political Weekly*, 49 (43/44); 57-65.
3. Chowdhary, Rekha. 2009. "Separatist Sentiments and Deepening of Democracy". *Economic and Political Weekly*, 44 (3); 13- 15.
4. Dyke, Virginia Van. 2009. "The Khalistan Movement in Punjab, India, and the Post-Militancy Era: Structural Change and New Political Compulsions", *Asian Survey*, 49 (6); 975- 997.

4.4 Ethnic Movement (Assam and Manipur)

1. Gohain, Hiren. 2014. "A Note on Recent Ethnic Violence in Assam". *Economic and Political Weekly*, 49 (13); 19- 22.
2. Oinam, Bhagat. 2003. "Patterns of Ethnic Conflict in the North-East: A Study on Manipur", *Economic and Political Weekly*, 38 (21); 24- 30.

Module Learning Outcomes:

Students will be able to

1. understand the impact of the different social/political movements on shaping and/or re-shaping state politics
2. examine the reasons for the inception of the secessionist and ethnic movement and its impact.

Module V: Major Challenges of States

10 hours

5.1 Centre- State Relations

1. Bagchi, Amaresh. 2003. "Rethinking Federalism: Changing Power Relations between the Center and the States". *Publius*, 33 (4); 21- 42.
2. Mitra, Ashok. 2005. "Centre-State Relations: A Return of Old Suspicions". *Economic and Political Weekly*, 40 (22/23); 2225- 2227.

5.2 Communalism

1. Wilkinson, Steven. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. Cambridge University Press, Cambridge.
2. Misra, Salil.2020. "Communalism in Modern India". *Social Scientist*. 48 (3/6): 562-565.

5.3 Regional Imbalances and North- South Divide

1. Kumar, Ashutosh. 2011. "Introduction — Rethinking State Politics in India: Regions within Regions" in Ashutosh Kumar (ed), *Rethinking State Politics in India Regions within Regions*. New Delhi: Oxford University Press; 1- 31.
2. Bakshi, Sanchita., Arunish Chawla and Mihir Shah. 2015. "Regional Disparities in India: A Moving Frontier". *Economic and Political Weekly*, 50 (1); 44- 52.

5.4 Politics of Language and Jobs in India

1. Weiner, Myron. 1978. "Introduction" in *Sons of the Soil: Migration and Ethnic Conflict in India*. Princeton: Princeton University Press; 1- 18.

Module Learning Outcomes:

Students will be able to

1. identify the various challenges posed before the state political actors and how it changes discourse of Indian politics.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

References:

1. Corbridge, Stuary, John Harriss and Craig Jaffrey. 2013. *India: Economy, Politics, Society*. New Delhi: Oxford University Press.
2. Fickett, Jr., Lewis P. 1971. "The Politics of Regionalism in India", *Pacific Affairs*, 44 (2); 193-210.
3. Frankel, F R. and M.S.A. Rao (ed.) 1989. *Dominance and State Power in Modern India: Decline of a Social Order (in two volumes)*. Delhi: Oxford University Press.
4. Harris, John. 1999. "Comparing political regimes across Indian states: A preliminary essay", *Economic and Political Weekly*, 34 (48).
5. Hausing, Kham Khan Suan. 2014. "Asymmetric Federalism and the Question of Democratic Justice in Northeast India," *India Review*, 14 (2).
6. Karat, Prakash. 1984. "Problems of National Moduley: Historical and Economic Roots of Regionalism", *Social Scientist*, 12 (9): 54-62.
7. Manor, James. 2001."Centre-State Relations", in Atul Kohli (ed), *The Success of India's Democracy*. New Delhi: Foundation: 78-102.

COMPARATIVE POLITICS

L T P C

3 0 0 3

Course Type: Major Core

Level: 300

Credits: 3

Course Code:

Prerequisite: None

Course Description

This course aims to form the foundation for a broad theoretical and empirical knowledge of the concerns of the field of comparative politics. At the end of this course, students should be able to demonstrate a basic understanding of the relationships between individuals, actors, and processes across different political systems both historical and contemporary.

Course Objectives

1. To introduce Comparative Politics as a significant field of study in Political Science.
2. To explain different approaches and methods in comparing political systems.
3. To delineate Political Institutions and Political Actors
4. To understand political processes across countries
5. To give an overview of theories of political development

Course Outcomes

Students will be able to:

1. explain the significance of comparing political systems and distinguish between different approaches of comparison.
2. Compare and contrast different political regimes and delineate the classification of constitutional governments on the basis of division of powers and separation of powers.
3. Compare and contrast the role of political parties, pressure and interest groups and evaluate different electoral systems.
4. Illustrate different political processes and civil society movements that influence the decisions of states and their citizens regarding governance.
5. evaluate the theories of political development of developing countries.

Course Structure

Module 1: Introduction to Comparative Politics

9 hours

1.1 Meaning, Nature & Relevance of Comparative Politics.

Caramani, Daniele. 2020. "Introduction to Comparative Politics." In *Comparative Politics*, edited by Daniele Caramani, 1-18. Oxford: OUP.

Rothstein, Bo. 2020. "The relevance of Comparative Politics." In *Comparative Politics*, edited by Daniele Caramani, 21-35. Oxford: OUP.

1.2 Approaches to the Study of Comparative Politics: Structural-Functionalism, Institutionalism, Systems approach

Peters, B. Guy. 2020. "Approaches in Comparative Politics." In *Comparative Politics*, edited by Daniele Caramani, 35-48. Oxford: OUP.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 18-35. London: Red Globe Press.

1.3 Methods of comparing Political systems

Landman, Todd. 2003. *Issues and Methods in Comparative Politics*. 22-35. London: Routledge.

Kesselman, Mark, Joel Krieger and William A. Joseph. "Introducing Comparative Politics." In *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, 10-16. Boston: Wadsworth, Cengage Learning.

1.4 Issues and Trends in Comparative Political Analysis

Landman, Todd. 2003. *Issues and Methods in Comparative Politics*. 231-245. London: Routledge.

Kesselman, Mark, Joel Krieger and William A. Joseph. "Introducing Comparative Politics." In *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, 4-10. Boston: Wadsworth, Cengage Learning.

Module Learning Outcomes:

Students will be able to:

1. explain the nature and relevance of comparative politics
2. differentiate between different approaches to study comparative politics
3. understand the methods of comparing political systems
4. Analyse the issues and trends in comparing countries and regions.

Module 2: States, Regimes & Governments

9 hours

2.1 Political Institutions: The origins and development of the modern State, diversity of states, nations and nationalism and the future of the state

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 53-63. London: Red Globe Press. Newton, Kenneth and Jan W. Van

Deth. 2016. *Foundations of Comparative Politics: Democracies of the Modern World*. 15-30. Cambridge: Cambridge University Press.

Poggi, Gianfranco. 2020. "The nation-state." In *Comparative Politics*, edited by Daniele Caramani, 21-35. Oxford: OUP.

2.2 Constitutionalism: Constitutions (written and conventional; rigid and flexible); Structures of Governance: Separation of Powers (Executives, Legislatures and Judiciary) and limits of constitutionalism.

Newton, Kenneth and Jan W. Van Deth. 2016. *Foundations of Comparative Politics: Democracies of the Modern World*. 75-87. Cambridge: Cambridge University Press.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 106-110. London: Red Globe Press.

2.3 Political Regimes: Democracy, Authoritarianism and Totalitarianism

Landman, Todd. 2003. *Issues and Methods in Comparative Politics*. 39-55. London: Routledge.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 70-106. London: Red Globe Press.

Perez-Linan, Anibal. 2020. "Democracies." In *Comparative Politics*, edited by Daniele Caramani, 86-103. Oxford: OUP.

Lindstaedt, Natasha. 2020. "Authoritarian Regimes." In *Comparative Politics*, edited by Daniele Caramani, 103-116. Oxford: OUP.

2.4 Classification of Governments – Moduleary vs Federal; Parliamentary vs. Presidential.

Hislope, Robert and Anthony Mughan. 2012. *Introduction to Comparative Politics: The State and its Challenges*, 114-124. New York: Cambridge University Press.

Heywood, Andrew. 2007. *Politics*. 166-175. New York: Palgrave Macmillan.

Newton, Kenneth and Jan W. Van Deth. 2016. *Foundations of Comparative Politics: Democracies of the Modern World*. 94-103, 112-120. Cambridge: Cambridge University Press.

Module Learning Outcomes:

Students will be able to:

1. explain the evolution of the modern state
2. compare and contrast different political regimes
3. assess different constitutions and understand separation of powers
4. differentiate between governments on the basis of division of powers
5. distinguish between parliamentary and presidential executives

Module 3: Political Actors & Representation

9 hours

3.1 Political Parties: definitions, origins, functions, and models

Katz, S. Richard. 2020. "Political parties." In *Comparative Politics*, edited by Daniele Caramani, 213-230. Oxford: OUP.

Heywood, Andrew. 2007. *Politics*. 272-280. New York: Palgrave Macmillan.

3.2 Party Systems: genealogy, morphology and dynamics

Caramani, Daniele. 2020. "Party systems." In *Comparative Politics*, edited by Daniele Caramani, 231-251. Oxford: OUP.

Heywood, Andrew. 2007. *Politics*. 282-289. New York: Palgrave Macmillan.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 270-287, 306-324. London: Red Globe Press.

3.3 Types of Electoral systems - Plurality/Majority, Proportional and Mixed Electoral Systems

Hislope, Robert and Anthony Mughan. 2012. *Introduction to Comparative Politics: The State and its Challenges*, 124-130. New York: Cambridge University Press.

Gallagher, Michael. 2020. "Elections and referendums." In *Comparative Politics*, edited by Daniele Caramani, 178-193. Oxford: OUP.

3.4 Interest groups and pressure groups: origins, types and dynamics

Erne, Roland. 2020. "Interest groups." In *Comparative Politics*, edited by Daniele Caramani, 252-267. Oxford: OUP.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 306-324. London: Red Globe Press.

Newton, Kenneth and Jan W. Van Deth. 2016. *Foundations of Comparative Politics: Democracies of the Modern World*. 205-210. Cambridge: Cambridge University Press.

Module Learning Outcomes:

Students will be able to:

1. Understand the origins, functions and models of political parties
2. Understand and compare non-state political institutions such as party systems
3. Compare and contrast different electoral systems
4. Differentiate between interest and pressure groups and understand their influence in different political systems

Module 4: Political Processes

9 hours

4.1 Political Culture: overview, definition, from civic culture to post-materialism

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 199-215, 216-233, 234-251. London: Red Globe Press.

Heywood, Andrew. 2007. *Politics*. 205-212. New York: Palgrave Macmillan.

4.2 Political Participation: modes, determinants, context and actors

Kitschelt, Herbert and Philipp Rehm. 2020. "Political Participation." In *Comparative Politics*, edited by Daniele Caramani, 318-335. Oxford: OUP.

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 216-227. London: Red Globe Press

4.3 Political Communication: studying political communication comparatively, media-politics relations, evolution from mass media into the digital age, recent trends

Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 234-246. London: Red Globe Press

Esser, Frank and Pfetsch Barbara. 2020. "Political communication." In *Comparative Politics*, edited by Daniele Caramani, 336-360. Oxford: OUP.

4.4 Social Movements: concept, approaches, functions and effects

Rucht, Dieter. 2020. "Social Movements." In *Comparative Politics*, edited by Daniele Caramani, 282-296. Oxford: OUP.

Newton, Kenneth and Jan W. Van Deth. 2016. *Foundations of Comparative Politics: Democracies of the Modern World*. 210-212. Cambridge: Cambridge University Press.

Module Learning Outcomes:

Students will be able to:

1. understand the concept of political culture and explain its evolution from civic culture to post-materialism
2. Understand the modes, determinants, context and actors in political participation
3. Explain different modes of political communication and the influence of mass media
4. understand and compare social movements

Module 5: Political Development

9 hours

5.1 Theories of Political Development (Lucian Pye, W. Rustow, S. Huntington)

Reyes, E. Giovanni. 2001. "Four main theories of development: modernization, dependency, world-system and globalization" *Nómadas. Revista Crítica de Ciencias Sociales Jurídicas*, vol. 04.

<https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>

Corning, Peter A., Samuel M. Hines, Ronald H. Chilcote, Robert A. Packenham, and Fred W. Riggs. 1988. "Political Development and Political Evolution [with Commentaries]." *Politics and the Life Sciences* 6, no. 2: 141–72.

<http://www.jstor.org/stable/4235572>.

5.2 Dependency theory (A.G. Frank, Samir Amin)

Reyes, E. Giovanni. 2001. "Four main theories of development: modernization, dependency, world-system and globalization" *Nómadas. Revista Crítica de Ciencias Sociales Jurídicas*, vol. 04.

<https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>

Petras, James. 1981. "Dependency and World System Theory: A Critique and New Directions." *Latin American Perspectives* 8, no. 3/4 : 148–55.

<http://www.jstor.org/stable/2633477>.

5.3 World Systems theory (Immanuel Wallerstein)

Reyes, E. Giovanni. 2001. "Four main theories of development: modernization, dependency, world-system and globalization" *Nómadas. Revista Crítica de Ciencias Sociales Jurídicas*, vol. 04.

<https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727>

Martinez-Vela, Carlos A. 2001. "World Systems Theory." *ESD.83*

<https://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>

Module Learning Outcomes:

Students will be able to:

1. Understand the context of evolution of theories of political development
2. explain and evaluate modernization theory
3. explain and evaluate dependency theory of political development
4. explain and assess world systems theory

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Public Administration

L	T	P	C
3	0	0	3

Course Type: Major Core

Level: 300

Credits: 3

Course Code:

Prerequisite: None

Course Description

This course is designed as a foundational course for the students who seek to understand the basics in the discipline of Public Administration. It encapsulates the conceptual journey from the Wilsonian times to the present day when public administration has tended to redefine and reinvent its role in the changing circumstances of the diminishing role of the state on the one hand and expanding role of the market on the other. The course engages the students with concepts and schools of thinking which would enable them to advance their study and research in organization theory and public policy.

Course Objective

1. To introduce Public Administration as a discipline.
2. To explain different approaches in Public Administration.
3. To give an overview of the Organisation and its Theories
4. To understand and apply motivation and leadership

Course Outcomes

Students will be able to:

1. distinguish public administration from private administration.
2. explain how New Public Management and the concept of New Public Service have changed the focus and ways of ensuring the public good.
3. explain how the organization has been understood by different schools and how all these reinforce the overall understanding of the organization.
4. distinguish between the content and context theory of motivation.
5. know what leadership skills that organization needs and how conflicts can be managed within the organization.

Course Structure

Module I: Introduction to Public Administration

9 hours

1.1. Evolution of Public Administration as Discipline

Gaus, J. (1950). Trends in the Theory of Public Administration. *Public Administration Review*, 10(3), pp. 161-168. Meier, K., & O'Toole, L. (2011).

1.2. Meaning, Scope and importance of Public Administration

Wilson, Woodrow (1887), *The Study of Administration*, *Political Science Quarterly*, Vol. 2, No. 2 (Jun., 1887), pp. 197-222.

1.3. Difference between Public and Private Administration

Perry, J., & Rainey, H. (1988). The Public-Private Distinction in Organization Theory: A Critique and Research Strategy. *The Academy of Management Review*, 13(2), pp. 182-201.

Additional Readings:

1. Denhardt, R., & Denhardt, J. (2000). The New Public Service: Serving Rather Than Steering. *Public Administration Review*, 60(6), pp. 549-559.
2. Comparing Public and Private Management: Theoretical Expectations. *Journal of Public Administration Research and Theory: JPART*, 21, pp. 283-1299.

Module Learning Outcomes:

Students will be able to:

1. understand Public Administration as a discipline
2. difference between Public and Private Administration

Module II: Major Approaches in Public Administration

9 hours

2.1. New Public Administration

Willbern, Y. (1973). Is the New Public Administration Still with Us? *Public Administration Review*, 33(4), pp. 373-378.

2.2. New Public Management

Stark, A. (2002). What Is New Public Management? *Journal of Public Administration Research and Theory: J-PART*, 12(1), pp. 137-151.

2.3. New Public Service Approach

Denhardt, J. V., & Denhardt, R. B. (2015). The New Public Service Revisited. *Public Administration Review*, 75(5), 664–672. <http://www.jstor.org/stable/24757439>

2.4. Public Administration in the age of LPG, E-governance / digital governance

Bhattacharya, Mohit (), Globalisation and Public Administration in 'New Horizons of Public Administration', pp.286-291

Bhattacharya, Mohit (), Public Administration in Transition in 'New Horizons of Public Administration', pp.400-413.

2.5. Good Governance and E-Governance

Bhattacharya, Mohit (), Good 'Governance' in 'New Horizons of Public Administration', pp.257-261.

Barthwal, C.P. (2003), E-GOVERNANCE FOR GOOD GOVERNANCE, The Indian Journal of Political Science, Vol. 64, No. 3/4 (July-December, 2003), pp. 285-308

Additional Readings:

1. Wengert, E. (1942). Public Administration: The Study of Public Administration. The American Political Science Review, 36(2), pp. 313-322.

Module Learning Outcomes:

Students will able to:

1. understand different approaches of Public Administration
2. analyse administrative trends during Liberalisation and Globalisation
3. asses the journey from good governance to digital governance

Module III: Principles of Organization and its structure

9 hours

3.1. Hierarchy, Authority, Span of Control

Blau, P. M. (1968). The Hierarchy of Authority in Organizations. *American Journal of Sociology*, 73(4), 453–467. <http://www.jstor.org/stable/2775943>

Ouchi, W. G., & Dowling, J. B. (1974). Defining the Span of Control. *Administrative Science Quarterly*, 19(3), 357–365. <https://doi.org/10.2307/2391977>

Joiner, C. (1961). Organization Theory and Public Administration: Bits and Pieces. *Public Administration Review*, 21(2), pp. 99-104.

3.2. Centralization, Decentralisation and Delegation of Authority

Oyazún R., P. (2011). On the Concept of Authority. *CR: The New Centennial Review*, 11(3), 225–252. <http://www.jstor.org/stable/41949761>

Ostrom, V. (1976). The Contemporary Debate over Centralization and Decentralization. *Publius*, 6(4), 21–32. <https://doi.org/10.2307/3329815>

Fox, J., & Jordan, S. V. (2011). Delegation and Accountability. *The Journal of Politics*, 73(3), 831–844. <https://doi.org/10.1017/s0022381611000491>

3.3. Chief Executive: Concept, Functions, and Types: Presidential, Cabinet and Collegiate

McKinley, C. (1952). Some "Principles" of Organization. *Public Administration Review*, 12(3), pp. 157-165.

3.4. Departmentalisation: Concepts and Bases

Moynihan, D., & Pandey, S. (2007). The Role of Organizations in Fostering Public Service Motivation. *Public Administration Review*, 67(1), pp. 40-53.

Module Learning Outcomes:

Students will be able to:

1. understand organisation structure
2. differentiate between Hierarchy, Authority, Span of Control
3. categorise centralization and decentralization
4. make a mind-map on functions of chief executives

Module IV: Theories of Organization

9 hours

4.1. Structural Approach:

Henri Fayol, F.W. Taylor, Marx Weber,

Guillén, M. (1997). Scientific Management's Lost Aesthetic: Architecture, Organization, and the Taylorized Beauty of the Mechanical. *Administrative Science Quarterly*, 42(4), pp. 682-715.

Hall, R. (1963). The Concept of Bureaucracy: An Empirical Assessment. *American Journal of Sociology*, 69(1), pp. 32-40

Udy, S. (1959). "Bureaucracy" and "Rationality" In Weber's Organization Theory: An Empirical Study. *American Sociological Review*, 24(6), pp. 791-795

Taylor, F. W. (2003). *Scientific Management*. New York and London: Harpers and Brothers Publishers.

4.2. Decision Making Approach:

H.A. Simon

Simon, H. A. (1944). Decision-Making and Administrative Organization. *Public Administration Review*, 4(1), 16–30. <https://doi.org/10.2307/972435>

4.3. Human Relations Approach:

Elton Mayo, Abraham Maslow, Douglas McGregor

Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. *The Academy of Management Journal*, 11(2), pp. 189-197.

Gardner, B., & Whyte, W. (1946). Methods for the Study of Human Relations in Industry. *American Sociological Review*, 11(5), pp. 506-512.

4.4. Ecological Approach:

F.W. Riggs

Peng, W. (2008). A Critique of Fred W. Riggs' Ecology of Public Administration. *Public Administration Quarterly*, 32(4), pp. 528-548.

Riggs, F. (1980). The Ecology and Context of Public Administration: A Comparative Perspective. *Public Administration Review*, 40(2), pp. 107-115.

Module Learning Outcomes:

Students will be able to:

1. summarise Structural Approach, Decision Making Approach, Human Relations Approach, Ecological Approach
2. understand the factors behind every approach
3. correlate conceptual understanding to present administration

Module V: Motivation and Leadership

9 hours

5.1. Theories of Motivation: Maslow and Herzberg

Brenner, V., Carmack, C., & Weinstein, M. (1971). An Empirical Test of the Motivation-Hygiene Theory. *Journal of Accounting Research*, 9(2), pp. 359-366.

5.2. Post-Maslow Motivation theory

Hagerty, M. (1999). Testing Maslow's Hierarchy of Needs: National Quality-of-Life across Time. *Social Indicators Research*, 46(3), pp. 249-271.

5.3. Conflict Management- Mary Parker Follett

Armstrong, H. D. (2002). MARY P. FOLLETT: CONFLICT RESOLUTION THROUGH INTEGRATION. *Peace Research*, 34(2), 101-116.
<http://www.jstor.org/stable/23684931>

Barrow, J. (1977). The Variables of Leadership: A Review and Conceptual Framework. *The Academy of Management Review*, 2(2), pp. 231-251.

Additional Readings:

1. Lane, J. (1980). Public Administration and Organizational Development: Swedish Higher Education in the Light of Six Theoretical Models. *European Journal of Education*, 15(3), pp. 299-311.
2. Smerek, R., & Peterson, M. (2007). Examining Herzberg's Theory: Improving Job Satisfaction among Non-Academic Employees at a University. *Research in Higher Education*, 48(2), pp. 229-250.
3. Taormina, R., & Gao, J. (2013). Maslow and the Motivation Hierarchy: Measuring Satisfaction of the Needs. *The American Journal of Psychology*, 126(2), pp. 155-177.
4. Bowers, D., & Seashore, S. (1966). Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership. *Administrative Science Quarterly*, 11(2), pp. 238-263.
5. Fairholm, M. (2004). Different Perspectives on the Practice of Leadership. *Public Administration Review*, 64(5), pp. 577-590.
6. Lambright, W., & Quinn, M. (2011). Understanding Leadership in Public Administration: The Biographical Approach. *Public Administration Review*, 71(5), pp. 782-790.

- Vandenabeele, W., Andersen, L. B., & Leisink, P. (2014). Leadership in the Public Sector: A Tale of General Principles and Particular Features. *Review of Public Personnel Administration*, 34(2), pp. 79–83.

Module Learning Outcomes:

Students will able to:

- students would be able to
- understand the theories of motivation and leadership
- associate with motivation and leadership
- evaluate the role of market

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

India's Foreign Policy

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

The course basically talks about India's foreign policy origin, determinants and its objectives. Further, it explains India's relations with major powers like the US, Russia and others in international relations. The Course explains India's economic and military role and its strengths. It also discusses foreign policy major areas emerging in international relations.

Course Objective

1. To teach students the domestic sources of India's foreign policy
2. To explain to students the structural constraints on the genesis, evolution and practice of India's foreign policy.
3. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy
4. To familiarise the students' domestic identity and the corresponding changes at the international level.
5. The course talks about India's nuclear doctrine and related aspects.

Course Structure

Module 1: Making of India's Foreign Policy

12 hours

1.1 India's Foreign Policy – Origin and Determinants.

1.2 Key Principles of Indian Foreign Policy – Non-Alignment, Panchsheel and Beyond.

1.3 India's Foreign Policy Making: Structures and Process (Parliament, PMO, MEA, Political Parties, Media)

1.3 India's Strategic Culture

Module Learning Outcomes:

Students will able to:

1. Learn origin and determinants of India's foreign policy
2. Know about important principles of India's foreign policy

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), *The Oxford Handbook of Indian Foreign Policy*
2. S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *India Review*, Vol. 8 (1), pp. 4–19.
3. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.
4. S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Module 2: India Relations with Major Powers

12 hours

2.1 India Relations with the USA

2.2 India Relations with Russia

2.3 India-China Relations

2.4 India and Japan Relations

2.5 India-EU Relations

Module Learning Outcomes:

Students will be able to:

1. Know about India's relations with major powers in international relations

Readings:

1. Chatterjee Aneek, *Neighbors Major Powers and Indian Foreign Policy* Hyderabad: Orient Blackswan, 2017
2. David Malone, C, Raja Mohan, Srinath Raghavan (2016), *The Oxford Handbook of Indian Foreign Policy*
3. R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.
4. A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.
5. H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.

Module 3: India's Look East Policy to Act East Policy

12 hours

3.1 Geopolitics and Geo-economics of Connectivity

3.2 Maritime Regionalism: India and the Indian Ocean

3.3 Rise of Indo-Pacific and India's Act East Policy

Module Learning Outcomes:

Students will able to:

1. Study the geopolitics of international relations
2. Critically examine the Indian Ocean and Indo-Pacific importance in India's foreign policy

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy
2. A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), Crux of Asia: China, India, and the Emerging Global Order, Carnegie Endowment for International Peace: Washington.
3. A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in Third World Quarterly, Vol. 28 (5) pp. 983 – 996.

Module 4: India's Nuclear Policy

12 hours

4.1 India's Stand on Nuclear Issues, CTBT and NPT

4.2 India's Nuclear Initiatives

4.3 Nuclear Policy – Cooperation with other Countries

4.4 India's Nuclear Doctrine

Module Learning Outcomes:

Students will able to:

1. Learn about nuclear issues and role of CTBT and NPT with reference to India
2. Understand the concept of Disarmament

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), *The Oxford Handbook of Indian Foreign Policy*
2. N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525-533.
3. R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5–32.

Module 5: India as a Leading Power

12 hours

5.1 India as a Global Economic and Military power

5.2 India's Quest for a Multipolar world order

5.3 New Frontiers of India's Foreign Policy (Outer Space, Polar Regions, Climate Change)

Module Learning Outcomes:

Students will be able to:

1. Know about India's military and economic strength in International Relations
2. Study multipolar politics in international relations
3. Understand about the other aspects of International relations in radically changing global affairs

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), *The Oxford Handbook of Indian Foreign Policy*
2. Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31 W.
3. A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.
4. S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.
5. C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Additional Readings:

Shivshankar Menon (2018), Inside the making of India's foreign policy, Penguin books,

Richard W Mansbach and Kirsten N Taylor (2018) Introduction to global politics (Third Edition), Routledge Publishers

S. Cohen, (2002) India: Emerging Power, Brookings Institution Press.V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), Power realignments in Asia: China, India, and the Moduleed States, New Delhi: Sage.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research.

Harsha V Pant (2016), Indian Foreign Policy, an overview, Manchester University Press.

MAJOR ELECTIVES

20TH CENTURY CRITICAL THEORY

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: Western Political Thought I & II and Political Theory

Course Description

Critical theory is an interdisciplinary enquiry which has been highly influential across the humanities and social sciences. Critical theory is the practice of progressive and interrogative thought. It is theory that equip us to see the world in new ways in contrast to everyday conventional wisdom. Moving away from abstraction, or simple description, Critical Theory signify a mode of analysis whose aim is not to describe the world but to change it. A Critical Theory has a distinctive aim: to unmask the ideology that falsely justifies some form of social or economic oppression. It aims to provide a kind of enlightenment about social and economic life that is itself emancipatory.

Course Objectives

The 20th Century Critical Theory course introduces key works in relation to the social and political problems of the present. Students will be introduced to a selection of twentieth century debates which have shaped some of the important paradigms of contemporary humanities scholarship. The course will also be valuable for any student looking for a framework to reflect on one's own critical practice or wanting to develop a broader understanding of twentieth century intellectual history. It allows the students to understand the historical foundations, the importance of Frankfurt School, and other discourses closely attached to critical thinking through the exploration of a series of key texts. The course enables the students to develop a nuanced understanding regarding the interrelationship between critical and creative practices and inculcate these values in their own practices.

Learning outcomes

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

- Know the basic understanding about Critical Theory and how it differs from conventional theories
- Acquire a demonstrable understanding regarding the genealogies of critical theory
- Understand the importance of the Frankfurt School in foregrounding critical theory
- Engage with various critical debates related to ideology
- Develop a nuanced understanding regarding relevance of critical theories to the contemporary times
- Demonstrate capacity to compare, contrast and evaluate a diverse range of theoretical understandings and practises of critical thinking.

Course Structure

Module 1: Critical Theory: Introduction

12 hours

1.1 Introduction to Critical Theory

Max Horkheimer, “Traditional and Critical Theory.” *Critical Theory: Selected Essays* (Continuum 1975).

Michael J. Thompson, “Introduction: What Is Critical Theory?”, in Michael J. Thompson (ed.), *The Palgrave Handbook of Critical Theory* (New York: Palgrave MacMillan, 2017), pp.1-14.

1.2 What is Critical Theory

Reymond Geuss, *The Idea of a Critical Theory*, Cambridge: Cambridge University Press, 1981), Chapter III, pp. 55-87.

1.3 Importance of Critical Theory

James Bohman, “Critical Theory as Practical Knowledge: Participants, Observers and Critics,” in Paul Roth and Stephen Turner (eds.), *Blackwell Companion to the Philosophy of the Social Sciences* (London: Blackwell 2002), pp.91–109.

Module Outcomes:

Students will be able to:

1. understand what critical theory is
2. comprehend the historical foundations of the critical theory
3. differentiate critical theories from other political theories
4. analyse various dimensions of human life that critical theory deals with
5. understand the importance of critical theory

Module 2: Genealogies of the ‘Critical’ in Critical Theory

12 hours

2.1 Immanuel Kant: Orthodoxy and Immaturity to Reason and Intellectual Autonomy

Immanuel Kant, “Enlightenment”. Available at <https://www.idler.co.uk/article/just-grow-up-kants-essay-on-enlightenment/>

2.2 Hegel: Mind, Reflection and Freedom

Steven B. Smith, “Hegel's Idea of a Critical Theory””, *Political Theory*, February 1987, Vol. 15, No. 1, pp. 99-126.

Russell Rockwell, “Hegel and Critical Social Theory: New Perspectives from the Marcuse Archives”, *The Sociological Quarterly*, Winter 2004, Vol. 45, No. 1, pp. 141-159.

2.3 Karl Marx: Objective – Subjective

Karl Marx, “Theses on Feuerbach”. Available at <https://www.marxists.org/archive/marx/works/1845/theses/theses.htm>

Karl Marx, “German Ideology”, from *Karl Marx: Selected Writings*, edited by David McLellan, 2nd ed., Oxford University Press, Oxford, 2000, pp. 175-208.

Module Outcomes:

Students will be able to:

1. acquire knowledge historical/genealogical understanding about the critical theory
2. understand the theoretical progression through foundational texts
3. comprehend the importance of Kantian rationality and reason the evolution of the critical theories
4. comprehend the meaning of freedom and emancipation while engaging with Hegelian texts
5. distinguish the subject from object and matter from the idea reading critically Marx’s texts

Module 3: The Frankfurt School

12 hours

3.1 Critical Theory and the Frankfurt School

Peter M.R. Stirk, *Critical Theory, Politics and Society: An Introduction* (London and New York: Continuum, 2000), Chapter 1: The Frankfurt School

3.2 Horkheimer’s Critique of Instrumental Reason

Gregory Smulewicz-Zucker, “The Frankfurt School and the Critique of Instrumental Reason”, in Michael J. Thompson (ed.), *The Palgrave Handbook of Critical Theory* (New York: Palgrave MacMillan, 2017), pp.185-206.

3.3 Frankfurt School and Culture

Theodor Adorno and Max Horkheimer, “The Culture Industry: Enlightenment as Mass Deception”, in Theodor Adorno and Max Horkheimer, *Dialectic of Enlightenment* (1944). Available at <https://www.marxists.org/reference/archive/adorno/1944/culture-industry.htm>

3.4 Herbert Marcuse: Affluent Society

Herbert Marcuse, “Liberation from the Affluent Society” (1967 lecture in London), in David Cooper (ed.), *The Dialectics of Liberation* (Harmondsworth/Baltimore: Penguin, 1968), pp.175-192.

Available at

<https://www.marcuse.org/herbert/pubs/60spubs/67dialectilib/67LibFromAfflSociety.htm>

Module Outcomes:

Students will be able to:

1. know the history and importance of the Frankfurt School and various influences on its philosophical values
2. aware of the main aims of the Frankfurt School as pronounced by its founders
3. comprehend the criticism of Frankfurt School towards dominating philosophical tendencies of the past and present
4. understand the Frankfurt School’s views on cultural industry and its impact on larger society
5. aware of the cultural and ideological influence of affluent society and ways of overcoming it

Module 4: Critical Theory and Ideology

12 hours

4.1 Antonio Gramsci: The Intellectuals

Antonio Gramsci, "The Intellectuals". Available at https://www.marxists.org/archive/gramsci/prison_notebooks/problems/intellectuals.htm

Valeriano Ramos, Jr., "The Concepts of Ideology, Hegemony, and Organic Intellectuals in Gramsci's Marxism", *Theoretical Review*, No. 27, March-April 1982. Available at <https://www.marxists.org/history/erol/ncm-7/tr-gramsci.htm>

4.2 Louis Althusser: Ideology

Lois Althusser. "Ideology and Ideological State Apparatuses: Notes towards an Investigation" from *Lenin and Philosophy and other Essays*, pp. 142-47, 166-76. Translated by Ben Brewster. New York and London: Monthly Review Press, 1971

4.3 Walter Benjamin: Art, Technology and Consciousness

Walter Benjamin, 'The Work of Art in the Age of Its Technical Reproducibility', in *Illuminations*, edited by Hannah Arendt, translated by Harry Zohn from the 1935 essay, Schocken Books, New York, 1969.

Erik Larsen, "The Work of Art in the Age of Mechanical Reproduction". Available at <https://campuspress.yale.edu/modernism/ab/the-work-of-art-in-the-age-of-mechanical-reproduction/>

4.4 Stuart Hall: Ideological Struggle

Stuart Hall, "Ideology and Ideological Struggle", in *Cultural Studies 1983: A Theoretical History*, edited by Jennifer Daryl Slack and Lawrence Grossberg, Duke University Press, Durham and London, 2016, pp. 127-154.

Module Outcomes:

Students will be able to:

1. aware of various thinkers who provided foundations for understanding ideology
2. know how Gramsci's concept of hegemony is important in the philosophical foundations of the critical thinking
3. understand the structures that provide basis for the ideology to grow and operate
4. aware of the importance of ideological struggle

Module 5: Critical Theory and its Relevance

12 hours

5.1 Critical Theory and International Relations

Andrew Linklater, "The Changing Contours of Critical International Relations Theory", in Richard Wyn Jones (ed.), *Critical Theory and World Politics* (Boulder, London: Lynne Rienner Publishers, 2001), pp.23-44.

Mark Neufeld, "What's Critical About Critical International Relations Theory?", in Richard Wyn Jones (ed.), *Critical Theory and World Politics* (Boulder, London: Lynne Rienner Publishers, 2001), pp. 127-47.

5.2 Critical Theory and the Environment

Timothy W. Luke, “Critical Theory and the Environment”, *Counterpoints*, Vol. 168, Critical Theory and the Human Condition: FOUNDERS AND PRAXIS (2003), pp. 238-250.

Omar Dahbour, “From Political Ecology to Critical Theory, and back again”, *Radical Ecological Democracy*, May 16, 2021. Available at <https://radicalecologicaldemocracy.org/from-political-ecology-to-critical-theory-and-back-again/>

5.3 Is Critical Theory in the Era of Post-Truth Politics

Beate Jahn, “Critical Theory in Crisis? A Reconsideration”, *European Journal of International Relations*, Vol. 27(4), 2021, pp. 1274–1299.

Sebastian Schindler, “The Task of Critique in Times of Post-truth Politics”, *Review of International Studies*, Vol. 46, No. 3, 2020, pp. 376–394.

5.4 Critique of Critical Theory

Charles W. Mills, “Criticising Critical Theory”, in Penelope Deutsher and Christina Lafont (eds), *Critical Theory in Critical Times*, Columbia University Press, New York, 2017, pp. 233-250.

Module Outcomes:

Students will be able to:

1. comprehend the relevance of the critical theory to the present times
2. aware of the present-day complexities that demand rethinking on some of the propositions advanced by the critical thinkers
3. engage with the debates that focuses on post-truth politics and position of the critical theory in these politics
4. demonstrate considerable understanding of critiques on critical theories

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Further Readings

Adorno, Theodor W. and Horkheimer, Max, *Dialectic of Enlightenment*, London, 1973.

Adorno, Theodor W. et al., *The Authoritarian Personality*, New York, 1969.

Benhabib, Seyla, *Critique, norm, and Utopia: A study of the foundations of critical theory*. New York: Columbia University Press, 1986.

Bronner, Stephen, and Douglas Kellner. (eds), *Critical theory and society: A reader*. New York: Routledge, 1989.

Bronner, Stephen, *Of critical theory and its theorists*. London: Basil Blackwell, 1994.

Dryzek, John S., 'Critical theory as a research programme', in Stephen K. White (ed.), *The Cambridge Companion to Habermas*, Cambridge, 1995, pp. 97-119.

Dubiel, Helmut, *Theory and politics: Studies in the development of critical theory*, Cambridge, MA: Harvard University Press, 1985.

Dustin Garlitz & Joseph Zampetti, “Critical theory as Post-Marxism: The Frankfurt School and beyond, *Educational Philosophy and Theory*”, *Educational Philosophy and Theory*, 2021, DOI: 10.1080/00131857.2021.1876669.

Foucault, Michel and Gilles Deleuze. “Intellectuals and Power.” In Michel Foucault. *Language. Counter-Memory. Practice* (Cornell 1977) 205-217.

Fromm, Erich, *The Sane Society*, London, 1963.

Horkheimer, Max, *Critical Theory*, New York, 1972

Horkheimer, Max, *Critique of Instrumental Reason*, New York, 1974.

Lowenthal, Leo, *Critical Theory and Frankfurt Theorists*, New Brunswick, 1989.

Pahnke, Anthony, “Regrounding Critical Theory: Lenin on Imperialism, Nationalism, and Strategy”, *International Studies Review*, Vol. 23, 2021, pp.181–203.

Wyn Jones, Richard, *Critical Theory and World Politics*, Lynne Rienner Publishers, Boulder, London, 2001.

Thompson, Michael J., *The domestication of critical theory*, London: Rowman and Littlefield, 2016.

Séamus Ó Tuama, *Critical Turns in Critical Thinking* (London: I.B.Tauris & Co Ltd., 2009).

Theories of International Relations

L T P C

4 0 0 4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: International Relations

Course Description:

The course will introduce the students to major theories in International Relations. Beginning with the classical approaches, the course will lead towards the contemporary trends emerging in IR theory. Being majorly theoretical in nature, explanatory instances shall be used to create knowledge and understanding of the discipline's developments and its application to current events, enabling the students to think critically. Being interactive in nature, the course tries to underline the changes, which the shifting nature of world order has induced into the more enduring elements and themes of International Relations.

Course Objective

This course shall help students to develop the ability to analyse international practices from critical theoretical perspectives. The learners shall be able to explain orally and in writing, the key tenets of each school in IR theory. It shall equip students to explore coherent analyses. This will act as a catalyst for students to think creatively and critically in search of 'global' International Relations that is inclusive of non-Western perspectives and traditions. The essential readings in the course will attempt to present students with various nuances of an argument.

Course Outcomes

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

1. Explain and understand the Classical and contemporary theories of International Relations
2. Understand the relevance of theory in International Relations
3. Critically analyse historical and contemporary international events from a theoretical perspective.
4. Analyse the emergence of new directions in International Relations theory
5. Evaluate historical and contemporary international theories and impact

Course Structure

Module 1 Mainstream IR Theories

12 hours

1.1 Origins of Theory in IR

1. Paul R. Viotti and Mark V. Kauppi, *International Relations Theory*, 6th Edition, Rowman and Littlefield, 2020 – Chapter 1

1.2 Realism

1. Lebow, R.N. (2013) Classical Realism, in Dunne, Kurki, and Smith (eds) *International Relations Theories*, 3rd edition, Oxford University Press.
2. Dunne, T. & Schmidt, B.C. Realism, in Baylis, Smith and Owens eds. *The Globalisation of World Politics* (6th Edition) Oxford University Press: Oxford

1.3 Liberalism

1. Immanuel Kant (1795), Perpetual Peace
2. Dunne, T. (2014). Liberalism, in Baylis, Smith and Owens eds. *The Globalisation of World Politics* (6th Edition) Oxford University Press: Oxford

1.4 The Neo-Neo Debate (Neo-Realism, Neo-Liberalism)

1. David Baldwin, 1993. “Neoliberalism, Neorealism, and World Politics”, in D. Baldwin, ed., *Neorealism and Neoliberalism: The Contemporary Debate*, Columbia University Press.
2. Lamy, S.L. (2014). Contemporary Mainstream Approaches: Neo-Realism and Neo-Liberalism, in Baylis, Smith and Owens eds. *The Globalisation of World Politics* (6th Edition) Oxford University Press: Oxford

Module Learning Outcomes:

Students will be able to:

1. Explain the origin of theory in International Relations
2. Understand the theories of Liberalism and Realism
3. Analyse the debate between Neo-Realism and Neo-Liberalism

Module 2 Major Theories

12 hours

2.1 Radical Theories: Marxism, Dependency Theory

1. Andrew Davenport, Marxism in IR: Condemned to a Realist fate? *European Journal of International Relations*. 19(1), 2011, 27-48.
2. Galtung J., A Structural Theory of Imperialism. *Journal of Peace Research*. 1971, 8(2), 81-117.

2.2 Geopolitical Theories: Classical and Critical

1. Phil Kelly, A Critique of Critical Geopolitics, *Geopolitics*, 11(1), 2006.

2. Agnew, J. (1998) *Geopolitics: Revisioning World Politics*, London: Routledge.

2.3 Behavioural Theories: Systems Theory, Game Theory, Communications Theory

1. Boulding KE. Theoretical systems and political realities: a review of Morton A. Kaplan, System and Process in International Politics. *Journal of Conflict Resolution*. 1958, 2(4), 329-334.
2. Tierney, J. J. (1972). The Use of Systems Theories in International Political Analysis. *World Affairs*, 134(4), 306–324.
3. Schelling, Thomas. 2010. “Game Theory: A Practitioner’s Approach”, *Economics and Philosophy*, 26(1), 27–46.
4. Kuliang, K. K. L., & Kuliang, J. K. L. (1971). The Meanings And Approaches Of International Communication, With Some Reference To Diplomacy, Modernization Process, And The Use Of Cybernetics. *Il Politico*, 36(1), 103–125.

2.4 Social Constructivism: Identity and Norms

1. Alexander Wendt, “Anarchy is What States Make of It”, *International Organisation*, Vol 46, No.2, 1992

Module Learning Outcomes:

Students will be able to:

1. Understand the Radical and Geopolitical theories of International Relations
2. Explain the Behavioural theories of International Relations
3. Analyse the role of Constructivism in International Relations

Module 3 Other Theories – I

12 hours

3.1 Critical Theory

1. Devetak, R. (2005) in Burchill, Linklater et al. eds *Theories of International Relations* (3rd Edition) Palgrave Macmillan: New York

3.2 The English School: International Society

1. Hedley Bull, *The Anarchical Society* (London: Macmillan, 1977), Chapters 1-3.

3.3 Feminism

1. Tickner, J. A. (2008). Man, the state, and war: gendered perspectives on national security. In K. A. Mingst, & J. L. Snyder (Eds.), *Essential Readings in World Politics* (Third ed., pp. 118 - 125). W W Norton and Company.

3.4 Environmentalism

1. Hugh Dyer, The Environment in International Relations, *The British Journal of Politics and International Relations*, 3(1) 2001.

Module Learning Outcomes:

Students will be able to:

1. Explain the emergence and tenets of the English School of IR

2. Understand the theory of Post-Colonialism in IR
3. Analyse the role of Feminism and Environmentalism in IR

Module 4 Other Theories – II

12 hours

4.1. Post-Modernism

1. “Post-Theory: The Eternal Return of Ethics in International Relations”, *New Thinking in International Relations Theory*, eds. Michael Doyle and John Ikenberry (New York: Westview Press, 1997)

4.2 Post-Structuralism

1. Hansen, L. (2014), Post-Structuralism in Baylis, Smith and Owens eds. *The Globalisation of World Politics* (6th Edition) Oxford University Press: Oxford

4.3 Post-Colonialism

1. Sanjay Seth, Postcolonial Theory and the Critique of International Relations. *Millennium*. 2011, 40(1)

4.4 International Ethics

1. Shapcott, R. (2014), International Ethics in Baylis, Smith and Owens eds. *The Globalisation of World Politics* (6th Edition) Oxford University Press: Oxford

Module 5 Emerging Trends in IR

12 hours

5.1 Regionalism

1. Andrew Hurrell, “Explaining the Resurgence of Regionalism in World Politics,” *Review of International Studies*, 21(4), 1995.

5.2 Theorising Non-Alignment

1. K.P. Misra, “Towards Understanding Non-Alignment,” *International Studies*, 20 (1-2), 1981

5.3 IR Theory and its Discontents: Non-Western IR

1. Amitav Acharya and Barry Buzan (eds.), *Non-Western International Relations Theory: Perspectives on and Beyond Asia* (New York: Routledge, 2010) - Introduction and Conclusion.

5.4 New Directions in IR Theory

1. Acharya, Amitav, “Advancing Global IR: Challenges, Contributions and Contentions,” *International Studies Review*, 18(1), 2016.

Module Learning Outcomes:

Students will be able to:

1. Explain the resurgence of Regionalism in IR
2. Understand the relevance of Postmodernism in IR
3. Analyse the discontents and new directions in IR theory

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Recommended Readings:

1. The Globalisation of World Politics (6th Edition: Oxford) – Baylis, Smith, Owens
2. Theories of International Relations Palgrave Macmillan) – Burchill, Linklater et al.
3. International Relations Theories (3rd Edition, Oxford, 2013), Eds. Dunne, Kurki, Smith
4. Handbook of International Relations, (2nd Edition, Sage), Carlsnaes, Risse, Simmons, 2013
5. Politics Among Nations - Morgenthau

Colonialism and Nationalism in India

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course is structured to help the students understand India's colonial past, the shaping of the nationalist ideology and the unfolding of the national movement. Integral to the course is the understanding that ideas of nationalism and freedom and corresponding social relations and political and institutional practices took shape in the context of the anti-colonial struggles. The institutions of the state, its policies, and the social and economic structures that obtain today, reflect the imprint of the colonial experience and the manner in which they have been transformed in the course of social struggles and the national movement.

Course Objectives

1. To help students understand the social, economic and political condition of India during the British rule.
2. It will help students understand the British imperial rule and its impact on India.
3. The course will explain the nationalist struggle and its various phases which took place during the nineteenth century.
4. The course will engage students in knowing the different interpretations of nationalism and its formulations during the British imperial rule in India.
5. This will engage them in knowing the trajectory of Indian national struggle.

Course Outcomes

1. This course will expose the students to different approaches towards understanding of colonialism and nationalism in India.
2. They will also get to know about the social changes which took place during the national struggle due to the emergence of social reformers.
3. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India.
4. They will conceptualize the different perspectives on history about Indian nationalist struggle.
5. They will understand the anti-colonial struggles from different perspectives.

Module 1: Conceptual Exploration

12 hours

1.1. Imperialism, Colonialism and Nationalism

Reading: S. Seth, 'Rewriting Histories of Nationalism: The Politics of "Moderate Nationalism" in India, 1870-1905,' *The American Historical Review*, Vol. 104, No. 1 (Feb., 1999), pp. 95- 116.

1.2 Approaches to the study of nationalism in India - Imperialist /Orientalist Scholarship, Nationalist interpretation and Post-colonial

Reading: R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

1.3 Marxist and Subaltern Interpretation

Reading: S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.

Learning Outcomes:

- a. The student will be able to examine and explain the impacts of British colonialism and the rise of nationalism in India.
- b. They will know how Indian nationalism is interpreted differently by different schools of thought.
- c. They will also be able to see the rise of different schools of thought with regard to the nationalist interpretation of history.

Module 2: Reformism and Anti-Reformism in the Nineteenth Century **12 hours**

2.1 Education and the rise of the new middle class

Reading: S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 205-218, 234-276.

2.2. Major social and religious movements

Reading: A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

2.3. The 1857 rebellion - The social base, consequences

Reading: Bandopadhyay, S. (2008) *Eighteen-Fifty-Seven and Its Many Histories*, in *1857: Essays from Economic and Political Weekly*, Hyderabad: Orient Blackswan. pp.1-22.

Learning Outcomes:

- a. They will be able to understand the role of different cultural and social organizations and ideologies which contributed to the reforming Indian society significantly.
- b. They will also know about the growth and impact of English education and its effect on the national struggle.
- c. Students will learn about the causes, role and history of the 1857 war of mutiny which laid down the basis of the national struggle of India.

Module 3: Nationalist Politics and Expansion of its Social Base **12 hours**

3.1. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals; Beginning of Constitutionalism in India

Reading: S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan.

3.2. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement

Reading: S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 218-333, 405-438.

3.3. Socialist Alternatives: Revolutionary Extremists, Congress Socialists, Communists

Reading: S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 218-333, 405-438.

Irfan Habib, (1998) "The Left and the National Movement", *Social Scientist*, Vol. 26, No. 5/6, pp. 3-33

Learning Outcomes:

1. To understand the trajectory of the national movement from its early phase towards the attainment of independence.
2. To know about the alternative political ideologies which emerged during the national movement.

Module 4: Social Movements**12 hours**

4.1. The Women's Question: Participation in the National Movement and its Impact

Reading: S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

4.2. The Caste Question: Anti-Brahminical Politics

Reading: Mani, Braj Ranjan, *Debrahmanising History, Dominance and Resistance in Indian Society*, Manohar, 2005, Ch.5. Phule's Struggle against Brahmanical Colonialism, pp.251-290.

4.3. Peasant, Tribals and Workers Movements

Reading: G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31**Learning Outcomes**

1. Understanding the role and participation of women in the national movement.
2. looking into the various other movements which took place against British rule like peasant, caste and workers movement.

Module 5: Challenges to Independence and Partition**12 hours**

5.1 . Communalism in Indian Politics

Reading: A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

5.2 The Two-Nation Theory

Reading: Bandopadhyay, S. (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 438-472.

5.3 Negotiations over Partition

Reading: Rajurkar, N. G. (1982). *The Partition of India in Perspective*, *Indian Journal of Political Science*, 43(2), pp. 34-53.Frykenberg, R. E. (1972). *The Partition of India: A Quarter Century After: The American Historical Review*, 77(2), pp. 463-472.**Learning Outcomes:**

- a. They will be able to understand why and on what basis the country was partitioned.
- b. Students will get to know why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nation-states.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Additional Readings:

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

Chandra, Bipan, *Essays on Colonialism*, Orient Longman Ltd., Hyderabad, 1999

Sarkar, Sumit, *Modern India, 1885-1947*, Macmillan, 1983.

Aloysious. G, (1997) *Nationalism without a Nation in India*. New Delhi: OUP.

Brass, Paul. *Ethnicity and Nationalism, Theory and Experience*, New Delhi: Sage publications, 1991.

Bipan Chandra, "Gandhiji, Secularism and Communalism" *Social Scientist*, Vol. 32, No. 1/2 (Jan. -Feb., 2004), pp. 3-29.

Identity Politics: Theory and Practice

L	T	P	C
4	0	0	4

Course Type: Major Core

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

Encompassing a variety of timely, globally relevant topics, reflected through various identity 'lenses', including those of race, nation, ethnicity, religion and gender, you will look closely in this course at the intersection of social identity, politics, and governance. You will be asked to think carefully about complex and intractable questions of identity, collectivity, domination, exclusion and participation. You will interrogate how identities are experienced socially, psychologically, politically, and economically and how these experiences are shaping societies and politics. By exploring how identities are constituted and situated in today's highly mobile and interconnected world, you will make your own decisions about how these identities shape world politics. The heart of the course will then trace the emergence of identity politics out of various subjectivities and ascriptions of the twentieth century.

Course Objectives:

- 1) To provide a broader theoretical understanding on identities
- 2) To analyse the theory and practice of identity politics in societies across the world
- 3) To explore how race, nationalism and ethnicity are operating around the world;
- 4) To probe issues associated with religion, viz., fundamentalism, terrorism, violence, etc.
- 5) To investigate the theory and practice of gender and associated concepts such as feminism.

Course Learning Outcomes

After completing the course, the students will be in position to:

1. understand what the identities are and how crucial they are for the societies and communities;
2. comprehend how the identities of the communities are acquire agency and enter into politics;
3. interrogate the important identity markers, viz., nation, ethnicity, religion and gender;
4. conceptualize the identities and position them in a theoretical spectrum;
5. explain how these identities are engaged in domestic and international politics;
6. articulate and critically debate some of the important aspects related to identities discussed in the course;

COURSE STRUCTURE

Module 1: Conceptualizing Identity Politics

(11 hours)

1.1: Person, Self, and Identity

Marcel Mauss, "A Category of the Human Mind: the notion of person; the notion of self", in Marcel Mauss, *The Category of the Person: Anthropology, Philosophy, History*, Cambridge University Press, 1985.

1.2 Identity: A Conceptual Understanding

James D. Fearon, "What is Identity (as we now use the word)." Unpublished manuscript, 1999. Available at Stanford University, Stanford, California. Available at <https://web.stanford.edu/group/fearon-research/cgi-bin/wordpress/wp-content/uploads/2013/10/What-is-Identity-as-we-now-use-the-word-.pdf>

Rawi Abdelal, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott, "Identity as a Variable", *Perspectives on Politics*, Vol. 4, No. 4, 2006, pp. 95-711.

Avrum Stroll, "Identity", in *The Encyclopedia of Philosophy*, edited by Paul Edwards, The Macmillan Company & The Free Press, New York, and Collier-Macmillan Limited, London, 1967, Vol. 4, pp. 121–124.

1.3 Identity Politics: Theory and Practice

Mary Bernstein, "Identity Politics." *Annual Review of Sociology*, Vol. 31, 2005, pp. 47-74.

Kwame Anthony Appiah, "The Politics of Identity", *Daedalus*, Vol. 135, No. 4, Fall, 2006, On Identity, pp. 15-22.

Raju Das, "Identity Politics: A Marxist View", *Class, Race and Corporate Power*, Volume 8, Issue 1, 2020. Available at <https://digitalcommons.fiu.edu/cgi/viewcontent.cgi?article=1155&context=classracecorporatepower>

1.4 Identity Politics: Critique

Rogers Brubaker and Frederick Cooper, "Beyond Identity", *Theory and Society*, Vol. 29, No. 1, 1999, pp. 1-47.

Eric Hobsbawm, "Identity Politics and Left", *New Left Review*, Vol. I, No. 217, 1996.

Mary Wrenn, "Identity, identity politics, and neoliberalism", *Panoeconomicus*, Vol. 61, No. 4, 2014, pp. 503-515. Available at <https://uwe-repository.worktribe.com/OutputFile/827301>

Module 2: Race & Ethnicity

(10 Hours)

2.1 Understanding Race and Racism

George M. Fredrickson, *Racism: A Short History*, Princeton University Press, 2002, pp. 15-48 and 151-170.

Robert Miles and Malcolm Brown, *Racism*, 2nd ed., Routledge, London and New York, 2003, "Introduction", pp. 3-18.

Frantz Fanon. "The Fact of Blackness" from *Black Skin. White Masks* (1967).

2.2 Race in Institutionalized Form

Racism and Colonialism: Frantz Fanon, "The Wretched of the Earth", in Martin Bulmer and John Solomos (eds), *Racism*, Oxford University Press, Oxford, 1999, pp. 116-120.

Race and Class: Robert Miles and Malcolm Brown, *Racism*, 2nd ed., Routledge, London and New York, 2003, Chapter 5, pp. 117-140.

Racism and the State: Robert Miles and Malcolm Brown, *Racism*, 2nd ed., Routledge, London and New York, 2003, Chapter 6, pp. 142-68.

Racism in World System: Alberto Melucci, "Difference and Otherness in Global Society", in Martin Bulmer and John Solomos (eds), *Racism*, Oxford University Press, Oxford, 1999, pp. 412-424.

2.3 Conceptualizing Ethnicity

Glazer, Nathan, Andrew M. Greeley, Orlando Patterson, and Daniel P. Moynihan. 1974. "What is Ethnicity?." *Bulletin of the American Academy of Arts and Sciences* 16-35

Kanchan Chandra, "What is Ethnic Identity and Does it Matter?", *Annual Review of Political Science*, Vol. 9, 2006, 397-424.

Stuart Hall. "Old and New Identities. Old and New Ethnicities." *Theories of Race and Racism*. Les Back and J. Solomos. eds. (Routledge 2009) 144-153.

2.4 Ethnic Conflict

Tambiah, Stanley J., "Ethnic Conflict in the World Today", *American Ethnologist*, vol. 16, no. 2, 1989, pp. 335-349.

Carment, David, "International Dimension of Ethnic Conflict: Concepts, Indications and Theory", *Journal of Peace and Research*, vol. 30, no.2, May 1993, pp. 137-50.

Posen, Barry R., "The Security Dilemma and Ethnic Conflict", *Survival*, vol. 35, no. 1, Spring 1993, pp. 27-47.

Module 3: Nation and Nationalism

(9 Hours)

3.1 Nation

Ernest Renan, "What is a Nation?" in Robert A. Goldwin, ed., *Readings in World Politics* (New York, 1970).

Walker Connor, "When is a Nation", *Ethnic and Racial Studies*, vol. 13, no. 1, January 1990,

Balibar, Etienne. 2002. "The nation form: History and ideology", in Essed and Goldberg (eds). *Race Critical Theories*, pp. 220-30.

Anthony D. Smith, "The Myth of the 'Modern Nation' and the Myths of Nations", *Ethnic and Racial Studies*, vol. 11, no. 1, January 1988.

3.2 Nation and Nationalism

Miroslav Hroch, "From National Movement to the Fully-formed Nation", *New Left Review*, no. 198, March-April 1993, pp. 4-5.

Eric Hobsbawm, "Introduction: Inventing Traditions" in E. J. Hobsbawm and T. Ranger, eds., *The Invention of Tradition* (Cambridge, 1983),

Benedict Anderson, "Introduction", in *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (London, 1983), pp. 1-9.

Eric Hobsbawm, "Introduction", in *Nation and Nationalism Since 1780: Programme, Myth, Reality* (Cambridge, 1991), pp. 1.13.

Anthony D. Smith, "Gastronomy or Geology: The Role of Nationalism in the Reconstruction of Nations", *Nations and Nationalism* (London), vol. 1, no. 1, March 1995.

Hall, John, "Nationalisms: Classified and Explained", *Daedalus*, no. 3, Summer 1993.

3.3 Civic vs Cultural (Inclusive vs Exclusionary) Nationalism

Andrea Lecours, "Ethnic and Civic Nationalism: Towards a New Dimension", *Space & Polity*, Vol. 4, No. 2, 2000, pp.153-165.

Matthew Blackburn, "The persistence of the civic-ethnic binary: competing visions of the nation and civilization in western, Central and Eastern Europe", *National Identities*, DOI: 10.1080/14608944.2021.2006169

Julie Wronski, "Who Doesn't Count as an American: An Exclusionary Approach to National Identity". Available at https://www.researchgate.net/profile/Julie-Wronski/publication/338459143_Who_Doesn%27t_Count_as_an_American_An_Exclusionary_Approach_to_National_Identity/links/5e163df14585159aa4bfeaf9/Who-Doesnt-Count-as-an-American-An-Exclusionary-Approach-to-National-Identity.pdf?origin=publication_detail

Farida Fozdar and Mitchell Low, ““They have to abide by our laws . . .and stuff”: ethnonationalism masquerading as civic nationalism”, *Nations and Nationalism*, Vol. 21, No. 3, 2015, pp. 524–543.

3.4 Nationalism and Populism

Benjamin de Cleen, “Populism and Nationalism”, in *The Oxford Handbook of Populism*, edited by Edited by Cristóbal Rovira Kaltwasser, Paul Taggart, Paulina Ochoa Espejo, and Pierre Ostiguy (Oxford: Oxford University Press, 2017).

Bar Bonikowski, daphne Haliliopoulou, Eric Kaufmann and Maufmann and Mathus Rooduun, “Populism and nationalism in a comparative perspective: a scholarly exchange”, *Nations and Nationalism*, Vol. 2018, pp. 1–24. DOI: 10.1111/nana.12480

Ben M. McKay, Gustavo de L.T. Oliveira and Juan Liu, “Authoritarianism, populism, nationalism and resistance in the agrarian South”, *Canadian Journal of Development Studies*, <https://doi.org/10.1080/02255189.2020.1814707>

Module 4: Religion

(9 Hours)

4.1 Conceptualising Religion

J. Bryan Hehir, “Why Religion? Why Now?” in Timothy Samuel Shah, Alfred Stepan, and Monica Duff Toft (eds), *Rethinking Religion and World Affairs*, Oxford University Press, 2012, pp. 15-24.

Scott M. Thomas, *The Global Resurgence of Religion and Transformation of International Relations*, Palgrave Macmillan, 2005, Chapter 1: “The Revenge of God?”: The Twentieth Century as the “Last Modern Century”, pp. 21-46.

4.2 Religion and State

Talal Asad, “Secularism, Nation-State, Religion,” in *Formations of the Secular: Christianity, Islam, Modernity* (Stanford: Stanford University Press, 2003), pp. 181-201.

Rajeev Bhargava, ‘What is Secularism For?’, in Rajeev Bhargava (ed.), *Secularism and its Critics*, (Delhi, 1998), 486-542.

Rodney Stark, “Secularization, R.I.P.,” *Sociology of Religion*, Vol. 60, No. 3, 1999, pp. 249-273.

Mara Loveman, “The Modern State and the Primitive Accumulation of Symbolic Power,” *American Journal of Sociology*, Vol. 110, No. 6, 2005, pp. 1651-1683.

4.3 Religion and International Relations

Samuel Huntington, “The Clash of Civilizations?”, *Foreign Affairs*. Summer 1993, pp. 22-49.

Edward Said, "The Clash of Ignorance," *The Nation*, available at <http://www.thenation.com/doc/20011022/said>

José Casanova, 2011. "Cosmopolitanism, the clash of civilizations and multiple modernities," *Current Sociology* 59:2, 252-267.

Mark Juergensmeyer, "Religion as a Cause of Terrorism," in *The Roots of Terrorism*, edited by Louise Richardson (New York: Routledge, 2003), 133-144.

Nikki R. Keddie, "The New Religious Politics: Where, When, and Why Do 'Fundamentalisms' Appear?," *Comparative Studies in Society and History*, Vol. 40, No. 4, 1998, pp. 696-723.

4.4 Religion and Neoliberalism

François Gauthier, "Religion is not what it used to be. Consumerism, neoliberalism, and the global reshaping of religion", *Blogs London School of Economics*, October 6th, 2017. Available at <https://blogs.lse.ac.uk/religionglobalsociety/2017/10/religion-is-not-what-it-used-to-be-consumerism-neoliberalism-and-the-global-reshaping-of-religion/>

François Gauthier, Tuomas Martikainen and Linda Woodhead, "Introduction: Religion in Market Society", in *Religion in the Neoliberal Age: Political Economy and Modes of Governance*, Ashgate, 2013, pp. 1-18.

Marian Burchardt, "Religion and Secularism in Neoliberal Capitalism", in Marian Burchardt and Gal Kirn (eds), *Beyond Neoliberalism: Social Analysis after 1989*, Palgrave MacMillan, 2017, pp. 135-54.

Module 5: Gender

(8 Hours)

5.1 Defining Gender

Lynn S. Chancer and Beverly Xaviera Watkins, *Gender, Race, and Class: An Overview*, Blackwell, 2006, Chapter 2, "Gender Defined and Redefined", pp. 17-48.

Judith Butler. *Gender Trouble* (Routledge 2014; 1990) 1-13 and *Bodies That Matter: On the Discursive Limits of Sex* (Routledge. 2011) xi-xx.

5.2 Gender and Work

Silvia Federici. "The Accumulation of Labour and the Degradation of Women: Constructing 'Difference' in the Transition to Capitalism." *Caliban and the Witch: Women the Body and Primitive Accumulation*. Autonomedia 2004/2014. 61-75; 85-97.

The Lancet, "Closing the gender pay gap: when and how?," April 14, 2018. Available at [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)30837-7/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)30837-7/fulltext)

Alexandra Garita, “Reclaiming Gender and Economic Justice in the Era of Corporate Takeover”, in Wendy Harcourt (ed.), *The Palgrave Handbook of Gender and Development*, Palgrave MacMillan, 2016, pp. 173-185.

Faranak Miraftab, “Crisis of capital accumulation and global restructuring of social reproduction: a conceptual note”, in Anne Coles, Leslie Gray, and Janet Momsen (eds), *The Routledge Handbook of Gender and Development*, Routledge, London and New York, 2015, pp. 446-51.

5.3 Gender and Politics

Moya Lloyd, “Power, Politics, Domination, and Oppression”, in Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laurel Weldon (eds), *The Oxford Handbook of Gender and Politics*, Oxford University Press, 2013.

Joan D. Mandle, “How Political is the Personal?: Identity Politics, Feminism and Social Change”. Available at https://userpages.umbc.edu/~korenman/wmst/identity_pol.html

Aili Mari Tripp, “Political Systems and Gender”, in Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laurel Weldon (eds), *The Oxford Handbook of Gender and Politics*, Oxford University Press, 2013.

5.4 Gender and in Global Politics

Johanna Kantola, “The Gendered Reproduction of the State in International Relations”, *The British Journal of Politics and International Relations*, Vol. 9, No. 2, 2007, pp. 270-83.

United Nations, “Convention on the elimination of all forms of discrimination against women”, 1981. Available at <https://www.un.org/womenwatch/daw/cedaw/>

Richard C. Eichenberg and Blair M. Read, “Gender Difference in Attitudes Towards Global Issues”, in Andrea den Boer, “Gender as a Variable in International Relations Research”, in Jill Steans, Daniela Tepe-Belfrage (eds), *Handbook on Gender in World Politics*. International Handbooks on Gender series. (Edward Elgar Publishing, 2016).

Sylvia Chant, “Gender and Poverty in Global South”, in Anne Coles, Leslie Gray, and Janet Momsen (eds), *The Routledge Handbook of Gender and Development*, Routledge, London and New York, 2015.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

References

“Nationalism”, in Stanford Encyclopedia of Philosophy. Available at <https://plato.stanford.edu/entries/nationalism/>

A. T. Kuru, “Passive and Assertive Secularism: Historical Conditions, Ideological Struggles, and State Policies toward Religion,” *World Politics*, Vol. 59, No. 4, 2007, pp. 568-594.

Ahmed, A. A., “Theoretical Approaches to Ethnicity-‘Dialectical Interaction’”, *Journal of Social Studies*, no. 58, October 1992, pp. 156-65.

Amy Gutman, “Is Religious Identity Special?” in *Identity in Democracy* (Princeton University Press, 2003).

- Anderson, Benedict, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983).
- Anthony Gill, "Religion and Comparative Politics," *Annual Review of Political Science* 4 (2001): 117-38.
- bell hooks. "Loving Blackness as Political Resistance." *Black Looks: Race and Representation* (South End 2015/1992) pp. 1-8.
- Catarina Kinnvall, "Globalization and religious nationalism: Self, identity, and the search for ontological security," *Political Psychology*, Vo. 25, No. 5, 2004, pp.741-767.
- Catherine Bell, "Paradigms Behind (and Before) the Modern Concept of Religion," *History and Theory* 45.4 (2006): 27–46. Available on WebCT.
- Charles Liebman, "Extremism as a Religious Norm," *Journal for the Scientific Study of Religion* 22, 1 (1983): 75-86
- Daniel Philpott, "Explaining the Political Ambivalence of Religion," *American Political Science Review* 101, 3 (2007): 505-25
- Fred W Riggs, "Ethnonationalism, Industrialism and the Modern State, *Third World Quarterly*, vol. 15, no. 4, 1994, pp. 583-612.
- Gay, Claudine, and Katherine Tate. 1998. "Doubly Bound: The impact of Gender and Race on the Politics of Black Women." *Political Psychology* 19(1): 169-184
- Halliday, Fred, "Bringing the 'economic' back in: The Case of Nationalism", *Economy and Society*, vol. 21, no. 4, November 1992, pp. 483-490.
- Harris Mylonas and Maya Tudor, "Nationalism: What We Know and What We Still Need to Know", *Annual Review of Political Science*, Vol. 24, 2021, pp.109–32.
- Hickman, M, Thomas, L, H. Nickels, S. Silvestri 2012. "Social Cohesion and the Notion of 'Suspect Communities'", *Critical Terrorism Studies*, Vol. 5, No. 1, 2012.
- Hutchinson, John and Anthony D. Smith (eds). 1996. *Ethnicity*. Oxford University Press. Introduction, pp. 1-14.
- J. Gunning, and R. Jackson, "What's so 'religious' about 'religious terrorism'?", *Critical Studies on Terrorism*, Vol. 4, No. 3, 2011.
- Kamusella, Tomasz, "Civic and Ethnonationalism: A Dichotomy?" in *Minority Policies in Central and Eastern Europe in Comparative Perspective*. Veda, pp. 15-33 Available at <https://research-repository.st-andrews.ac.uk/bitstream/handle/10023/12353/20171218135046.pdf?sequence=1>
- Kinnvall, Catarina, "Globalization and religious nationalism: Self, identity, and the search for ontological security," *Political Psychology*, Vol. 25, No. 5, 2004, pp. 741-767.

Luca Ozzano, "The Many Faces of a Political God: A Typology of Religiously Oriented Parties," *Democratization* 20, 5 (2013): 807-30.

Motyl, Alexander J., "Modernity of Nationalism: Nations, States and Nation-states in the Contemporary World", *Journal of International Affairs*, vol. 45, no. 2, Winter 1992, pp. 307-24.

Paterson, Henry, "Neo-nationalism and Class", *Social History*, vol. 13, no. 3, October 1988, pp. 343-350.

Sarah Ahmed. "A Phenomenology of Whiteness", *Feminist Theory*, Vol. 8, No. 2, 2007, pp. 149-150; 152-165.

Smith, Anthony D., "The Myth of the 'Modern Nation' and the Myth of Nations", *Ethnic and Racial Studies*, vol. 11, no. 1, January 1988, pp. 1-26.

Smith, Anthony, "The Ethnic Sources of Nationalism", *Survival*, vol. 35, no. 1, Spring 1993,

Smith, Anthony, "The Nation: Invented, Imagined, Reconstructed?", *Millennium: Journal of International Studies*, vol. 20, no. 3, Winter 1991, pp. 353-368.

Smith, Anthony, "The Nation: Real or Imagined", *Nations and Nationalism*, vol. 2, no. 3, 1996, pp. 361-364.

Smith, C., *Religion: What it Is, How it Works, and Why it Matters*, Princeton University Press, 2017, Chapter 1.

Stathis N. Kalyvas, "Commitment Problems in Emerging Democracies: The Case of Religious Parties," *Comparative Politics* 32, 4 (2000): 379-398

Walker Conner, "Ethnonationalism", in Myron Weiner and Samuel P. Huntington (eds.), *Understanding Political Development* (Boston: Little Brown, 1987).

Walker Conner, "A Nation is a Nation, is a State, is an Ethnic Group, is a ...", *Ethnic and Racial Studies*, vol. 1, no. 3, January 1977, pp. 315-355.

Welsh, David, "Domestic Politics and Ethnic Conflict", *Survival*, vol. 35, no. 1, Spring 1993, pp. 63-80.

Issues in International Politics

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: International Relations

Course Description:

Through this course, students will learn about the contemporary issues facing International Politics. Extensive use of articles from professional journals and newspapers will enable students to update information about imminent international issues today and to think about them critically. At the end of the class, students will be able to communicate their ideas and arguments logically and convincingly about contemporary global issues and the consequences of an interconnected world.

Course Objective

This course is designed to equip students with the knowledge necessary to analyse choices that arise out of contemporary issues in International Politics. Students will be equipped with the skills to critically assess the challenges facing contemporary international society. This course will prepare students for careers in the government and the corporate sector, and for admission into post-graduate programs including, but not limited to law, political science, economics, and business.

Course Outcomes

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

1. Analyse the post cold war world order and the changing aspects of the global political economy.
2. Explain the changing nature of power and war
2. Analyse the political dimensions of global Human Security issues
3. Understand the issues surrounding global commons and sustainable development.
4. Interpret the International Political Economy and its necessity
5. Evaluate international order from cold war to the present

Course Structure

Module 1: The Current World Order

12 hours

1.1 Post Cold War order: Changing Balance of Power and Multipolarity

1. Monticone, R. C. (2008). The Changing Balance of Power. *Rivista Di Studi Politici Internazionali*, 75(4 (300)), 498–514.

2. Posen, B. R. (2009). Emerging Multipolarity: Why Should We Care? *Current History*, 108(721), 347–352.

1.2 Globalisation, FDI and MNCs: Challenge to Sovereignty?

1. Fulcher J. Globalisation, the Nation-State and Global Society. *The Sociological Review*. 2000, 48(4), 522-543.
2. Joseph Stiglitz, *Globalisation and its discontents*, WW Norton and Company, New York, London, 2002.

1.3 Foreign Aid and Debt Trap: Neo-Colonialism?

1. Hoogvelt A. (1997) Neo-colonialism, Modernisation and Dependency. In: *Globalisation and the Postcolonial World*. Palgrave, London.
2. Prasad, P. H. (1996). Dynamics of Neo-Colonial Exploitation. *Economic and Political Weekly*, 31(12), 719–722.

1.4 Regions and Regionalism

1. Michael Smith, 1997, Regions and Regionalism in Brian White, Richard Little and Michael Smith eds *Issues in World Politics*, Macmillan Education: New York
2. Louise Fawcett, 2017, Regions and Regionalism in Mark Beeson and Nick Bisley eds *Issues in 21st Century World Politics*, Palgrave Macmillan: London

Module Learning Outcomes:

Students will learn about:

1. The changing world order post the disintegration of the USSR and the end of the Cold War.
2. The opening of the world economy and the resulting social-political changes in the world.
3. The phenomenon of Regionalism in International Politics

Module 2 : Information, Power, and Conflict

12 hours

2.1 Global flow of information and Cyber Security

1. Subramanian, R., & Katz, E. (Eds.), (2011). *The Global Flow of Information: Legal, Social, and Cultural Perspectives*. NYU Press.
2. Jan-Frederik Kremer · Benedikt Müller eds. *Cyberspace and International Relations: Theory, Prospects and Challenges*, Springer, 2014

2.2 Soft Power: The changing nature of power and war

1. Nye, J.S. (2004), *Soft Power: The Means to Success in World Politics*, Public Affairs: New York.
2. Rob Johnson (2017) The Changing Character of War, *The RUSI Journal*, 162(1), 6-12.

2.3 Towards a Nuclear-Free World: WMDs, and Disarmament

1. Lodgaard, S. (2009). Toward a Nuclear-Weapons-Free World. *Daedalus*, 138(4), 140–152.
2. Erika Simpson (2016) Towards a World Free of Nuclear Weapons, *Peace Review*, 28(3), 309-317.

2.4 In Search of Reconciliation: International Law, International Criminal Court and Conflict Resolution

1. Betts, R. K. (1994). The Delusion of Impartial Intervention. *Foreign Affairs*, 73(6), 20–33.
2. Wanis - St. John, Anthony & Ghais, Suzanne. (2006). International Conflict Resolution: From Knowledge to Practice and Back Again, in P. Coleman, M. Deutsch, and E. Marcus eds. *Handbook of Conflict Resolution: Theory and Practice*. San Francisco, California: Jossey-Bass.

Module Learning Outcomes:

Students will learn about:

1. Issues in the global flow of information with the change in technology.
2. The changing dimensions of power and the need for nuclear disarmament
3. Role of International Law in Conflict resolution

Module 3 Human Security

12 hours

3.1 International Migration, Forced Migration, Refugees

1. Adamson, F. B. (2006). Crossing Borders: International Migration and National Security. *International Security*, 31(1), 165–199.
2. Braithwaite A, Salehyan I, Savun B. Refugees, forced migration, and conflict: Introduction to the special issue. *Journal of Peace Research*. 2019;56(1):5-11.
3. Podesta, J. (2019), The Climate Crisis, Migration and Refugees. *Brookings*. Available at: <https://www.brookings.edu/research/the-climate-crisis-migration-and-refugees/>

3.2 Cross Border Terrorism; Organised Crime: Drugs and Human Trafficking

1. Carter DB, Ying L. The Gravity of Transnational Terrorism. *Journal of Conflict Resolution*. 2021, 65(4), 813-849.
2. Williams P. 2018, Transnational Organised Crime in Paul D. Williams, Matt McDonald eds *Security Studies*, 3rd edition, 2018, Routledge: London
3. G. Christiana and R. Ilse A. 2018, Representations of Transnational Human Trafficking: A critical review in Christiana Gregoriou ed. *Representations of Transnational Human Trafficking*, Palgrave Macmillan: London

3.3 Pandemics and Human Security

1. Stanford, B., Foster, S., & Berdud, C.E. (Eds.), (2021). *Global Pandemic, Security and Human Rights: Comparative Explorations of COVID-19 and the Law* (1st ed.). Routledge.
2. Edward Newman (2021) Covid-19: A Human Security Analysis, *Global Society* (journal published by Routledge)

3.4 Food Security; WTO

1. Philip McMichael & Mindi Schneider (2011) Food Security Politics and the Millennium Development Goals, *Third World Quarterly*, 32(1), 119-139.
2. Betge, D. (2016). Food, Security and Free Trade: How global development paradigms and interdependencies limit the policy space of national actors. *Die Friedens-Warte*, 91(1/2), 37–63.
3. Sachin Kumar Sharma (2016), WTO and Food Security in Developing Countries: Unfair Provisions in Debashis Chakraborty, Jaydeep Mukherjee Eds. *Trade, Investment and Economic Development in Asia*, Routledge: London

Module Learning Outcomes:

Students will learn about:

1. The emerging issues to human security like armed conflicts, cross border migration, organised crimes and terrorism.
2. Pandemics as a threat to human security
3. The relevance of Human Rights in contemporary times

Module 4 Global Commons and Sustainable Development

12 hours

4.1 Millenium Development Goals and Sustainable Development Goals

1. Elliott J.A. (2013). *An Introduction to Sustainable Development*. 4th Edition. Routledge: New York (Select Chapters)
2. Jong, E., Vijge, M.J., (2021). From Millennium to Sustainable Development Goals: Evolving discourses and their reflection in policy coherence for development, *Earth System Governance*, 7.
3. Lim, M. M. L., Jørgensen, P. S., & Wyborn, C. A. (2018). Reframing the sustainable development goals to achieve sustainable development in the Anthropocene—a systems approach. *Ecology and Society*, 23(3).

4.2 Climate Politics: Climate Change Negotiations

1. Beardsworth R. Climate science, the politics of climate change and futures of IR. *International Relations*. 2020, 34(3), 374-390.
2. Paterson, M., & Grubb, M. (1992). The International Politics of Climate Change. *International Affairs (Royal Institute of International Affairs 1944)*, 68(2), 293–310.

4.3 Environmental Security

1. Maria Julia Trombetta (2008) Environmental security and climate change: analysing the discourse, *Cambridge Review of International Affairs*, 21(4), 585-602.
2. Von Uexkull N, Buhaug H. Security implications of climate change: A decade of scientific progress. *Journal of Peace Research*, 2021, 58(1), 3-17.

4.4 Energy Security

1. Klare M.T., Energy Security in Paul D. Williams, Matt McDonald eds *Security Studies* 3rd edition, 2018, Routledge: London
2. Kurian, A. L., & Vinodan, C. (2013). Energy Security: A Multivariate Analysis of Emerging Trends and Implications for South Asia. *India Quarterly*, 69(4), 383–400.

Module Learning Outcomes:

Students will learn about:

1. The natural resources termed as Global Commons and the need to protect them.
2. Various nuances of climate change negotiations.
3. Food and Energy security as components of sustainable development.

Module 5 International Political Economy

12 hours

5.1 Political Economy of the European Union and ASEAN

1. Jens-Uwe Wunderlich, 2007, *Regionalism, Globalisation and International Order Europe and Southeast Asia*, Ashgate Publishing Company: Burlington.

5.2 Emergence of the Global South: BRICS and G-20

1. Sebastian, H., Jacqueline, B. & Günther, M. (2021), The ‘Global South’ in the study of world politics: examining a meta category, *Third World Quarterly*, 42(9), 1923-1944.
2. Jayan, P. A. (2012). BRICS: Advancing Cooperation and Strengthening Regionalism, *India Quarterly*, 68(4), 363–384.
3. Golub, P. S. (2013). From the New International Economic Order to the G20: how the “global South” is restructuring world capitalism from within. *Third World Quarterly*, 34(6), 1000–1015

5.3 Developmental Assistance: World Bank, AIIB and BRICS Bank

1. Vestergaard, J., & Wade, R. (2011). *Adjusting to multipolarity in the World Bank: ducking and diving, wriggling and squirming*. Danish Institute for International Studies.
2. Wang, H. (2017), New Multilateral Development Banks: Opportunities and Challenges for Global Governance. *Glob Policy*, 8, 113-118.
3. Chin, G.T. (2014), The BRICS-led Development Bank: Purpose and Politics beyond the G20. *Glob Policy*, 5, 366-373.

5.4 Economic Protectionism and Trade Wars

1. Johnson, H. G. (1965). An Economic Theory of Protectionism, Tariff Bargaining, and the Formation of Customs Unions. *Journal of Political Economy*, 73(3), 256–283.
2. Abdulhamid, S. & Syed, A. (2019), Rise of trade protectionism: the case of US-Sino trade war. *Transnational Corporations Review*, 11(4), 279-289.

Module Learning Outcomes:

Students will learn about:

1. Regional economic cooperations and trading blocks that emerged post Second World War.
2. The emergence of the global south as an alternative development partner.
3. How politics and power dynamics shape and regulate the global economy.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Recommended Readings:

1. Trevor C. Salmon and Mark F. Imber. 2008, *Issues in International Politics*, 2nd Edition, Routledge: London
2. Brian White, Richard Little and Michael Smith, 1997, *Issues in World Politics*, Macmillan Education: New York
3. Mark Beeson and Nick Bisley, 2017, *Issues in 21st Century World Politics*, Palgrave Macmillan: London
4. Wilma A Dunaway, 2003, *Emerging Issues in the 21st Century World-System-Volume I*. Greenwood Publishing Group: Connecticut
5. Wilma A Dunaway, 2003, *Emerging Issues in the 21st Century World-System-Volume II*. Greenwood Publishing Group: Connecticut

PUBLIC POLICY AND GOVERNANCE IN INDIA

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course description

The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs, policies and laws, making it a part of the commModuley. The student will understand the nature and significance of public policy along with a critical understanding of significant social welfare policies of India.

Course Objectives

1. To introduce Public Policy studies as a significant subfield of Political Science
2. To explain different models of public policies
3. To delineate the evolution of public policy processes in India
4. To critically discuss and evaluate significant social welfare policies of India
5. To illustrate the contextual shifts in the evolution of social welfare policies in India

Course Outcomes

Students will be able to:

1. Understand the nature and significance of public policy
2. Critically assess the models of public policy
3. Trace the evolution of public policy process in India
4. Evaluate significant social welfare policies of India regarding education, food security, gender and land reforms.
5. Develop a critical understanding of the shifts in social welfare policies in the twenty-first century

Course Structure

Module 1: Public Policy

12 hours

1. Nature, Scope and Importance of Public Policy
2. Models of Public Policy: Process model, Institutional model, Rational model, Incremental model, Group model, Elite model and Public choice model
3. Policy making Process: problem identification, agenda setting, policy formulation, policy legitimation, policy implementation and policy evaluation
4. Public Policy Process in India

Readings:

1. Basu, Rumki. "Public Policy in India: Transformatory Shifts or Incremental Changes?" *Indian Journal of Public Administration* 65, no. 1 (March 2019): 225–28. <https://doi.org/10.1177/0019556118822030>.
2. Dye, R. Thomas. 2013. *Understanding Public Policy*. NY: Pearson. (Chapters 1, 2).
3. Hague, Rod, Martin Harrop, and John McCormick. 2019. *Comparative Government and Politics*, 324-326. London: Red Globe Press.
4. Knill, Christoph and Jale Tosun. 2020. "Policy-making." In *Comparative Politics*, edited by Daniele Caramani, 361-375. Oxford: OUP.
5. Kumar, Avani, and Vishal Narain. "Public Policy and Governance in India." *Vision* 18, no. 4 (December 2014): 257–60. <https://doi.org/10.1177/0972262914555815>.

Module Learning Outcomes

Students will be able to:

1. explain the nature and significance of public policy
2. compare and contrast different models of public policy
3. give an overview of the evolution of public policy process in India

Module 2: Education

12 hours

1. Evolution of Education policy in India
2. Centre-State relations in financing Education in India
3. Critical Analysis of National Education Policy 2020

Readings:

1. Jyoti, Raina. "School Education in NEP 2020: The Underlying Framework." *Economic & Political Weekly*. 56, no. 8 (Feb 2021): 29-31.

2. Panda, Chayanika Uniyal. “India’s New Education Policy in 2020: Antinomies of progress.” *South Asia Democratic Forum* (Oct 2021). DOI: 10.48251/SADF.ISSN.2406-5633.F75
3. Priya, Lakshmi. “How Does the National Education Policy Accelerate the Privatisation of Higher Education?” *Economic & Political Weekly*. 55, no. 30 (Jul 2020).
4. Tilak J.B.G. 2018. *Education and Development in India: Critical Issues in Public Policy and Development*. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-13-0250-3_9 (Introduction & Chapter 9).

Module Learning Outcomes

Students will be able to:

1. trace the evolution of educational policies of India from the colonial to the post-colonial period.
2. critically evaluate the role of centre and states in financing education
3. critically discuss the new developments in the national education policy 2020

Module 3: Food Security

12 hours

1. Dimensions of Food Security
2. Overview of food security in India
3. National Food Security Act 2013 & its Implementation

Readings:

1. Dreze, Jean and Reetika Khera, “Rural Poverty And Public Distribution System.” *Economic & Political Weekly*. 48, No.45-46, (Nov 2013): 55-60.
2. Jha, Praveen and Nilachala Acharya. “Public Provisioning for Social Protection and Its Implications for Food Security.” *Economic & Political Weekly*. 51, no. 18 (Apr 2016): 98-106
3. Sandhu, Amrita. “National Food Security Act, 2013 and Food Security Outcomes in India.” *Vision* 18, no. 4 (December 2014): 365–70.
<https://doi.org/10.1177/0972262914552174>. Ranjan, Om. (2021). “Food Security Policy in India: Challenges and Performance.” https://www.researchgate.net/publication/349767066_Food_Security_Policy_in_India_Challenges_and_Performance

Module Learning Outcomes

Students will be able to:

1. explain the dimensions of food security
2. trace the evolution of food security policy in India through PDS
3. critically discuss the objectives and implementation of NFSA 2013

Module 4: Gender

12 hours

1. Gender issues in India
2. Gender-based violence in India: Legal & Policy responses
3. Gender Mainstreaming through policies

Readings:

1. Mahapatro, Meerambika. "Mainstreaming Gender: Shift from Advocacy to Policy." *Vision* 18, no. 4 (December 2014): 309–15.
<https://doi.org/10.1177/0972262914551663>.
2. Lakshmi, G. "GENDER PREJUDICE, POLICY AND LAW - AN ETIOLOGY." *The Indian Journal of Political Science* 67, no. 3 (2006): 573–78.
<http://www.jstor.org/stable/41856243>.
3. Sahu, Skylab. 2021. *Gender, Violence and Governmentality: Legal and Policy Initiatives in India*. NY: Routledge (Chapter 7).

Module Learning Outcomes:

Students will be able to:

1. discuss gender-based issues in India
2. trace the evolution of policy and legal responses of the state with regards to gender based violence
3. explain gender mainstreaming and assess its inclusion in gender related policies and laws

Module 5: Land

12 hours

1. Evolution of property rights in India
2. Linkage between state politics and land reform policies (Gujarat, Kerala, Karnataka, TamilNadu)
3. Land rights and Adivasis

Readings:

1. Iyer, Deepa Kylasam. 2017. "Property Regimes in India: A Study of Political Determinants of Structural Factors." In *Land Policies in India: Promises, Practices and Challenges*, edited by Sony Pellissery, Benjamin Davy and Harvey M. Jacobs, 191-206. Singapore: Springer.
2. Mitra, Madhumita Datta. 2017. "Evolution of Property Rights in India." In *Land Policies in India: Promises, Practices and Challenges*, edited by Sony Pellissery, Benjamin Davy and Harvey M. Jacobs, 35-50. Singapore: Springer.
3. Oskarsson, Patrik. 2018. "Adivasi Land Rights and Dispossession." In *Landlock: Paralyzing Dispute over Minerals on Adivasi Land in India*, 14, 29–50. Acton: Australian National University Press. <http://www.jstor.org/stable/j.ctv75d8rq.8>.

Module Learning Outcomes:

Students will be able to:

1. trace the shift of property rights from fundamental to legal rights through popular SC judgements
2. evaluate the link between state politics and land reform policies with specific case studies
3. critically discuss the legal right to land of adivasis.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

POLITICAL ECONOMY OF GLOBALIZATION

L	T	P	C
4	0	0	4

Course Type: Major Core

Course Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

Globalization is possibly the most popular word for our times. It has many fluid and contradictory meanings, from global “McDonaldization” to endless cultural invention; from deindustrialization to industrial renaissance; from growth and prosperity to rising inequality; from the erosion of borders to the creation of fences. While some people consider the world has become flat, yet, others have declared the death of globalization, the return of nationalism and the reversal of the globalization wave. How are we to interpret this turn of events?

This course examines the paradoxes of contemporary globalization. We will study the economic, cultural, social and political impact of globalization across the societies, states and continents. We will consider answers to key questions such as: What are the contending definitions of globalization? What are the principal agents of change and how the world transformed with the actions of these agents? Who is benefitting, who is losing? What is the political impact of global epidemics? We will pay attention to the subtle interplay of history, geography, language and cultural norms that gave rise to specific ways of life.

Course Objectives

1. to provide students with the knowledge of relevant issues of the globalization
2. to identify the major trends of globalization, its driving forces and potential effects,
3. to disclose the impact of the processes of globalization on economic and social development.
4. To evaluate their impacts on international relations
5. examine patterns of conflict and cooperation among countries including the influence of international institutions
6. to explore issues such as global security, environment, elites and concentration of power, wealth and income distribution.

Learning Outcomes

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

1. Demonstrate understanding of the history of the globalization
2. Conceptualize globalization in its multidimensionality
3. Get a hold on major theories on globalization
4. Develop a fair understanding about the structures and process in spreading the globalization
5. Identify different role players in the global society: individuals, communities, nation-states, and international organizations
6. Assess the effects of the globalization – social, cultural, environmental, economic, and political
7. Analyse the backlash that globalization witnessing with the protests of middleclass and rise of populism

Course Structure

Module 1: Globalization: Introduction

10 Hours

1.1 Conceptualizing Globalization Critically

Readings:

1. George Ritzer and Paul Dean, *Globalization: The Essentials*, 2nd edition, 2018, Chapter 1: How to Judge Globalism
2. Amartya Sen, “How to Judge Globalization”, in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 19-24.
3. Cees J. Hamelink, “The Elusive Concept of Globalisation”, in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 25-31.

1.2 History of Globalization

Reading:

1. Frank J. Lechner, “Waves in the History of Globalization”, in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 109-115.

1.3 Globalization: Theories

Readings:

1. Bryan S. Turner and Robert J. Holton, “Theories of Globalization: Issues and Origins”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

2. Patrik Aspers and Sebastian Kohl, “Economic Theories of Globalization”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
3. Manfred B. Steger, “Approaches to the Study of Globalization”, in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014.
4. George Ritzer and Paul Dean, *Globalization: The Essentials*, 2nd edition, 2018, Chapter 2: Theorising Globalization.

Module 2: Institutions of Globalization

(8 Hours)

2.1 Bretton Woods System

Reading:

1. Richard Peet, *Unholy Trinity: The IMF, World Bank and WTO*, 2nd Edition (London and New York: Zed Books, 2009), Chapter 2.
2. Andrew Heywood, *Global Politics*, Palgrave Macmillan, 2011, Chapter 19: Global Governance and Bretton Woods System.

2.2 IMF and World Bank

Readings:

1. John Toye, “The International Monetary Fund and the World Bank”, in Jonathan Michie (ed.), *The Handbook of Globalisation*, 3rd edition, Edward Elgar Publishing, 2019.
2. Richard Peet, *Unholy Trinity: The IMF, World Bank and WTO*, 2nd Edition (London and New York: Zed Books, 2009), Chapter 3 & 4.

2.3 GATT and WTO

Readings:

1. Richard Peet, *Unholy Trinity: The IMF, World Bank and WTO*, 2nd Edition (London and New York: Zed Books, 2009), Chapter 5.
2. Scott Sinclair, “The WTO and its GATS”, in Jonathan Michie (ed.), *The Handbook of Globalisation*, 3rd edition, Edward Elgar Publishing, 2019.

2.4 Transnational and Multinational Corporations

Readings:

1. Grazia Ietto-Gillies, “The Role of Transnational Corporations in the Globalisation Process”, in Jonathan Michie (ed.), *The Handbook of Globalisation*, 3rd edition, Edward Elgar Publishing, 2019.
2. Gerald Epstein, “The Role and Control of Multinational Corporations in the World Economy”, Scott Sinclair, “The WTO and its GATS”, in Jonathan Michie (ed.), *The Handbook of Globalisation*, 3rd edition, Edward Elgar Publishing, 2019.

Module 3: Global Flows

(9 Hours)

3.1 Globalization of Economy

1. IstvánBenczes, “The Globalization of Economic Relations”, in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014.
2. John C. Anyanwu, “Foreign Direct Investment”, in Kenneth A. Reinert (ed.), *Handbook of Globalisation and Development*, Edward Elgar Publishing, 2017.
3. James Fallows, “China Makes, the World Takes”, in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 169-174.

3,2 Globalization and Media

1. Lior Gelerntner and Motti Regev, “Internet and Globalization”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
2. Jack Lule, “Globalization and Media: Creating the Global Village”, in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014.
3. Chris Hudson, “New Social Media and Global Self-Representation”, in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014.

3.3 Globalization and Migration

1. George Ritzer and Paul Dean, *Globalization: The Essentials*, 2nd edition, 2018, Chapter 8: Global Flows and Migrants.
2. Adam McKeown, “‘All that is Molten Freezes Again’. Migration history, globalization, and the politics of newness”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

3.4 Consumption

1. Frank Trentmann, “Crossing Divides: Consumption and Globalization in History”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

3.5 Film

1. Stephen Teo, “Film and Globalization: From Hollywood to Bollywood”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
2. DalYong Jin, “Netflix’s Corporate Sphere in Asia in the Digital Platform Era”, in Dal Yong Jin, *The Routledge Handbook of Digital Media and Globalization*, Routledge, 2021, pp. 167-75.

3.6 Human Rights

1. Thomas Cushman, “The Globalization of Human Rights”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

Module 4: Globalization: Negative Flows

(09 Hours)

4.1 Globalization and Inequality

1. Robert J. Holton, "Global Inequality", in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
2. Branko Milanovic, "Global Income Inequality by the Numbers: In History and Now: An Overview", in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 197-201.
3. Paul Collier, "The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It", in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 202-207.

4.2 Globalization and Environment

1. Ronnie D. Lipshutz and Felicia Allegra Peck, "Climate Change, Globalization and Carbonization", in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
2. Furqan Asif, "Human greed versus human needs: Decarbonization of the global economy", in Fayyaz Baqir and Sanni Yaya (eds), *Beyond Free Market: Social Inclusion and Globalization*, Routledge, 2021, pp. 72-82.

4.3 Globalization and Fundamentalism

1. Benjamin R. Barber, "Jihad vs. McWorld", in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 32-40.
2. Peter Beyer, "Religion Out of Place? The globalization of fundamentalism", in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

4.4 Globalization and Social Movements

1. Irina Velicu, "Peopling the Globe: New Social Movements", in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014
2. Amy Skonieczny and Giuliano Morse, "Globalization and the Occupy Movement: Media Framing of Economic Protest", in Manfred B. Steger, Paul Battersby & Joseph M. Siracusa (eds), *Sage Handbook of Globalization*, Sage, 2014.

4.5 Globalization and Pandemics

1. Susan Kippax and Niamh Stephenson, "Infectious Disease and Globalization", in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.
2. Remco van de Pas, "Globalization Paradox and the Coronavirus pandemic", Clingendael Report, May 2020. Available at https://www.clingendael.org/sites/default/files/2020-05/Report_Globalization_Paradox_and_Coronavirus_Pandemic_May_2020.pdf

4.6 Globalization and Crime

1. Robert Winslow and Virginia Winslow, “The Globalization of Crime”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization Studies*, Second edition, Routledge, 2016.

Module 5: Globalization: A Future Scenario

(09 Hours)

5.1 Globalization and Resistance

1. Joseph E. Stiglitz, “Globalism’s Discontents”, in Frank J. Lechner and John Boli, *The Globalization Reader*, 5th edition, Willey Blackwell, 2015, pp. 218-225.

5.2 Resurgence of Nation-State

1. Jean-François Caron, *A Sketch of the World After the COVID-19*, Palgrave McMillan, 2021, Chapter 3: Crisis The Resurgence of the Nation-State and the Future of Globalization, pp. 23-40.

5.3 Populism

1. Jeffrey Frieden, “International Cooperation in the Age of Populism”, in Luís Brites Pereira, Maria Eugénia Mata, Miguel Rocha de Sousa, *Economic Globalization and Governance*, Springer, 2021, pp. pp. 303-314.
2. Ralph Schroeder, “Digital Media and Globalizing Spread of Populism”, in Dal Yong Jin, *The Routledge Handbook of Digital Media and Globalization*, Routledge, 2021, pp. 179-87.

5.4 Anti-Globalization Movements

Tom Mertes, “Anti-Globalization Movements: From critiques to alternatives”, in Bryan Turner, Robert Holton (eds), *The Routledge International Handbook of Globalization*

5.5 Retreat of Globalization?

1. Cosimo Perrotta and Claudia Sunna, “Introduction: Reconstructing the Debate on Globalization: from Optimism to Doubt”, in *Globalization and Economic Crisis*, Università del Salento – Coordinamento SIBA, 2013, pp. 5-20.
2. George Ritzer and Paul Dean, *Globalization: The Essentials*, 2nd edition, 2018, Chapter 13: Dealing with Resisting, and the Future of Globalization.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Further Readings

Achin Vanaik, “Emerging Powers: Rise of the South or Reconfiguration of Elites?”, Transnational Institute’s (TNI) Shifting Power Working Paper Series, 01 September 2014, available at https://www.tni.org/files/download/shifting_power-stateofsouth_0.pdf

Andrew Hurrell and Sandeep Sengupta, “Emerging powers, North–South relations and global climate politics”, *International Affairs*, Vol. 88, No. 3, 2012, pp. 463–484.

Benjamin J. Cohen, *International Political Economy: An Intellectual History* (Princeton: Princeton University Press, 2008).

C. Lipson and Benjamin J. Cohen, eds. *Theory and Structure in International Political Economy* (Cambridge, MA: MIT Press, 1999).

David Held and Anthony McGrew, *The Global Transformations Reader* (Cambridge: Polity Press, 2002).

David N. Balaam and Michael Veseth, *Introduction to International Political Economy*, Fourth Edition (New Jersey: Pearson Prentice Hall, 2008).

- George Crane and Abba Amawi, *The Theoretical Evolution of International Political Economy* (Oxford: Oxford University Press, 1997).
- James Caporaso and David P. Levine, *Theories of Political Economy* (New York: Cambridge University Press, 1992).
- Jeffrey Frieden and David Lake, *International Political Economy: Perspectives on Global Power and Wealth* (New York: W.W. Norton & Company, 2010).
- John Baylis and Steve Smith, eds. *The Globalization of World Politics*, 4th Edition, Oxford: Oxford University Press, 2007
- John Ravenhill, ed., *Global Political Economy*, 3rd Edition (Oxford: Oxford University Press, 2011).
- Joseph E. Stiglitz, *Globalization and its Discontents* (London: Allen Lane, 2002).
- Michael T Klare, "The arms trade in the 1990s: Changing patterns, rising dangers", *Third World Quarterly*, 17:5, 1996, pp. 857-874.
- Rakesh Mohan and Muneesh Kapur, "Emerging Powers and Global Governance: Whither the IMF?", IMF Working Paper WP/15/219, October 2015.
- Richard H. Robbins, *Global Problems and the Culture of Capitalism* (Boston: Allyn&Bacon, 2002).
- Richard Peet, *Unholy Trinity: The IMF, World Bank and WTO*, 2nd Edition (London and New York: Zed Books, 2009).
- Robert Gilpin, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987).
- Robert Gilpin, *The Internal Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press, 2001).
- Robert O'Brien and Marc Williams, *Global Political Economy: Evolution and Dynamics* (New York: Palgrave MacMillan, 2004).
- Ronen Palan, ed., *Global Political Economy: Contemporary Theories* (London: Routledge, 2000).
- R. J. Barry Jones, ed., *Routledge Encyclopedia of International Political Economy* (London and New York: Routledge, 2001).

Political Economy of India

L T P C
4 0 0 4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course is concerned with the dynamics of developmental politics and public policies of the Indian state since Independence. The course will look into the complex and important relationship between state and market along with issues of urbanization, corporatization, neoliberal bureaucratization and privatization of the Indian State.

Course Objective

The central focus in this course is on the relationship between economy and polity as manifested in land reforms, planning process, political economy of green revolution, decentralization, liberalization and globalization etc. An in-depth study of a few policies related to poverty alleviation, environment, food security, displacement and rehabilitation, gender inequality, public-private partnership (PPP) and telecom and power reforms can be taken as case studies to illustrate developmental changes in the political economy and democratization of the Indian State more explicitly in contemporary times. The course will critically explore how public policies of the last six decades have impacted the public.

Course Outcomes

After completing the course, students will be able to

1. Explain the various frameworks for understanding the political economy and development of India.
2. Understand the role of the Indian state in development.
2. Evaluate economic planning and mixed economy under India's democratic polity
3. Evaluate the implications of the ongoing process of economic liberalization in India
4. Understand the challenges to economic liberalization in India today.

Course Structure

Module 1: Debates on Development

12 hours

1. Development as economic growth,
2. Human development, sustainable development, inclusive development,
3. Capability approach.

Readings:

1. Haq, Mahbubul (1995): 'The Human Development Paradigm,' in Mahbubul Haq, *Reflections on Human Development*, Oxford University Press, Delhi, 1999.
2. Sen, Amartya (1999): 'Introduction: Development as Freedom,' in Amartya Sen, *Development as Freedom*.
3. Crocker, David (1992) 'Functioning and Capability: The Foundation of Sen's and Nussbaum's Development Ethic.' *Political Theory*, 20(4).
4. Dasgupta, Partha (2007): 'The Idea of Sustainable Development,' *Sustainability Science*, Vol 2, pg. 5-11.
5. Bhagwati, J and Arvind Panagariya (2013): 'Why Growth Matters: How Economic Growth in India Reduced Poverty and the Lessons for Other Developing Countries,' New York: Public Affairs Publishers.
6. Bardhan, Pranab (2020): 'Reflections of Indian Political Economy,' in Elizabeth Chatterjee and Matthew McCartney (ed)., *Class and Conflict*, 2020.

Module Learning Outcomes:

Students will be able to

1. Understand the various paradigms and approaches to the study of development.
2. Explain the limitations of conventional measurements of growth such as GDP and other macroeconomic indices.

Module 2: Indian State and its Developmental Trajectory hours

12

1. Indian State and Its Developmental Trajectory
2. Macro and micro-economic perspectives on the Indian state
3. Institutions and Policies, organizational capacity
4. Information transparency, policy making.

Readings:

1. Kapur, Devesh (2010): 'The Political Economy of the State' in Niraja Gopal Jayal and Pratap Bhanu Mehta (ed) *The Oxford Companion to Politics in India*.
2. Pritchett, Lant (2009): 'Is India a Flailing State: Detours on the four-lane highway to modernization,' HKS Faculty Research Working Paper Series RWP09-013, John F. Kennedy School of Government, Harvard University
3. Rudolph, Lloyd and Susanne Rudolph (1987): 'Centrist Politics, Class Politics and the Indian State,' in *The Political Economy of the Indian State*.
4. Rudolph, Lloyd and Susanne Rudolph (1987): 'State Formation in India: Building and Wasting Assets,' in *The Political Economy of the Indian State*.

Module Learning Outcomes:

Students will be able to

1. Elaborate the goals and objectives of economic development adopted by the Indian state.
2. Assess the successes and failures of the Indian state especially in provision of basic services.
3. Understand the determinants of the Indian state's involvement in the economy such as the role of political elites, political institutions, democracy, policy making.

Module 3: India's Developmental Strategy: The Era of Planned Development 12 hours

1. Planning Institutions: The Planning Commission and the National Development Council
2. Industrial and Agricultural Policies
3. Land Reforms
4. Poverty: Measurement and Alleviation Programmes

Readings:

- (1) Chakravarty, Sukhamoy (1987): 'Indian Planning: Basic Features and Analytics,' in *Development Planning: The Indian Experience*, Oxford University Press, Delhi, 1987.
- (2) Byres Terence J., eds., *The State and Development Planning in India*, Oxford University Press, Delhi, 1994.
- (3) Bandyopadhyay D., 'Land Reforms in India', *Economic and Political Weekly*, June 2128, 1986.
- (4) Chatterjee, Partha (1994): 'Development Planning and the Indian state,' in Partha Chatterjee, *Empire and the Nation*, Columbia University Press, 1994.
- (5) Harris John, 'Comparing Political Regimes across Indian States,' in *Economic and Political Weekly*, Nov 27, 1999.
- (6) Kohli, Atul (1987): 'The State and Redistributive Reforms,' in *The State and Poverty in India: The Politics of Reform*, Cambridge University Press, Cambridge, 1987.

Module Learning Outcomes:

Students will be able to

1. Understand the need for economic planning such as the central role of the state, ideological commitment to socialism etc.
2. List the major objectives of five-year plans in India
3. Understand the gradual shift from economic planning to a free market economy.
5. Explain the current perspective on planning.

4. The Liberalization Policy

12 hours

- (i) State vs. Market: The Neo-Liberal Debate
- (ii) Democracy vs. Market: Democratic pressures against liberalization.
- (iii) Emergence of the New Middle Class.

Readings:

- 1) Rudolph, Lloyd and Susanne Rudolph (1987): 'Retreat from the social goals of planning: Domestic constraints and foreign pressures,' in *The Political Economy of the Indian State*.
- 2) Mukherji, Rahul (2010): 'The Political Economy of Reforms,' in Niraja Gopal Jayal and Pratap Bhanu Mehta (ed) *The Oxford Companion to Politics in India*.
- 3) Kohli, Atul (2010): 'Politics and Redistribution,' in Niraja Gopal Jayal and Pratap Bhanu Mehta (ed) *The Oxford Companion to Politics in India*.
- 4) Jenkins, Rob (2000): 'Political Skills: Introducing Reform by Stealth,' *Democratic Politics and Economic Reforms in India*, Cambridge University Press.

- 5) Sinha, Aseema (2007): 'Economic Growth and Political Accommodation,' *Journal Of Democracy*, Vol 18, Issue No.2, Baltimore.
- 6) Heller, Patrick and Leela Fernandes (2011): 'Hegemonic aspirations: New Middle class politics and Indian Democracy in a comparative perspective,' *Critical Asian Studies*, Vol. 38.

Module Learning Outcomes:

Students will able to

1. Know the rationale behind economic reforms introduced in 1991.
2. State the key elements of the reform process such as liberalization, privatization and globalization.
3. Identify the challenges faced during economic liberalization.
4. Assess the impact of economic reforms on the Indian economy.

5. Challenges to Liberalization.

12 hours

- (i) Displacement and Rehabilitation
- (ii) Special Economic Zones
- (iii) Decentralization and Panchayati Raj

Required Reading:

- 1) Fernandes, Walter (2006): 'Liberalisation and Development Induced Displacement,' *Social Change*, pp. 109-123.
- 2) Levien, Michael (2011): "Special Economic Zones and Accumulation by Dispossession in India," *Journal of Agrarian Change*, Vol 11, No 4, pp 454–83
- 3) Bardhan Pranab, 'Decentralization of Governance and Development', *The Journal of Economic Perspectives*, 16:4, Autumn 2002.
1. *Economic and Political Weekly*, Special No. on Development, Displacement and Rehabilitation, June 15, 1998.
- 4) Jayal Niraja Gopal, Amit Prakash, Pradeep K Sharma., eds., *Local Governance in India: Decentralization and Beyond*, Oxford University Press, New Delhi, 2006.
- 5) Kohli Atul, *Democracy and Discontent: India's Growing Crisis of Governability*.
- 6) Mooij J., 'Smart Governance? Politics in Policy Processes in Andhra Pradesh', ODI Working Paper Series, 2003.
- 7) Swaminathan Padmini, 'Development Experience in India: Gendered Perspective on Industrial Growth, Employment and Education' in *Social Scientist*, Vol 22, No 34, March-April, 1994, PP 6092.

Module Learning Outcomes:

Students will able to

1. Discuss the existing laws and policies relating to development induced displacement and rehabilitation of people.
2. Understand the changes in India's economic policy especially export led development policies, and its role in setting up special economic zones.
3. Discuss decentralization as a policy response to economic liberalization. Assess the changing role of local bodies after liberalization.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

India and its Neighbourhood

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

The Course primarily focuses on India's relations with various countries in international relations. Apart from explaining about India's relations with major powers, it also focuses on other important countries in international relations so that India would be benefited in emerging international relations. Further, the Course also talks about India's relations with major regional and international groups in international relations.

Course Objectives

1. To introduce students about India's relations with different countries.
2. To deliver India's role in international relations.
3. To study major aspects of India's foreign policy
4. To teach areas in international relations.
5. To give an overview on India's relations with major powers of international relations

Course Structure

Module 1: India, South Asia

12 hours

1.1 India's Neighbourhood Policy: Continuity and Change

1.2 India's Policy towards Pakistan, Bangladesh and Afghanistan

1.3 India's Policy towards Nepal, Sri Lanka and Bhutan

Module Learning Outcomes:

Students will able to:

1. Learn India's relations with various countries from its neighboring area
2. Critically understand the China's impact in India's near abroad region

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy

2. Bajpai, Kanti P. & India's Foreign Policy: A Reader, New Delhi: Oxford University Press, Harsh V. Pant, eds. 2013.

3. Ganguly, Sumit India's Foreign Policy: Retrospect and Prospect, New Delhi: Oxford University Press, 2011
4. Scott, David Handbook of India in International Relations, London: Routledge, 2011.
5. S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in South Asian Survey, Vol. 10 (2), pp. 185-196.

Module 2: India, South East Asia and Far East

12 hours

- 2.1 India and Southeast Asia: Changing Dynamics
- 2.2 Indo-Myanmar Relations: Trends, Challenges and Prospects
- 2.3 India and Japan: Emerging Economic, Political and Strategic Equations
- 2.4 India's Relations with Vietnam: Patterns and Trends
- 2.5 China in South Asia and Its implications for India

Module Learning Outcomes:

Students will be able to:

1. Learn India's relations with ASEAN region
2. Know about India's relations with emerging economies

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy
2. Dixit, J.N Indian Foreign Policy and its Neighbors, New Delhi, 2016 Bajpayee Kanti India's Foreign Policy: A Reader, Oxford University Press,
3. Malone, David M. The Oxford Handbook of Indian foreign Policy, New Delhi: OUP, 2015. and et.al. (eds.), Malone, David M. Does the Elephant Dance: Contemporary Indian Foreign Policy, New Delhi: Oxford University Press, 2012.
4. Dubey Muchkund Indian Foreign Policy, Orient Blackswan , 2016
5. Harshe, Rajen and K.M. Seethi, ed., Engaging with the World: Critical Reflections on India's Foreign Policy, New Delhi: Orient Longman, 2005.

Module 3: West Asia and Central Asia

12 hours

- 3.1 India's Policy towards West Asia: Continuity and Change
- 3.2 Indo-Iran Relations: Trends, Problems and Prospects
- 3.3 India-Israel Emerging Political and Strategic Equations
- 3.4 India's Policy towards Central Asia: Major Trends

Module Learning Outcomes:

Students will able to:

1. Learn India's relations with far abroad region countries
2. Critically understand the India's strategic relations with Israel

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy
2. Alam, Anwar ed. India and West Asia in the Era of Globalization, New Delhi: New Century Publications, 2008.3. ICWA

Module 4: India and far Abroad

12 hours

- 4.1 India and Indian Ocean: Maritime Security and Naval Diplomacy
- 4.2 Indo-Australian Relations: Opportunities and Challenges
- 4.3 Indo-Canada Relations: Trends, Issues and Prospects

Module Learning Outcomes:

Students will able to:

1. Know about India's relations with Indo-Pacific region countries
2. Critically study the importance of Maritime Security and Naval Diplomacy importance in India's foreign policy

Readings:

1. Chatterjee Aneek, Neighbors Major Powers and Indian Foreign Policy Hyderabad: Orient Blackswan, 2017
2. Grace, Frederic, India Turns East: International Engagement and US-China Rivalry, New Delhi: OUP, 2017
3. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy
4. Pavithran, K. S. ed. Foreign Policy and Maritime Security of India, New Delhi: New Century Publication, 2013.
5. ICWA

Module-V: India and regional organizations

12 hours

- 5.1 BRICS
- 5.2 G-20
- 5.3 SCO
- 5.4 BASIC
- 5.5 BIMSTEC

5.6 India-G-7 debate

Module Learning Outcomes:

Students will be able to:

1. Assess the importance of regional organizations in India's foreign policy

Readings:

Richard W Mansbach and Kirsten N Taylor (2018) *Introduction to global politics* (Third Edition), Routledge Publishers

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards the end of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Additional Readings:

1. Harsha V Pant (2016), Indian Foreign Policy, an overview, Manchester University Press.
2. Richard W Mansbach and Kirsten N Taylor (2018) Introduction to global politics (Third Edition)

Comparative Governments

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description

The purpose is to familiarize students with the basic concepts and approaches to the study of comparative governments. More specifically the course will focus on examining the various constitutions of different countries, in doing so, students will be able to understand the working of different constitutions of the world.

Course Objectives

1. Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.
2. This course will train students in the application of comparative methods to study politics.
3. The course is comparative in both what we study and how we study.
4. It introduces the students to a wide range of issues, literature, and methods related to comparative political aspects by comparing and contrasting the different constitutions of the world.
5. Aims to understand the Political Parties and Legislature : Nature and functions of political parties and Legislature's power and functions of different countries.

Course Outcomes

At the end of the course students will be able to :

1. Understand different political aspects prevailing in different countries.
2. Have the capacity to compare and analyze political systems operating in different countries.
3. Develop the capacity to point out the merits and demerits of different political systems and suggest the better system.
4. Critically analyzing the features of a liberal democratic and socialist political system with focus on the US, Switzerland and the People's Republic of China.
5. To apply the knowledge gained in understanding the politics of different nations and the political trends including area studies.

Course Structure

Module 1- Understanding Comparative Governments

12 hours

1.1 Concepts of Comparative Political System

1. Almond, Gabriel A. 1956. "Comparative Political Systems", *The Journal of Politics*, 18 (3); 391- 409.
2. Blondel, Jean. 2013. "General Framework and Concepts", in *Comparative Government: An Introduction*. New York: Routledge.

1.2 Approaches of Comparative Politics

1. Lijphart, Arend. 1971. "Comparative Politics and the Comparative Method". *The American Political Science Review*, 65 (3); 682-693.
2. Peters, Guy B. 2011. "Approaches in Comparative Politics". In Daniele Caramani (ed), *Comparative Politics*. Oxford: Oxford University Press; 37- 49.

1.3 Why to compare Countries

1. Landman, Todd. 2003. "Why Compare Countries", in *Issues and Methods in Comparative Politics: An Introduction*. London: Routledge; 4- 22.

1.3 Comparative Politics and Comparative Government

1. Johari, J. C. 2006. "Comparative Government", in *New Comparative Government*. New Delhi: Lotus Press; 1- 15.

Module Learning Outcomes

Students will be able to

1. Understand various concepts of comparative political systems.
2. differentiate the difference between comparative politics and comparative governments.

Module 2- Political System of USA

12 hours

2.1 Salient Features of the Constitution

1. Dahl, Robert A. 2003. "Introduction", in *How Democratic is the American Constitution*. Yale: Yale University Press.

2.2 Office of the President and Vice President

1. Popovic, Draguljub. 2019. "Presidential Government", in *Comparative Government*. Cheltenham: Edward Elgar.

2.3 Judicial System

1. Corley, Pamela C. Artemus Ward and Wendy L. Martinek. 2015. "The U.S Supreme Court", in *American Judicial Process: Myth and Reality in Law and Courts*. New York: Routledge.

2.4 Political Parties and Electoral Process

1. Gerber, Elisabeth R. and Rebecca B. Morton. 1998. "Primary Election Systems and Representation". *Journal of Law, Economics, & Organization*, 14 (2); 304- 324.

Module Learning Outcomes

Students will be able to

1. understand the constitution features of the USA.
2. evaluate the powers of the President and the functions of judiciary

Module- 3- Political System of China

12 hours

3.1 Government and Constitution

1. Shigong, Jiang. 2010. "Written and Unwritten Constitutions: A New Approach to the Study of Constitutional Government in China". *Modern China*, 36 (1); 12-46.

2. Oksenberg, Michel. 2001. "China's Political System: Challenges of the Twenty-First Century", *The China Journal*, 45; 21- 35.

3.2 National People's Congress of China

1. Ella, Doron., Galia Lavi and Assaf Orion. 2017. "China at the Dawn of a New Era?: The 19th National Congress of the Communist Party". *Institute for National Security Studies*, 990; 1-5.

3.3 Judicial System

1. Johari, J.C. 2006. "Government of China", in *New Comparative Government*. New Delhi: Lotus Press; 1- 15.

2. Sprick, Daniel. 2019. "Judicialization of the Chinese Constitution Revisited", *China Review*, 19 (2); 41- 68.

Module Learning Outcomes

Students will be able to

1. Understand the government and constitution of China
2. examine the powers of the NPC and parliament of China.

Module- 4- Political System of Russia

12 hours

4.1 Federalism and Parliament

1. Makarychev, Andrey., and Alexandra Yatsyk. 2018. "Russian 'Federalism' ". *Slavic Review*, 77 (4); 912- 918.

4.2 President and Prime Minister

1. Tefft, John. 2020. "Understanding the Factors That Will Impact the Succession to Vladimir Putin as Russian President". *Rand Corporation*, July; 1- 29.

4.3 Judicial Process

1. Shiraev, Eric. 2010. "The Judicial Branch and Justice Administration", in *Russian Government and Politics*. New York: Palgrave.

4.4 Party Politics and Election Process

1. Gel'Man, Vladimir. 2008. "Party Politics in Russia: From Competition to Hierarchy". *Europe-Asia Studies*, 60 (6); 913- 930.

Module Learning Outcomes

Students will be able to

1. Understand party politics of Russia.
2. differentiate between the powers of President and Prime Minister of Russia and the recent constitutional development.

Module- 5 – Political System of Switzerland

12 hours

5.1 Salient Features

1. Johari, J. C. 2006. "Government of Switzerland", in *New Comparative Government*. New Delhi: Lotus Press; 349- 381.

5.2 Federal Legislature and Federal Government

1. Sell, Michael. 2003. "The Political System of Switzerland". In Michael Sell and Meike Gugel (eds), *The Swiss Political System and Local Government*. GRIN Verlag; 8- 16.

5.3 Direct Democracy

1. Church, Clive H. 2004. "Political Process", in *The Politics and Government of Switzerland*. New York: Palgrave; 131- 186.

Module Learning Outcomes

Students will be able to

1. Understand the direct democracy of Switzerland.
2. explore the federalism of Switzerland.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

India's Security Concerns

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description:

The course basically talks about India's defence and security policy origin, determinants and its objectives. Further, it explains India's domestic and external international relations. The Course explains India's defence and military role and its strengths. It also discusses foreign policy and defence relations with its competing partners in international relations.

Course Objectives

1. To explain the security environment of India's existence.
2. To talk about India's internal and external security environment prevailed.
3. To talk about how India must strengthen its position in the emerging international order.
4. To familiarise the students about India's competing partners in International Relations
5. To introduce students various defence and security policies of India

Course Structure

Module I: Key Concepts of National Security

12 hours

1.1 Defining National Security

1.2 National Defence and National Interest

1.3 National Character and Evolution-of the National Security concept in the 20th Century and Beyond.

Module Learning Outcomes:

Students will able to:

1. Study the concept of Security and its evolution
2. Learn the concept of National Defence and National Interest

Readings:

Shrikant Paranjpe, (2020) *India's Strategic Culture: The Making of National Security Policy*, Routledge

Barry Buzan and Lene Hansen, "Widening and Deepening Security", in *The Evolution of International Security Studies*, Cambridge University Press, 2009

David A. Baldwin, "The Concept of Security", *Review of International Studies*, 23 (1997): 5-26

Griffiths, Callaghan, and Roach, 2002, *International Relations: The Key Concepts* (2nd Edition, Routledge),

Module 2: I Understanding India as a Global Power

12 hours

2.1 Understanding Security –from India's perspective

2.2 India as a Military Power

2.3 India as an Economic Power

2.4 India's Soft Power

Module Learning Outcomes:

Students will able to:

1. Know about India's economic and military strength in international relations
2. Assess the importance of concept of soft power in India's foreign policy

Readings:

Bajpai Kanti and Mattoo Amitabh (ed) *Securing India: Strategic Thought and Practice* (New Delhi: Manohar, 1996)

Barry Buzan and Lene Hansen, "Widening and Deepening Security", in *The Evolution of International Security Studies*, Cambridge University Press, 2009

International Relations: The Key Concepts (2nd Edition, Routledge), Griffiths, Callaghan, and Roach, 2002

Srinivas Junuguru (2019). 'Modi's Cultural Diplomacy and role of Indian Diaspora', *Central European Journal of International and Security Studies*, 13(2): 74-90. ISSN-1802-548x (SCOPUS)

Varun Sahni, (2006) "India and the Asian Security Architecture", *Current History*, April: pp. 161-166.

Module 3: India's External Security Environment

12 hours

3.1 Strategic Interests of the Major Powers in South Asia

3.2 Military and strategic Threat from China

3.3 Security threats from Pakistan

3.4 India's nuclear policy

Module Learning Outcomes:

Students will able to:

1. Studying about India's security threat in present scenario
2. Critically assess the importance of nuclear policy in India's security policy

Readings:

Bobbit Philip, and others (ed) US Nuclear Strategy: A Reader (New York: New York University Press, 1989)

Lawrence Freedman, the Evolution of Nuclear Strategy (Hampshire: Palgrave Macmillan Press, 2003)

SIPRI

IDSA

Shivshankar Menon, (2009) Studying international relations in India, , Brookings

K. Warikoo (2009), Himalayan Frontiers of India Historical, Geo-Political and Strategic Perspectives, Routledge

Module 4: India's Internal Security challenges

12 hours

4.1 Non state armed groups in India

4.2 Cross-border terrorism

4.3 Non-Traditional aspects of Security: energy security, climate change, renewable energy

4.4 Cyber Security, Technology transfer and defence procurement

Module Learning Outcomes:

Students will able to:

1. Learn about India's internal security issues
2. Understand the cyber security threat in present scenario and defence procurement of India

Readings:

Annual Reports of the Ministry of Defence, Ministry of Home and Ministry of External Affairs.

IDSA

NCRB

Mark Levy, "Is the Environment a National Security Issue?" *International Security*, *International Security*, Vol.2, (Fall, 1995), pp. 35-62 (28 pages).

Nathan Jones, John P. Sullivan, *Climate Change and Global Security Journal of Strategic Security*, Vol. 13, No. 4, *Climate Change and Global Security* (2020), pp. i-iv

Module V: Beyond the Territory and Territorial Water 12 hours

- a. India, Moduleed States, Japan in Indo-Pacific Region
- b. India and China Competing partners?

Module Learning Outcomes:

Students will able to:

1. Know about importance of US in India's foreign relations
2. Critically study the rivalry of India and China in international relations

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Readings:

1. David Malone, C, Raja Mohan, Srinath Raghavan (2016), The Oxford Handbook of Indian Foreign Policy
2. Annual Reports of the Ministry of Defence, Ministry of Home and Ministry of External Affairs.
3. Shrikant Paranjpe, (2020) India's Strategic Culture: The Making of National Security Policy, Routledge

ETHNICITY, NATIONALISM, CASTE, RELIGION AND GENDER IN INDIA

L	T	P	C
4	0	0	4

Course Type: Major Elective

Level: 300

Credits: 4

Course Code:

Prerequisite: None

Course Description:

This course aims to introduce students to approaches to the study of Identity Politics in India, with an emphasis on identities of religion, caste, and gender. The course contains critical theories for the study of identity with a focus on India, and a module each on understanding religion, caste, and gender politics in India. At the end of the course students should be able to connect the study of identity politics in India with theories of identity studied in the previous course. While each of these identity politics are based on distinct social stratification, students are also encouraged to understand how these identities intersect with one another.

Course Objective:

1. Explain the meaning of identity with respect to caste, religion, and gender identities in India.
2. Explain the approaches, goals and limitations of identity politics in India.
3. Explain the inter-relation between the social and cultural dimensions of identity politics with democratic politics in India.
4. Explain the interrelation between various identities in India.

Course Learning Outcomes:

1. After completing the course students should be able to critically analyze the claims and demands made on behalf of various identities in Indian politics.
2. Students should be able to understand how social divisions and democratic politics interact with one another in Indian politics.

Course Structure

Module 1: Approaches to the Study of Identity Politics in India

12 hours

1.1 Determinants of Identity Politics in India - Nation as a plural identity - diversity in India

Alam, Anwar (2017): 'India: Political experience of a Multi Ethnic Nation-State,' in H C Gunther (ed.) *Ethnic and Religious Cohabitation and Conflict*, Germany, 2017, pp.173-215.

1.2 Patterns of Identity Politics in India - Identity Politics before and after Globalization, Identity Politics and Economic Reforms.

Pingle, V and Ashutosh Varshney (2006): 'India's Identity Politics: Then and Now' in *Managing Globalization*, pp. 353-386.

1.3 Framework of Identity Politics in India - Individual and Collective Rights, Citizenship by Birth and by Descent, Identity Politics as the recognition of cultural difference.

Mahajan, Gurpreet (1998): *Identities and Rights: Aspects of Liberal Democracy in India*, New Delhi: Oxford University Press.

Mahajan, Gurpreet (2002): *Cultural Discrimination and CommModuley Identity, The Multicultural Path: Issues of Diversity and Discrimination in Democracy*, London: Sage Publications.

Module Learning Outcomes:

1. Students should be able to understand and critically analyze the emergence of identity politics with special focus on India.
2. Students should be able to understand the relation between identity and politics, especially in a democracy.
3. Students should be able to understand the determinants of identity politics in India.

Module 2: National Identity in India

12 hours

2.1 From Civic Nationalism to Ethnic Nationalism

Girvin, Brian (2020): From Civic Pluralism to Ethnoreligious majoritarianism: Majority Nationalism in India, *Nationalism and Ethnic Politics*, Vol. 26(1).

Brass, Paul (1999): 'Crisis of National Moduley: Punjab, the Northeast and Kashmir,' in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp.192-227.

Subramanian, Narendra (2012): *Ethnicity and Pluralism: An exploration with reference to Indian cases*, *Ethnonationalism in India: A reader* by Sanjib Baruah.

2.2 Caste and the Nation

Aloysius, G (1999): *Nationalism without a Nation in India*, New Delhi: Oxford University Press.

2.3 Religion and the Nation

Jaffrelot, Cristophe (2021): *Modi's India: Hindu Nationalism and the Rise of Ethnic Democracy*, Princeton: Princeton University Press.

Module III: Religion

12 hours

3.1 Debates on secularism in India: Understanding Nehruvian secularism, challengers and defenders of secularism in India.

Thomas Pantham (2004): 'Understanding Indian Secularism: Learning from its recent critics,' in R Vora and S Palshikar (eds) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

3.2 Secularism and modernity in India – Is secularism state centric or religion centric?, crisis of secularism(2011 Soft Power What it is?)

Nandy, Ashis (1995): "An Anti-Secularist Manifesto," *India International Center Quarterly*, SPRING 1995, Vol. 22, No. 1, Secularism in Crisis (Spring 1995), pp. 35-64.

3.3 Secularism and Minority Rights

N Chandhoke (2010): 'Secularism,' in P. B. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

3.4 Communalism: Ideology, practice, organizations

N. Menon and A. Nigam (2007): 'Politics of Hindutva and the Minorities,' in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp.36-60.

Moore, Nathan Alexander (2016): 'Introduction' in *Redefining Nationalism: An examination of the rhetoric, positions and postures of Asaduddin Owaisi*, University of Texas, Austin.

Module Learning Outcomes:

1. Students should be able to critically understand the role of religious identity in Indian politics.
2. Students should be able to elaborate on the recent debates on secularism in India.
3. Students should be able to explain the notion of majority and minority communalism.

Module 4: Caste

12 hours

4.1 Evolving discourse on caste - caste as tradition, caste as power, caste as discrimination.

Jodhka, Surinder (2014): 'Introduction: The Idea of Caste,' *Caste in Contemporary India*, New Delhi: Routledge.

4.2 Caste and Politics: Caste hierarchy vs. political equality, caste organizations - caste associations,

R. Kothari (1970): 'Introduction,' in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3- 25.

M. Weiner (2001): 'The Struggle for Equality: Caste in Indian Politics,' in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

4.3 Anti-Caste mobilisation.

G. Omvedt (2002): 'Ambedkar and After: The Dalit Movement in India,' in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

Pai, Sudha (2002): 'Introduction,' *Dalit Assertion and the unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh*.

Jaffrelot, Christophe (2003): "Introduction" in *India's Silent Revolution: The Rise of the Lower Castes in North India*. New Delhi: C Hurst & Co Publishers.

Pandian M.S.S. (2002): "One Step outside Modernity: Caste, Identity Politics and Public Sphere". *Economic and Political Weekly*, 37 (18), pp. 1735-1741.4)

4.4 Inter-caste divisions

Narayan, Badri (2016): *Margins and Politics: Narratives of marginalized Dalit castes*, Fractured Tales: Invisibles in Indian Democracy.

Module Learning Outcomes:

1. Students should be able to understand the social and cultural aspects of caste. 2. Students should be able to explain the interaction of caste hierarchy and democratic politics.

2. Students should be able to analyze the determinants of caste politics such as ideology of social justice, demand for representation etc.

Module 5: Gender

12 hours

5.1 Political Representation - Debates on the Women's Reservation Bill

Lama-Rewal, Stephanie Tawa (2001): Fluctuating, Ambivalent Legitimacy of Gender as a Political Category, *Economic and Political Weekly*.

Kapoor, Mudit and Shamika Ravi (2014): 'Women voters in Indian Democracy: A Silent Revolution?,' *Economic and Political Weekly*, Vol 49, Issue No. 12.

5.2 Issues and Demands of Women's Movement in India

Rasheed, Qazi Sarah and A K Sharma (2016): Muslim Women's Rights in India: Codified Personal Laws Needed, *Economic and Political Weekly*.

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

5.3 Gender and the Nation-State

Chaudhuri, Maiyatree. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage

Jayawardene, Kumari (1986): *Feminism and Nationalism in the Third World*, London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Module Learning Outcomes:

1. Students will be able to identify and explain the intersection between gender, national and religious identities.

2. Understand the basis of patriarchy in the family and the workspace.

3. Understand the determinants of Indian women's political and voting behavior such as socialization, property ownership, family, political representation etc.

Assessment Pattern:

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100