K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION
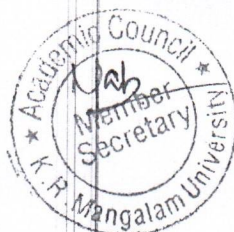
SCHOOL OF HUMANITIES
(SOHS)

Bachelor of Arts (Hons.) Political Science
B.A (H) Political Science

Programme Code: 38

2022-25

Approved in the 29th Meeting of Academic Council Held
on 09 August 2022

Registrar
K.R. Mangalam University
Sohna Road. Gurugram (Haryana)

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PREFACE

K.R. Mangalam University envisions all its programmes in the best interest of their students and in this endeavour, it offers a new vision to all its courses. It imbibes an outcome-based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure the teaching-learning experiences in a more outcome-based perspective. This outcome-based curriculum strengthens students' experiences and prepares the students for academia and employability, sustainability, and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice, and entrepreneurship skills.

The programmes offered by the School of Humanities aim at imparting and generating knowledge on emerging issues and problems of contemporary society, economy, literature, history, psychology and politics. The programme structure is flexible and is interdisciplinary. At the end of the programme, a student would be equipped with analytical skills, theoretical knowledge, and would be prepared for practical application of those skills.

K.R. Mangalam University hopes the outcome-based curriculum will help students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

Prepared by: Mr. Mayank Mishra, Dr. Maitree Devi

Verified by: Prof. (Dr.) Tania Gupta, Dean SOHS

K.R MANGALAM UNIVERSITY
SOHNA ROAD, GURUGRAM-122301 (HARYANA)

CONTENTS

INTRODUCTION

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimise opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, management, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, of 1956.

K. R. Mangalam University is unique because of its

1. An enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.

2. Protective and nurturing environment for teaching, research, creativity, scholarship, and social and economic justice.

3. To impart undergraduate, post-graduate and Doctoral education in identified areas of higher education.

4. To undertake research programmes with an industrial interface.

5. To integrate its growth with the global needs and expectations of the major stakeholders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.

6. To act as a nodal centre for the transfer of technology to the industry.

7. To provide job-oriented professional education to the special student community with

a particular focus on Haryana.

2. School of Humanities

The School of Humanities at KRMU comprises five departments (English, Economics, Psychology, Chinese, and Political Science) offering diverse graduate, post-graduate & doctoral programs.

2.1 Vision

Our vision is to equip the students with critical thinking, problem-solving, creativity, and collaboration skills along with professional knowledge.

2.2 Mission

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base.
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning.
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum.
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students.
5. To provide opportunities to acquire language proficiency and socio- cultural-philosophical awareness.
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

3. Programmes offered by the School

School offers undergraduate B.A. and B.A. (Hons.) programmes, postgraduate programmes, and Doctoral programmes.

3.1. About B.A. (H) Political Science

Political Science focuses on the theory and practice of government and politics at the local,

state, national, and international levels. B.A. (Hons.) Political Science, a three-year undergraduate program is dedicated to developing and augmenting understandings of institutions, practices, and relations that constitute public and private life. For a student of Political Science, society becomes their laboratory. This course emphasises an interdisciplinary and intersectional approach towards the subject that fosters a systematic and scientific understanding of political systems, policymaking, governance issues, Indian and World governments, and procedures, theories and practices of international politics. The course offers a student a vast arena to engage with the subject in a multifaceted way by introducing theories and how concepts manifest in practice. The stated modus operandi encourages students to go beyond the box and think critically opening novel avenues to comprehend the state and society.

The core courses (CC) offered throughout six semesters by the programme are intended to inculcate foundational understanding in Political Science, General Electives (GE) are designed to concomitantly acquaint students with emerging areas of enquiry. Open Electives (OE) offer students an opportunity to take one subject of their interest apart from Political Science to diversify their skill set and knowledge. The core of imparting knowledge would be classroom teaching that will range from lectures, documentaries screenings, debates and discussions and other such audio and visual medium as and when deem appropriate.

Eligibility Criteria: The student should have passed the 10+2 examination conducted by the Central Board of Secondary Education or an equivalent examination from a recognized Board in Science with mathematics as one of the subjects and with an overall aggregate of 50% or more.

Course Outline: The programme includes core courses along with open electives (OE), generic electives (GE) and skill enhancement courses (SEC).

Career Options: Central and State Public Services, Lectureship, Civil Services, Policy Analyst, Law, Legislative Assistant, Social Media Manager, Journalism, Marketing Research Analyst, and Teaching among others.

Employment Areas

International Relations	Human Rights
Politics and Communication	Politics and Public Policy
International Politics	Advertising
Law Firms	Journalism
Mass Communication	Civil Services
Councils	Political Campaigns
Event Management	

Job Profiles

Politician	Advertiser
Content Writer	Journalist
News Reporter	Advocate
Stenographer	Teacher
Policy Analyst	Communications Coordinator
Political Pollsters	Public Administrator
Media Strategist	Public Relation
Campaign Manager	Advisor
Consultant	Professor

4.   Duration: 3 Years (6 Semesters)

The minimum period required for the B.A. (H) Political Science offered by the University shall extend over a period of three Academic Years.

The maximum period for the completion of B.A. (H) Political Science offered by the University shall be five years.

5.   Class Timings

The classes will be held from Monday to Friday from 09:10 AM to 04:00 PM.

6.   Syllabi

The syllabi of the B.A. (H) Political Science offered by School of Humanities are given in the following pages:

For each course, Course Code and Credits (C) of the course are given at the beginning. This is followed by the course objectives, course outcome and the syllabus (Unit I to IV), text books and reference books

Programme Educational Objectives (PEO)

PEO 1: To cultivate a comprehensive knowledge of political events, processes, and developments, and to acquaint with the basic normative and contemporary concepts and ideas of Political Science and Theory; to assess the contribution of key Indian and Western political thinkers, theories and their relevance to contemporary times.

PEO 2: To familiarise with the legal and philosophical framework of the political system in India, and simultaneously study in detail the political structure both Constitutional and Administrative including Public and Local Administration.

PEO 3: To provide comprehensive introduction to the most important multilateral political organisation in 'International Relations' along with the various issues in recent (and in past) world politics viz, human rights, environmental issues, climate change, foreign policies and so on.

PEO 4: To learn how to study the major political systems of the world by adopting a comparative and contemporary approach. Furthermore, to understand the contemporary issues of gender power relations, roles in private and public spaces.

PEO 5: To enhance their analytical skills, critical thinking, so that students will critically evaluate political events, evidence, theories, and interpretations, enabling them to discern biases, assess source reliability, and construct well-reasoned arguments.

PEO 6: To encourage critical thinking, students will engage with contemporary debates, challenge conventional narratives, and develop nuanced perspectives by analysing societal issues, problems from multiple angles and evaluating different interpretations.

PEO 7: To foster research proficiency, students will learn to conduct independent investigations using primary and secondary sources, employing diverse methodologies and utilising appropriate tools and technologies for research inquiry, in accordance with the subject.

PEO 8: To promote effective communication and presentation skills, students will learn to articulate complex the subject ideas ('politics') and arguments through well-structured essays, reports, and presentations, tailored to diverse audiences.

PEO 09: To instill ethical awareness, students will develop a thoughtful understanding of societal bias, cultural diversity, and the ethical responsibilities of a political scientist, recognising the impact and implications of historical research on contemporary society.

PEO 10: To instil in student-teachers a commitment to professional ethics and values, and to prepare them to be responsible and ethical educators.

PEO 11: Additionally, to equip student-teachers with the knowledge and skills needed to create a positive and inclusive learning environment, and to effectively manage classroom behaviour.

PEO 12: To foster in student-teachers an appreciation for equity, justice, gender equality, subaltern studies, intersectionality, diversity, marginalised communities' rights and entitlements, and multiculturalism.

PROGRAMME OUTCOMES (POs)

Students of the School of Humanities enrolled in a B.A. (Honours) Political Science programme at the time of graduation will be able to equip themselves with:

PO1: Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.

PO2: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

PO3: Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse

communities and groups.

PO4: Reflective thinking: Critical sensibility to lived experiences and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

PO5: Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.

PO6: Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.

PO7: Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

After completion of B.A (Hons.) in Political Science, the students will be able to possess:

PSO1: Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.

PSO2: Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.

PSO3: Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.

PSO4: Training in theoretically rich and empirically grounded knowledge and inculcation of problem-solving techniques.

PSO5: Development of the overall personality of students as critical thinkers and researchers and scholars.

PSO6: Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society.

PSO7: Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.

PSO8: Equipping students on how to transit from the level of policy to the practice of politics and vice versa.

PSO9: Extensive understanding of International Relations and Global Politics.

PSO10: Learning about the concepts of organisation and management and their application relevant to unravelling the intricacies of large public organizations and corporate bodies.

PSO11: Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, and marketing bureaucracy.

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SCHEME OF STUDIES AS PER CHOICE-BASED CREDIT SYSTEM (CBCS) AND LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

SOHS		YEAR 2022-2025 (Scheme of Studies)								B.A.(H) Political Science			

YEAR	ODD SEMESTER						EVEN SEMESTER						
	SN	COURSE CODE	COURSE TITLE	L	T	P	C	SN	COURSE CODE	COURSE TITLE	L	T	P	C

YEAR	SN	COURSE CODE	COURSE TITLE	L	T	P	C	SN	COURSE CODE	COURSE TITLE	L	T	P	C
FIRST	1	SHPL101A	Introduction to Political Theory I (*CC-I)	4	2	0	6	1	SHPL102A	Introduction to Political Theory II [Political Theory-Concepts and Debates] (CC-III)	4	2	0	6
	2	SHPL103A	Constitutional Government and Democracy in India (CC-II)	4	2	0	6	2	SHPL104A	Political Process and Governance in India (CC-IV)	4	2	0	6
	3	SHPL105A	Nationalism in India (*GEC-I)	4	2	0	6	3	SHPL106A	Women Power and Politics: A Global Perspective (GEC-II)	4	2	0	6
	4	UCCS155A	Communication Skills (*AECC-I)	3	1	0	4	4	UCES125A	Environmental Studies (AECC -II)	3	0	0	3
		SHPL171A	Rediscovering Politics (Open Elective)	3	1	0	4	5	SHPL172A	Global Politics (Open Elective)	3	1	0	4
	TOTAL			**18**	**8**	**0**	**26**	**TOTAL**			**18**	**7**	**0**	**25**

YEAR	SN	COURSE CODE	COURSE TITLE	L	T	P	C	SN	COURSE CODE	COURSE TITLE	L	T	P	C
SECOND	1	SHPL201A	Comparative Government and Politics (CC-V)	4	2	0	6	1	SHPL202A	Institutions in Political Processes and Comparative Perspective (CC-VIII)	4	2	0	6
	2	SHPL203A	Public Administration (CC-VI)	4	2	0	6	2	SHPL204A	Public Policy and Administration in India (CC-IX)	4	2	0	6
	3	SHPL205A	International Relations (CC-VII)	4	2	0	6	3	SHPL206A	Globalisation: Dimensions and Dilemmas (CC-X)	4	2	0	6
	4	UCDM301A	Disaster Management (*AECC -III)	3	0	0	3	4	SHPL208A	Legislative Practices and Budget Analysis (Procedures) (SEC-II)	4	2	0	6
	5	SHPL209A	Your Laws, Your Rights (*SEC-I)	3	1	0	4	5	SHPL210A	United Nations and Global Conflicts (GEC-IV)	3	1	0	4
	6	SHPL211A	Governance: Issues and Challenges(GEC-III)	4	2	0	6							
	7		Open Elective				2	6		*VAC				0
	TOTAL			**22**	**9**	**0**	**31**	**TOTAL**			**19**	**9**	**0**	**28**

	1	SHPL301A	CC-XI: Classical Political Philosophy	4	2	0	6	1	SHPL302A	CC-XIII: Modern Political Philosophy	4	2	0	6
	2	SHPL303A	CC-XII: Western Political Thought	4	2	0	6	2	SHPL304A	CC-XIV: Indian Political Thought (II)	4	2	0	6
	3	SHPL305A	Choice based Credit System/*DSE-I: Citizenship in a Globalizing World	4	2	0	6	3	SHPL306A	Choice based Credit System/DSE-III: International Human Rights	4	2	0	6
	4	SHPL307A	Choice based Credit System/DSE-II: Social Movements and Development Process in Contemporary India	4	2	0	6	4	SHPL308A	Choice based Credit System/DSE-IV: India's Foreign Policy	4	2	0	6
	5	SHPL309A	Internship	2	0	0	2	6		VAC				0
THIRD	**TOTAL**			**18**	**8**	**0**	**26**	**TOTAL**			**16**	**8**	**0**	**24**
								TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T] (EXCLUDING NO L, T, S, P COURSES)						
								TOTAL CREDITS [C]			**160**			

*CC- Core Course

*GEC- General Elective Course

*AECC- Ability Enhancement Compulsory Course

*SEC- Skill Enhancement Course

*DSE- Discipline Specific Elective

*VAC- Value Added Courses

1st Semester

Core Courses (CC)

SHPL101A	Introduction to Political Theory (I)	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective:

1. To make the learners understand the nature and relevance of political theory.

2. To enable them to assess the conventional as well as contemporary approaches to comprehend politics.

3. To enable the learners to critically examine different ideas of political community.

4. To enable the learners to comprehend the significance and application of theory into practice.

Course Outcomes

After reading the course, the learner would-

CO1: Critically understand the nature and various traditions and approaches of political theory.

CO2: Understand the significance of theorising and of applying theory into practice.

CO3: Understand multiple frames by which the idea of political community is debated

CO4: Have a critical comprehension of important debates in Political Theory.

Course Description

This course introduces basic concepts and theories of political science to students. On the contrary, the discipline of political science entails a systematic study of the world we live in from a political perspective. This includes an understanding of the evolution of the modern state system and sovereignty and the key elements of prominent political schools of thought. This course aims to introduce certain vital aspects of conceptual analysis in political theory and the skills required to engage in debates surroundings the application of the concept.

UNIT I: Introducing Political Theory

- What is Politics? (Theorising the 'Political')

- What is Political Theory and its relevance?

- Why do we need Political Theory?

- Approaches to Political Theory: Normative, Historical and Empirical

- The Idea of Political Community: Political Obligation

UNIT II: Major Concepts in Political Theory

- Liberty

  o Evolution of the concept

  o Negative and positive liberties

  o Concept of liberty in India

- Justice

  o Procedural and distributive justice

  o John Rawls: Justice as fairness

  o Communitarian critique

  o Feminist critique

- Equality

  o Evolution of the concept

  o Why and what equalize?

  o Politics of equality

Unit III: Traditions in Political Theory

- Liberal

- Marxist

- Anarchist

Unit IV: Critical Perspectives

- Feminist

- Post Modernism

References:

Unit 1

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Topic I

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Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40- 57.

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K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

	Course Code	SHPL101A	
	Course Title	**Introduction to Political Theory**	
3	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
2	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
2	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
3	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
3	PO5	Development of overall personality of students as critical thinkers and researcher scholars
3	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
3	PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
0	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
0	PO9	Extensive understanding of International Relations and Global Politics.
0	PO10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.
2	PO 11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Introducing Political Theory
Local	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Regional	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
National	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Global	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Employability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Entrepreneurship	NA
Skill Development	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Professional Ethics	1.What is Politics?
Gender	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Human Values	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Environment & Sustainability	a. What is Politics? b.What is Political Theory and its relevance? c.Why do we need Political Theory? d.Approaches to Political Theory: Normative, Historical and Empirical
Unit II	Major Concepts in Political Theory
Local	NA
Regional	NA
National	Concept of liberty in India
Global	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c. 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d.

	Feminist critique 3.Equality- a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Employability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Entrepreneurship	NA
Skill Development	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Professional Ethics	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Gender	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Human Values	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Environment & Sustainability	1.Liberty- a.Evolution of the concept b.Negative and positive liberties c.Concept of liberty in India 2. Justice-a.Procedural and distributive justice b.John Rawls: Justice as fairness c. Communitarian critique d. Feminist critique 3.Equality-a.Evolution of the concept b.Why and what equalize? c.Politics of equality
Unit III	**Traditions in Political Theory**
Local	NA
Regional	NA
National	NA

Global	a.Liberal b.Marxist c.Anarchist
Employability	a.Liberal b.Marxist c.Anarchist
Entrepreneurship	NA
Skill Development	a.Liberal b.Marxist c.Anarchist
Professional Ethics	NA
Gender	a.Liberal b.Marxist c.Anarchist
Human Values	a.Liberal b.Marxist c.Anarchist
Environment & Sustainability	a.Liberal b.Marxist c.Anarchist
Unit IV	**Critical Perspectives**
Local	NA
Regional	NA
National	NA
Global	a.Feminist b.Post Modernism
Employability	a.Feminist b.Post Modernism
Entrepreneurship	NA
Skill Development	a.Feminist b.Post Modernism
Professional Ethics	a.Feminist b.Post Modernism
Gender	a.Feminist b.Post Modernism
Human Values	a.Feminist b.Post Modernism
Environment & Sustainability	a.Feminist b.Post Modernism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Constitutional Government and Democracy in India

SHPL103A	Constitutional Government and Democracy in India	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure	NA				
Co-requisites	NA				

Course Objective:

The students will be able to-

1. Comprehend the basic structure of the Indian Constitution.

2. Critically understand the three primary organs of the Indian government.

3. Critically examine of quasi-federal features of the Indian state enshrined in our constitution.

4. Understand the various national security laws and their constitutional validities

Course Outcome

CO1: The students will have a theoretical and analytical understanding of the basic structure of the Indian Constitution with some critical understanding of some constitutional amendments.

CO2: The students will have a theoretical and critical understanding of the three basic organs of the Indian Constitution.

CO3: The students will critically understand the quasi-federal features of the Indian state enshrined in our constitution.

CO4: The students will critically understand various national security laws and their constitutional validities.

Course Description

This course acquaints students with the constitutional design of state structures and institutions and their actual working overtime. The Indian Constitution accommodates

conflicting impulses (of liberty and justice, territorial decentralisation and a strong union) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages the study of state institutions in their mutual communication and interaction with the larger extra-constitutional environment.

UNIT 1: The Constituent Assembly and the Constitution

- Historical Context, composition and functions of Constituent Assembly
- Preamble and Basic Structure Doctrine
- Fundamental Rights
- Directive Principles of State Policy
- Debates on Citizenship which includes CAA

UNIT 2: Organs of Government

- The Legislature: Power and Functions of Parliament
- The Executive: Election, Power, Functions and the changing role of President and Prime Minister
- The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court.
- Judicial Review, Judicial Activism, PIL

UNIT 3: Federalism and Decentralization

- Unitary and Federal Features of Indian Constitution
- Centre-State Relations: Legislative, Administrative, and Financial Relations
- The Panchayats and Municipalities
- Schedule and Tribal Areas: 5th and 6th Schedule

UNIT 4: Constitutional Provisions and National Security Laws

- Emergency Provisions
- Preventive Detention and National Security Laws
- Discussions on UAPA

- Consequences of National Security Laws

References

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

G. Austin (2010), 'The Constituent Assembly: Microcosm in Action', in The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava (2008), '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, pp. 1-40.

A. Thiruvengadam (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury, Ch. 'Origins and the Crafting of the Constitution', pp.11-38

b. Fundamental Rights, Directive Principles and debates on Citizenship The Constitution of India, Part II, Part III and Part IV

S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust [Chapter V: 'The Rights of the Indians', pp.33-61]

M. Khosla (2012), The Indian Constitution, New Delhi: Oxford University Press [Chapter 3: pp.87-148]

S. Kashyap (2017), Our Constitution: An Introduction to India's Constitution and Constitutional

Law, New Delhi: National Book Trust.

V. Rodrigues (2008), 'Citizenship and the Indian Constitution', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp.164-188.

A. Roy (2016), Citizenship in India, New Delhi: Oxford University Press, Ch.1 and Ch.2.

A.Roy (2016), 'Ambivalence of Citizenship in Assam' in Economic and Political Weekly, Vol.LI, .26 and 27, pp.45-51.

II. Organs of Government

a. The Legislature The Constitution of India, Part V, Chapter II

S. K. Chaube (2009), The Making and Working of the Indian Constitution, Delhi: National Book Trust [Ch. IX: The Union Government II: The Legislature, pp.132-161]

B. Shankar and V. Rodrigues (2011), 'The Changing Conception of Representation: Issues, Concerns and Institutions', in The Indian Parliament: A Democracy at Work, New Delhi: Oxford University Press, pp. 105-173.

M.R. Madhavan (2017), 'Parliament', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) Rethinking Public Institutions in India, New Delhi: Oxford University Press, pp. 67-103.

A. Thiruvengadam, (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury [Ch.2 Parliament and the Executive, pp.39-70]

Shirin M. Rai and Carole Spary (2019), Performing Representation: Women Members in the Indian Parliament, New Delhi: Oxford University Press [Ch.4: Representative Women?

Presence and Performance of Intersectionality, pp.123-167; Ch. 5: Women Members of Parliament: Presence and Participation in Parliamentary Debates, pp.168-209]

b. The Executive

The Constitution of India, Part V, Chapter I and III

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J. Manor, (2017), 'The Presidency', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) Rethinking Public Institutions in India, New Delhi: Oxford University Press, pp. 33-66.

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H. Khare (2003), 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) The Indian Parliament: A Comparative Perspective, New Delhi: Konark, pp. 350-368.

c. The Judiciary

The Constitution of India, Part V, Chapter IV; Part VI, Chapter V

A. Sengupta (2019), Independence and Accountability of the Indian Higher Judiciary, New

Delhi, Cambridge University Press, Ch.2 'Appointments to the Higher Judiciary', pp.13-62.

U. Baxi (1989), The Indian Supreme Court and Politics, The Eastern Book Company, Lucknow.

M. Khosla and Anant Padmanabhan (2017), 'The Supreme Court', in D. Kapur, P.B. Mehta and M Vaishnav (eds.) Rethinking Public Institutions in India, New Delhi: Oxford University Press, pp. 104-138.

R. Ramachandran (2006), 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

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B. Chakrabarty (2017), Indian Constitution, Text, Context and Interpretation, SAGE, New Delhi, Ch.17, Judiciary in India, pp.269-293.

III. Federalism and Decentralization

a. *Federalism*

The Constitution of India, Part XI

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

M.P.Singh and Rekha Saxena (2013), Federalising India in the Age of Globalisation, Primus New Delhi: Books [Ch.6: Asymmetrical Federalism, pp.79-93]

b. *The Panchayats and Municipalities* The Constitution of India, Part IX and IXA

K. Mathur (2013), Panchayati Raj, Oxford India Short Introductions, New Delhi, Oxford University Press.

J. Manor (2010), 'Local Governance' in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 61-79.

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M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in Economic and Political Weekly, Vol. 42(39), pp. 3986-3993.

IV. Constitutional Provisions and National Security Laws

The Constitution of India, Article 22, Part XVIII

S. K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust [Ch. VIV: The Emergencies, pp.243-249]

V. Marwah (1995), 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective, Delhi: Konark, pp. 136-159.

A.G. Noorani (2011), Challenges to Civil Rights Guarantees in India, SAHRDC, New Delhi [Chapter 1: Preventive Detention in India, pp.1-34; Chapter 9: Armed Forces (Special Powers) Act, pp.265-276].

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SAHRDC (2006), Oxford Handbook of Human Rights and Criminal Justice in India: The System and Procedure, Oxford University Press, New Delhi [Chapter 6: Detention, pp.72-84]

Additional Resources:

Classic Readings:

The Nehru Committee Report: An Anti-Separatist Manifesto (1928), The Committee Appointed by the All Parties' Conference, New Delhi: Michiko & Panjathan

Shriman Narayan Agarwal (1946), Gandhian Constitution for Free India, Foreword by Mahatma Gandhi, Kitabistan, Allahabad.

Shiva Rao (1968), The Framing of India's Constitution, A Study, Indian Institute of Public Administration, New Delhi, printed by Government of India Press, Nasik, distributed by

N.M. Tripathi Pvt.Ltd, Bombay.

<u>Additional Readings:</u>

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

D.D. Basu (2012), Introduction to the Constitution of India, New Delhi: Lexis Nexis. S.K. Chaube (2009), The Making and Working of the Indian Constitution, Delhi: National Book Trust [Ch.III: The Spirit of the Indian Constitution, pp.21-29].

B. Chandra, M Mukherjee, A Mukherjee (2000), India After Independence, 1947-2000, [Ch.4 The Evolution of the Constitution and Main Provisions, pp.31-48, Ch.5. The Architecture of the Constitution: Basic Features and Institutions, pp.49-67.]

b. Fundamental Rights, Directive Principles and debates on Citizenship

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print [Chapter 3: The Conscience of the Constitution: The Fundamental Rights and Directive Principles of State Policy – I, pp.50-83; Chapter 4: Fundamental Rights –II, pp.84-115].

II. Organs of Government

a. The Legislature

V. Hewitt and S. Rai (2010), 'Parliament', in P. Mehta and N. Jayal (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp. 28-42. G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print [Chapter 6: The Legislature – Unity Through Popular Government, pp.144-163]

b. The Executive

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print [Chapter 5: The Executive: Strength with Democracy, pp.116-143]

c. The Judiciary U. Baxi (2010), 'The Judiciary as a Resource for Indian Democracy', Seminar, Issue 615, pp. 61-67.

L. Rudolph and S. Rudolph (2008), '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, pp. 183-210.

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print [Chapter 7: The Judiciary and the Social Revolution, pp.164-185]

III. Federalism and Decentralization

a.   Federalism

Louise Tillin (2013) Remapping India: New States and their Political Origins, New Delhi: Oxford University Press [Ch.1: Introduction: The Compromise Politics of Statehood, pp.1-26; Ch.2: History of Territorial Design and Federal Thought in India, pp.27-66]

IV. Constitutional Provisions and National Security Laws

Venkat Iyer (2000), States of Emergency: The Indian Experience, Butterworths, New Delhi.

D.P.Jinks, (2001) 'The Anatomy of an Institutionalized Emergency: Preventive Detention and Personal Liberty in India', Michigan Journal of International Law, Vol.22(2), pp.323-350

U K Singh (2011), 'Mapping Anti-terror Legal Regimes in India' in Victor Ramraj et.al (ed.), Global Anti-Terrorim Law and Policy, 2ndEdition, Cambridge, Cambridge University Press, pp.420-446.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	The students will have theoretical and analytical understanding of basic structure of Indian Constitution with some critical understanding on some constitutional amendments.	**PO1, PO3, PO8, PO10**
CO2	The students will have theoretical and critical understanding of three basic organs of Indian Constitution.	**PO1, PO8, PO10, P11**
CO3	The students will have critical understanding of quasi-federal features of Indian state enshrined in our constitution.	**PO1, PO4, PO6, PO10**
CO4	The students will have critical understanding of various national security laws and their constitutional validities.	**PO1, PO8, PO10, PO11**

SHPL103A	Course Code	**SHPL103A**
CGDI	Course Title	**Constitutional Government and Democracy in India**
2	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
0	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
1	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
2	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
0	PO5	Development of overall personality of students as critical thinkers and researcher scholars
1	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
3	PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
3	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
0	PO9	Extensive understanding of International Relations and Global Politics.
3	PO10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.
3	PO11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	The Constituent Assembly and the Constitution
Local	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Regional	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
National	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Global	NA
Employability	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Entrepreneurship	NA
Skill Development	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Professional Ethics	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Gender	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Human Values	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Environment & Sustainability	a.Historical Context, composition and functions of Constituent Assembly b.Preamble and Basic Structure Doctrine c.Fundamental Rights d.Directive Principles of State Policy e.Debates on Citizenship which includes CAA
Unit II	**Organs of Government**
Local	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of

	President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Regional	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
National	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Global	NA
Employability	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Entrepreneurship	NA
Skill Development	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Professional Ethics	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Gender	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Human Values	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and

	Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Environment & Sustainability	a.The Legislature: Power and Functions of Parliament b.The Executive: Election, Power, Functions and the changing role of President and Prime Minister c.The Judiciary: Appointment of Judges in High Courts and the Supreme Court, Power and Functions of High Courts and the Supreme Court. d.Judicial Review, Judicial Activism, PIL
Unit III	**Federalism and Decentralisation**
Local	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Regional	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
National	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Global	NA
Employability	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Entrepreneurship	NA
Skill Development	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative. Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Professional Ethics	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative. Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Gender	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Human Values	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Environment & Sustainability	a.Unitary and Federal Features of Indian Constitution b.Centre-State Relations: Legislative.Administrative, and Financial

	Relations d.The Panchayats and Municipalities e.Schedule and Tribal Areas: 5th and 6th Schedule
Unit IV	**Constitutional Provisions and National Security Laws**
Local	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Regional	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
National	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Global	NA
Employability	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Entrepreneurship	NA
Skill Development	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Professional Ethics	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Gender	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Human Values	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
Environment & Sustainability	a.Emergency Provisions b.Preventive Detention and National Security Laws c.Discussions on UAPA d.Consequences of National Security Laws
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

General Elective (GE)

SHPL105A	Nationalism in India	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure	NA				
Co-requisites	NA				

Course Objective

1. To make students have a theoretical understanding of nationalism.

2. To make students have a critical understanding of the growth and development of Indian nationalism

3. To make students have a critical examination of various nationalist discourses

4. To make students have an analytical understanding of various contested meanings of Indian National Identity

Course Outcomes

CO1: The students will have a theoretical and analytical understanding the nationalism in general

CO2: The students will have a critical understanding of the growth and development of Indian nationalism in the 19th and 20th century

CO3: The students will have a critical understanding of various nationalist discourses from three different perspectives.

CO4: The students will have a critical analysis of various contested meanings of Indian National Identity

Course Description

This course is designed for students to help them critically examine and analyze Indian Nationalism. It would help the students not only understand the origin and growth of nationalism in Europe and its spread to other parts of the world. Further, it highlights the problems of the application of understanding European nationalism to Indian nationalism. Indian nationalism was in response to European colonialism. There are various strands of

Indian response to colonialism starting from reformist, revivalist, revolutionary, and subaltern responses. This course ends with contested meanings of Indian nationalism in contemporary times.

UNIT I: Nation-State and Nationalism

- Historical Background: Rise of Nation-State and Nationalism

- Theories of Nationalism

    o Benedict Anderson's Imagined Community and Modular Nationalism

    o Partha Chatterjee's "Inner" and "Outer" Domains

    o Ernest Gellner and 'High Cultures'

    o Michael Billig's "Banal Nationalism"

UNIT II: Colonialism and Rise of Nationalism in India in the 19th century

- Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary

- Indian Reformist Movements: Causes, Consequences, and features

- Nationalist Movement and National Identity

UNIT III: Discourses on Nationalism

- Nationalist

- Imperialist

- Marxist and Subaltern

UNIT IV: Contested meanings of Indian Nationalism in Contemporary India

- Linguistic nationalism

- Caste question and Dalit identity

- Ethnic nationalism

References

I. Approaches to the Study of Nationalism in India

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: 125 Orient Longman, pp. 184-191.

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.

II. Reformism and Anti-Reformism in the Nineteenth Century

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman, pp.139-158, 234-276.

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.

III. Nationalist Politics and Expansion of its Social Base

S. Bandopadhyay, (2004) From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, pp. 279-311.

S. Sarkar, (1983) Modern India (1885-1947), New Delhi: Macmillan.

P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press, pp. 76-115.

IV. Social Movements

S. Bandopadhyay, (2004) From Plassey to Partition: A history of Modern India. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) Social Movements and the State, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) Rashtravad banam Deshbhakti Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. [The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.]

Additional Resources:

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.

R. Pradhan, (2008) Raj to Swaraj, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) Bharat Mein Algaovaad aur Dharm, New Delhi: Vani Prakashan.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	The students will have a theoretical and analytical understanding the nationalism in general.	**PO1, PO4, PO5, PO6, PO7**
CO2	The students will have a critical understanding of the growth and development of Indian nationalism in the 19th and 20th centuries.	**PO1, PO6, PO4, PO7**
CO3	The students will have a critical understanding of various nationalist discourses from three different perspectives.	**PO6, PO7, PO1,**
CO4	The students will have a critical analysis of various contested meanings of Indian National Identity.	**PO1, PO2, PO3, PO4, PO7, PO11**

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Course Code	SHPL 105A	
Course Title	NII	Nationalism in India
PO1	3	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
PO2	2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
PO3	2	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
PO4	3	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
PO5	1	Development of overall personality of students as critical thinkers and researcher scholars
PO6	3	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
PO7	3	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
PO8	0	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
PO9	0	Extensive understanding of International Relations and Global Politics.
PO 10	0	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public
PO 11	1	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Nation-State and Nationalism
Local	a.Historical Background: Rise of Nation-State and Nationalism b.Theories of Nationalism
Regional	a.Historical Background: Rise of Nation-State and Nationalism b.Theories of Nationalism
National	a.Historical Background: Rise of Nation-State and Nationalism a.Theories of Nationalism
Global	a.Theories of Nationalism b.Benedict Anderson's Imagined Community and Modular Nationalism c. Ernest Gellner and 'High Cultures' d.Michael Billig's "Banal Nationalism
Employability	1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism a.Benedict Anderson's Imagined Community and Modular Nationalism, b.Partha Chatterjee's "Inner" and "Outer" Domains, c.Ernest Gellner and 'High Cultures', d.Michael Billig's "Banal Nationalism"
Entrepreneurship	NA
Skill Development	1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism a.Benedict Anderson's Imagined Community and Modular Nationalism, b.Partha Chatterjee's "Inner" and "Outer" Domains, c.Ernest Gellner and 'High Cultures', d.Michael Billig's "Banal Nationalism"
Professional Ethics	1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson's Imagined Community and Modular Nationalism, b.Partha Chatterjee's "Inner" and "Outer" Domains, c.Ernest Gellner and 'High Cultures', d.Michael Billig's "Banal Nationalism"
Gender	1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson's Imagined Community and Modular Nationalism, b.Partha Chatterjee's "Inner" and "Outer" Domains, c.Ernest Gellner and 'High Cultures', d.Michael Billig's "Banal Nationalism"
Human Values	1.Historical Background: Rise of Nation-State and Nationalism, 2.Theories of Nationalism i.Benedict Anderson's Imagined Community and Modular Nationalism, b.Partha Chatterjee's "Inner" and "Outer" Domains, c.Ernest Gellner and 'High Cultures', d.Michael Billig's "Banal Nationalism"
Environment & Sustainability	NA

Unit II	Colonialism and Rise of Nationalism in India in the 19th century
Local	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Regional	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
National	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Global	NA
Employability	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Entrepreneurship	NA
Skill Development	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Professional Ethics	a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity
Gender	a.Understanding of nationalism during the Colonial period: Moderate, Extremist, Revolutionary, b.Indian Reformist Movements: Causes, Consequences, and features, c.Nationalist Movement and National Identity
Human Values	a.Indian Reformist Movements: Causes, Consequences, and features, b.Nationalist Movement and National Identity
Environment & Sustainability	NA
Unit III	Discourses on Nationalism
Local	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Regional	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
National	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Global	NA

Employability	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Entrepreneurship	NA
Skill Development	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Professional Ethics	NA
Gender	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Human Values	a.Nationalist, b.Imperialist, c.Marxist and Subaltern
Environment & Sustainability	NA
Unit IV	**Contested meanings of Indian Nationalism in Contemporary India**
Local	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Regional	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
National	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Global	NA
Employability	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Entrepreneurship	NA
Skill Development	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Professional Ethics	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Gender	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Human Values	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
Environment & Sustainability	a.Linguistic nationalism, b.Caste question and Dalit identity, c.Ethnic nationalism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Ability Enhancement Course (AEC)

SHEL145A	Communication Skills	L	T	P	C
		3	1	0	4

Course Level Learning Outcomes

1. Understand the basics of Grammar to improve written and oral communication skills.
2. Understand the correct form of English with proficiency
3. Improve student's personality and enhance their self-confidence.
4. Improve professional communication.
5. Enhance academic writing skills.

Course Content UNIT I

Introduction to Communication: Meaning, Forms & Types of Communication; Process of Communication; Principles of Effective Communication/7Cs, Barriers in Communication.

Emily Dickinson: "A Bird Came Down the Walk"

UNIT II

Essentials of Grammar: Parts of Speech: Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection; Using tenses; Articles; Types of sentences; Reported Speech; Punctuation.

Robert Frost: "Stopping by Woods on a Snowy Evening"

UNIT III

Building Vocabulary: Word Formation (by adding suffixes and prefixes); Common Errors; Words Often Confused; One word substitution, Homonyms and Homophones; Antonyms &Synonyms, Phrasal Verbs, Idioms & Proverbs (25 each); Commonly used foreign words (15 in number);O'Henry: *The Gift of Magi.*

UNIT IV

Personality Development: Etiquette & Manners; Leadership; Inter & intrapersonal skills; Attitude, Self-esteem & Self-reliance; Public Speaking; Body Language: Posture, Gesture, Eye Contact, Facial Expressions; Presentation Skills/ Techniques.

Rabindranath Tagore: "My Prayer to Thee"

Suggested Readings:

Kumar, Sanjay and Pushplata. *Communication Skills*. Oxford University Press, 2015.

Mitra, Barun K. *Personality Development and Soft Skills*. Oxford University Press, 2012.

Tickoo, M.L., A. E. Subramanian and P.R. Subramaniam. *Intermediate Grammar, Usage and Composition.* Orient Blackswan, 1976

Open Elective (OE)

SHPL171A	Rediscovering Politics	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To make students understand the fundamentals of politics that goes beyond the pejorative and reduced understanding of the term.

2. To make students critically examine the complexity of political and social structures.

3. To offer students counter-narratives and encourage them to ponder, discuss and debate the pre-existing narratives and perceptions.

4. To equip students to analyse and critique issues, events, beliefs and systems from multiple perspectives and dimensions.

Course Outcomes

After completing this course, the students will be able to:

CO1: Understand the concept of equality, justice and gender; and equip them to navigate and comprehend societal complexities.

CO2: To encourage them to raise questions critically and challenge preconceived notions and the structure of society and state.

CO3: To make students identify instances of discrimination and deprivation, difference and diversity and persuasively argue about the same.

CO4: Understand the power structures in reference to caste, class and patriarchy.

Course Description

Rediscovering Politics is an open elective that intends to familiarise students with the fundamentals and issues pertaining to politics. It elaborates on the enduring issues that span

politics, economic and societal norms and how these impact us and society.

Unit 1: What is Politics?

Unit 2: Concepts: Equality, Justice, Gender

Unit 3: Power Structure in India: Caste, class and patriarchy

Unit 4: Understanding Nation and State

References:

Topic I

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A.

(eds.), Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2- 17.

Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18- 37.

Topic 2

Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40- 57.

Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58- 73.

Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74- 82.

Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88- 105.

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106- 128.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An

Introduction. New Delhi: Pearson Longman, pp. 130- 147.

Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An

Introduction. New Delhi: Pearson Longman, pp. 170- 187.

Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 188- 205.

Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224- 235.

Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) Issues in Political Theory, New York: OxfordUniversity Press, pp. 33- 55.

Christiano, Thomas. (2008) 'Democracy', in McKinnon, Catriona. (ed.) Issues in

Political Theory, New York: Oxford University Press, pp. 80- 96.

Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103- 125.

Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172- 193.

Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241- 259.

Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241- 288.

Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.

Topic 3

Sen, A. (2003) 'Freedom Favours Development,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) TheDemocracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444- 446.

Prezowrski, A., et al. (2003) 'Political Regimes and Economic Growth,' in Dahl, R., Shapiro, I. and Cheibub, A. J. (eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 447- 454.

Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp.

308- 319.

Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298- 307.

Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835- 64.

Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Understand the concept of equality, justice and gender; and equip them to navigate and comprehend societal complexities.	**PO2, PO3, PO11,**
CO2	To make students identify instances of discrimination and deprivation, difference and diversity and persuasively argue about the same.	**PO2, PO3, PO11, PO7**
CO3	Understand the power structures in reference to caste, class and patriarchy.	**PO1, PO2, PO3, PO11, PO7**
CO4	To encourage them to raise questions critically and challenge preconceived notions and the structure of society and state.	**PO1, PO2, PO3, PO11, PO7**

Course Code	Course Title		SHPL171A
SHPL171A	RP		
		Rediscovering Politics	
PO1	3	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.	
PO2	3	Comprehensive and interdisciplinary knowledge by emphasizing inter- linkages between various political, economic and social issues and challenges.	
PO3	3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.	
PO4	2	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.	
PO5	3	Development of overall personality of students as critical thinkers and researcher scholars	
PO6	3	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society	
PO7	2	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.	
PO8	2	Equipping student how to transit from the level of policy to the practice of politics and vice versa.	
PO9	1	Extensive understanding of International Relations and Global Politics.	
PO 10	0	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public	
PO	2	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing	

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

28

11

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	What is Politics?
Local	What is Politics?
Regional	What is Politics?
National	What is Politics?
Global	What is Politics?
Employability	What is Politics?
Entrepreneurship	NA
Skill Development	What is Politics?
Professional Ethics	What is Politics?
Gender	What is Politics?
Human Values	What is Politics?
Environment & Sustainability	What is Politics?
Unit II	**Concepts: Equality, Justice, Gender**
Local	Concepts: a.Equality, b.Justice, c.Gender
Regional	Concepts: a.Equality, b.Justice, c.Gender
National	Concepts: a.Equality, b.Justice, c. Gender
Global	Concepts: a.Equality, b.Justice, c.Gender
Employability	Concepts: a.Equality, b.Justice, c.Gender
Entrepreneurship	NA
Skill Development	Concepts: a.Equality, b.Justice, c.Gender
Professional Ethics	Concepts: a.Equality, b.Justice, c.Gender
Gender	Concepts: a.Equality, b.Justice, c.Gender
Human Values	Concepts: a.Equality, b.Justice, c.Gender
Environment & Sustainability	Concepts: a.Equality, b.Justice, c.Gender
Unit III	**Power Structure in India: Caste, class and patriarchy Unit**
Local	Power Structure in India: a.Caste, b.Class and c.patriarchy
Regional	Power Structure in India: a.Caste, b.Class and c.patriarchy
National	Power Structure in India: a.Caste, b.Class and c.patriarchy
Global	NA
Employability	Power Structure in India: a.Caste, b.Class and c.patriarchy

Entrepreneurship	NA
Skill Development	Power Structure in India: a.Caste, b.Class and c.patriarchy
Professional Ethics	Power Structure in India: a.Caste, b.Class and c.patriarchy
Gender	Power Structure in India: a.Caste, b.Class and c.patriarchy
Human Values	Power Structure in India: a.Caste, b.Class and c.patriarchy
Environment & Sustainability	Power Structure in India: a.Caste, b.Class and c.patriarchy
Unit IV	**Understanding Nation and State**
Local	Understanding Nation and State
Regional	Understanding Nation and State
National	Understanding Nation and State
Global	Understanding Nation and State
Employability	Understanding Nation and State
Entrepreneurship	NA
Skill Development	Understanding Nation and State
Professional Ethics	Understanding Nation and State
Gender	Understanding Nation and State
Human Values	Understanding Nation and State
Environment & Sustainability	Understanding Nation and State
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

2nd Semester

K.R MANGALAM UNIVERSITY

Core Courses

SHPL102A	Introduction to Political Theory II (Political Theory: Concepts and Debates)	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure					
Co-requisites					

Course Objective:

1. To understand the nature and relevance of political theory and political concepts.

2. To understand the myriad concepts such as state, democracy, power and rights.

3. To familiarize students with the normative concepts in political theory and encourage them to understand how they manifest in social practices.

4. To understand the concepts of political theory helps in organizing our social living.

Course Outcomes

After reading the course, the learner would

CO1: Critically understand the nature and various traditions and concepts of political theory.

CO2: Understand the different concepts such as state, democracy, power and rights.

CO3: Understand multiple frames by which the idea of political community is contested.

CO4: The students will critically understand important political theory debates.

Course Description

This course will familiarize students with the basic normative concepts in political theory and encourage them to understand how they manifest in social practices. The course will also help students learn how we make use of these concepts in organizing our social living. Political concepts and theories are an essential part of political science that explores what a world should look like by incorporating various political theories and concepts. It is mainly concerned with the foundations of political institutions, human nature and the moral and

ethical purpose of the political communities in light of human behavior. This paper gives a strong theoretical base to the study of political science.

UNIT I: State

☐ The modern state

☐ State of nature and social contract

☐ Debates and perspectives in understanding of state

UNIT II: Democracy: Idea and Practice

☐ Concept of Democracy

☐ Types of democracy

☐ Liberal Democracy and its critics

☐ Theories (Elitist, Pluralist and Marxist)

☐ Multiculturalism and Toleration Debate: Representation vs Participation

UNIT III: Concept of Power

☐ Conceptions of Power: Political Power, Economic Power, Ideological Power

☐ Authority, Legitimacy and Hegemony

☐ Power and Hegemony (Gramsci's Analysis)

☐ Elite Theory (Pareto, Mosca, Michel, C. Wright Mills)

☐ Gender Perspective (Feminist Theory)

☐ Group Perspective (Pluralist Theory)

UNIT IV: Rights

☐ Rights, Claims and Powers

☐ Rights: Natural, Moral, Civil and Legal

☐ The Social Welfare Theory of Rights and The Marxist theory of Rights

☐ Rights and Obligations Debate

☐ Human Rights: Universalism or Cultural Relativism

References

Ackerly, Brooke A., *Political Theory and Feminist Social Criticism*, Cambridge University Press, 2000.

Bellamy, Richard, *The Demise and Rise of Political Theory: Theories and Concepts of Politics*, Manchester University Press, 1993.

Bhargava, Rajeev, *Political theory: An Introduction*, Pearson Education India, 2008

Heywood, Andrew, *Political Theory: An Introduction*, Palgrave Macmillan, 2017.

Heywood, Andrew, *Political Ideas and Concepts: An Introduction*, New York:

St. Martin's Press, 1994.

Kymlicka, Will, *Contemporary Political Philosophy: An Introduction*, Oxford: OUP, 2002

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

Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed), Issues in Political Theory. New York: Oxford University Press, pp. 172-193.

Modes of Evaluation: Quiz/Assignment/ Presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Critically understand the nature and various traditions and concepts of political theory.	**PO1, PO4, PO5, PO7**
CO2	Understand the different concepts such as state, democracy, power and rights.	**PO1, PO4, PO5, PO7**
CO3	Understand multiple frames by which the idea of political community is debated	**PO1, PO4, PO5, PO6**
CO4	The students will have a critical comprehension of importantdebates in Political Theory.	**PO1, PO4, PO5, PO7**

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

SHPL102A	CourseCode	SHPL102A
PTCD	Course Title	**Introduction to Political Theory II** **(Political Theory: Concepts and Debates)**
3	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public
2	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
2	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
3	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
3	PO5	Development of overall personality of students as critical thinkers and researcher scholars
3	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous
3	PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
0	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
0	PO9	Extensive understanding of International Relations and Global Politics.
0	PO10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public
2	PO 11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	State
Local	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Regional	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
National	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Global	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Employability	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Entrepreneurship	NA
Skill Development	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Professional Ethics	1.State of nature and social contract
Gender	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Human Values	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Environment & Sustainability	a.The modern state, b.State of nature and social contract c.Debates and perspectives in understanding of state
Unit II	**Democracy: Idea and Practice**
Local	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
Regional	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
National	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
Global	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation

Employability	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
Entrepreneurship	NA
Skill Development	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
Professional Ethics	a.Concept of Democracy, b.Liberal Democracy and its critics, c.Multiculturalism and Toleration Debate: Representation vs Participation
Gender	a.Concept of Democracy, b.Types of democracy, c.Liberal Democracy and its critics, d.Theories (Elitist, Pluralist and Marxist), e.Multiculturalism and Toleration Debate: Representation vs Participation
Human Values	a.Concept of Democracy, b.Liberal Democracy and its critics, c.Multiculturalism and Toleration Debate: Representation vs Participation
Environment & Sustainability	a.Concept of Democracy
Unit III	**Concept of Power**
Local	NA
Regional	NA
National	NA
Global	a.Conceptions of Power: Political Power, Economic Power, Ideological Power, b.Authority, Legitimacy and Hegemony, c.Power and Hegemony (Gramsci's Analysis), d.Elite Theory (Pareto, Mosca, Michel, C. Wright Mills), e.Gender Perspective (Feminist Theory), f.Group Perspective (Pluralist Theory)
Employability	a.Conceptions of Power: Political Power, Economic Power, Ideological Power, b.Authority, Legitimacy and Hegemony, c.Power and Hegemony (Gramsci's Analysis), d.Elite Theory (Pareto, Mosca, Michel, C. Wright Mills), e.Gender Perspective (Feminist Theory), f.Group Perspective (Pluralist Theory)
Entrepreneurship	NA
Skill Development	a.Conceptions of Power: Political Power, Economic Power, Ideological Power, b.Authority, Legitimacy and Hegemony, c.Power and Hegemony (Gramsci's Analysis), d.Elite Theory (Pareto, Mosca, Michel, C. Wright Mills), e.Gender Perspective (Feminist Theory), f.Group Perspective (Pluralist Theory)

Professional Ethics	NA
Gender	a. Gender Perspective (Feminist Theory)
Human Values	a.Conceptions of Power: Political Power, Economic Power, Ideological Power, b.Authority, Legitimacy and Hegemony, c.Power and Hegemony (Gramsci's Analysis), d.Elite Theory (Pareto, Mosca, Michel, C. Wright Mills), e.Gender Perspective (Feminist Theory), f.Group Perspective (Pluralist Theory)
Environment & Sustainability	a.Conceptions of Power: Political Power, Economic Power, Ideological Power, b.Authority, Legitimacy and Hegemony, c.Power and Hegemony (Gramsci's Analysis), d.Elite Theory (Pareto, Mosca, Michel, C. Wright Mills), e.Gender Perspective (Feminist Theory), f.Group Perspective (Pluralist Theory)
Unit IV	**Rights**
Local	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Regional	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
National	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Global	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Employability	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Entrepreneurship	NA
Skill Development	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Professional Ethics	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.Rights and Obligations Debate, d.Human Rights: Universalism or Cultural Relativism

Gender	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.The Social Welfare Theory of Rights and The Marxist theory of Rights, d.Rights and Obligations Debate, e.Human Rights: Universalism or Cultural Relativism
Human Values	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.Rights and Obligations Debate, d.Human Rights: Universalism or Cultural Relativism
Environment & Sustainability	a.Rights, Claims and Powers, b.Rights: Natural, Moral, Civil and Legal, c.Rights and Obligations Debate, d.Human Rights: Universalism or Cultural Relativism
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Core Courses

SHPL104A	Political Process and Governance in India	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure	NA				
Co-requisites	NA				

Course Objective:

The students will be able:

☐ To understand the nature and trend of the Indian political party system.

☐ To have a critical analysis of electoral processes and reforms in India.

☐ To have a critical examine the role of caste and religion in Indian politics.

☐ To have a critical evaluation of various regional politics and regionalism in India.

Course Outcomes:

CO1: The students will have an understanding of the nature and trend of the Indian political party system.

CO2: The students will have a critical understanding of electoral processes and reforms in India.

CO3: The students will have a critical examination of the role of caste and religion in Indian politics.

CO4: The students will have a critical evaluation of various regional politics and regionalism in India.

Course Description

This course acquaints students with the political process in India. The student is given a detailed understanding of the origin, development, nature and changing trends of the political system in India. In the Indian multi- party system, from the dominance of one party government to a coalition government, the Indian party system has its pros and cons. The

students are then introduced to the electoral process in India. They are given a critical analysis of electoral frauds and electoral reforms in India. Caste and religion have become an integral part of Indian politics. The people's voting behaviour based on caste and religion has been an interesting part of Indian politics; communal and caste identities are fanned during elections in certain parts of India. The students were made to critically analyze whether the existence of caste and religion within politics helps or hinders democratic growth in India. Finally, the Indian political process is being transformed by regional aspirations, regionalism and regional parties. Despite all these challenges, Indian democracy is considered one of the vibrant democracies in the world.

Unit I: Political Parties in India

☐ Political Parties: Meaning, Nature, Functions, and Types of Political Party System

☐ Origin and Development of the Indian Party System

☐ Nature and Trends of the Indian Party System

☐ Coalition Politics and Importance of Regional Parties in Federalism

Unit II: Electoral Process in India

☐ Representation: Meaning, Nature, Models of Representation

☐ Election Commission: Various roles of Election Commission

☐ Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money

Unit III: Role of Caste and Religion in Indian Politics

☐ Caste and Indian Constitutional Provisions in Political Representation

☐ Caste and Politics and Politicization of Caste

☐ Case Studies of Political Mobilization Based on Caste Identities

☐ Secularism and Communalism in India

☐ Religion and Voting Behaviour in Indian Electoral Process

Unit IV: Regionalism and Regional Aspirations

☐ Regionalism: Meaning, Connotations, and Causes of Regionalism in India

- Positive and Negative Regionalism

- Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement

Suggested Reading List

Niraja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.

Rajni Kothari, Politics in India Orient Longman, Hyderabad, 1970.

Subrata K. Mitra, Politics in India: Structure Process and Policy, Routledge, New York, 2017

Partha Chatterjee (ed.), State and Politics in India, Oxford University Press, New Delhi, 2002.

Atul Kohli & Prerna Singh (eds.) Routledge Handbook of Indian Politics, Routledge, New York, 2016.

Bidyut Chakrabarty Indian Politics and Society since Independence Events, processes and ideology, Routledge, New York, 2008

Achin Vanaik and R. Bhargava (eds.), Understanding Contemporary India: Critical Perspectives, Orient Blackswan, New Delhi, 2010

C. Jaffrelot, (2005) 'The Politics of the OBCs', in Seminar, Issue 549, pp. 41- 45.

G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)

Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.

R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3-25.

S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp.

54-58.

U. Chakravarti. (2003)'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.

T. 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.

A. Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) The Oxford Companion to Politics in India, New Delhi: Oxford University Press, pp.409-422.

G. Shah, (2004) Social Movements in India: A Review of Literature, New Delhi: Sage Publications.

Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.

Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.

Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Austin, G. (1999) Indian Constitution: Corner Stone of a Nation. New Delhi: Oxford University Press.

Austin, G. (2004) Working of a Democratic Constitution of India. New Delhi: Oxford University Press.

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	The students will have an understanding of the nature and trends of the Indian political party system.	PO1, PO10, PO111
CO2	The students will have a critical understanding of electoral processes and reforms in India.	PO1, PO10
CO3	The students will have a critical examination of the role of caste and religion in Indian politics.	PO2, PO3, PO4, PO5
CO4	The students will have a critical evaluation of various regional politics and regionalism in India.	PO1, PO8 PO10

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

SHPL104A	Course Code	**SHPL104A**
PPGI	Course Title	**Political Process and Governance in India**
3	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public
3	PO2	Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
1	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalised communities making them alert to instances of discrimination and deprivation; difference and diversity.
2	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
2	PO5	Development of overall personality of students as critical thinkers and researcher scholars
2	PO6	Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous
2	PO7	Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
2	PO8	Equipping student how to transit from the level of policy to the practice of politics and vice versa.
0	PO9	Extensive understanding of International Relations and Global Politics.
3	PO 10	Learning about the concepts of organisation and management and their application relevant to unraveling the intricacies of large public
3	PO 11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Political Parties in India
Local	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Regional	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
National	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Global	NA
Employability	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Entrepreneurship	NA
Skill Development	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Professional Ethics	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Gender	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Human Values	a.Political Parties: Meaning, Nature, Functions, and Types of Political Party System, b.Origin and Development of the Indian Party System, c.Nature and Trends of the Indian Party System, d.Coalition Politics and Importance of Regional Parties in Federalism
Environment & Sustainability	NA
Unit II	**Electoral Process in India**
Local	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of

	Unaccounted Money
Regional	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
National	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Global	NA
Employability	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Entrepreneurship	NA
Skill Development	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Professional Ethics	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Gender	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Human Values	a.Representation: Meaning, Nature, Models of Representation, b.Election Commission: Various roles of Election Commission, c.Electoral Frauds and Electoral Reforms in India: criminalization of Politics, Problem of Defection, Election Rigging and Misuse of Unaccounted Money
Environment & Sustainability	NA
Unit III	**Role of Caste and Religion in Indian Politics**
Local	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process

Regional	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
National	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Global	Caste and Politics and Politicisation of Caste
Employability	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Entrepreneurship	NA
Skill Development	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Professional Ethics	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Gender	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Human Values	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicization of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India, e.Religion and Voting Behaviour in Indian Electoral Process
Environment & Sustainability	a.Caste and Indian Constitutional Provisions in Political Representation, b.Caste and Politics and Politicisation of Caste, c.Case Studies of Political Mobilization Based on Caste Identities, d.Secularism and Communalism in India
Unit IV	**Regionalism and Regional Aspirations**
Local	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement

Regional	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
National	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Global	NA
Employability	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Entrepreneurship	NA
Skill Development	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Professional Ethics	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Gender	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Human Values	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
Environment & Sustainability	a.Regionalism: Meaning, Connotations, and Causes of Regionalism in India, b.Positive and Negative Regionalism, c.Some of the Ongoing Regional Movements: Case Study of Bodo Homeland Movement and Gorkhaland Movement
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

K.R MANGALAM UNIVERSITY

SHPL106A	Women Power and Politics: A Global Perspective	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

1. To make students understand the agency, rights, entitlements of women and taking it beyond 'women empowerment' and focusing women as radical social agents.
2. To make students critically examine the complicity of social structures and relations in gender inequality.
3. To provide students a critical understanding of new precarious work and labour forms under the new economy.
4. To analyse the women's position and power in politics.

Course Outcomes

After completing this course, the students will be able to:

CO1: Understand the concept of patriarchy, feminism, family, community and state.

CO2: Critically examine the complicity of social structures and relations in gender inequality.

CO3: Understand the history of women's movement and why these movements emerged, history of achieving constitutional and legal rights, and hence would be able to connect theory and practice.

CO4: Understand the gender roles and responsibilities, women's position and power in politics.

Course Description

The paper seeks to familiarise students with the fundamental concepts and issues related to gender and women empowerment. It provides an overview of some basic concepts, a history of women's struggle for rights across the world, and some seminal and enduring issues that span politics, economic and societal norms and how these impact gender identity and gender relations.

UNIT I: Introduction of Patriarchy

- Role of patriarchy
  - Sex-Gender debates
  - Public-Private dichotomy
  - Power
- Family, Community, State
- Gender based Violence

UNIT II: Feminism

- Understanding Feminism
- History of Feminism in West- Waves of Feminism
- Introduction to Feminist Theories
  - Liberal
  - Socialist
  - Marxist
  - Radical
  - New Feminist schools/traditions

UNIT III: Movements and Issues (keep it only on issues)

- History of the Women's Movement in India
- Work and Labour
  - Visible and Invisible work
  - Reproductive and care work

o   Sex work

UNIT IV: Women's Position in Politics

- Women in Conflict

- A Feminist Foreign Policy?

- Women and State

Suggested Readings

Agnes, Flavia (2001), *Law and Gender Equality: The Politics of Women's Rights in India*, OUP: New Delhi Anderlini, Sanam Naraghi (2007), "Women Building Peace: What They Do, Why It Matters, Lynne Rienner: USA

Geetha, V. (2002). *Gender*. Stree Geetha, V. (2007). *Patriarchy.* Stree

Jagger, Allison (1983). *Feminist politics and Human nature.* UK: Harvester Press, pp. 25-350

Lerner, Gerda (1986). *The Creation of patriarchy.* New York: Oxford University Press

Butler, Judith (1999). *Gender Trouble Feminism and the Subversion of Identity*. New York and London: Routledge.

Rowbotham, Sheila (1993). *Women in Movements.* New York and London: Routledge, Section I, pp. 27-74 and 178-218

Comte, Jacqueline (2013). *Decriminalising Sex work: Feminist Discourse in the light of research.* New York: Springer

Coomaraswamy, Radhika & Dilrukshi Fonseca (2004), *Peace Work: Women, Armed Conflict and Negotiation*, Women Unlimited: New Delhi

Dasgupta, Sanjukta (2011), *Media, Gender and Popular Culture in India: Tracking Change and Continuity*, Sage: New Delhi

Davis, Angela Y. (1983, 2011), *Women, Race & Class*, Navayana: New Delhi Tickner, Ann J. (1997). *You Just Don't Understand: Troubled Engagement between Feminists and IR theorists.* International Studies Quarterly

Tickner, Ann J. (1988). *Hans Morgantheu's Principles of Political Realism: A*

Feminist Reformulations. Millenium Journal of International Studies.

N. Menon (2008) *'Gender'*, in R. Bhargava and A. Acharya (eds) Political Theory: An Introduction, New Delhi, Pearson

N. Menon, (2004) *'Sexual Violence: Escaping the Body'*, in Recovering Subversion, New Delhi: Permanent Black, pp. 106-165.

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	To make students understand women's agency, taking it beyond women's empowerment and focusing on women as radical social agents.	PO1, PO2, PO3,PO5, PO6,PO7
CO2	To make students have critically examined the complicity of social structures and relations and understand the concept of feminism.	PO1, PO2, PO3,PO4, PO5,PO7
CO3	To give students a critical understanding of new forms of precarious work and labor under the new economy.	PO1,PO2, PO3,PO4,PO5, PO7,PO11,PO8
CO4	To analyze the women's position and power in politics.	PO1,PO2,PO3, PO4,PO5,PO7,

Course Code	SHPL 206A		SHPL206A
Course Title	WPP		**Women Power and Politics: A Global Perspective**
	3	PO1	Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration, and international politics.
	3	PO2	Comprehensive and interdisciplinary knowledge by emphasizing interlinkages between various political, economic, and social issues and challenges.
	3	PO3	Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
	3	PO4	Training in theoretically rich and empirically grounded knowledge and inculcation of problem-solving techniques.
	3	PO5	Development of the overall personality of students as critical thinkers and researcher scholars.
	3	PO6	Inculcation of the values of tolerance, progressiveness, and fraternity that contributes towards the making of a healthy and prosperous society.
	3	PO7	Development of adequate skills in academic writing which includes writing logically and coherently on societal issues.
	2	PO8	Equipping students on how to transit from the level of policy to the practice of politics and vice versa.
	1	PO9	Extensive understanding of International Relations and Global Politics.
	1	PO10	Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organizations and corporate bodies.
	2	PO11	Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Introduction of Patriarchy
Local	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Regional	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
National	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Global	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Employability	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Entrepreneurship	NA
Skill Development	Public-Private Dichotomy
Professional Ethics	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy;
Gender	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Human Values	1.Role of patriarchy-Power; Sex-Gender Debates; Public-Private Dichotomy; 2. Family, Community, State; 3. Gender based violence
Environment & Sustainability	1.Role of patriarchy-Power; Sex-Gender Debate
Unit II	Feminism
Local	1.Understanding Feminism, 2.Introduction to Feminist Theories
Regional	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories
National	1.Understanding Feminism, 2.Introduction to Feminist Theories
Global	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories

Employability	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories
Entrepreneurship	NA
Skill Development	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories
Professional Ethics	NA
Gender	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories
Human Values	NA
Environment & Sustainability	1.Understanding Feminism, 2.History of Feminism in West-Waves of Feminism, 3.Introduction to Feminist Theories
Unit III	**Movements and Issues (keep it only on issues)**
Local	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Regional	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
National	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Global	1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Employability	1.Work and Labour
Entrepreneurship	NA
Skill Development	1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work
Professional Ethics	1.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Gender	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Human Values	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work
Environment & Sustainability	1.History of the Women's Movement in India, 2.Work and Labour, a. Visible and Invisible work, b. Reproductive and care work, c. Sex work

Unit IV	Women's Position in Politics
Local	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Regional	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
National	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Global	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Employability	1. A Feminist Foreign Policy?, 2.Women and State
Entrepreneurship	1. A Feminist Foreign Policy?, 2.Women and State
Skill Development	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Professional Ethics	1.Women's position in politics
Gender	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
Human Values	1.Women's position in politics, 2.Women and State
Environment & Sustainability	Women's position in politics- a. Women in Conflict, b. A Feminist Foreign Policy?, c. Women and State
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Open Elective

SHPL108 A	Peace and Conflict Resolution	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives:

The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover –

1. In-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organised violence.

2. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.

3. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations.

4. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories.

5. The course is designed to familiarise students with the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.

6. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Course Outcomes:

After completing this course, the students will be able to:

CO1: Understand the concept conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organised violence.

CO2: Critically examine the complicity of the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically.

CO3: Understand the overview of the Peace and Conflict Studies discipline, including key concepts and related theories. Moreover, the course will help a student understand the current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

CO4: Understand the historical background of various peace movements, to analyse principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today.

Course Description:

This course aims to introduce students to the origins, concepts, theories, perspectives and

dynamics of the major guiding visions that have evolved as integral part of Peace and Conflict Resolution studies discourse. This will also provide students with common language and precision in their understanding and skills for examining the dimensions, obstacles and opportunities in peace and to equip them with critical thinking on conflict resolution and provide appropriate examples and references for future explorations.

Unit 1: Origins and Development of Peace and Conflict Studies

Phases, Pioneers and Traditions

Basic Concepts of Peace and Conflict

Peace keeping, Peace Making, Peace Building, Peace Enforcement

Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention,

Conflict Regulation, Conflict Transformation

Unit 2: Sources of Conflict

Material, ideational and others

Theories of Peace and Conflict

Typologies – Inter-State and Internal Conflicts

Contending theories & Perspectives – e.g. Liberal, Marxist, Gandhian, Nehruvian, Feminist

Unit 3: Dynamics of Peace and Conflict

Conflict Cycles and Mapping

Escalation, De-escalation, Intractability

Unit 4: Strategies of Peace Making

Actors – Institution, Individuals, and State

Approaches – Facilitation, Mediation, and Arbitration

Processes – Negotiations

Unit 5: Durability of Peace

Conditions of Peace, Post-Conflict Peace Building, Creating Institutions and Norms

References:

Books

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Berrovitch, Jacob and Jeffery Z. Rubin, (eds), Mediation in International Relations: Multiple Approaches to Conflict Management, (New York: St. Martin's Press, 1992).

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Reardon, Betty A., Women and Peace: Feminist Visions of Global Security, (New York: State University of New York Press, 2003)

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Wallensteen, Peter (ed.), Preventing Violent Conflicts: Past Record and Future Challenges, (Uppsala University: Sweden: Department of Peace and Conflict Resolution, 1998).

Zartman, I. William and Rasmussen, J. Lewis. (eds.), Peacemaking in International Conflict Methods & Techniques (Washington, DC: US Institute of Peace Press, 1997).

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Boulding, Kenneth, "Twelve Friendly Quarrels with Johan Galtung" in Journal of Peace Research, Vol.16 No. 2 (1965)

Caprioli, Mary (2000): "Gendered Conflict", Journal of Peace Research, Vol. 37, no. 1 (2000)

Fox, Jonathan (2001): "Two Civilizations and Ethnic Conflicts: Islam and the West", Journal of Peace Research, Vol. 38, no. 4, (2001)

Galtung, Johan 'On the Meaning of Non-Violence', Journal of Peace Research, vol.2, no.3, 1965, pp.228-257.

Huntley, Wade L. 'Kant's Third Image: Systemic Sources of the Liberal Peace', International Studies Quarterly, vol.40, no.1,

March 1996, pp.45-76.

Patomaki, Heikki 'The Challenge of Critical Theories: Peace Research at the Start of the New Century', Journal of Peace Research, vol.38, no.6, 2001, pp.723-737.

Pearson, Frederic S. (2001): "Dimensions of Conflict Resolution in Ethno-political Disputes", Journal of Peace Research, Vol. 38, no. 3, Sage, pp 275-287.

Takeshi, Ishida, "Beyond the Traditional Concepts of Peace in Different Cultures", Journal of Peace Research. No. 2 (1969)

Weber, Thomas 'Gandhian Philosophy, Conflict Resolution Theory and Practical Approaches to Negotiation', Journal of Peace Research, vol.38, no.4, 2001, pp.493-513.

Website References:

Carnegie Commission on preventing deadly conflict: http://www.ccpdc.org

Conflict Resolution, Research and Resource Institutes: http://www.cri.cc

Institute for Conflict Analysis and Resolution,: http://www.web.gmu.edu/departments/ICAR

Malaviya Centre for Peace Research, http://www.mcpr-bhu.com

The Institute for International Mediation and Conflict Resolution: http://www.iimcr.org

Institute for Conflict Management, India: http://www.satp.org

Berghof Research Center for Constructive Conflict Management: http://www.berghof-center.org

European Centre for Conflict Prevention: http://www.euconflict.org

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Ability Enhancement Course (AEC)

		L	T	P	C
SHCH125A	**Environment Studies**	**3**	**0**	**0**	**3**

Unit I: Introduction of Environmental Studies

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

Natural Resources: Renewable and Non-renewable Resources

Land resources: land use change; Land degradation, soil erosion and desertification.

Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).

Energy resources: Renewable and non- renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit II: Ecosystems

Definition and Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession.

Case studies of the following ecosystems:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Biological Diversity: Levels of biological diversity; genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots ; India as a mega-biodiversity nation; Endangered and endemic species of India; Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity; Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit III: Environmental Pollution

Types, causes, effects and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks; Solid waste management: Control measures of urban and industrial waste; Pollution case studies.

Environmental Policies and practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. International agreements: Montreal & Koyoto protocol and convention on biological diversity. Nature reserves, tribal population and rights, human wildlife conflicts in Indian context.

Unit IV: Human Communities and the Environment

Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides;Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Field work:

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.

- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.

- Study of common plants, insects, birds and basic principles of identification.

- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

3rd Semester

Core Courses (CC)

SHPL201A	Comparative Government and Politics	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure					
Co-requisites					

Course Objective

- This course seeks to acquaint students with the fundamental ideas, procedures, and breadth of comparative politics, as well as with various approaches and their advantages and disadvantages.

- The goal is to provide readers with a clearer knowledge of the structures and roles that institutions play in a comparative context.

- The course will explore comparative issues in industrialised and emerging nations while examining politics within a historical context. With particular examples, such as capitalism with regard to Britain, socialism with reference to China, colonialism and decolonisation with reference to South Asian countries, it is possible to understand the historical background of the modern state, constitutional development, and political economy.

Course Learning Outcomes

CO1: The learner would be able to comprehend the discipline's history due to this paper.

CO2: Students will learn about a variety of political regimes, cultures, and political economies via the study of various political systems from various continents throughout the world.

CO3: The manner in which the state interacts with the economy and how culture, law affects political discourse in a given setting will be defined for students.

CO4: It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective.

CO5: Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research.

Course Description

This is a course on comparative politics—one of the major disciplines in political science, along with international relations and political theory of Global South and Global North. The course is especially intended to provide an overview of internal political structures as well as various political actors involved in policy-making processes. To examine similarities and differences across political systems, we will focus on the analysis of domestic politics (we will conduct the analysis in a comparative manner).

Hence this course will be an Introduction to the cross-national and comparative study of contemporary political systems. Focus on structural/behavioral similarities and differences, common and diverse aspirations/struggles, globalisation and local responses, and domestic-foreign linkages. Reference to major illustrative countries in Europe, the Middle East, Asia (including Central Asia), Africa, and Latin America.

Unit 1: Understanding Comparative Politics

- Nature and scope

- Why Compare and Methods of Comparison

- Going beyond Eurocentrism

Unit 2: Approaches to Studying Comparative Politics

- Institutional Approach, System Approach, Structural Functional Approach

- Political Culture

- New Institutionalism

Unit 3: Historical Context of Modern Government

- Capitalism: meaning and development: globalization

- Socialism: meaning, growth and development

- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

Unit 4: Themes for Comparative Analysis; Contemporary Debates on the Nature of the States

- Governing principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative.

- A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.

References

Essential Texts:

Bara, J & Pennington, M. (eds.). (2009) Comparative Politics. New Delhi: Sage.
Caramani, D. (ed.). (2008) Comparative Politics. Oxford: Oxford University Press.
Hague, R. and Harrop, M. (2010) Comparative Government and Politics: An Introduction. (Eight Edition). London: Palgrave McMillan.
Ishiyama, J.T. and Breuning, M. (eds.). (2011) 21st Century Political Science: A Reference Book. Los Angeles: Sage.
Newton, K. and Deth, Jan W. V. (2010) Foundations of Comparative Politics: Democracies of the Modern World. Cambridge: Cambridge University Press.
O'Neil, P. (2009) Essentials of Comparative Politics. (Third Edition). New York: WW. Norton & Company, Inc.
Palekar, S.A. (2009) Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd.

Compulsory Readings

Unit 1.

Webb, E. (2011) 'Totalitarianism and Authoritarianism', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 249-257.
Hague, R. and Harrop, M. (2004) Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 36-50, 51-68.
Unit 3a.

Caramani, D. (2008) 'Introduction to Comparative Politics', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 1-23.
Mohanty, M. (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics. Nos. 1 & 2, pp. 22-38.
Unit 2.

Hague, R and Harrop, M. (2004) 'The Political Executive', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 268-290.
Unit 3b.

Cameron, D. R. (2002) 'Canada', in Ann L. G. (ed.) Handbook of Federal Countries. Montreal &Kingston: McGill Queen's University Press, pp. 105-119.
Peter, H. (2002) 'Canada: A Federal Society-Despite Its Constitution', in Rekha Saxena. (ed.) Mapping Canadian Federalism for India. New Delhi: Konark Publisher, Pvt., pp. 115-129.
Dhillon, Michael. (2009), 'Government and Politics', in Contemporary China: An Introduction. London, New York: Routledge, 2009, pp. 137-160
Unit 4.

Evans, Jocelyn A.J. (2009) 'Electoral Systems', in Bara, J. and Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 93-119.
Downs, W. M. (2011) 'Electoral Systems in Comparative Perspectives', in Ishiyama, J. T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 159-167.

Unit 5.

Cole, A. (2011) 'Comparative Political Parties: Systems and Organizations', in Ishiyama, J.T. and Breuning, M. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 150-158.
Caramani, D. (2008) 'Party Systems', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 293-317, 318-347.

Unit 6.

Poggi, Gianfranco. (2008) 'The nation-state', in Caramani, D. (ed.) Comparative Politics. Oxford: Oxford University Press pp. 85-107.
Hague, R. and Harrop, M. (2004) 'The state in a global context', in Comparative Government and Politics: An Introduction. London: Palgrave McMillan, pp. 17-34.

Additional Resources

Classic Readings
Aristotle: 'Politics,' Benjamin Jowett, Batoche Books, The Clarendon Press, 1999
Karl Marx: Critique of Political Economy, Progress Publishers, Moscow, Translated: S.W. Ryazanskaya, 1859
Roy Macridis: The Study of Comparative Government, Random House 1966/'The modern Political Regimes: Patterns and Institutions', 1986.

Additional Readings:
Bara, J. (2009) 'Methods for Comparative Analysis', in Bara, J. & Pennington, M. (eds.) Comparative Politics. New Delhi: Sage, pp. 40-65.
Blondel, J. (1996) 'Then and Now: Comparative Politics', Political Studies. Vol. 47, Issue 1, pp. 152-160

Chandhoke, N. (1996) 'Limits of Comparative Political Analysis', Economic and Political Weekly. vol. 31, No. 4, (January 27), pp. PE 2-PE8.
Mair, P. (2008) 'Democracy', in Carmani, D. (ed.) Comparative Politics. Oxford: Oxford University Press, pp. 108-132.
Robbins, J. W. (2011) 'Parsidentialism Verses Parliamentarism', in Ishiyama, J. T. and Marijke, B. (eds.) 21st Century Political Science: A Reference Book. Los Angeles: Sage, pp. 177-185.
Watts, D. (2003) Understanding US/UK Government and Politics. Manchester: Manchester University Press, pp. 1-25; 66-105; 106-138.

Other Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order. Cambridge: Cambridge University Press, pp.1-5; 1636; 253-290.

R. Suresh, (2010) Economy & Society -Evolution of Capitalism, New Delhi, Sage Publications, pp. 151- 188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternisation', in Globalization: A Basic Text. London: Wiley- Blackwell, pp. 63-84.

M. Dobb, (1950) 'Capitalism', in Studies in the Development of Capitalism. London: Routledge and Kegan Paul Ltd, pp. 1-32.

A. Brown, (2009) 'The Idea of Communism', in Rise and Fall of Communism, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in Comparative Politics in Transition, United Kingdom: Wadsworth, pp. 195-209

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), Decolonization: Perspective From Now and Then. London: Routledge, pp. 1-18.

J. Chiryankandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, Politics in the Developing World. New Delhi: Oxford University Press, pp. 31-52.

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at

http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

L. Barrington et. al (2010) Comparative Politics - Structures & Choices, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in The UK Parliament. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) Comparative Politics in Transition, UK: Wadsworth, pp. 260-270 (China)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

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CO3	The manner in which the state interacts with the economy and how culture affects political discourse in a given setting will be defined for students.	PO5, PO3
CO4	It would improve students' abilities to employ gender, race, ethnicity, and its intersectionality as analytical frames in a comparative perspective.	PO5,PO6
	Students will acquire the capacity for critical thought, the capacity to pose significant questions related to the field, and the aptitude for research.	P)7, PO3

Course Code	Course Title		Comparative Government and Politics
SHPL201	CGP		
3	3	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
3	3	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
3	3	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
3	3	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
3	3	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
3	3	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
3	3	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Understanding Comparative Politics
Local	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Regional	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
National	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Global	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Employability	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Entrepreneurship	NA
Skill Development	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Professional Ethics	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Gender	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Human Values	1. Nature and Scope
Environment & Sustainability	1. Nature and Scope, 2. Why Compare and Methods of Comparison, 3. Going beyond Eurocentrism
Unit II	Approaches to Studying Comparative Politics
Local	NA
Regional	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
National	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Global	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Employability	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Entrepreneurship	NA

Skill Development	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Professional Ethics	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Gender	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Human Values	1. Institutional Approach, System Approach, Structural Functional Approach, 2. Political Culture, 3. New Institutionalism
Environment & Sustainability	1. Political Culture, 2. New Institutionalism
Unit III	**Historical Context of Modern Government**
Local	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Regional	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
National	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Global	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Employability	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Entrepreneurship	NA
Skill Development	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3.

	Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Professional Ethics	NA
Gender	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Human Values	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Environment & Sustainability	1. Capitalism: Meaning and Development: Globalisation, 2. Socialism: meaning, growth and development, 3. Colonialism and decolonisation: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonisation
Unit IV	**Themes for Comparative Analysis**
Local	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
Regional	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
National	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy
Global	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Employability	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism,

	Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Entrepreneurship	NA
Skill Development	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Professional Ethics	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative
Gender	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Human Values	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
Environment & Sustainability	1. Governing Principles: Constitutionalism, Conventions, Rule of Law, Parliamentary Sovereignty, Separation of Powers, Judicial Review, Democratic Centralism, Referendum and Initiative; 2. A comparative study of constitutional developments and political economy in the following countries: Britain, China, and South Asia.
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

PUBLIC ADMINISTRATION

SHPL203A	Public Administration	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course objectives:

1. The student will be able to comprehend an overview of the field.

2. Through an investigation of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.

3. The students will be better prepared to analyze leadership and conflict-management processes, which have grown more important in modern administration.

4. The student gains knowledge of the key modern public administration approaches.

5. The student receives unique training in feminist public administration perspectives

Course Learning Outcomes:

CO 1: An overview of the field and how it differs from private management will be clear to the learner.

CO 2: Through a study of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.

CO 3: The students will be better prepared to analyze leadership and conflict-management processes, which have grown more important in modern administration.

CO 4: The learner gains knowledge of the key modern public administration approaches.

CO 5: The student receives unique training in feminist public administration perspectives

Course Description:

The discipline of public administration is introduced in the course. The many classical and modern administrative philosophies are highlighted in this paper, which covers public administration in its historical context. Additionally, the course examines various contemporary issues and how calls for greater democratization are changing public administration. Additionally, the course will make an effort to provide the students with a thorough awareness of current administrative changes.

Unit 1: Public Administration as a Discipline

- Meaning, Dimensions and Significance of the Discipline
- Public and Private Administration
- Evolution of Public Administration

Unit 2: Theoretical Perspectives

- **Classical Theories:** Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber)
- **Neo-Classical Theories:** Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon),
- **Contemporary Theories:** Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

Unit 3: Public Policy

- Concept, relevance and approaches
- Formulation, implementation and evaluation

Unit 4: Major Approaches in Public Administration

- Development Administration
- New Public Administration
- New Public Management
- New Public Service Approach
- Good Governance
- Feminist Perspectives

Reading List

- M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012.

- P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994.

- M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011.

- Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014.

- D. Gvishiani, Organisation and Management, Moscow: Progress Publishers, 1972.

- F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) Classics of Public Administration, 5th Edition. Belmont: Wadsworth, 2004.

- P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), Public Administration: A Reader, New Delhi: Oxford University Press, 2003.

- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyrnarayana, [eds.], Administrative Thinkers, Sterling Publishers, 2010 E. J. Ferreira, A. W. Erasmus and D. Groenewald , Administrative Management, Juta Academics, 2010.

- M. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, From Max Weber: Essays in Sociology. Oxford: Oxford University Press, 1946 Warren. G.Bennis, Beyond Bureaucracy, Mc Graw Hill, 1973.

Modes of Evaluation: Quiz/Assignment/presentation/extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

K.R MANGALAM UNIVERSITY
SOHNA ROAD, GURUGRAM-122301 (HARYANA)

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	Mapping between COs and POs		
	Course Outcomes (COs)		**Mapped Program Outcomes**
CO1	An overview of the field and how it differs from private management will be clear to the learner.		**PO1, PO6**
CO2	Through a study of the many theories, spanning from the classical, neo-classical, and modern theories, the student will be introduced to the evolution of the field and its shifting outlines.		**PO1, PO2, PO3**
CO3	The students will be better prepared to analyze leadership and conflict-management processes, which have grown more important in modern administration.		**PO3, PO4**
CO4	The learner gains knowledge of the key modern public administration approaches.		**PO5, PO6**
CO5	The student receives unique training in feminist public administration perspectives		**PO4, PO5, PO6**

Course Code	SHPL203A	SHPL203A
Course Title	PACD	**Public Administration (Concepts and Debates)**
PO1	3	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
PO2	2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
PO3	2	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
PO4	3	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
PO5	3	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
PO6	3	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
PO7	3	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Public Administration as a Discipline
Local	NA
Regional	NA
National	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Global	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Employability	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Entrepreneurship	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Skill Development	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Professional Ethics	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Gender	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Human Values	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration
Environment & Sustainability	1. Meaning, Dimensions and Significance of the Discipline, 2. Public and Private Administration, 3. Evolution of Public Administration
Unit II	Theoretical Perspectives
Local	NA
Regional	NA
National	NA
Global	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

Employability	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Entrepreneurship	NA
Skill Development	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Professional Ethics	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Gender	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Human Values	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Environment & Sustainability	1. Classical Theories: Scientific Management (F.W. Taylor), Administrative Management (Gullick, Urwick and Fayol), Ideal-Type Bureaucracy (Max Weber); 2. Neo-Classical Theories: Human Relations Theory (Elton Mayo), Rational Decision-Making (Herbert Simon), 3. Contemporary Theories: Ecological Approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)
Unit III	**Public Policy**
Local	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation

Regional	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
National	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Global	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Employability	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Entrepreneurship	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Skill Development	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Professional Ethics	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Gender	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Human Values	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Environment & Sustainability	1. Concept, relevance and approaches; 2. Formulation, implementation and evaluation
Unit IV	**Major Approaches in Public Administration**
Local	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Regional	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
National	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Global	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Employability	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Entrepreneurship	NA
Skill Development	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Professional Ethics	1. Development Administration; 2. New Public Administration;

	3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Gender	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Human Values	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
Environment & Sustainability	1. Development Administration; 2. New Public Administration; 3. New Public Management; 4. New Public Service Approach; 5. Good Governance; 6. Feminist Perspectives
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Course Code SHPL205A	International Relations	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To make students understand the theories of International Relations and approach to world politics

2. To make students aware of the history of International Relations and the events that inform it

3. To make students aware of the international organizations and multilateral organizations and their functions and workings

4. To educate students about the foreign policy of India and the determinants that influence it.

Course Outcomes

After completing the course, the students will be able to:

CO1: Understand the different International Relations Theories and learn how to approach the world politics

CO2: To make them understand world history and learn the significance of events that have shaped the contemporary world

CO3: To make the student understand the origin and function of International organisations and Multi-lateral organizations and ways to approach global issues.

CO4: To make them understand the foreign policy of India and the determinants that shape it.

Course Description

International Relations is a comprehensive course that makes students aware of world politics and history. It informs them about the contemporary global issues that concern the world and the organizations and ways that deal with them. Furthermore, it focuses on India's place in the world and its policy vis-à-vis other states.

Unit 1: Theories in International Relations

- Realism

- Liberalism to Neo-liberal Institutionalism

- Marxism

Unit 2: Post-War International Relations and the Emergence of Cold War

- First World War and Second World War

- Cold War

- Post-Cold War era and Emerging Global Scenario

Unit 3: International Organisation

- United Nations

- Regional Organizations: European Union, SAARC, ASEAN

Unit 4: India's Foreign Policy

- Basic Determinants

- India and Non-Alignment Movement

- India: An emerging Power

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M. Nicholson, (2002) International Relations: A Concise Introduction, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) Introduction to International Relations: Theories *and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7.

S. Joshua. Goldstein and J. Pevehouse, (2007) International Relations, New York: Pearson Longman, 2007, pp. 29-35.

C. Brown and K. Ainley, (2009) Understanding International Relations, Basingstoke: Palgrave, pp. 1-16.

R. Mansbach and K. Taylor, (2012) Introduction to Global Politics, New York: Routledge,

pp. 33-68.

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B. Theoretical Perspectives

E. Carr, (1981) The Twenty Years Crisis, 1919-1939: An Introduction to the Study *of International Relations,* London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, International Politics, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Scmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), The Globalization *of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

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A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', International Relations of The Asia- Pacific, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in International *Studies Review,* Vol. 12(2), pp. 193-217.

C. An Overview of Twentieth Century IR History

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Carr, E.H. (2004) International Relations between the Two World Wars: 1919-1939. New York: Palgrave, pp. 197-231 and 258-278.

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Carrtuthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008) The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 76-84.

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Hobsbawm, E. (1995) Age of Extreme: The Short Twentieth Century, 1914—1991. London: Abacus, pp. 225-226.

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Additional Resources:

Classic Readings

Hans J. Morgenthau (1948), *Politics among Nations, 8th edition,* revisedby K Thompson and D. Clinton, New York, McGraw Hill, 2006.

E. H. Carr (1985), *International Relations between the two world wars* 1919-1939, London, MacMillan.

Kenneth Waltz (1959) *Man, the State and War*, Columbia, Columbia University Press. Daniel Philpott (1999), "Westphalia, Authority and International Society", *Political Studies,* XLVII, pp. 566-539.

Additional Readings

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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/
Written Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Examination Scheme:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	Understand the different International Relations Theories and learn how to approach the world politics.	PO1, PO2, PO3, PO4, PO5, PO7, PO9
CO2	To make them understand world history and learn the significance of events that has shaped the contemporary world.	PO1, PO5, PO7, PO9
CO3	To make the student understand the origin and function of International organisations and Multi- lateral organisations and ways to approach global issues.	PO1, PO7, PO9, PO10
CO4	To make them understand the foreign policy of India and the determinants that shapes it.	PO1, PO2, PO4, PO5, PO6, PO8, PO9, PO11

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

Course Code	SHPL205A		SHPL205A
Course Title	IR		**International Relations**
PO1	3		Understanding of the subject in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
PO2	2		Comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various political, economic and social issues and challenges.
PO3	1		Generation of socially-informed knowledge and cater to the educational upliftment of marginalized communities making them alert to instances of discrimination and deprivation; difference and diversity.
PO4	2		Training in theoretically rich and empirically grounded knowledge and inculcation of problem solving techniques.
PO5	3		Development of overall personality of students as critical thinkers and researcher scholars
PO6	1		Inculcation of the values of tolerance, progressiveness and fraternity that contributes towards the making of a healthy and prosperous society
PO7	3		Development of adequate skills in in academic writing which includes writing logically and coherently on societal issues.
PO8	1		Equipping student how to transit from the level of policy to the practice of politics and vice versa.
PO9	3		Extensive understanding of International Relations and Global Politics.
PO 10	1		Learning about the concepts of organization and management and their application relevant to unraveling the intricacies of large public organisations and corporate bodies.
PO 11	1		Gaining employment and engagement in diverse sectors such as academics, journalism, law, social work, government agencies and research organisations, human resource development, management, marketing bureaucracy.

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Theories in International Relations
Local	NA
Regional	NA
National	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Global	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Employability	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Entrepreneurship	NA
Skill Development	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Professional Ethics	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Gender	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Human Values	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Environment & Sustainability	a.Realism, b.Liberalism to Neo-liberal Institutionalism, c.Marxism
Unit II	**Post-War International Relations and the Emergence of Cold War**
Local	NA
Regional	NA
National	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Global	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Employability	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario

Entrepreneurship	NA
Skill Development	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Professional Ethics	a.Post-Cold War era and Emerging Global Scenario
Gender	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Human Values	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Environment & Sustainability	a.First World War and Second World War, b.Cold War, c.Post-Cold War era and Emerging Global Scenario
Unit III	**International Organisation**
Local	NA
Regional	NA
National	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Global	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Employability	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Entrepreneurship	NA
Skill Development	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Professional Ethics	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Gender	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Human Values	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Environment & Sustainability	a.United Nations, b.Regional Organisations: i.European Union, ii.SAARC , iii.ASEAN
Unit IV	**India's Foreign Policy**
Local	a.Basic Determinants, b.India and Non-Alignment

	Movement, c.India: An emerging Power
Regional	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
National	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Global	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Employability	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Entrepreneurship	NA
Skill Development	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Professional Ethics	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Gender	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Human Values	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
Environment & Sustainability	a.Basic Determinants, b.India and Non-Alignment Movement, c.India: An emerging Power
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Course Code : SHPL209A	**Your Laws, Your Rights**	L	T	P	C
Version 1.0		3	1	0	4
Pre- requisites/Exposure					
Co-requisites					

Course Objective

- The goal of this course is to further equip the students with an understanding of law as a source of rights and as an expanding realm of justice, welfare, and dignity.

- Through the study of certain principles, such as equality and non-discrimination, empowerment, redistribution, and respect of customary rights, learner will learn to view these as essential for a democratic society.

- The course will demonstrate a basic understanding of criminal justice system including capital punishment, colonial understanding of punishment, criminal, and justice system; gender, minority, subaltern groups and their rights viewed in the legal system and the purview of law and enforcement.

- The course will demonstrate learners' knowledge of the Indian legal system's structure and guiding principles.

Course Learning Outcomes

CO1: To illustrate that learner grasps the role of law as a foundation for rights; the idea of law, rights, criminal justice systems, punishment and the contemporary debates and discussion on the same.

CO2: To learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on; additionally to develop knowledge of these values.

CO3: To aware the learner of the rights to democracy that Indian citizens and people are entitled to.

CO3: To learn how to protect the rights and entitlements that citizens and individuals are provided by using regular legal processes.

Course Description:

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and nondiscrimination, empowerment, redistribution and recognition of traditional rights etc.

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Unit 1

Rule of law and the Criminal Justice System in India

Unit 2

● Laws relating to criminal justice administration

a) How to file a complaint, First Information Report (FIR)

b) Detention, arrest and bail

● Equality and non-discrimination

a) Gender: the protection of women against domestic violence, rape and sexual harassment

b) Caste: laws abolishing untouchability and providing protection against atrocities

c) Class: laws concerning minimum wages

d) Disability and equality of participation and opportunity

Unit 3

- Empowerment

a) Access to information

b) Rights of the consumer

- Redistribution, recognition and livelihood

a) Traditional rights of forest dwellers and the issue of women's property rights

b) Rural employment guarantee

Unit 4

- Access to Identification documents and Social Security Schemes-

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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Additional Resources:

Bare Acts:

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title		SHPL209A	
SHPL209A	YLYR		**Your Laws, Your Rights**	

		Value
PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.	2
PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Illustrate that you grasp the role of law as a foundation for rights.	PO1, PO2, PO3
CO2	Learn about the many laws passed to maintain democratic principles, such as equality, fairness, and so on. Develop knowledge of these values.	PO4, PO5
CO3	Show that you are aware of the rights to democracy that Indian citizens and people are entitled to.	PO4, PO5, PO6
CO4	Learn how to protect the rights that citizens and individuals are given by using regular legal processes.	PO5,PO6,PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	NA
Local	Rule of law and the Criminal Justice System in India
Regional	Rule of law and the Criminal Justice System in India
National	Rule of law and the Criminal Justice System in India
Global	NA
Employability	Rule of law and the Criminal Justice System in India
Entrepreneurship	NA
Skill Development	Rule of law and the Criminal Justice System in India
Professional Ethics	Rule of law and the Criminal Justice System in India
Gender	Rule of law and the Criminal Justice System in India
Human Values	Rule of law and the Criminal Justice System in India
Environment & Sustainability	Rule of law and the Criminal Justice System in India
Unit II	**NA**
Local	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Regional	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
National	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Global	NA
Employability	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and

	sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Entrepreneurship	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Skill Development	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Professional Ethics	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Gender	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Human Values	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Environment & Sustainability	1. Laws relating to criminal justice administration, a) How to file a complaint, First Information Report (FIR), b) Detention, arrest and bail; 2. Equality and non-discrimination a) Gender: the protection of women against domestic violence, rape and

	sexual harassment, b) Caste: laws abolishing untouchability and providing protection against atrocities, c) Class: laws concerning minimum wages, d) Disability and equality of participation and opportunity
Unit III	**NA**
Local	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Regional	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
National	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Global	NA
Employability	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Entrepreneurship	NA
Skill Development	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Professional Ethics	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Gender	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Human Values	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee
Environment & Sustainability	1. Empowerment, a) Access to information, b) Rights of the consumer; 2. Redistribution, recognition and livelihood, a) Traditional rights of forest dwellers and the issue of women's property rights, b) Rural employment guarantee

Unit IV	NA
Local	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Regional	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
National	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Global	NA
Employability	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Entrepreneurship	NA
Skill Development	1. Access to Identification documents and Social Security Schemes- Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.
Professional Ethics	NA
Gender	1. Access to Identification documents and Social Security Schemes
Human Values	1. Access to Identification documents and Social Security Schemes
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

SHPL211A	Governance: Issues and Challenges	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective:

- The paper discusses several aspects of government while highlighting the most important current disputes.

- Understanding the significance of the notion of governance in the context of a globally interconnected society, administration, and development is necessary.

- Through the many good governance initiatives launched in India, the core of governance is examined.

Course Learning Outcomes:

CO1: The learners are aware of how governance has changed in the age of globalization.

CO2: The most modern concepts of sustainable development and green governance are presented to the pupils.

CO3: The finest practices for excellent governance in India are rigorously introduced to the students.

Course Description:

This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

Unit 1: Government and Governance: Concepts

- Role of State in The Era of Globalisation
- State, Market and Civil Society

Unit 2: Governance and Development

- Changing Dimensions of Development Strengthening Democracy through Good Governance

Unit 3: Environmental Governance

- Human-Environment Interaction
- Green Governance: Sustainable Human Development

Unit 4: Local Governance

- Democratic Decentralisation
- People's Participation in Governance

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs

Course Outcomes (COs)	Mapped Program Outcomes
CO1 The learners are aware of how governance has changed in the age of globalization.	PO1, PO2, PO3, PO4
CO2 The most modern concepts of sustainable development and green governance are presented to the pupils.	PO5, PO6
CO3 The finest practices for excellent governance in India are rigorously introduced to the students.	PO7
CO4 NA	NA

Course Code	Course Title		PO1	PO2	PO3	PO4	PO5	PO6	PO7
SHPL211A	GOVERNANCE: ISSUES AND CHALLENGES	GIC	3	2	2	3	3	3	3

PO1: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.

PO2: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

PO3: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.

PO4: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

PO5: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.

PO6: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.

PO7: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Government and Governance: Concepts
Local	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Regional	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
National	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Global	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Employability	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Entrepreneurship	NA
Skill Development	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Professional Ethics	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Gender	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Human Values	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Environment & Sustainability	1. Role of State in The Era of Globalisation, 2. State, Market and Civil Society
Unit II	Governance and Development
Local	Changing Dimensions of Development Strengthening Democracy through Good Governance
Regional	Changing Dimensions of Development Strengthening Democracy through Good Governance
National	Changing Dimensions of Development Strengthening Democracy through Good Governance
Global	Changing Dimensions of Development Strengthening Democracy through Good Governance
Employability	Changing Dimensions of Development Strengthening Democracy through Good Governance
Entrepreneurship	NA
Skill Development	Changing Dimensions of Development Strengthening Democracy through Good Governance
Professional Ethics	Changing Dimensions of Development Strengthening Democracy through Good Governance

Gender	Changing Dimensions of Development Strengthening Democracy through Good Governance
Human Values	Changing Dimensions of Development Strengthening Democracy through Good Governance
Environment & Sustainability	Changing Dimensions of Development Strengthening Democracy through Good Governance
Unit III	**Environmental Governance**
Local	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Regional	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
National	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Global	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Employability	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Entrepreneurship	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Skill Development	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Professional Ethics	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Gender	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Human Values	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Environment & Sustainability	1. Human-Environment Interaction; 2. Green Governance: Sustainable Human Development
Unit IV	**Local Governance**
Local	1. Democratic Decentralisation; 2. People's Participation in Governance
Regional	1. Democratic Decentralisation; 2. People's Participation in Governance
National	1. Democratic Decentralisation; 2. People's Participation in Governance
Global	1. Democratic Decentralisation; 2. People's Participation in Governance
Employability	1. Democratic Decentralisation; 2. People's Participation in Governance

Entrepreneurship	NA
Skill Development	1. Democratic Decentralisation; 2. People's Participation in Governance
Professional Ethics	1. Democratic Decentralisation; 2. People's Participation in Governance
Gender	1. Democratic Decentralisation; 2. People's Participation in Governance
Human Values	1. Democratic Decentralisation; 2. People's Participation in Governance
Environment & Sustainability	1. Democratic Decentralisation; 2. People's Participation in Governance
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

4th Semester

Core Courses (CC)

SHPL202A	Political Processes and Institutions in Comparative Perspective	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- Students will learn how to use comparative methodologies for studying politics in this course.

- Both the content and the method of instruction in the course are comparative.

- The course's goal is to introduce undergraduate students to some of a variety of topics, works of literature, and methodologies that are related to comparative politics in the process.

Course Learning Outcomes

CO1: Students who complete the assignment will have a thorough grasp of various political systems and regime varieties.

CO2: Students might compare and contrast democratic and authoritarian regimes, as well as unitary and federal ones.

CO3: Students' ability to reflect on institutional structures and their operations, such as party systems and election systems, will be aided by this. It will shed light on how nation-states have developed in the context of Western civilizations and post-colonial countries.

CO4: The process of democracy in post-colonial, post-authoritarian, and post-communist states will become more understandable to students.

Course Description

In every society, prevailing political culture functions in a number of interrelated roles. It legitimized governmental actions, public policies and political system. Political leadership gets support from the attitude, belief, orientations and value system possessed by the people. Political culture relates to larger issues of political development. The stability of political system depends upon the cohesive nature of the political system. A political culture produces three kinds of orientations that affect attitudes and behavior towards the political objects. These orientations are namely cognitive, affective and evaluative. Cognitive orientation refers to the knowledge about roles, institutions, process and the political system. Affective orientation relates to an individuals feeling or attachment to, involvement in or identification with the political system. Evaluative orientation entails the assessment with the political system on the basis of the individual's beliefs or values. These three dimensions are interrelated and may be combined in a variety of ways, even within the same individual as he considers various aspects of the political system.

Hence, the study of political culture of a society centers round a number of queries as follows. What are the major believers, values and attitudes that prevail within a society? To what extent, do political subcultures exist within the national political culture and how do they accommodate in the society? Finally, how do the cultures change in a society?

Unit 1: Forms of Government:

- Unitary and Federal System

- Regime Types: Democratic, Authoritarian, Populism and Totalitarian

Unit 2: Electoral Systems:

- Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Unit 3: Parties and Party Systems

- Historical contexts of the emergence of the party system and types of parties

Unit 4: Nation-State

- What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': debates

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO	Description
SHPL202A	**Political Processes and Institutions in Comparative Perspective**	PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
		PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
		PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.
		PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
		PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
		PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
		PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Students who complete the assignment will have a thorough grasp of various political systems and regime varieties.	PO1, PO4, PO5, PO6, PO7
CO2	Students might compare and contrast democratic and authoritarian regimes, as well as unitary and federal ones.	PO1, PO4, PO5, PO7
CO3	Students' ability to reflect on institutional structures and their operations, such as party systems and election systems, will be aided by this. It will shed light on how nation-states have developed	PO1, PO4, PO5, PO6, PO7
CO4	The process of democracy in post-colonial, post-authoritarian, and post-communist states will become more understandable to students.	PO1, PO4, PO5, PO6, PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Forms of Government
Local	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Regional	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
National	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Global	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Employability	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Entrepreneurship	NA
Skill Development	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Professional Ethics	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Gender	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Human Values	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Environment & Sustainability	1. Unitary and Federal System, 2. Regime Types: Democratic, Authoritarian, Populism and Totalitarian
Unit II	**Electoral Systems**
Local	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Regional	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
National	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Global	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Employability	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

Entrepreneurship	NA
Skill Development	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Professional Ethics	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Gender	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Human Values	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Environment & Sustainability	1. Definition and procedures, Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
Unit III	**Parties and Party Systems**
Local	1. Historical contexts of the emergence of the party system and types of parties
Regional	1. Historical contexts of the emergence of the party system and types of parties
National	1. Historical contexts of the emergence of the party system and types of parties
Global	1. Historical contexts of the emergence of the party system and types of parties
Employability	1. Historical contexts of the emergence of the party system and types of parties
Entrepreneurship	NA
Skill Development	1. Historical contexts of the emergence of the party system and types of parties
Professional Ethics	1. Historical contexts of the emergence of the party system and types of parties
Gender	1. Historical contexts of the emergence of the party system and types of parties
Human Values	1. Historical contexts of the emergence of the party system and types of parties
Environment & Sustainability	NA

Unit IV	Nation-State
Local	NA
Regional	NA
National	NA
Global	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Employability	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Entrepreneurship	NA
Skill Development	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Professional Ethics	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Gender	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Human Values	1.　What is nation–state? Historical evolution in Western Europe and postcolonial contexts 'Nation' and 'State': Debates
Environment & Sustainability	1. What is nation–state? A. Postcolonial contexts 'Nation' and 'State': Debates
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL204A	Public Policy and Administration in India	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- The purpose of the paper is to describe how public policy and administration interact in India.

- The efficiency of public policy in transforming the ruling concept into programs and policies and integrating it into daily life is its fundamental quality.

- From a non-Western viewpoint, it addresses issues related to decentralisation, financial management, citizens' and administration, and social welfare.

- The purpose of this essay, which is specifically focused on the Indian context, is to familiarise the student with the specifics of Indian public policy.

Course Learning Outcomes

CO1: Theoretical perspectives on public policy, a significant area of study within public administration, are introduced to the student.

CO2: Students will understand the importance of local government, both in urban and rural areas.

CO3: As part of the budget cycle in India, the students will become familiar with a variety of budgetary processes and practices.

CO4: The student is exposed to many distinct social welfare programs as well as procedures for grievance remedy.

Course Description:

This course deals with the importance of public administration derives from its crucial role in the governing of a society. All the great human events in history were probably achieved by what we today would call public administration. Organisation and administrative practices in

collective or public settings are as old as civilization. This foundation course is set to analyse the transformations in public administration with emphasis on current initiatives and emerging challenges in the field. Students are introduced to the study of public administration in a fast changing environment of globalised phenomenon.

Unit 1: Public Policy

a. Definition, characteristics and models

b. Public Policy Process in India

Unit 2: Decentralisation

a. Meaning, significance and approaches and types

b. Local Self Governance: Rural and Urban

Unit 3: Budget

a. Concept and Significance of Budget

b. Budget Cycle in India

c. Various Approaches and Types of Budgeting

Unit 4: Citizen and Administration Interface

a. Public Service Delivery

b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7
SHPL204A	**Public Policy and Administration in India**							
PPI		3	2	2	3	3	3	3

PO1: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.

PO2: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.

PO3: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.

PO4: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.

PO5: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.

PO6: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.

PO7: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

Mapping between COs and POs

Course Outcomes (COs)	Mapped Program Outcomes
CO1: Theoretical perspectives on public policy, a significant area of study within public administration, are introduced to the student.	PO1,PO2
CO2: Students will understand the importance of local government, both in urban and rural areas.	PO3, PO5
CO3: As part of the budget cycle in India, the students will become familiar with a variety of budgetary processes and practices.	PO7, PO6
CO4: The student is exposed to many distinct social welfare programs as well as procedures for grievance remedy.	PO4

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Public Policy
Local	1. Definition, characteristics and models. 2. Public Policy Process in India
Regional	1. Definition, characteristics and models. 2. Public Policy Process in India
National	1. Definition, characteristics and models. 2. Public Policy Process in India
Global	NA
Employability	1. Definition, characteristics and models. 2. Public Policy Process in India
Entrepreneurship	NA
Skill Development	1. Definition, characteristics and models. 2. Public Policy Process in India
Professional Ethics	1. Definition, characteristics and models. 2. Public Policy Process in India
Gender	1. Definition, characteristics and models. 2. Public Policy Process in India
Human Values	1. Public Policy Process in India
Environment & Sustainability	1. Public Policy Process in India
Unit II	Decentralisation
Local	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Regional	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
National	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Global	NA
Employability	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Entrepreneurship	NA
Skill Development	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban

Professional Ethics	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Gender	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Human Values	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Environment & Sustainability	1. Meaning, significance and approaches and types, 2. Local Self Governance: Rural and Urban
Unit III	**Budget**
Local	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Regional	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
National	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Global	NA
Employability	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Entrepreneurship	NA
Skill Development	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Professional Ethics	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Gender	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Human Values	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Environment & Sustainability	1. Concept and Significance of Budget, 2. Budget Cycle in India, 3. Various Approaches and Types of Budgeting
Unit IV	**Citizen and Administration Interface**
Local	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Regional	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
National	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

Global	NA
Employability	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Entrepreneurship	NA
Skill Development	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Professional Ethics	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Gender	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Human Values	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
Environment & Sustainability	1. Public Service Delivery, 2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL206A	Globalisation: Dimensions and Dilemmas	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- By discussing the political, economic, social, cultural, and technical aspects of globalization, this course introduces students to the fundamental discussions surrounding its significance and nature.

- While examining the evolving nature of the relationship between the state and trans-national actors and networks, it imparts knowledge of how the world economy functions and the anchors and resistances provided by global social movements, in keeping with the most significant debates within the globalization discourse.

- Before finishing with a discussion on the phenomena of global governance, the course also provides insights into important contemporary global challenges such the development of nuclear weapons, ecological concerns, international terrorism, and human security.

- Students' analytical abilities will be strengthened through this paper as they analyze the phenomena of global government.

Course Learning Outcomes

CO1: The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.

CO2: The students will gain knowledge of the current discussions surrounding the globalization discourse.

CO3: The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.

CO4: The course will improve students' comprehension of current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.

Course Description:

Globalization is an often-discussed but seldom-defined phenomenon. At a broad level, globalization is an increase in the impact on human activities of forces that span national boundaries. These activities can be economic, social, cultural, political, technological, or even biological, as in the case of disease. Additionally, all of these realms can interact. Globalization has taking place for centuries and, with time, has accelerated, from the colonization of the inhabited parts of the world to the appearance of nations, from conquests to independent countries, from sailboats and caravans to steamboats, truck fleet and cargo planes, from trade in a few commodities to global production and distribution networks and to the present explosion of international flows services, capital, and information. The effects of globalization are widely debated. Globalization attracts increasing interest and importance in contemporary world affairs. It also inspires passionate supporters and critics. This class is aiming to explore different facets of the complex, evolving phenomenon of globalization. The course introduces the main debates about the global economy and their implications for real life from many different aspects: culture, economics, gender differences, etc. This course will illustrate what globalisation has seemed to accomplish and what problems are being faced. First, we will discuss the various definitions for the concept of globalization. Then, this course will try to develop a historical point of view to understand the roots of globalization. After this general discussion on the subject, we will assess the importance of globalization via different disciplines and perspectives. Globalisation has five primary economic dimensions: trade, finance, aid, migration, and ideas. Do increases in these dimensions of globalisation, if managed in a way that supports development in all countries, can help to alleviate global poverty? The impact of globalisation on culture and the impact of culture on globalization merit discussion. Globalisation has economic roots and political consequences, but it also has brought into focus the power of culture in this global environment - the power to bind and to divide in a time when the tensions between integration and separation tug at every issue that is relevant to international relations.

The next topic that this course will discuss is the interaction of sociology and globalisation. Sociology has been traditionally defined as the study of society and as the boundaries of society have expanded from local community, through states to global society, sociology has become the study of the global society. This is a good illustration of how ideas, knowledge and (social) sciences expand with the changes and expansion of realities.

What is the role of globalisation understanding of gender relations in the 21st century? It will spend a week to investigate this question. Gender relations refer to the sum of social norms, conventions and practices which regulate the multifaceted relationships between men and women in a given society at a given time. One pervasive trait of gender relations across different cultures consists of the power asymmetries between men and women.

The next topic is about the environment and globalisation. Economic globalisation impacts the environment and sustainable development in a wide variety of ways and through a multitude of channels. In recent years, rapidly rising global concentrations of atmospheric pollutants have threatened to cause severe damage to the ozone layer as well as dramatic climatic changes such as global warming. To reduce the severity of these environmental threats, global emissions must be sharply curtailed. The aim of the next topic is to explore and demonstrate the role of the media in the process of globalisation by introducing the relevant literature, by examining various aspects of globalisation and by identifying their relevance in understanding the media. Lastly, we will talk the challenges to globalization. Is Globalisation a vital step toward both a more stable world and better lives for the people in it? There is no single answer for this question. All the topics that mentioned above are the parts of this question.

Unit 1: Globalisation: Conceptions and Perspectives

● Understanding Globalisation and its Alternative Perspectives

● Political Debates on Sovereignty and Territoriality

Unit 2: Global Economy: Its Significance and Anchors of Global Political Economy

● IMF, World Bank, WTO, TNCs

Unit 3: Emerging Perspectives

● Cultural and Technological Dimension

● Global Resistances (Global Social Movements and NGOs)

● Contemporary Global Issues

a. Ecological Issues: Historical Overview of International Environmental, Agreements, Climate Change, Global Commons Debate

b. Proliferation of Nuclear Weapons

c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

d. Migration

e. Human Security

Unit 4

Globalisation: Power and Resource Governance

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	Mapping between COs and POs	
	Course Outcomes (COs)	**Mapped Program Outcomes**
CO1	The meaning, nature, and importance of globalization will be understood by the students with conceptual clarity.	PO1, PO2
CO2	The students will gain knowledge of the current discussions surrounding the globalization discourse.	PO5, PO4
CO3	The expansion of financial networks and the key players in the global economy, as well as their effects on state and sovereignty, will also be taught to the students.	PO7, PO2
CO4	The essay will improve students' comprehension of current world challenges such nuclear weapon proliferation, environment, global terrorism, and human security.	PO6

Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7
SHPL206A	**Globalisation: Dimensions and Dilemmas**							
SHPL206A		Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.
PPG		3	2	2	3	3	3	3

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Globalisation: Conceptions and Perspectives
Local	NA
Regional	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
National	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Global	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Employability	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Entrepreneurship	NA
Skill Development	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Professional Ethics	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Gender	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Human Values	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Environment & Sustainability	1. Understanding Globalisation and its Alternative Perspectives , 2. Political Debates on Sovereignty and Territoriality
Unit II	**Global Economy: Its Significance and Anchors of Global Political Economy**
Local	NA
Regional	NA
National	IMF, World Bank, WTO, TNCs
Global	IMF, World Bank, WTO, TNCs
Employability	IMF, World Bank, WTO, TNCs
Entrepreneurship	NA
Skill Development	IMF, World Bank, WTO, TNCs
Professional Ethics	IMF, World Bank, WTO, TNCs
Gender	IMF, World Bank, WTO, TNCs
Human Values	IMF, World Bank, WTO, TNCs
Environment & Sustainability	IMF, World Bank, WTO, TNCs

Unit III	Emerging Perspectives
Local	NA
Regional	NA
National	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Global	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Employability	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Entrepreneurship	NA
Skill Development	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Professional Ethics	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Gender	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11

	developments; d. Migration; e. Human Security
Human Values	1. Cultural and Technological Dimension, 2. Global Resistances (Global Social Movements and NGOs), 3.Contemporary Global Issues; a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Environment & Sustainability	1. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate; b. Proliferation of Nuclear Weapons; c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments; d. Migration; e. Human Security
Unit IV	**Globalisation: Power and Resource Governance**
Local	NA
Regional	Globalisation: Power and Resource Governance
National	Globalisation: Power and Resource Governance
Global	Globalisation: Power and Resource Governance
Employability	Globalisation: Power and Resource Governance
Entrepreneurship	NA
Skill Development	Globalisation: Power and Resource Governance
Professional Ethics	Globalisation: Power and Resource Governance
Gender	Globalisation: Power and Resource Governance
Human Values	Globalisation: Power and Resource Governance
Environment & Sustainability	Globalisation: Power and Resource Governance
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL208A	Legislative Practices and Budget Analysis (Procedures)	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- In order to equip the students with the fundamental abilities needed to be a member of a legislative support team and expose them to actual legislative work, this course will familiarize the students with the legislative process in India at various levels.

- This course will teach you how to: comprehend legislative procedures; comprehend policy concerns that serve as the goal of legislative practices; draft new legislation; track and analyse feedback on existing bills; write press releases; hold meetings with various stakeholders; monitor media and public opinion; manage constituent relations; and handle inter-office communications.

- Their comprehension and respect of the legislative process and its significance for a strong democracy will likewise grow as a result.

- Develop novice abilities to join a team supporting various activities.

Course Learning Outcomes

CO1: At various levels, comprehend the composition and duties of India's legislative bodies.

CO2: To enable one is familiar with India's legislative processes.

CO3: Enhance one's abilities to closely examine legislative materials

CO4: Recognise the dynamic between the electorate and its representatives.

Course Description:

This course deals with to acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of peoples' representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

Unit 1: Powers and Functions of People's Representative at Different Tiers of Governance

● Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

Unit 2: Supporting the Legislative Process

● How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

Unit 3: Supporting the Legislative Committees

● Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit 4: Reading the Budget Document

● Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway

● Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

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**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	SHPL208A
Course Title	**Legislative Practices and Budget Analysis (Procedures)**
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	At various levels, comprehend the composition and duties of India's legislative bodies.	PO1, PO4, PO5, PO6, PO7
CO2	To enable one is familiar with India's legislative processes.	PO1, PO4, PO5, PO7
CO3	Enhance one's abilities to closely examine legislative materials	PO1, PO4, PO5, PO6, PO7
CO4	To recognise the dynamic between the electorate and its representatives.	PO1, PO4, PO5, PO6, PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Powers and Functions of People's Representative at Different Tiers of Governance
Local	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Regional	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
National	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Global	NA
Employability	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Entrepreneurship	NA
Skill Development	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Professional Ethics	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Gender	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Human Values	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Environment & Sustainability	1. Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.
Unit II	Supporting the Legislative Process
Local	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Regional	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
National	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Global	NA

Employability	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Entrepreneurship	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Skill Development	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Professional Ethics	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Gender	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Human Values	1. How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.
Environment & Sustainability	NA
Unit III	**Supporting the Legislative Committees**
Local	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Regional	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
National	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Global	NA
Employability	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Entrepreneurship	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Skill Development	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Professional Ethics	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Gender	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Human Values	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.
Environment & Sustainability	1. Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

Unit IV	Reading the Budget Document
Local	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Regional	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
National	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Global	NA
Employability	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Entrepreneurship	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Skill Development	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Professional Ethics	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Gender	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Human Values	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
Environment & Sustainability	1. Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway, 2. Budget, Examination of Demands for Grants of Ministries, Working of Ministries.
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

UNITED NATIONS AND GLOBAL CONFLICTS

SHPL210A	United Nations and Global Conflicts	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

1. To understand the fundamentals and historical background of the United Nations
2. To understand the roles and functions of the United Nations
3. To understand the major conflicts and UN's role in resolving those.
4. To have a thorough understanding of the organisation and its limitations
5. The most significant multilateral political structure in international affairs, the UN is thoroughly introduced in this course.
6. It gives a thorough analysis of the UN's political and organisational development since 1945, particularly in relation to how it has handled the major international wars.
7. In the framework of the current global system, the course provides a critical awareness of the UN's performance to date and the imperatives and procedures for changing the organisation.
8. The study will increase understanding of the necessity of organisational transformation in the modern, interconnected world.

Course Outcomes

After completing the course, the students will be able to-

CO1: To understand and analyse the fundamentals and historical background of the United Nations

CO2: To understand the roles and functions of the United Nations (knowledge of the United Nations' role in maintaining and fostering peace since the Second World War will be developed)

CO3: To understand and analyse the major conflicts in the world and UN's role in resolving them

CO4: To develop analytical abilities related to the UN's role in establishing a socially and economically just global order.

CO5: To critically analyse the successes and failures in preserving world peace and security (learn and appreciate the strength and limitations of the United Nations)

Course Description

United Nations and Global Conflict is a course that offers a thorough understanding of the organization, its historical background, its organs, its roles, and its functions. It further discusses the various global conflicts and the UN's role in resolving them. The course will make students learn about the organization, its strength as well as its limitations.

Unit 1: The United Nations

- Historical Overview and League of Nations
- Principles and Objectives
- Structures: Organs and Specialised Agencies

a. General Assembly; Security Council, and Economic and Social Council; the International Court of Justice,

b. The specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], UN Women, United Nations High Commissioner for Refugees [UNHCR]), Critical Asssessment of Secretary General

c. Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

d. Sustainable Development Goal

Unit 2: The UN's Role and Functions

- Peace-keeping, Peace-making, and enforcement
- Peace-building and Responsibility to Protect
- MDGs and Sustainable Development Goals

Unit 3: Major Global Conflicts (since the Second World War) and the UN

- Korean War

- Vietnam War

- Afghanistan War

- Balkans: Serbia and Bosnia

- Failure and limitation in conflict situation

Unit 4: Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

Reading List

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education,

Goldstein, J. and Pevehouse, J.C. (2006) International relations. 6th edn. New Delhi: Pearson

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum

Gareis, S.B. and Varwick, J. (2005) The United Nations: an introduction. Basingstoke: Palgrave

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. an introduction to international relations. 4th edn. Oxford: Oxford University Press.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) Past imperfect, future uncertain: The UN at Fifty. London: Macmillan

Gareis, S.B. and Varwick, J. (2005) The United Nations: An introduction. Basingstoke: Palgrave

(c) Structures and Functions: General Assembly; Security Council, and Economic and

Social Council; the International Court of Justice and the specialised agencies

(International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund *UNICEF+, United Nations

Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

Taylor, P. and Groom, A.J.R. (eds.) (2000) The United Nations at the millennium. London: Continuum.

Moore, J.A. Jr. and Pubantz, J. (2008), The New United Nations. Delhi: Pearson Education,

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) The United Nations at fifty. New Delhi, UBS

Whittaker, D.J. (1997) 'Peacekeeping', in United Nations in the contemporary world. London: Routledge.

White, B. et al. (eds.) (2005) Issues in world politics. 3rd edn. New York: Macmillan, pp. 113-132.

Moore, J.A. Jr. and Pubantz, J. (2008) The new United Nations. Delhi: Pearson Education,

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. United Nations for a better world. New Delhi: Lancers.

Ghali, B.B. (1995) An agenda for peace. New York: UN United Nations Department of Public Information. (2008) The United Nations Today. New York: UN.

II. Major Global Conflicts since the Second World War (a) Korean War

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) International organizations in world politics. 3rd edn. New York: Palgrave Macmillan.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education.

Baylis, J. and Smith, S. (eds.) (2008) The globalization of world politics. An introduction to international relations. 4th edn. Oxford: Oxford University Press.

Achcar, G. (2004) Eastern cauldron. New York: Monthly Review Press.

Achcar, G. (2003) The clash of barbarisms: Sept. 11 and the making of the new world

disorder. Kolkata: K.P. Bachi & Co. Prashad, V. (2002) War against the planet. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) Masters of the Universe. London: Verso.

Calvocoressi, P. (2001) World Politics: 1945-200. 3rd edn. Harlow: Pearson Education,

Ali, T. (ed.) (2000) Masters of the Universe. London: Verso,

Kaldor, M. and Vashee, B. (eds.) (1997) New wars. London: Wider Publications for the UN University,

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs	Course Outcomes (COs)	Mapped Program Outcomes
CO1	To understand and analyse the fundamentals and historical background of the United Nations	PO1, PO4, PO5, PO6, PO7
CO2	To understand the roles and functions of the United Nations (knowledge of the United Nations' role in maintaining and fostering peace since the Second World War will be developed).	PO1, PO4, PO5, PO6, PO7
CO3	To understand and analyse the major conflicts in the world and UN's role in resolving them	PO1, PO4, PO5, PO6, PO7
CO4	To develop analytical abilities related to the UN's role in establishing a socially and economically just global order.	PO1, PO4, PO5, PO6, PO7
CO5	To critically analyse the successes and failures in preserving world peace and security (learn and appreciate the strength and limitations of the United Nations)	PO1, PO4, PO5, PO6, PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	The United Nations
Local	NA
Regional	NA
National	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Global	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Employability	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Entrepreneurship	NA
Skill Development	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Professional Ethics	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Gender	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Human Values	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Environment & Sustainability	1. Historical Overview and League of Nations, 2. Principles and Objectives, 3. Structures: Organs and Specialized Agencies
Unit II	The UN's Role and Functions
Local	NA
Regional	NA
National	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Global	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Employability	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Entrepreneurship	NA
Skill Development	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Professional Ethics	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals

Gender	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Human Values	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Environment & Sustainability	1. Peace-keeping, Peace-making, and enforcement, 2. Peace-building and Responsibility to Protect, 3. MDGs and Sustainable Development Goals
Unit III	**Major Conflicts and the UN**
Local	NA
Regional	NA
National	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Global	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Employability	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Entrepreneurship	NA
Skill Development	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Professional Ethics	1. Failure and limitation in conflict situation
Gender	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Human Values	1. Failure and limitation in conflict situation
Environment & Sustainability	1. Korean War, 2. Vietnam War, 3. Afghanistan War, 4. Balkans: Serbia and Bosnia, 5. Failure and limitation in conflict situation
Unit IV	**NA**
Local	NA
Regional	NIL
National	Assessment : Imperatives of Reforms and the Process of Reforms
Global	Assessment : Imperatives of Reforms and the Process of Reforms

Employability	Assessment : Imperatives of Reforms and the Process of Reforms
Entrepreneurship	NIL
Skill Development	Assessment : Imperatives of Reforms and the Process of Reforms
Professional Ethics	Assessment : Imperatives of Reforms and the Process of Reforms
Gender	Assessment : Imperatives of Reforms and the Process of Reforms
Human Values	Assessment : Imperatives of Reforms and the Process of Reforms
Environment & Sustainability	Assessment : Imperatives of Reforms and the Process of Reforms
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

5th Semester

SHPL301A	Classical Political Philosophy	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- This course introduces students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.

- The purpose is to introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.

- Students would get familiar with the theoretical foundations of important political science ideas in this way.

Course Learning Outcomes

CO1: Learn how to comprehend the classics philosophy so that you may utilise them to address current socio-political issues.

CO2: Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).

CO3: To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

Course Description

Athens is heralded as the birthplace of Western political philosophy. What does that mean? Has political thought changed since its classical inception? Has it progressed, or been corrupted? Why? Can we still take Socrates as our guide in learning about the best life? These are some of the questions that will mold our examination of classical political philosophy. Tis course will pose the question if ancient knowledge still has relevance for our own lives, or is merely studied as the history of ideas. Perspectives on human nature, family life, political life, good regimes, and international relations have changed throughout the ages. Yet that does not mean that Socrates, Aristotle, and Thucydides do not have something to teach us. Some lessons are universal.

Unit 1: Text and Interpretation

Unit 2: Antiquity

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship

- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

Unit 3: Interlude

- Machiavelli: Virtue, Religion, Republicanism, Morality and Statecraft; Vice and Virtue

Unit 4: Possessive Individualism

- Hobbes: Human Nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.

- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property.

References

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- S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin Women in Western Political Thought, Princeton: Princeton University Press, pp. 28-50

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- Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) The Cambridge Companion to Plato. Cambridge: Cambridge University Press, pp. 464-492.

- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 53-64.

- T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp.81-99.

- C. Taylor, (1995) 'Politics', in J. Barnes (ed.), The Cambridge Companion to Aristotle. Cambridge: Cambridge University Press, pp. 232-258

- J. Coleman, (2000) 'Aristotle', in J. Coleman A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: Blackwell Publishers, pp.120-186

- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 124-130

- Q. Skinner, (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53

- J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 163-184

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- D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 189-206.

- C. Macpherson (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 17-29.

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- A. Skoble and T. Machan, (2007) Political Philosophy: Essential Selections. New Delhi: Pearson Education, pp. 181-209.

- J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) Political Thinkers: From Socrates to the Present. Oxford: Oxford University Press, pp. 207-224

- C. Macpherson, (1962) The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario, pp. 194-214.

- I. Hampsher-Monk, (2001) A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx, Oxford: Blackwell Publishers, pp. 69-116

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title		PO1	PO2	PO3	PO4	PO5	PO6	PO7
SHPL301A	SHPL301A		Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.
	CPP	Classical Political Philosophy	3	2	2	3	3	3	3

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Learn how to comprehend the classics philosophy so that you may utilise them to address current socio-political issues.	PO1, PO2, PO4, PO5, PO6, PO7
CO2	Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).	PO1, PO3, PO4, PO5, PO6, PO7
CO3	To convey one's ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.	PO1, PO2, PO3, PO4, PO5, PO6, PO7
CO4	NA	NA

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Text and Interpretation
Local	NA
Regional	NA
National	NA
Global	Text and Interpretation
Employability	Text and Interpretation
Entrepreneurship	NA
Skill Development	Text and Interpretation
Professional Ethics	Text and Interpretation
Gender	Text and Interpretation
Human Values	Text and Interpretation
Environment & Sustainability	NA
Unit II	**Antiquity**
Local	NA
Regional	NA
National	NA
Global	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon
Employability	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon
Entrepreneurship	NA
Skill Development	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon
Professional Ethics	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

Gender	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon
Human Values	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship, 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon
Environment & Sustainability	NA
Unit III	**Interlude**
Local	NA
Regional	NA
National	NA
Global	1. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Employability	1. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Entrepreneurship	NA
Skill Development	1. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Professional Ethics	1. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Gender	NA
Human Values	1. Machiavelli: Virtue, Religion, Republicanism, morality and statecraft; vice and virtue
Environment & Sustainability	NA
Unit IV	**Possessive Individualism**
Local	NA
Regional	NA
National	NA
Global	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Employability	1. Hobbes: Human nature, State of Nature, Social Contract,

	State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Entrepreneurship	NA
Skill Development	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Professional Ethics	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Gender	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Human Values	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals, 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL303A	Western Political Thought	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- This course introduces students back to Greek antiquity and helps them understand how political concerns were initially articulated and how they are now being addressed in normative ways.

- The purpose is to introduce students to the issues, concepts, and principles of political philosophy as they are being handled by political philosophers today.

- The purpose of this course is to introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.

- Students will be able to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

Course Learning Outcomes

CO1: Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues.

CO2: Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).

CO3: To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.

CO4: Recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

CO5: Recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

Course Description

This course deals with government, sovereignty and state, along with justice, constitution and citizenship. Western political thought remains an essential tradition of political thinking and theorisations. In this course, we examine major texts in Western political thought, where authors pose difficult questions about the political community, social order, and human nature. How do our views about human nature and history inform government design? This course explores how Plato, Machiavelli, and Rousseau responded and how these philosophers contributed to the broader conversation about human needs, goods, justice, democracy, and the ever-changing relationship between the citizen and the state.

In the first unit, the course addresses the polis, or political community, centered upon the texts of Plato and Aristotle. In the second unit, it explores the modern state and constitutional government, featuring the work of John Locke, Niccolò Machiavelli, and Thomas Hobbes. Finally, we focus on democracy and a critique of liberal ideology from the perspectives of the texts of Jean-Jacques Rousseau, Alexis de Tocqueville, Karl Marx, and Friedrich Engels. These political philosophies have shaped various forms of government, from tyranny to republican democracy to welfare states.

Note that while we use the terms politics, political theory, and political science throughout the course, they are not interchangeable. Politics describes the use of power and the distribution of resources. Political theory is the study of the concepts and principles people use to describe, explain, and evaluate political events and institutions. Traditionally, political theory approaches this study from three perspectives: classic, modern, and contemporary political theory. Here, we examine all three. Political science is the academic discipline concerned with the study of the state, government, and politics. Aristotle defined political science as "the study of the state".

Western political thought has served as a philosophical and ideological foundation for governments around the world. This course gives one historical, social, and cultural context to relate to contemporary political society.

Unit 1: Antiquity

- Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship

- Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon

Interlude

- Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue

Unit 2: Possessive Individualism

- Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals.

- Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property

Unit 3: Modernity and its Discourses

    a. **Romantics**

- Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality.

- Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights

Unit 4:

    a. Utilitarian and Liberal Socialist

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

    b. Idealist & Radicals

- Hegel

- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title		
SHPL303A	**Western Political Thought**		
WPT			
	PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
	PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
	PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	2
	PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
	PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
	PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
	PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

Mapping between COs and POs

Course Outcomes (COs)		Mapped Program Outcomes
CO1	Learn how to comprehend the classics so that you may utilize them to address current sociopolitical issues	PO1, PO2
CO2	Inculcate the ability to relate to historically written books and analyze them in a manner that is comfortable (the way philosophers do).	PO3, PO4
CO3	To convey their ideas for solutions to current problems clearly, using logic to support their arguments and viewpoints.	PO5
CO4	Recognize modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.	PO6
CO5	Recognize distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.	PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Antiquity; Interlude
Local	NA
Regional	NA
National	NA
Global	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Employability	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Entrepreneurship	NA
Skill Development	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Professional Ethics	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Gender	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms, Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Human Values	1. Plato: Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism, Critique of Democracy; Women and Guardianship, Censorship. 2. Aristotle: Forms,

	Virtue, Citizenship, Justice, State and Household, Classification of governments; man as zoon politikon. 3. Machiavelli: Virtu, Religion, Republicanism, morality and statecraft; vice and virtue
Environment & Sustainability	NA
Unit II	**Possessive Individualism**
Local	NA
Regional	NA
National	NA
Global	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Employability	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Entrepreneurship	NA
Skill Development	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Professional Ethics	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Gender	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Human Values	1. Hobbes: Human nature, State of Nature, Social Contract, State, State of Nature; social contract; Leviathan; atomistic individuals; 2. Locke: Laws of Nature, Natural Rights, Property, Natural rights; right to dissent; justification of property
Environment & Sustainability	NA

Unit III	Modernity and its Discourses: Romantics
Local	NA
Regional	NA
National	NA
Global	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Employability	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Entrepreneurship	NA
Skill Development	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Professional Ethics	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Gender	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Human Values	1. Jean Jacques Rousseau: General Will; local or direct democracy; self-government; origin of inequality; 2. Mary Wollstonecraft: Women and paternalism; critique of Rousseau's idea of education; legal rights
Environment & Sustainability	NA
Unit IV	Utilitarian and Liberal Socialist; Idealist & Radicals
Local	NA
Regional	NA
National	NA
Global	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Employability	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of

	materialism; class struggle
Entrepreneurship	NA
Skill Development	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Professional Ethics	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Gender	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Human Values	1. John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle. 2. Hegel, 3. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Environment & Sustainability	NA
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL305A	Citizenship in a Globalising World	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

● The purpose of this class is to present several citizenship debate trajectories.

● It explores the interaction between the individual and the group, what membership means, how the advantages and disadvantages of membership are distributed, and how these normative aspects of citizenship have evolved through time.

Course Learning Outcomes

CO1: Gain a thorough knowledge of citizenship's historical, normative, and factual underpinnings.

CO2: Recognise the many paths of the notion of citizenship's creation and evolution.

CO3: Recognise and evaluate some of the most important moral issues that citizenship is currently facing as a result of globalization and the increasingly spreading notion that diversity needs to be accommodated in multicultural political environments.

Course Description

In recent times, the notion of citizenship has become increasingly prominent as the traditional boundaries of the nation-state face challenges from globalisation, multiculturalism and economic restructuring. In this context, Citizenship in a Globalising World is a welcome addition in the field of political science as it takes a detailed look at the topic of citizenship, from the origins of both citizenship and the state, to various theories of citizenship and what it means in the modern context, when it has to coexist with forces of globalization and the rise of new social groups.

Unit 1:

● Classical conceptions of citizenship

● The Evolution of Citizenship and the Modern State

Unit 2:

- Citizenship and Diversity

Unit 3:

- Citizenship beyond the Nation-state: Globalization and global justice

Unit 4:

- The idea of cosmopolitan citizenship

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title
SHPL305A	SHPL305A
SHPL305A	Citizenship in a Globalising World
CGW	

PO	Description	Value
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.	2
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Gain a thorough knowledge of citizenship's historical, normative, and factual underpinnings.	PO1, PO4, PO5, PO6, PO7
CO2	Recognise the many paths of the notion of citizenship's creation and evolution.	PO1, PO4, PO5, PO6, PO7
CO3	Recognise and evaluate some of the most important moral issues that citizenship is currently facing as a result of globalisation and the increasingly spreading notion that diversity needs to be accommodated in multicultural political environments.	PO1, PO2, PO3, PO4, PO5, PO6, PO7
CO4	NA	NA

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	NA
Local	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Regional	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
National	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Global	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Employability	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Entrepreneurship	NA
Skill Development	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Professional Ethics	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Gender	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Human Values	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Environment & Sustainability	1. Classical conceptions of citizenship; 2. The Evolution of Citizenship and the Modern State
Unit II	NA
Local	Citizenship and Diversity
Regional	Citizenship and Diversity
National	Citizenship and Diversity
Global	Citizenship and Diversity
Employability	Citizenship and Diversity
Entrepreneurship	NA
Skill Development	Citizenship and Diversity
Professional Ethics	Citizenship and Diversity
Gender	Citizenship and Diversity
Human Values	Citizenship and Diversity
Environment & Sustainability	Citizenship and Diversity
Unit III	NA
Local	NA
Regional	Citizenship beyond the Nation-state: Globalization and global justice

National	Citizenship beyond the Nation-state: Globalization and global justice
Global	Citizenship beyond the Nation-state: Globalization and global justice
Employability	Citizenship beyond the Nation-state: Globalization and global justice
Entrepreneurship	NA
Skill Development	Citizenship beyond the Nation-state: Globalization and global justice
Professional Ethics	Citizenship beyond the Nation-state: Globalization and global justice
Gender	Citizenship beyond the Nation-state: Globalization and global justice
Human Values	Citizenship beyond the Nation-state: Globalization and global justice
Environment & Sustainability	Citizenship beyond the Nation-state: Globalization and global justice
Unit IV	**NA**
Local	NA
Regional	NA
National	The idea of cosmopolitan citizenship
Global	The idea of cosmopolitan citizenship
Employability	The idea of cosmopolitan citizenship
Entrepreneurship	NA
Skill Development	The idea of cosmopolitan citizenship
Professional Ethics	The idea of cosmopolitan citizenship
Gender	The idea of cosmopolitan citizenship
Human Values	The idea of cosmopolitan citizenship
Environment & Sustainability	The idea of cosmopolitan citizenship
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

K.R MANGALAM UNIVERSITY

SOHNA ROAD, GURUGRAM-122301 (HARYANA)

SHPL307A	Social Movement and Development Process in Contemporary India	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- To understand the development process in India since independence and the Liberalisation policy

- To understand the process of industrialization and the influence it had on social structures

- To understand the agrarian policy and structure in India and the land reforms and green revolution

- To understand the various social movements such as tribal, peasant, Dalits, and women.

- India's development processes have changed as a result of the effects of globalisation, creating new geographies of power as well as places of advantage and disadvantage.

- Students will learn about the circumstances, settings, and modes of political contestation over current development paradigms and the recovery of people' democratic voices in this course.

Course Outcomes:

After completing the course, students will be able to

CO1: To understand and analyse the development process and policies in India since independence at a deeper level

CO2: To understand and analyse the industrial policy of India and its influence on the social structure

CO3: To understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.

CO4: To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by succeeding administrations.

CO5: To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.

Course Description

Social Movements and Development Process in India is a comprehensive course that helps students better understand and appreciate Indian society and the structures and processes that shape it. It develops the understanding of the agricultural and industrial policy of India.

Unit I: Development Process Since Independence

- State and Planning
- Liberalisation and Reforms

Unit II: Industrial Development Strategy and Its Impact on the Social Structure

- Mixed Economy, privatisation, the impact on organised and unorganised labor
- Emergence of the New Middle Class

Unit III: Agrarian Development Strategy and its Impact on the Social Structure

- Land Reforms, Green Revolution
- Agrarian Crisis since the 1990s and its impact on farmers

Unit IV: Social Movements

- Tribal, Peasants movements
- Dalit and Women's movements

- Civil Rights Movements

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs

CO		Mapped
CO1	To understand and analyze the development process and policies in India since independence at a deeper level	PO1, PO4, PO5, PO6, PO7
CO2	To understand and analyse the industrial policy of India and its influence on the social structure	PO1, PO4, PO5, PO6, PO7
CO3	To Understand and analyse the agrarian policy of India and its influence on the social structure; To recognise development plans and how they affect the agriculture and industrial sectors.	PO1, PO4, PO5, PO6, PO7
CO4	To understand and appreciate the social movements and its causes and impact on the social structure; To recognise how social movements have arisen in reaction to the development strategies used by...	PO1, PO2, PO4, PO5, PO6, PO7
CO5	To exhibit that one is aware of the various developments, demands, and achievements of the various Indian social movements.	PO1, PO2, PO3, PO4, PO5, PO6, PO7

Course Code	Course Title		
SHPL307A	SMDPCI		**Social Movement and Development Process in Contemporary India**

PO	Description	Value
PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	2
PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Development Process Since Independence
Local	1. State and Planning, 2. Liberalisation and Reforms
Regional	1. State and Planning, 2. Liberalisation and Reforms
National	1. State and Planning, 2. Liberalisation and Reforms
Global	NA
Employability	1. State and Planning, 2. Liberalisation and Reforms
Entrepreneurship	NA
Skill Development	1. State and Planning, 2. Liberalisation and Reforms
Professional Ethics	1. State and Planning, 2. Liberalisation and Reforms
Gender	1. State and Planning, 2. Liberalisation and Reforms
Human Values	1. State and Planning, 2. Liberalisation and Reforms
Environment & Sustainability	1. State and Planning, 2. Liberalisation and Reforms
Unit II	**Industrial Development Strategy and Its Impact on the Social Structure**
Local	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Regional	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
National	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Global	NA
Employability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Entrepreneurship	NA
Skill Development	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Professional Ethics	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Gender	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class

Human Values	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Environment & Sustainability	1. Mixed Economy, privatisation, the impact on organised and unorganised labour; 2. Emergence of the New Middle Class
Unit III	**Agrarian Development Strategy and its Impact on the Social Structure**
Local	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Regional	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
National	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Global	NA
Employability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Entrepreneurship	NA
Skill Development	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Professional Ethics	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Gender	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Human Values	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Environment & Sustainability	1. Land Reforms, Green Revolution; 2. Agrarian Crisis since the 1990s and its impact on farmers
Unit IV	**Social Movements**
Local	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Regional	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
National	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Global	NA
Employability	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements

Entrepreneurship	NA
Skill Development	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Professional Ethics	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Gender	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Human Values	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
Environment & Sustainability	1. Tribal, Peasants movements, 2. Dalit and Women's movements, 3. Civil Rights Movements
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

Internship - SHPL 309 A

(B.A Hons., Vth Semester Students)

3 years Programme (batch 2022-25)

SHPL309A	Internship	L	T	P	C
Version 1.0		2	0	0	2
Pre-requisites/Exposure					
Co-requisites					

Course Description:

The internship course in Political Science provides students with the opportunity to gain practical experience in the field of politics, governance, and public service. Through supervised internships with relevant governmental or non-governmental organisations, students will apply theoretical knowledge gained in their academic studies to real-world contexts. The course aims to develop students' professional skills, enhance their understanding of political processes, and prepare them for future careers in politics, public administration, diplomacy, advocacy, and related fields.

Course Objectives:

1. Gain practical experience in political science-related fields through internships.

2. Apply theoretical concepts learned in academic coursework to real-world situations.

3. Develop professional skills such as research, communication, critical thinking, and problem-solving.

4. Gain insights into the functioning of governmental and non-governmental organisations

5. Reflect on and evaluate personal and professional growth during the internship experience.

6. Build networks and connections within the political science field.

Course Structure:

The internship course typically spans one Semester and consists of the following components:

1. Pre-Internship Orientation (Week 1-2):

- Introduction to the internship course objectives, requirements, and expectations.

- Guidance on finding and securing internship placements.

- Preparation of resumes, cover letters, and other application materials.

- Overview of professional conduct, workplace etiquette, and expectations.

2. Internship Placement (Week 3-14):

- Students undertake internships in governmental or non-governmental organisations relevant to their interests and career goals.

- Supervision and mentoring by designated professionals within the host organisations.

- Regular reporting and feedback sessions with the internship supervisor.

- Completion of assigned tasks, projects, and responsibilities as per the internship agreement.

- Active participation in organisational activities, meetings, and events.

3. Midterm Review (Week 8):

- Midterm evaluation of student progress and performance by both the internship supervisor and the course instructor.

- Reflection on internship experiences, challenges faced, and lessons learned.

- Identification of areas for improvement and strategies for maximising the remaining internship period.

4. Final Assessment and Presentation (Week 15-16):

- Submission of a comprehensive internship report detailing the tasks undertaken, skills developed, and insights gained during the internship.

- Oral presentation of internship experiences, highlighting key achievements, challenges, and lessons learned.

- Evaluation of the internship experience in relation to academic learning objectives.

- Peer feedback and discussion on internship presentations.

Assessment:

- Internship Performance Evaluation by Supervisor (40%)

- Internship Report (30%)

- Internship Presentation (20%)

- Professionalism and Participation (10%)

Prerequisites: Completion of core courses in Political Science or departmental approval.

Note: The specific requirements and expectations of the internship course may vary depending on the institution's policies, the availability of internship opportunities, and the preferences of the faculty. Students are encouraged to consult with their academic advisors and internship coordinators for personalised guidance and support throughout the internship process.

225

6th Semester

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SOHNA ROAD, GURUGRAM-122301 (HARYANA)

SHPL302A	Modern Political Philosophy	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objective

- The purpose of this course is to introduce students to the ways in which political issues have been raised and are now being resolved in ways that have ramifications for more fundamental issues of thinking and existence in society.

- Students will be able to respond to a few key political issues through being introduced to philosophers from many traditions, such as: Why do we live in political communities? What kind of governance is "best"? What role does human nature play in political decision-making? How and under what conditions do we need to oppose terrible leaders?

Course Learning Outcomes

CO1: To recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.

CO2: To recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.

Course Description:

Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

Unit 1: Modernity and its Discourses

Unit 2: Romantics

- Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality.
- Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights

Unit 3: Utilitarian and Liberal Socialist

- John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility principle.

Unit 4: Idealist & Radicals

- Hegel
- Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

References

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs			
		Course Outcomes (COs)	Mapped Program Outcomes
CO1		To recognise modernity as an ideology and draw a link between the sociological changes it has prompted and its suggested political solutions.	PO1, PO4, PO5, PO6, PO7
CO2		To recognise distinct philosophic trends in political debate and be able to use problem-solving skills to effectively respond to many basic queries.	PO1, PO2, PO4, PO5, PO6, PO7
CO3		NA	NA
CO4		NA	NA

Course Code	Course Title		SHPL302A
SHPL302A	Modern Political Philosophy		MPP
	PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
	PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
	PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	2
	PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
	PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
	PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
	PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	NA
Local	NA
Regional	NA
National	NA
Global	Modernity and its Discourses
Employability	Modernity and its Discourses
Entrepreneurship	NA
Skill Development	Modernity and its Discourses
Professional Ethics	Modernity and its Discourses
Gender	Modernity and its Discourses
Human Values	Modernity and its Discourses
Environment & Sustainability	NA
Unit II	Romantics
Local	NA
Regional	NA
National	NA
Global	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Employability	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Entrepreneurship	NA
Skill Development	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Professional Ethics	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights

Gender	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Human Values	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Environment & Sustainability	1. Jean Jacques Rousseau: General Will; Local or direct democracy; Self-government; Origin of inequality, 2. Mary Wollstonecraft: Women and paternalism; Critique of Rousseau's Idea of Education; Legal rights
Unit III	**Utilitarian and Liberal Socialist**
Local	NA
Regional	NA
National	NA
Global	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Employability	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Entrepreneurship	NA
Skill Development	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Professional Ethics	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Gender	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Human Values	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Environment & Sustainability	John Stuart Mill: Liberty, suffrage and subjection of women, right of minorities; utility Principle
Unit IV	**Idealist & Radicals**
Local	Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Regional	Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
National	Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Global	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Employability	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle

Entrepreneurship	NA
Skill Development	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Professional Ethics	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Gender	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Human Values	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
Environment & Sustainability	1. Hegel, 2. Karl Marx and Engels: Alienation; the difference with other kinds of materialism; class struggle
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

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SHPL304A	**Indian Political Thought (II)**	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure					
Co-requisites					

Course Objective

- The primary objective of the course is to familiarize students with the writings and scholarship that pertain to Indian political thought.

- The study's main concern is on particular philosophers, whose opinions are nevertheless framed by specific issues and contributed to socio-political transformation.

- The overall objective of the course is to give students an overview of the many schools of Indian thought while also promoting in-depth familiarity with particular thinkers and texts.

- The concepts incorporate both classical and medieval perspectives on the problems facing Indian civilisation.

- The primary objective of the course is to introduce students to the range and breadth of Indian political thinking.

- The philosophers were purposefully chosen to reflect the diversity of beliefs and viewpoints that exist within the modern Indian thinking heritage. Selected passages from original sources are also provided for class discussion.

Course Learning Outcomes

CO1: After successfully completing this course, students will be able to demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas.

CO2: Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course.

CO3: The goal of the thematic study of ideas is to place current discussions on significant topics on a historical timeline and consider the many alternatives suggested by the works of many thinkers.

CO4: They would also learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.

Course Description

This course deals to study important themes through individual thinkers. The course has been designed to give students a glimpse about the richness and diversity within Indian political thought. The thinkers have been consciously selected to represent a wide spectrum of ideologies and vantage points within the modern Indian thought tradition. Selected extracts from original texts are also given to discuss in the class. This shall help students to have some 83 experience in understanding how these thinkers build up their arguments and developed their views on the respective themes.

Unit 1: Introduction to Indian Political Thought
- Foundation of Indian Political Thought

Ancient Thought
- Foreign Policy and Circle of States: Kautilya

Unit 2: Emergence of Modern Thought
- Liberalism: Rammohan Roy
- Modernism: Syed Ahmed Khan
- Gender: Pandita Ramabai

Nationalism and Modernity
- Critique of Nationalism: Rabindranath Tagore
- Critique of Modern Civilization: M. K. Gandhi

Unit 3: Community and Nation

- Ideal Society: Vivekananda

- Hindutva: V. D. Savarkar

Social Justice

- B. R. Ambedkar: Annihilation of Caste

Unit 4: **Socialism and Radical Democracy**

- The idea of India: Jawaharlal Nehru

- Radical Humanism: M. N. Roy

- Partyless Democracy: J. P. Narayan

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K.R MANGALAM UNIVERSITY

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title		PO1	PO2	PO3	PO4	PO5	PO6	PO7
SHPL304A	**Indian Political Thought (II)**		Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.
SHPL304A	IPT II		3	2	2	3	3	3	3

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	After successfully completing this course, students will be able to demonstrate their comprehension of the fundamental ideas that underlie both ancient and medieval Indian political philosophy, which are both prevalent traditions of thinking in India, as well as their ability to compare these ideas	PO1, PO2, PO3
CO2	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course	PO1, PO4
CO3	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course	PO6, PO4
CO4	Students will have a solid knowledge of a few significant historiographical arguments as well as the basic features of Indian political philosophy through this course They would also learn to accept and tolerate other points of view as well as adore and value the diversity within the contemporary Indian intellectual culture.	PO5, PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Introduction to Indian Political Thought; Ancient Thought
Local	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya,
Regional	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
National	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Global	NA
Employability	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Entrepreneurship	NA
Skill Development	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Professional Ethics	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Gender	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Human Values	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Environment & Sustainability	1. Foundation of Indian Political Thought, 2. Foreign Policy and Circle of States: Kautilya
Unit II	Emergence of Modern Thought; Nationalism and Modernity
Local	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Regional	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
National	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Global	NA

Employability	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Entrepreneurship	NA
Skill Development	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Professional Ethics	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Gender	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Human Values	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Environment & Sustainability	1. Liberalism: Rammohan Roy, 2. Modernism: Syed Ahmed Khan, 3. Gender: Pandita Ramabai, 4. Critique of Nationalism: Rabindranath Tagore, 5. Critique of Modern Civilization: M. K. Gandhi
Unit III	**Community and Nation; Social Justice**
Local	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Regional	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
National	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Global	NA
Employability	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Entrepreneurship	NA
Skill Development	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Professional Ethics	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste

Gender	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Human Values	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Environment & Sustainability	1. Ideal Society: Vivekananda, 2. Hindutva: V. D. Savarkar, 3. B. R. Ambedkar: Annihilation of Caste
Unit IV	**Socialism and Radical Democracy**
Local	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Regional	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
National	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Global	Radical Humanism: M. N. Roy
Employability	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Entrepreneurship	NA
Skill Development	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Professional Ethics	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Gender	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Human Values	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
Environment & Sustainability	1. The idea of India: Jawaharlal Nehru, 2. Radical Humanism: M. N. Roy, 3. Partyless Democracy: J. P. Narayan
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

International Human Rights

SHPL306A	International Human Rights	L	T	P	C
Version 1.0		4	2	0	6
Pre-requisites/Exposure					
Co-requisites					

Course Objectives

● The course's objective is to familiarize students with the many perspectives in the discussions of human rights and their development over time, both historically and now.

● The goal of the course is to provide students the conceptual skills they need to comprehend the several generations of rights as well as the new issues that have recently come to light.

● It will educate students on the institutionalization of human rights and the legal foundations of such rights, particularly in South Africa and India.

● It aims to further strengthen students' analytical abilities so they can think critically about topics like structural violence and human rights in developed and developing nations.

Course Outcomes

After completing the course, the students will be able to

CO1: To understand the fundamentals and historical background of Human Rights

CO2: To understand various Human rights issues in India and the World.

CO3: To understand the various forms of violence that compromise Human Rights in India and the world

CO4: To understand and empathise with Human Rights issues.

Course Description

Human Rights is a comprehensive course that takes into account cases from India and the world. It gives a deeper insight into the historical background and fundamentals of Human Rights. It helps students to understand issues like caste violence, racism, and torture among others**.**

Unit 1: Human Rights: Theory and Institutionalisation

- Understanding Human Rights: Three Generations of Rights
- Institutionalization: Universal Declaration of Human Rights
- Rights in National Constitutions: South Africa and India

Unit 2: Issues

- Torture: USA and India
- Surveillance and Censorship: China and India
- Terrorism and Insecurity of Minorities: USA and India

Unit 3: Structural Violence

- Caste and Race: South Africa and India
- Gender and Violence: India and Pakistan
- Adivasis/Aboriginals and the Land Question: Australia and India

Unit 4: The Uncertain Future of Human Rights - Global Challenges

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J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in Transnational Torture Law, Violence, and State Power in the United States and India, Delhi: Orient Blackswan,

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**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination
Examination Scheme:**

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

K.R MANGALAM UNIVERSITY

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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Course Code	Course Title	PO	Description	Value
SHPL306A	SHPL306A			
	International Human Rights (IHR)			
		PO1	Disciplinary knowledge: Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
		PO2	Communication Skills: Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
		PO3	Multicultural competence: An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open-minded approach with diverse communities and groups.	2
		PO4	Reflective thinking: Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
		PO5	Policy Making: Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
		PO6	Research-related skills: A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
		PO7	Critical thinking: Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

Mapping between COs and POs

Course Outcomes (COs)	Mapped Program Outcomes
CO1: To understand the fundamentals and historical background of Human Rights.	PO1, PO4, PO5, PO6, PO7
CO2: To understand various Human rights issues in India and the World.	PO1, PO4, PO5, PO6, PO7
CO3: To understand the various forms of violence that compromise Human Rights in India and the world	PO1, PO4, PO5, PO6, PO7
CO4: To understand and empathise with Human Rights issues.	PO1, PO2, PO4, PO5, PO6, PO7

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	Human Rights: Theory and Institutionalisation
Local	NA
Regional	NA
National	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Global	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Employability	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Entrepreneurship	NA
Skill Development	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Professional Ethics	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Gender	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Human Values	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Environment & Sustainability	1. Understanding Human Rights: Three Generations of Rights, 2. Institutionalisation: Universal Declaration of Human Rights, 3. Rights in National Constitutions: South Africa and India
Unit II	**Issues**
Local	NA
Regional	NA
National	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Global	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India

Employability	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Entrepreneurship	NA
Skill Development	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Professional Ethics	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Gender	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Human Values	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Environment & Sustainability	1. Torture: USA and India, 2. Surveillance and Censorship: China and India, 3. Terrorism and Insecurity of Minorities: USA and India
Unit III	**Structural Violence**
Local	NA
Regional	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
National	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Global	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Employability	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Entrepreneurship	NA
Skill Development	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Professional Ethics	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India

Gender	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Human Values	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Environment & Sustainability	1. Caste and Race: South Africa and India, 2. Gender and Violence: India and Pakistan, 3. Adivasis/Aboriginals and the Land Question: Australia and India
Unit IV	**The Uncertain Future of Human Rights - Global Challenges**
Local	NA
Regional	NA
National	The Uncertain Future of Human Rights - Global Challenges
Global	The Uncertain Future of Human Rights - Global Challenges
Employability	The Uncertain Future of Human Rights - Global Challenges
Entrepreneurship	NA
Skill Development	The Uncertain Future of Human Rights - Global Challenges
Professional Ethics	The Uncertain Future of Human Rights - Global Challenges
Gender	The Uncertain Future of Human Rights - Global Challenges
Human Values	The Uncertain Future of Human Rights - Global Challenges
Environment & Sustainability	The Uncertain Future of Human Rights - Global Challenges
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA

SHPL308A	India's Foreign Policy	L	T	P	C
Version 1.0		4	2	0	6
Pre- requisites/Exposure					
Co-requisites					

Course Objective

● The purpose of this course is to inform students about the domestic origins and institutional limitations that have shaped India's foreign policy throughout its development and application.

● By emphasizing the changes in India's internal identity and the accompanying developments at the global level, the effort aims to emphasize important connections between the "domestic" and "international" parts of its foreign policy.

● Understanding India's shifting positions and the evolution of its role as a global player since independence is made easier by looking at its relations with the superpowers during and after the Cold War, its negotiating tactics and positioning in international climate change negotiations, international economic governance, international terrorism, and the United Nations.

Course Learning Outcomes

CO1: Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy.

CO2: Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.

CO3: Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.

CO4: Students' comprehension of India's tactics in South Asia will improve as a result of the course.

CO5: Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.

Course Description

This course will help students, academics and professionals develop an authentic understanding of India's Foreign Policy- its historical context, recent developments and key issues facing the country. The course will provide students with a framework to analyse and become familiar with India's diplomatic agenda and current engagements with partner countries.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'.

India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

Unit 1: India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

- India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Unit 2: India and Great Powers

- India's Relations with the USA and Russia

- India's Engagements with China

Unit 3: India in South Asia: Debating Regional Strategies

- Prospects and Challenges

Unit 4: India in the Contemporary Multipolar World

- UNO

- G20

- EU

- BRICS

- SCO

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Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

Components	Assignment I	Assignment II	Mid Term Exam	Attendance	End Term Exam
Weightage (%)	10	10	20	10	50

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Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs

Course Outcomes (COs)	Mapped Program Outcomes
CO1: Students will gain knowledge of India's diplomatic strategies in a mostly power- and interest-seeking global hierarchy	PO1, PO2
CO2: Additionally, students will discover the difficulties India has in defending its interests as a postcolonial state.	PO3, PO4
CO3: Students will gain a better understanding of India's viewpoint on international relations by studying India's capacity to interact with major world powers including the US, Russia, and China.	PO4, PO5
CO4: Students' comprehension of India's tactics in South Asia will improve as a result of the course.	PO6
CO5: Additionally, students will study India's negotiating tactics in relation to the international economic, environmental, and security regimes.	PO7

Course Code	Course Title		
SHPL308A	Indian Foreign Policy		
SHPL308A	IFP		

PO	Description	Value
PO1	Foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline.	3
PO2	Ability to express thoughts and ideas effectively in writing and orally, the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts.	2
PO3	An awareness pertaining to the values and beliefs of multiple cultures and identities; to augment oneself to effectively engage in a multicultural society and interact in a receptive and open- minded approach with diverse communities and groups.	2
PO4	Critical sensibility to lived experiences, and an awareness of how one's position as a researcher/investigator shapes and impacts the knowledge one produces.	3
PO5	Ability to work effectively with people from diverse backgrounds and understanding the relationship between policies and its implications on society.	3
PO6	A sense of inquiry and a capacity for asking relevant and appropriate questions and for problematizing and the ability to plan, design, and execute research and investigations and concisely report the results thereof.	3
PO7	Capacity to evaluate evidence, arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought considered trendy or fashionable.	3

1=weakly mapped; 2= moderately mapped; 3=strongly mapped

RELEVANCE OF THE COURSE TO VARIOUS INDICATORS

Unit I	India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power
Local	NA
Regional	NA
National	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Global	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Employability	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Entrepreneurship	NA
Skill Development	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Professional Ethics	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Gender	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Human Values	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Environment & Sustainability	India's Negotiating Style and Strategies: Trade, Environment and Security Regimes
Unit II	**India and Great Powers**
Local	NA
Regional	NA
National	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Global	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Employability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Entrepreneurship	1. India's Relations with the USA and Russia, 2. India's

	Engagements with China
Skill Development	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Professional Ethics	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Gender	NA
Human Values	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Environment & Sustainability	1. India's Relations with the USA and Russia, 2. India's Engagements with China
Unit III	**India in South Asia: Debating Regional Strategies**
Local	NA
Regional	NA
National	Prospects and Challenges
Global	Prospects and Challenges
Employability	Prospects and Challenges
Entrepreneurship	NA
Skill Development	Prospects and Challenges
Professional Ethics	Prospects and Challenges
Gender	Prospects and Challenges
Human Values	Prospects and Challenges
Environment & Sustainability	Prospects and Challenges
Unit IV	**India in the Contemporary Multipolar World**
Local	NA
Regional	NA
National	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Global	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Employability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO

Entrepreneurship	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Skill Development	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Professional Ethics	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Gender	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Human Values	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
Environment & Sustainability	1. UNO, 2. G20, 3. EU, 4. BRICS, 5. SCO
SDG	4,5,8,9,10,11,12,13,15,16,17
NEP 2020	The foundation of learning; An urgent and necessary prerequisite to learning; Holistic, integrated, enjoyable and engaging; Equitable and inclusive educator; Learning for all; A new and forward looking vision; Holistic and multi-disciplinary education; Equity and inclusion; Quality academic resource; Lifelong learning;
POE/4th IR	NA