

DEPARTMENT OF POLITICAL SCIENCE

**SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)
(FIRST – EIGHT SEMESTER)**

**Approved by Academic Council vide Resolution no. AC – 03/2024/05 Dated: 04 – 05– 2024 and AC –
06/2026/03 dated 28 – 02 - 2026**



**ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)
ARYA NAGAR, GUWAHATI – 16**

CONTENT

Serial No	Content Name	Page No.
1	Preface	1
2	Structure of Four-Year Undergraduate Course	2
3	Semester Wise Credit Distribution	3
4	Graduate Attributes	4
5	Undergraduate Programme Outcome	6
6	Core Syllabus	9
7	Minor Syllabus	84
8	Skill Enhancement Course (SEC) Syllabus	107
9	Interdisciplinary Course (IDC) Syllabus	115

PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) -the spirit of NEP, 2020. The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also, the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III	CE-3214	MN-3214	SE-3213	ID-3213	AE-3212	-	-	-
	CE-3224							
IV	CE-4214	MN-4214	-	-	AE-4212	-	-	IN-4212
	CE-4224							
	CE-4234							
V	CE-5314	MN-5214	-	-	-	-	-	-
	CE-5324							
	CE-5334							
	CE-5344							
VI	CE-6314	MN-6214	-	-	-	-	-	-
	CE-6324							
	CE-6334							
	CE-6344							
VII	CE-7414*	MN-7314	-	-	-	-	-	-
	CE-7424**							
	CE-7434**							
	CE-7444**							
	CE-7454**							
VIII	CE-8414 [#]	MN-8314	-	-	-	-	-	-
	CE-8424 [#]							
	CE-8434 [#]							
	CE-8444 [#]							
	CE-8454 [#]							

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2x 2	--	20
THIRD	2x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4x 4	1 x 4	--	--	--	--	--	20
SIXTH	4x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4x 4	1 x 4	--	--	--	--	--	20
EIGHT	4x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE

AEC: ABILITY ENHANCEMENT COURSE

IDC: INTERDISCIPLINARY COURSE

VAC/FC: VALUE ADDED COURSE

IN: INTERNSHIP

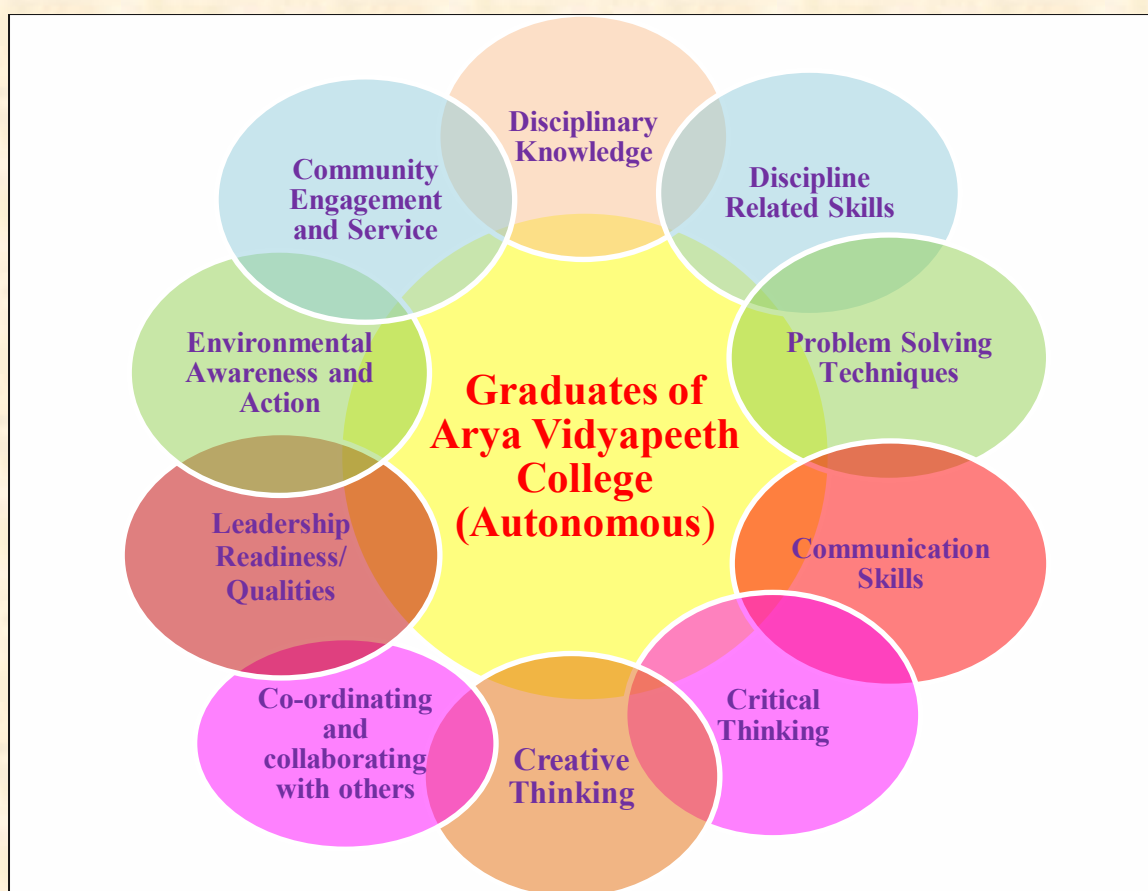
Abbreviation of Course Components:

**CE (Core), MN (Minor), SE (Skill Enhancement Course), AE (Ability Enhancement Course),
VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)**

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes set them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition, create, select, and apply appropriate modern techniques, resources and IT tools.
3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one's learning in real – life situations.

4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS, NCC, adult literacy etc

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be self-motivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.
8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.

9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	POLITICAL THEORY: AN INTRODUCTION	PO – CE – 1114
2	POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT	PO – CE – 2114
3	CONSTITUTIONALISM AND DEMOCRATIC PROCESSES IN INDIA	PO – CE – 3214
	COMPARATIVE STUDY OF POLITICS AND GOVERNMENT	PO – CE – 3224
4	INTRODUCTION TO PUBLIC ADMINISTRATION	PO – CE – 4214
	COMPARATIVE POLITICAL ANALYSIS	PO – CE – 4224
	INTRODUCTION TO INTERNATIONAL RELATIONS	PO – CE – 4234
5	PUBLIC POLICY AND ADMINISTRATION IN INDIA	PO – CE – 5314
	WESTERN POLITICAL THOUGHT	PO – CE – 5324
	MODERN INDIAN POLITICAL THOUGHT	PO – CE – 5334
	SELECT CONSTITUTIONS	PO – CE – 5344
6	POLITICS IN NORTH EAST INDIA	PO – CE – 6314
	CONTEMPORARY POLITICAL IDEOLOGIES	PO – CE – 6324
	FEMINISM: THEORIES AND PRACTICE	PO – CE – 6334
	HUMAN RIGHTS: CONCEPTS AND ISSUES	PO – CE – 6344
7	RESEARCH METHODOLOGY	PO – CE – 7414
	CRITICAL POLITICAL THEORY	PO – CE – 7424

	STATE, SOCIETY, AND POLITICS IN INDIA	PO – CE – 7434
	POLITICS IN A GLOBALIZED WORLD	PO – CE – 7444
	GENDER AND POLITICS IN INDIA: FROM IKS TO CONTEMPORARY TRENDS	PO – CE – 7445
8	ADMINISTRATIVE REFORMS AND GOOD GOVERNANCE IN INDIA	PO – CE – 8414
	SOCIETY AND POWER: A SOCIOLOGICAL UNDERSTANDING OF POLITICS	PO – CE – 8424
	SOCIETY AND POLITICS IN ASSAM	PO – CE – 8434
	POLITICS IN CONTEMPORARY SOUTH ASIA	PO – CE – 8444
	THE CONSTITUTION IN CONTRASTL: CHINA AND SWITZERLAND	PO – CE – 8445
	DISSERTATION	PO – DT – 812

Programme Specific Outcome of Bachelor of Arts – POLITICAL SCIENCE: Core (PSO)

PSO No.	PSO Name.	Outcome
1	Knowledge and Understanding	Develop knowledge of the basic concepts, ideas and theories of political science. To familiarize various branches of the discipline such as Global Politics, Comparative Political Analysis, Public/Personnel Administration, Human Rights, Gender Studies etc. and how these specific branches intersect with one another.
2	Critical Thinking	Helping students learn how to be critical, develop new vibrant concepts and ideas, capacity building, analytical skills; explore various new things in different fields'. And be able to apply various theoretical knowledge and formulations in empirical studies and to introduce current trends and changing dynamics of the discipline in contemporary times.
3	Sensitization	Sensitize students about their accountability, responsibilities Viz, civic, social, ecological and to develop humanitarian, socio-cultural and multicultural approach which will enable them to contribute to the nation building process.
4	Futuristic Orientation	Develop interdisciplinary and multidisciplinary perspective amongst students to promote further research and resolving various socio-political and economic issues of society. Prepare them for various competitive examinations as well as to promote skill based knowledge and make them competent to cope up not only with the job opportunities but also to serve the nation.

Course Learning Outcome (CLO) – Core

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	POLITICAL THEORY: AN INTRODUCTION PO – CE – 1114	CLO - 1	To introduce the key concepts in political theory
		CLO - 2	To make students understand the aspects of conceptual analysis
		CLO - 3	To engage in application of concepts and limitations
2	POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT PO – CE – 2114	CLO - 1	After reading the course the student will be able to appreciate the approaches to the study of Indian politics and the changing nature of the state
		CLO - 2	After reading the course the student will be able to understand the basic features of the Indian constitution and its institutional functioning
2	POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT	CLO - 3	After reading the course the student will be able to examine the changing role of caste, class and patriarchy and their impact on politics

	PO – CE – 2114	CLO - 4	After reading the course the student will be able to understand the dynamics of social movements in India.
3	CONSTITUTIONALISM AND DEMOCRATIC PROCESSES IN INDIA PO – CE – 3214	CLO - 1	To acquaint students with constitutional design of state structures and institutions
		CLO - 2	To understand the conflicts in constitutional provisions.
		CLO - 3	To make them comprehend the state institutions in relation to extra constitutional environment.
		CLO - 4	To understand how democracy functions in India
	COMPARATIVE STUDY OF POLITICS AND GOVERNMENT PO – CE – 3224	CLO - 1	To make students understand the basic concepts in comparative politics.
		CLO - 2	To make students classify the different political systems and historical context of modern governments.
		CLO - 3	To enable students to have a comparative analysis of countries related to their political processes, institutions and behaviour.
		CLO - 4	To understand the contemporary issues and debates on Comparative Politics
4	INTRODUCTION TO PUBLIC ADMINISTRATION PO – CE – 4214	CLO - 1	Students will gather knowledge about the discipline of Public Administration.
		CLO - 2	Students will improve their understanding by analyzing various theories of organization in terms of public administration.
		CLO - 3	Students will be acquainted with the idea of Development Administration with reference to bureaucratic models.
	COMPARATIVE POLITICAL ANALYSIS PO – CE – 4224	CLO - 1	Students will acquire knowledge about various approaches to comparative politics and their relevance in contemporary times.
		CLO - 2	Students can develop a theoretical understanding about electoral politics and party system from a comparative perspective.
		CLO - 3	Students will be able to comprehend how the ideas of democracy and federalism, nation-states operate in Europe and post colonial societies from a comparative perspective. management.
4		CLO - 1	To make students understand, discuss and critical analysis of International relations and its key concepts.

	INTRODUCTION TO INTERNATIONAL RELATIONS PO – CE – 4234	CLO - 2	To introduce students with the existing contemporary international system and its major participants and their behaviour.
		CLO - 3	To make students aware of national interest of a country achieved through developing of their foreign policy.
		CLO - 4	Overall understanding international relations, its theories and concepts in the context of fast changing world.
5	PUBLIC POLICY AND ADMINISTRATION IN INDIA PO – CE – 5314	CLO - 1	Students will be able to understand the concept of public policy and governance in the Indian context.
		CLO - 2	Students will acquire knowledge about decentralization and financial administration.
		CLO - 3	Students will be made cautious about the various public grievances and the mechanisms for addressing them.
	WESTERN POLITICAL THOUGHT PO – CE – 5324	CLO - 1	To interpret ideas underlying traditions in western political philosophy
		CLO - 2	To analyze the debates and arguments of leading political philosophers of different philosophical traditions
		CLO - 3	To appraise the relevance of modern political philosophy in understanding contemporary politics
		CLO - 4	To be capable of tracing the evolution of western political thinking..
	MODERN INDIAN POLITICAL THOUGHT PO – CE – 5334	CLO - 1	To underline themes and issues in political thought of modern India.
		CLO - 2	To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.
		CLO - 3	To assess the relevance of political thought of modern India in understanding contemporary politics.
		CLO - 4	To familiarize students with modern ideas and institutions developed in India from 19th century to contemporary time.
	SELECT CONSTITUTIONS PO – CE – 5344	CLO - 1	Students will be able to understand the importance of constitutions.
		CLO - 2	This paper is an integral part of public services examinations.
5	SELECT CONSTITUTIONS PO – CE – 5344	CLO - 3	Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world

		CLO - 4	Students will develop the ability to critically assess constitutions
6	POLITICS IN NORTH EAST INDIA PO – CE – 6314	CLO - 1	Students will develop an understanding of the northeastern region and nature of its politics.
		CLO - 2	Students will learn about the history of the region and its contemporary political scenario.
		CLO - 3	Students will be exposed to the challenges and struggles faced by the region and its people.
	CONTEMPORARY POLITICAL IDEOLOGIES PO – CE – 6324	CLO - 1	Students will develop a proper understanding about the different political ideologies..
		CLO - 2	They will be able to distinguish between the different ideologies and compare them.
		CLO - 3	Students will be able to analyse the relevance of political ideologies with reference to the present context.
	FEMINISM: THEORIES AND PRACTICE PO – CE – 6334	CLO - 1	This paper will help students grasp the fundamental concepts of Feminism such as sex-gender distinction, patriarchy etc.
		CLO - 2	Students will be capable of understanding the evolution of the Feminist movement.
		CLO - 3	The Feminist critique of mainstream political theories such as Liberalism and Marxism and the hybrid that have developed will be understood.
		CLO - 4	Students will be capable of appreciating the global character of the Feminist movement and the emerging concerns that have come up within its scope.
	HUMAN RIGHTS: CONCEPTS AND ISSUES PO – CE – 6344	CLO - 1	To make them aware of Human Rights journey from nature to the state.
		CLO - 2	UNO initiative on Human Rights at global level.
		CLO - 3	To understand the specific reasons behind the violation of Human Rights of certain vulnerable groups.
		CLO - 4	To have detailed understanding of Human Rights in independent India
7	RESEARCH METHODOLOGY PO – CE – 7414	CLO - 1	This paper is a core paper that intends to develop research interest among the students to the issues in social science research in general and political science in particular. It makes students understand how to write a research proposal and undertake both quantitative as well as qualitative research. It deals with different kinds of methods, types of data and techniques of data collections as well as sampling.

		CLO - 2	While introducing students to different methods employed in social science, it attempts to bring together both qualitative and quantitative methods for moving towards a meaningful research outcome.
		CLO - 3	To sensitize students regarding the ethical responsibility while conducting research
	CRITICAL POLITICAL THEORY PO – CE – 7424	CLO - 1	To make the students familiarise with the contemporary critical theories pertinent to the study of political science.
		CLO - 2	To enhance critical thinking among the students to analyse various political phenomenon in contemporary time.
		CLO - 3	To enable students to develop different analytical vantage points pertinent to political processes, institutions and behaviour.
		CLO - 4	To enable the students to understand various issues and debates pertinent to global, national, regional and local politics.
	STATE, SOCIETY AND POLITICS IN INDIA PO – CE – 7434	CLO - 1	To provide a comprehensive understanding of the Indian state, its institutional structures, and governing ideologies.
		CLO - 2	To critically examine the electoral process in India , including the legal and institutional frameworks that govern elections.
		CLO - 3	To provide students with an in-depth understanding of the evolution of political parties and the party system , with attention to key transitions from single-party dominance to coalition politics.
		CLO - 4	To explore the complex dynamics shaping Indian politics , such as regionalism, caste, religion, and the ongoing debates around secularism.
	POLITICS IN A GLOBALIZED WORLD PO – CE – 7444	CLO - 1	This course on <i>Politics in a Globalized World</i> aims to provide students with a critical exploration of the key concepts, issues, and debates shaping the contemporary world.
		CLO - 2	It is designed to strengthen analytical and applied thinking skills while fostering independent and critical thought.
		CLO - 3	To engage students with the evolving dynamics of global politics, assess the roles of major actors in international governance, and critically examine the emerging and ongoing challenges confronting the global world.
	GENDER AND POLITICS IN INDIA: IKS TO CONTEMPORARY TRENDS PO – CE – 7454	CLO - 1	Help students understand the historical evolution of gender relations in India, from philosophical concepts in ancient texts to the social and political movements of the colonial and post-independence eras.
		CLO - 2	Equip students to analyze the role of legal frameworks and institutions in shaping gender equality in India, with a focus on constitutional provisions and landmark legislation.
		CLO - 3	Teach students to critically evaluate the impact of contemporary social movements, such as the #MeToo and LGBTQ+ rights movements, on the political landscape and public discourse in India.

		CLO - 4	Help students learn to apply an intersectional approach to understand how gender interacts with other identities like caste, class, and religion in the context of Indian politics and society.
8	ADMINISTRATIVE REFORMS AND GOOD GOVERNANCE IN INDIA PO – CE – 8414	CLO - 1	This paper deals with the concept and different dimensions of administrative reforms and good governance
		CLO - 2	It will facilitate understanding of historical development of administrative reforms and its <u>organization and methods in Indian context</u>
		CLO - 3	It also focuses on the concepts, theories and challenges of good governance.
	SOCIETY AND POWER: A SOCIOLOGICAL UNDERSTANDING OF POLITICS PO – CE – 8424	CLO - 1	To bridge the gap between society and politics by introducing sociological insights into <u>political processes</u> .
		CLO - 2	To enhance students' critical thinking by examining political developments through key sociological theories.
		CLO - 3	To explore core concepts such as political culture, socialization, and elite theory.
		CLO - 4	To analyse how social structures shape political behaviours, institutions, and power <u>dynamics</u> .
	SOCIETY AND POLITICS IN ASSAM PO – CE – 8434	CLO - 1	To familiarise students with the society and politics in Assam
		CLO - 2	To disseminate knowledge about historical legacy, political development, socio-cultural context and contemporary issues pertinent to socio-political issues in contemporary Assam.
		CLO - 3	To enable the students to develop critical understanding about regional <u>Consciousness and nationality questions in Assam</u> .
		CLO - 4	To enhance analytical capacity of the students pertinent to language and cultural politics from macro to micro level particularly in the context of Assam.
	POLITICS IN CONTEMPORARY SOUTH ASIA PO – CE – 8444	CLO - 1	Equip students to analyze the diverse political trajectories and democratic challenges across <u>South Asian countries</u> .
		CLO - 2	Enable students to critically examine the role of nationalism, identity, and conflict in <u>shaping the region's politics</u> .
		CLO - 3	Teach students to evaluate the political implications of economic reforms and social <u>inequalities</u> .
		CLO - 4	Help students assess the impact of major geopolitical rivalries and global issues on <u>South Asian politics</u> .
	THE CONSTITUTION IN CONTRAST: CHINA AND SWITZERLAND PO – CE – 8454	CLO - 1	To provide a comparative understanding of constitutional systems through an in-depth study of China and Switzerland.
		CLO - 2	To explore how historical, ideological, cultural, and political contexts shape the <u>formation and functioning of constitutions</u> .
		CLO - 3	To analyse the fundamental differences in political institutions, rights frameworks, governance mechanisms, and citizen participation in two contrasting systems—authoritarian socialism and direct democracy.

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
PO-CE-1114	CLO-1	2	2	3	3	3	2	3		3	3	3
	CLO-2		2		2	3		3		3	3	
	CLO-3	3	2	2	3	2		3		3	3	
PO-CE-2114	CLO-1	3	1		3	2	3	3	1	3	3	2
	CLO-2	3	1	2	3	3	3	3	3	3	3	
	CLO-3	3	1	1	3	3	3		1		3	
	CLO - 4	3		1	3	1		3	2	3		
PO-CE-3214	CLO-1	1			3			3			3	
	CLO-2	3			3	2	1	3			2	
	CLO-3	3			3	3	2	3		3	3	
	CLO - 4	3	3	3	2	3				3	3	
PO-CE-3224	CLO-1											
	CLO-2		2		2	3		3		3	3	
	CLO-3	3	2	2	3	2		3		3	3	
	CLO - 4	3	1		3	2	3	3	1	3	3	2
PO-CE-4214	CLO-1	3	1	2	3	3	3	3	3	3	3	
	CLO-2	3	1	1	3	3	3		1		3	
	CLO-3	3		1	3	1		3	2	3		
PO-CE-4224	CLO-1	3		2	3	2	2	3		3	3	
	CLO-2	2	2	3	3	3	2	3		3	3	3
	CLO-3	3	1	3	1	2	3	3	1	3	3	1
PO-CE-4234	CLO-1	3	3	3	3	3	3	3	3	3	3	3
	CLO-2	3	2	3	2	3	3	2	3	3	3	2
	CLO-3	3	2	2	3	2	2	3	2	3	3	2
	CLO - 4	3	2	3	3	2	3	3	3	2	3	2
PO-CE-5314	CLO-1	3	1	1	3	3	2	3	1	3	3	
	CLO-2	3	1	1	3	3	2	3	2	3	3	
	CLO-3	3	1	1	3	3	2	3	1	3	3	
PO-CE-5324	CLO-1	3	1	2	3	3	1	3		2	3	
	CLO-2	3		2	3	2	2	3		3	3	
	CLO-3	3	2	2	3	2	2	3		2	3	
	CLO - 4	3	2	2	2	2	1	3	2	3	2	

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
PO-CE-5334	CLO-1	2	2	2	3	3	2	3	2	3	2	2
	CLO-2	1	1	1	1	1	1	2	2	2	3	3
	CLO-3	3	2	1	3	3	2	2	2	1	3	2
	CLO - 4	3	2	2	1	1	2	2	3	3	1	3
PO-CE-5344	CLO-1	3	2	3	2	3	2	1	1	3	2	
	CLO-2	3	2	1	2	2	3	1	2	2	1	
	CLO-3	2	2	1	3		3	2	2	1	1	
	CLO - 4	3	2	1	1	1	3	3	2	3	1	
PO-CE-6314	CLO-1	3	1	2	2	2	3	3	3	3	3	
	CLO-2	3	1	2	2	2	3	3	3	3	3	
	CLO-3	3	1	2	2	2	3	3	3	3	3	
PO-CE-6324	CLO-1	2	2	2	3	3	2	3	2	3	2	2
	CLO-2	1	1	1	1	1	1	2	2	2	3	3
	CLO-3	3	2	1	3	3	2	2	2	1	3	2
PO-CE-6334	CLO-1	3	2	2	1	1	2	2	3	3	1	3
	CLO-2	3	1	3	3	3	1	3	1	3	3	
	CLO-3	3	1	1	1	2	1	2	2	3	3	
	CLO - 4	3	1	1	3	3	1	1	3	3	2	
PO-CE-6344	CLO-1	3	3	1	3	3	2	3	2	3	3	1
	CLO-2	3	3	3	3	3	2	3	2	3	3	3
	CLO-3	2	2	2	3	3	3	3	2	2	2	3
	CLO - 4	3	3	3	3	3	3	2	3	3	3	3
PO-CE-7414	Co1	1	2	3	3			3	2	2	3	2
	Co2	3	3	3	3	2	1	3	2	3	2	3
	Co3	3	2	3	3	3	2	3	3	3	3	3
PO-CE-7424	Co1	2	2	1	2	3	2	3	3	3	3	1
	Co2	3	2	2	3	2	2	3	2	3	3	2
	Co3	3	1		3	2	3	3	1	3	3	2
	Co4	3	3	3	2	2	2	3	2	2	3	
PO-CE-7434	Co1	3	3	3	3	3	3	3	3	3	3	3
	Co2	3	3	3	3	3	3	3	3	3	3	3
	Co3	3	3	3	3	3	3	2	3	2	2	2
	Co4	3	3	3	3	3	3	2	3	2	2	
PO-CE-7444	Co1	2		1	3	3	3	3	3	3	3	1
	Co2	3	2	3	3	3	3	3	3	2	2	2
	Co3	3	2	1	3	2	1	3	3	2	2	3
PO-CE-7454	Co1	3	1	2	3	3	3	3	3	3	3	2
	Co2	3	1	1	3	3	3		1	2	3	3
	Co3	3	2	1	3	1		3	2	3		2
	Co4	3	2	2	3	2	2	3		3	3	2
PO-CE-8414	Co1	3	2	1	3	1		3	2	3		2
	Co2	3	1	2	3	3	3	3	3	3	3	3
	Co3	3	1	1	3	3	3	2	1	2	3	2
PO-CE-8424	Co1	3	2	1	3	1	2	3	2	3	1	2
	Co2	3	1	2	3	3	3	3	3	3	3	
	Co3	2		1	3	3	3	3	3	3	3	1

	Co4	3	2	3	3	3	3	3	3	2	2	3
PO-CE-8434	Co1	3	2	1	3	2	1	3	3	2	2	2
	Co2	3	1	2	3	3	3	3	3	3	3	2
	Co3	3	1	1	3	3	3		1	2	3	2
	Co4	3	2	1	3	1		3	2	3	2	2
PO-CE-8444	Co1	3	1	2	3	3	3	3	3	3	3	1
	Co2	3	1	1	3	3	3		1	2	3	2
	Co3	3		1	3	1		3	2	3		1
	Co4	3	1	2	3	3	3	3	3	3	3	3
PO-CE-8445	Co1	3	1	2	3	3	3	3	3	3	3	
	Co2	3	1	1	3	3	3	2	1	1	3	2
	Co3	3	2	1	3	1	2	3	2	3	2	3

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME			
		PSO1	PSO2	PSO3	PSO4
PO-CE-1114	CLO-1	2	2	3	3
	CLO-2		2		2
	CLO-3	3	2	2	3
PO-CE-2114	CLO-1	3	1		3
	CLO-2	3	1	2	3
	CLO-3	3	1	1	3
	CLO - 4	3		1	3
PO-CE-3214	CLO-1	1			3
	CLO-2	3			3
	CLO-3	3			3
	CLO - 4	3	3	3	2
PO-CE-3224	CLO-1	3		2	3
	CLO-2		2		2
	CLO-3	3	2	2	3
	CLO - 4	3	1		3
PO-CE-4214	CLO-1	3	1	2	3
	CLO-2	3	1	1	3
	CLO-3	3		1	3
PO-CE-4224	CLO-1	3		2	3
	CLO-2	2	2	3	3
	CLO-3	3	1	3	1
PO-CE-4234	CLO-1	3	3	3	3
	CLO-2	3	2	3	2
	CLO-3	3	2	2	3
	CLO - 4	3	2	3	3
PO-CE-5314	CLO-1	3	1	1	3
	CLO-2	3	1	1	3
	CLO-3	3	1	1	3
PO-CE-5324	CLO-1	3	1	2	3
	CLO-2	3		2	3
	CLO-3	3	2	2	3
	CLO - 4	3	2	2	2

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME			
		PSO1	PSO2	PSO3	PSO4
PO-CE-5334	CLO-1	2	2	2	3
	CLO-2	1	1	1	1
	CLO-3	3	2	1	3
	CLO - 4	3	2	2	1
PO-CE-5344	CLO-1	3	2	3	2
	CLO-2	3	2	1	2
	CLO-3	2	2	1	3
	CLO - 4	3	2	1	1
PO-CE-6314	CLO-1	3	1	2	2
	CLO-2	3	1	2	2
	CLO-3	3	1	2	2
PO-CE-6324	CLO-1	2	2	2	3
	CLO-2	1	1	1	1
	CLO-3	3	2	1	3
PO-CE-6334	CLO-1	3	2	2	1
	CLO-2	3	1	3	3
	CLO-3	3	1	1	1
	CLO - 4	3	1	1	3
PO-CE-6344	CLO-1	3	3	1	3
	CLO-2	3	3	3	3
	CLO-3	2	2	2	3
	CLO - 4	3	3	3	3
PO-CE-7414	CLO - 1	2	2	3	3
	CLO - 2	2	2	2	2
	CLO - 3	3	2	2	3
PO-CE-7424	CLO - 1	3	1	2	3
	CLO - 2	3	2	2	3
	CLO - 3	3	2	1	3
	CLO - 4	3	3	1	3
PO-CE-7434	CLO - 1	1	2	2	3
	CLO - 2	3	2	3	3
	CLO - 3	3	3	2	3
	CLO - 4	3	3	3	2
PO-CE-7444	CLO - 1	3	2	2	3
	CLO - 2	3	2	2	2
	CLO - 3	3	2	2	3
	CLO - 4	3	1	1	3
PO-CE-7445	CLO - 1	3	2	2	3
	CLO - 2	3	1	1	3
	CLO - 3	3	2	3	3
PO-CE-8414	CLO - 1	3	2	2	3
	CLO - 2	2	2	3	3
	CLO - 3	3	1	3	1
PO-CE-8424	CLO - 1	3	3	3	3
	CLO - 2	3	2	3	2
	CLO - 3	3	2	2	3
	CLO - 4	3	2	3	3

PO-CE-8434	CLO - 1	3	2	1	3
	CLO - 2	3	1	2	3
	CLO - 3	3	2	1	3
PO-CE-8444	CLO - 1	3	1	2	3
	CLO - 2	3	2	2	3
	CLO - 3	3	2	2	3
	CLO - 4	3	2	2	2
PO-CE-8445	CLO - 1	3	2	2	3
	CLO - 2	3	3	2	3
	CLO - 3	3	2	2	3
	CLO - 4	3	2	2	2

COURSE NAME: POLITICAL THEORY: AN INTRODUCTION

COURSE CODE: PO – CE – 1114

TotalCredits:4(Theory:3+Practical/Tutorial:1)

THEORY: 3 CREDITS

TOTAL LECTURES: 45

COURSE OBJECTIVE:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

COURSE LEARNING OUTCOME:

CLO 1: *To introduce the key concepts in political theory*

CLO 2: *To make students understand the aspects of conceptual analysis*

CLO 3: *To engage in application of concepts and limitations*

Unit- I: Politics and Political Theory (Lectures:11)

What is politics? Meaning and definitions of political theory, Nature and Scope of Political Theory

Unit- II: Major Approaches of Political Theory (Lectures: 11)

Liberal Approach, Marxist Approach, Feminist Approach

Unit- III: Key Concepts in Political Theory (Lectures: 11)

Liberty, Rights, Equality, Justice

Unit- IV: Democracy and Citizenship (Lectures: 12)

What is Democracy? Procedural and Substantive Democracy, Theories of Citizenship

Recommended Books:

1. 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.
2. 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.
3. Mukhopadhyay, Amal Kumar. (2019) 'An Introduction to Political Theory', New Delhi, Sage publications.
4. Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
5. Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58-73.
6. Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-82.

7. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.
8. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.(eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444-446.
9. 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.
10. 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.
11. Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.
12. Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform.18 (4)pp. 835-64.
13. Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson

COURSE NAME: POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT

COURSE CODE: PO – CE – 2114

TotalCredits:4(Theory:3+Practical/Tutorial:1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

This course is aimed at acquainting students with the historical foundations and governmental structure of India. Students will also gain familiarity with the predominant social and economic structures that have influenced Indian politics.

COURSE LEARNING OUTCOME:

After reading the course the student will be able to:

CLO 1: *Appreciate the approaches to the study of Indian politics and the changing nature of the state*

CLO 2: *Understand the basic features of the Indian constitution and its institutional functions*

CLO3: *Examine the changing role of caste, class and patriarchy and their impact on politics*

CLO 4: *Understand the dynamics of social movements in India.*

Unit- I: The Constituent Assembly and the Constitution (LECTURES: 12)

Framing of the constitution & Constituent Assembly and its debates, The Preamble and major features of the Constitution, Fundamental Rights and Directive Principles

Unit-II: Organs of Government (LECTURES: 11)

The Executive: President and Prime Minister, The legislature-Parliament-changing role – debates on decline of parliament, Judiciary: Supreme Court, Judicial Review, Judicial Activism, Public Interest Litigation

Unit- III: Federalism (LECTURES: 11)

Federalism: Division of Powers; Unitary Features, Emergency Provisions and politics, Centre-State relations and debates over distribution of resources

Unit- IV: Power Structures and Social Movements in India (LECTURES: 11)

Caste: Ethnic and Dalit Movements, Class: Workers and Farmers Movements, Patriarchy: Women's Movements

Recommended Books:

1. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011.
2. Chandhoke, N. & Priyadarshi, P. (eds.) (2009) Contemporary India: Economy, Society, Politics. New Delhi: Pearson.
3. Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
4. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.

5. Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.
6. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
7. Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Constitutionalism and Democratic Processes in India

PO-CE-3214

Total Credits: 4 (Theory: 3 + Practical/Tutorials: 1)

Total Lectures: 45

Course Objective:

- To acquaint students with constitutional design of state structures and institutions.
- To understand the conflicts in constitutional provisions.
- To make them comprehend the state institutions in relation to extra constitutional environment.
- To understand how democracy functions in India.

Course Outcome:

- Students will develop a proper understanding of the functioning of democracy at the operation of the state machinery and other institutional structures of the society.
- They will have a better understanding about the constitutional democracy operating in Indian since independence and its connection with popular aspirations.
- Students will develop an idea regarding the functioning of democracy in crisis situations like Emergency.

❖ **Course Designed by: Dr. Munin Baruah and Dr. Prahlad Bordoloi**

I. Legacies of Indian Constitution (10 Lectures)

a. Colonial Legacy:

- i. British colonial legacies in Indian Constitution.
- ii. Rule of Law, Civil Services, and Bureaucracy
- iii. Impact of colonial institutions on Indian administration.

b. Legacies of the National Movement

- i. Role of Indian National Congress in the freedom struggle of India.
- ii. Democratic and secular values in the freedom movement
- iii. Contributions of Gandhi.

II. Constitutionalism in India (12 Lectures)

a. Making of the Constitution: Constituent Assembly Debates

- i. Composition and working of the Constituent Assembly
- ii. Philosophical foundations: justice, liberty, equality, fraternity

- iii. Influence of global constitutions (US, UK, Ireland)

b. Basic Features of the Constitution

- i. Preamble and its significance
- ii. Parliamentary democracy and federalism
- iii. Fundamental Rights and Duties and Directive Principles of State Policy

c. Basic Structure Debate

- i. Key elements identified as "basic structure"
- ii. Impact on constitutional amendments and legislative powers
- iii. Judicial review and checks on Parliament

iii. Democracy in India: Institutional Dynamics (12 Lectures)

a. Election Commission

- i. Composition, powers and functions of EC
- ii. Role of EC in India
- iii. Role in conducting free and fair elections

b. Electoral Processes

- i. Lok Sabha and State Assembly elections
- ii. Role of political parties and party systems
- iii. Code of Conduct, electoral offences, and reforms

IV. Democracy in India: Socio-political Dynamics (11 Lectures)

a. Social Movements (Women's Movement, Worker's/Peasant Movement, Environmental Movement):

i. Women's Movement: Post Independence India (Anti Dowry & Ecological Movement.)

ii. Worker's and Peasant Movements: Causes and Rise of Peasant Movement in India & AIKS (All India Kishan Sabha)

iii. Environmental Movement: Chipko & Narmada Bachao Andolan

Historical & Foundational Texts

1. Austin, G. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
2. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (Rev. ed.). Orient BlackSwan.
3. Brown, J. M. (1989). *Gandhi: Prisoner of Hope*. Yale University Press.

4. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1988). *India's Struggle for Independence*. Penguin Books India.
5. Guha, R. (2017). *India After Gandhi: The History of the World's Largest Democracy* (Updated ed.). HarperCollins India.
6. Mehta, U. S. (1999). *Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought*. University of Chicago Press.
7. Parel, A. J. (Ed.). (1997). *Hind Swaraj and Other Writings* (Cambridge Texts in Modern Politics). Cambridge University Press.
8. Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. University of Chicago Press.
9. Austin, G. (1999). *Working a Democratic Constitution: The Indian Experience*. Oxford University Press.
10. Constituent Assembly of India. (1946–1950). *Constituent Assembly Debates: Official Report* (Select Volumes). Lok Sabha Secretariat.
11. Kashyap, S. C. (1994). *Our Constitution: An Introduction to India's Constitution and Constitutional Law*. National Book Trust.
12. Kashyap, S. C. (2015). *Constitutional Law of India*. Universal Law Publishing.
13. Rao, B. S. (1967–1968). *The Framing of India's Constitution: A Study* (Vols. 1–5). Indian Institute of Public Administration.
14. Basu, D. D. (2020). *Introduction to the Constitution of India* (24th ed.). LexisNexis.
15. Bhargava, R. (Ed.). (2008). *Politics and Ethics of the Indian Constitution*. Oxford University Press.
16. Pylee, M. V. (2008). *India's Constitution* (16th ed.). S. Chand Publishing.
17. Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. Oxford University Press.
18. Baxi, U. (1980). *The Indian Supreme Court and Politics*. Eastern Book Company.
19. Supreme Court of India. (1973). *Keshavananda Bharati v. State of Kerala* – AIR 1973 SC 1461. (Use summary/excerpts for study.)
20. Sridharan, E. (2021). *The Political Economy of India's Electoral System*. Orient BlackSwan.
21. Palshikar, S., Suri, K. C., & Yadav, Y. (Eds.). (2017). *Electoral Politics in Indian States: Resurgence of the Bharatiya Janata Party*. Oxford University Press.
22. Jaffrelot, C. (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Columbia University Press.
23. Election Commission of India. (Various Years). *Reports and Handbooks*. Retrieved from <https://eci.gov.in>
24. Basu, A. (1992). *Two Faces of Protest: Contrasting Modes of Women's Activism in India*. University of California Press.
25. Dreze, J., & Sen, A. (1995). *India: Economic Development and Social Opportunity*. Oxford University Press.
26. Guha, R. (2000). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* (Expanded ed.). Oxford University Press.
27. Omvedt, G. (1993). *Reinventing Revolution: New Social Movements in India*. M. E. Sharpe.
28. Roy, A. (1999). *The Cost of Living*. Modern Library.
29. Shah, G. (1990). *Social Movements in India: A Review of Literature*. SAGE Publications.

COURSE NAME: COMPARATIVE STUDY OF POLITICS AND GOVERNMENT

COURSE CODE: PO- CE - 3224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To make students understand the basic concepts in comparative politics,*
- *To make students classify the different political systems and historical context of modern governments,*
- *To enable students to have a comparative analysis of countries related to their political processes, institutions and behaviour.*
- *To understand the contemporary issues and debates on Comparative Politics.*

COURSE LEARNING OUTCOME:

CLO1: *The students will develop proper knowledge about the basic concepts of comparative politics in the contemporary world.*

CLO2: *Students will have better understanding about the political processes of contemporary world and how the changing dynamics of politics impacts the study of comparative politics.*

CLO 3: *The course will enhance their ability to compare various political developments, issues and ideas developed in different countries of the world.*

Unit I: Introduction to Comparative Politics (Lectures: 10)

- Nature and Scope of Comparative Politics
- Debate on Eurocentrism

Unit II: Ideas and Ideologies of Comparative Politics (Lectures: 15)

- Feudalism
- Capitalism: meaning and development: globalization
- Socialism: meaning, growth and development
- Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonial movements and process of decolonization

Unit III: Process of Decolonization (Lectures: 10)

- Anti Colonial Movements: Asia and Latin America
- Post Colonial Experiences with special reference to Asian and African context.

Unit IV: Themes of Comparative Analysis (Lectures: 10)

A comparative study of constitutional developments in UK, USA, China, Nigeria and Brazil

Recommended Books

1. 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;16-36; 253-290.

2. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in Teaching Politics, Nos. 1 and 2, pp. 22-38
3. A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in Punjab Journal of Politics. Vol. xxv (2), pp. 1-15.
4. J. Blondel, (1996) 'Then and Now: Comparative Politics', in Political Studies. Vol. 47 (1),pp. 152-160.
5. N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in Economic and Political Weekly, Vol. 31 (4), January 27, pp. PE 2-PE2-PE

COURSE NAME: INTRODUCTION TO PUBLIC ADMINISTRATION

COURSE CODE: PO– CE – 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *This paper will familiarize the students with the basic concepts of public administration and governance.*
- *It aims to acquaint students by understanding the major theories of organization.*
- *Students will learn about the management of public organizations including personnel and financial management.*
- *Students will also learn how to lead and manage in public governance, participate in and contribute to the policy process, analyze, synthesize, think critically, solve problems and make decisions.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will gather knowledge about the discipline of Public Administration.*

CLO 2: *Students will improve their understanding by analyzing various theories of organization in terms of public administration.*

CLO 3: *Students will be acquainted with the idea of Development Administration with reference to bureaucratic models.*

Unit I. Public Administration as a Discipline (Lectures: 10)

- Meaning, Nature, Scope and Significance
- Public and Private Administration
- Evolution of Public Administration

Unit II. Principles of Organisation (Lectures: 10)

- Hierarchy: Unity of Command
- Span of Control
- Centralization and Decentralization
- Delegation: Supervision and Control

Unit III. Theories of Organisation (Lectures: 15)

- a. Classical Theories:
 - i. Scientific management
 - ii. Administrative Management
 - iii. Ideal type bureaucracy

b. Contemporary Approaches:

- i. Human relations theory
- ii. Ecological approach

Unit IV. Development Administration (Lectures: 10)

- Meaning, definition and characteristics
- Scope of development Administration
- Development and Bureaucracy.

Recommended Books:

1. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
2. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999
3. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding
4. Bordoloi, P., Sarma, M., Public Administration: Concepts, Perspectives and Theories, Balaji Publications, 2020.
5. Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill, pp. 1-40
6. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya(eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101
7. M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
8. G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.)
9. Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
10. N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson, 2013
11. M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012
12. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
13. M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011
14. Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014

COURSE NAME: COMPARATIVE POLITICAL ANALYSIS

COURSE CODE: PO- CE - 4224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *Tracing the evolution of Comparative Politics as a discipline and drawing a distinction between Comparative Politics and Comparative Government.*
- *Analysing the approaches and models of comparison: systems analysis; structural functionalism; and institutional approach.*
- *Investigating the nature and scope of Comparative Politics.*
- *To understand democracy and federalism in the post colonial context.*

COURSE LEARNING OUTCOME:

CLO1: *Students will acquire knowledge about various approaches to comparative politics and their relevance in contemporary times.*

CLO 2: *Students can develop a theoretical understanding about electoral politics and party system from a comparative perspective.*

CLO3: *Students will be able to comprehend how the ideas of democracy and federalism, nation-states operate in Europe and post colonial societies from a comparative perspective.*

Unit I: Approaches to Studying Comparative Politics (Lectures: 10)

- Political Culture
- New Institutionalism

Unit II: Electoral and Party System (Lectures: 10)

- Definition and procedures: Types of election system (First Past the Post and Proportional Representation)
- Historical contexts of emergence of the party system and types of parties

Unit III: Theorising Nation-state (Lectures: 10)

- The European Context
- The Post-colonial Context

Unit IV: IV. Democracy and Federalism (Lectures: 15)

- Understanding federalism: federation versus confederation
- Centripetal versus Centrifugal
- Democracy and federalism in the post colonial world

Recommended Books:

1. 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;16-36; 253-290.
2. M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38
3. A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.
4. J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1),pp. 152-160.
5. N. Chandhoke, (1996) 'Limits of Comparative Political Analysis ', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp.PE 2-PE2-PE8
6. R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.
7. G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84

COURSE NAME: INTRODUCTION TO INTERNATIONAL RELATIONS

COURSE CODE: PO- CE - 4234

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To make students understand, discuss and critical analysis of International relations and its key concepts.*
- *To introduce students with the existing contemporary international system and its major participants and their behaviour.*
- *To make students aware of national interest of a country achieved through developing of their foreign policy.*
- *Overall understanding international relations, its theories and concepts in the context of fast changing world.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will develop a clear understanding of Global Politics and its changing nature.*

CLO2: *Overall understanding of global issues and its complexities.*

CLO3: *Students will understand the pertinence of national interest of nation states in the fast changing world.*

Unit I: Study of International Relations (Lectures: 10)

- Meaning, Nature, Scope & Significance
- Evolution of the discipline and Levels of Analysis
- International Political System (IPS)

Unit II: Approaches (Lectures: 10)

- Liberalism, Neo-Liberalism
- Realism, Neo-realism
- Marxism
- Post Structuralism

Unit III: Key concepts of International Relations (Lectures: 10)

- National Interest
- National Power
- Balance of Power
- National Security

Unit IV. Foreign Policy (Lectures: 15)

- Meaning, Objectives and Significance
- Determinants of Foreign Policy: Internal and External

● Foreign policy in Developing Countries

Recommended Books:

1. M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.
2. R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7
3. S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35
4. C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.
5. K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.
6. M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.
7. J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1-6.
8. R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.
9. Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

COURSE NAME: PUBLIC POLICY AND ADMINISTRATION IN INDIA

COURSE CODE: PO- CE - 5314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *This paper will make the students understand the basic concepts of public administration and governance.*
- *It aims to acquaint students by understanding the organizational principles in public administration.*
- *Students will learn about the management of public servants and the role of public service commissions.*
- *Students will also learn about financial management especially the significance of the budget and the budgetary process.*

COURSE LEARNING OUTCOME:

CLO1: *Students will be able to understand the concept of public policy and governance in the Indian context.*

CLO2: *Students will acquire knowledge about decentralization and financial administration.*

CLO3: *Students will be made cautious about the various public grievances and the mechanisms for addressing them.*

Unit I: Public Policy (Lectures: 10)

- a. Definition, Characteristics and Models
- b. Public Policy Processes in India

Unit II: Decentralisation (Lectures: 10)

- a. Meaning and Significance
- b. Approaches to decentralisation
- c. Local self-governance; rural and urban

Unit III: Immediate Inference (Lectures: 15)

- a. Concept and significance of Budget
- b. Budgetary Process in India
- c. Types of Budgeting:
 - i. Performance budgeting
 - ii. Zero based budgeting
 - iii. Gender budgeting

Unit IV: Redressal of Public Grievances (Lectures: 10)

- a. Nature and scope of public grievances
- b. Causes for growth of public grievances

Recommended Books:

1. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
2. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999
3. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding
4. Bordoloi, P., Sarma, M., Public Administration: Concepts, Perspectives and Theories, Balaji Publications, 2020.
5. Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill, pp. 1-40
6. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya(eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101
7. M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
8. G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.)
9. Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
10. N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson, 2013
11. M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012
12. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
13. M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011
14. Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi, 2014

COURSE NAME: WESTERN POLITICAL THOUGHT

COURSE CODE: PO- CE - 5324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To make students understand the essence of political theory from Greek political tradition to the modern utilitarian tradition.*
- *To give students an idea about the transformation of political institutions from medieval to modern period from a theoretical perspective.*
- *To give students a broad idea about how the institution of state was imagined by the contractual tradition.*

COURSE LEARNING OUTCOME:

CLO 1: *To interpret ideas underlying traditions in western political philosophy*

CLO 2: *To analyze the debates and arguments of leading political philosophers of different philosophical traditions*

CLO3: *To appraise the relevance of modern political philosophy in understanding contemporary politics*

CLO4: *To be capable of tracing the evolution of western political thinking.*

Unit I: Greek Political Thought (Lectures: 10)

- a. Plato
- b. Aristotle

Unit II: Machiavelli's contribution to political thought (Lectures: 10)

Unit III: The Contractual Tradition (Lectures: 15)

- a. Hobbes
- b. Locke
- c. Rousseau

Unit IV: Sartre (Lectures: 10)

- a. Bentham
- b. J.S Mill

Recommended Books:

1. T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.)
2. Handbook of Political Theory, London: Sage Publications Ltd. pp. 18-30.
3. B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) The Libertarian Reader, New York: The Free Press.

4. J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
5. Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.
6. A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
7. R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.
8. C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-8

COURSE NAME: MODERN INDIAN POLITICAL THOUGHT

COURSE CODE: PO- CE - 5334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To acquaint students with the evolution of Indian political thought since the 19th century till the post independence period.*
- *To familiarize students with nationalist political thought in India including the mainstream and alternative perspectives.*
- *To offer students an understanding of socialist thought in the Indian context.*

COURSE LEARNING OUTCOME:

CLO 1: *To underline themes and issues in political thought of modern India.*

CLO2: *To compare and contrast positions of leading political thinkers in India on issues those are constitutive of modern India.*

CLO3: *To assess the relevance of political thought of modern India in understanding contemporary politics.*

CLO 4: *To familiarize students with modern ideas and institutions developed in India from 19th century to contemporary time.*

Unit I: The Reformist Tradition: The 19th Century Debate (Lectures: 10)

- a. Raja Rammohan Roy
- b. Dayanand Saraswati
- c. Bankim Chandra Chattopadhyay

Unit II: Nationalist Thought in India (Lectures: 10)

- a. M.K Gandhi
- b. Jawaharlal Nehru
- c. B.R Ambedkar

Unit III: Alternative Perspectives on Nationalist Thought (Lectures: 10)

- a. V.D Savarkar on Hindu Nationalism
- b. Iqbal on Islamic Nationalism
- c. Tagore's critique of Nationalism

Unit IV: Socialist Thought in India (Lectures: 15)

- a. M.N Roy: From Marxism to Radical Humanism
- b. J. P Narayan –Total Revolution
- c. Ram Manohar Lohia on New Socialism.

Recommended Books:

1. B. Chakravarty, Rajendra Kumar Pandey, Modern Indian Political Thought, Text and Context, 2015.
2. Pantham, Thomas and Deutsch, KL, Political Thought in Modern India, Sage Publications, 1986.
3. Padhy, K.S, Indian Political Thought, PHI, 2011.
4. B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.),
5. Political Thought in Modern India, New Delhi: Sage Publications
6. A. Altekar, (1958) 'The Kingship', in State and Government in Ancient India, 3rd edition, Delhi: Motilal Banarsidass
7. M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.),
8. Political Thought in Modern India, New Delhi: Sage Publications, G. Pandey, (1978)
9. Sraman Tradition: Its History and Contribution to Indian Culture, Ahmedabad: L. D. Institute of Indology.
10. S. Saberwal, (2008) 'Medieval Legacy', in Spirals of Contention, New Delhi: Routledge.
11. Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.),
12. Arthashastra of Kautilya, New Delhi: Motilal Publishers.
13. V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in Foundations of Indian Political Thought, Delhi: Manohar,
14. R. Kangle, (1997) Arthashastra of Kautilya-Part-III: A Study, Delhi: Motilal Banarsidass,
15. J. Spellman, (1964) 'Principle of Statecraft', in Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford: Clarendon Press

COURSE NAME: SELECT CONSTITUTIONS

COURSE CODE: PO- CE - 5344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To acquaint students with the structure and contents of the constitutions of the UK and USA.*
- *To help students appreciate the contributions of the UK and US constitutions to practice of representative democracy across the world.*
- *To enable students to make comparative assessment of the Constitutions of the UK and USA.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will be able to understand the importance of constitutions.*

CLO 2: *This paper is an integral part of public services examinations*

CLO 3: *Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world. Unit I: Constitution and Constitutionalism*

CLO 4: *Students will develop the ability to critically assess constitutions*

Unit I: Constitution and Constitutionalism (Lectures: 5)

- Constitution - Meaning and Importance
- Classification of Constitutions Constitutionalism - Concept

Unit II: United Kingdom (Lectures: 15)

- The British Political Tradition Parliamentary Government—
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- Political Parties and Interest Groups
- Rule of Law and the Judicial System

Unit III: United States of America (Lectures: 15)

- Making of the American Constitution
- The Federal System
- National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court
- Political Parties and Interest Groups in USA

Unit IV: Comparative Study of UK and USA Constitutions (Lectures: 10)

- British Prime Minister vs USA President

- House of Lords vs Senate
- Speaker of House of Commons vs Speaker of House of Representatives

Recommended Books:

1. Almond and Powell, Comparative Politics: A Developmental Approach, Prentice Hall, 1979
2. Finer, H, Theory and Practice of Modern Government, Mituban, 1965
3. Dahl, Robert, Theory and Practice of Modern Government, Prentice Hall, 1978
4. Ray, S. N., Comparative Political Systems, Prentice Hall, 1997
5. Willoughby, Westel Woobdury , The American Constitutional System; An Introduction to the Study of the American State, General Books LLC, 2009
6. Elster, Jon & Slagstad(Ed), Constitutionalism and Democracy, Cambridge University Press, 1993
7. Alexander, Larry, Constitutionalism: Philosophical Foundation, Cambridge University Press, 2001
8. Rosenbaum, S. Alan, Constitutionalism: The Philosophical Dimension, Greenwood Press, 1988
9. Longford, W. John & Brownsey, K. Lorne, The Changing Shape of Government in the Asia Pacific Region, IRPP, 1988

COURSE NAME: POLITICS IN NORTH EAST INDIA

COURSE CODE: PO- CE - 6314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To introduce the students with the region and nature of its politics*
- *To engage them with historical development of the region*
- *To understand the contemporary developments of the region*
- *To develop critical thinking on region specific issues pertinent to India's north east.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will develop an understanding of the northeastern region and nature of its politics.*

CLO2: *Students will learn about the history of the region and its contemporary political scenario.*

CLO 3: *Students will be exposed to the challenges and struggles faced by the region and its people.*

Unit I: Introducing India's North East: People, Culture and Location (Lectures: 11)

- The making of North Eastern region: Colonial Politics
- Ethnic diversity and culture
- Geo-strategic location

Unit II: Colonisation of North East India (Lectures: 11)

- Expansion of colonial raj
- Politics of inclusion and exclusion
- Inner Line System
- Anglo-Manipur War

Unit III: Resistance to the Raj (Lectures: 11)

- Peasant Resistance in Assam
- Nationalist movement in Assam
- Role of North Eastern women in the anti-colonial struggle
- Role of regional organizations in North East
 - i. Assam Association
 - ii. Assam Sahitya Sabha
 - iii. NNC

Unit IV: North east in the Post Colonial era (Lectures: 12)

Breakup of colonial Assam: the emergence of seven sister states:

- The Naga Struggle
- The Mizo Movement
- The Assam Movement
- North east in the new millennium

Recommended Books:

1. Gait, Edward, 2008, A History of Assam, Lawyers Book Stall, Guwahati
2. Dutt, K.N., 1958, Landmarks in the Freedom Struggle of Assam, Guwahati.
3. Barpujari, H.K., 1980, Assam in the Days of Company 1826-1858, Spectrum Publications, Sole Distributors, United Publishers in Gauhati, Assam.
4. Politics in North east India: Historiography, Diversity and Contemporary Issues. Bookland, 2015. Author: Arupjyoti Choudhury and Pankaj Jyoti Gogoi.
5. Guha, Amalendu, 1977, Planter Raj to Swaraj- Freedom Struggle and Electoral Politics in Assam 1826-1947, People's Publishing House Private Limited, New Delhi.
6. Ray, B. Datta and S.P. Agarwal, 1996, Reorganisation of North-East India since 1947, Concept Publishing Company
7. Misra, Udayon, 1991, Nation Building and Development in North-East India, Purbanchal Prakash, Guwahati
8. Saikia, Jaideep, 2007, Frontiers in Flames: North-East India in Turmoil, Viking, New Delhi
9. Hussain, Monirul, 1993, The Assam Movement: Class, Ideology and Identity, Manak Publishing House in association with Har Anand Publications, Delhi.
10. Goswami, Sandhya, Language Politics in Assam, 1990, Ajanta Publishing House.
11. Das, Samir Kumar, ULFA: United Liberation Front of Assam: A Political Analysis, Ajanta Publications, 1994
12. Sengupta, Madhumita. Becoming Assamese: Colonialism and New Subjectivities in Northeast India. London: Routledge, 2016
13. Baruah, Sanjib. Durable Disorder: Understanding the Politics of Northeast India. Delhi: Oxford University Press, 2007.
14. Mahanta, Nani G. Confronting the State: ULFA's Quest for Sovereignty. SAGE Studies on India's North East. New Delhi: SAGE Publications India Pvt Ltd, 2013
15. Dutta, Nandana. (2012), Questions of Identity in Assam: Location, Migration, Hybridity, New Delhi, Sage Publications
16. Bhaumik, Subir. (2009), Troubled Periphery: Crisis of India's North-East, New Delhi, Sage Publications

COURSE NAME: CONTEMPORARY POLITICAL IDEOLOGIES

COURSE CODE: PO- CE - 6324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *Introduce major Political Ideologies that play a significant role in shaping politics in different parts of the world.*
- *Analyse the role played by Political Ideologies in society and relate it to the practical domain.*
- *Classify and distinguish between various Political Ideologies.*
- *Understand the relevance of ideology in contemporary political studies.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will develop a proper understanding about the different political ideologies.*

CLO 2: *They will be able to distinguish between the different ideologies and compare them.*

CLO3: *Students will be able to analyse the relevance of political ideologies with reference to the present context.*

Unit I: Liberalism (Lectures: 12)

- Introduction to Liberalism
- Classical Liberalism
- Welfarism
- Neoliberalism

Unit II: Marxism (Lectures: 11)

- Introduction to Marxism
- Historical Materialism
- Theory of Class Struggle
- Neo-Marxism

Unit III: Feminism (Lectures: 11)

- What is Patriarchy
- Gender Justice
- Approaches to Feminist Thought
- Contemporary Feminism

Unit IV: Nationalism (Lectures: 11)

- Introduction to Nationalism
- Cultural Nationalism
- Ethno-nationalism
- Contemporary Debates on Nationalism

Recommended Books:

1. J.C Johari, Contemporary Political Theory, Sterling Publishers, New Delhi, 1996.
2. B.K Gokhale, A Study of Political Theory, Himalaya, Bombay, 1979.
3. V.D. Mahajan, Political Theory, Chand & Co. Ltd, New Delhi, 2009.
4. Hoffman. John, Graham. Paul, Introduction to Political Ideologies.
5. Andrew Heywood, Political ideologies: An introduction, Red Globe Press, 2017.
6. A.C. Kapur, Principles of Political Science, S. Chand & Company LTD. Ram Nagar, New Delhi- 110055
7. Eddy Asirvatham. K.K. Misra, Political Theory, S. Chand & Company LTD. Ram Nagar, New Delhi- 110055

COURSE NAME: FEMINISM: THEORIES AND PRACTICE

COURSE CODE: PO- CE - 6334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- This paper will help students grasp the fundamental concepts of Feminism such as sex-gender distinction, patriarchy etc.
- Students will be capable of understanding the evolution of the Feminist movement.
- To help students develop a critical perspective about the gender

COURSE LEARNING OUTCOME:

CLO 1: *The Feminist critique of mainstream political theories such as Liberalism and Marxism and the hybrid that have developed will be understood.*

CLO 2: *Students will be capable of appreciating the global character of the Feminist movement and the emerging concerns that have come up within its scope.*

CLO 3: *Students will develop the ability to identify and question the gender biased practices prevalent in the society.*

Unit I: Introduction to Feminism (Lectures: 11)

- Patriarchy- Concept and Spheres
- Sex-Gender Debates
- Gender Politics and the Public-Private Division
- Gender and violence

Unit II: Evolution of the Feminist Movement (Lectures: 11)

- First Wave Feminism
- Second Wave Feminism
- Third Wave Feminism
- History of the Women's Movement in India

Unit III: Feminism and Mainstream Political Theories (Lectures: 11)

- Liberal Feminism
- Marxist and Socialist Feminism
- Radical Feminism

Unit IV: Gender and Global Issues (Lectures: 12)

- Feminist perspectives on globalisation
- Gender and environmental justice
- Gender concerns in conflict and war
- Intersectionality in Feminist Discourse

Recommended Books:

1. B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds),
2. The Feminist Reader: Local and Global Perspectives, New York: Routledge,
3. R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) Feminist Theory: A Reader
4. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', Economic and Political Weekly, 30 (29)
5. R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba South Asian Feminisms, Durham and London: Duke University Press, pp. 333-355
6. C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.
7. F. Engles, Family, Private Property and State, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>
8. J. Ghosh, (2009) Never Done and Poorly Paid: Women's Work in Globalising India, Delhi:
9. Women Unlimited Justice Verma Committee Report, Available at <http://nlrd.org/womensrightsinitiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.
10. N. Gandhi and N. Shah, (1992) Issues at Stake – Theory and Practice in the Women's Movement, New Delhi: Kali for Women.
11. V. Bryson, (1992) Feminist Political Theory, London: Palgrave-MacMillan,
12. M. Mies, (1986) 'Colonisation and Housewifisation', in Patriarchy and Accumulation on a World Scale London: Zed, pp. 74-111, Available at
13. <http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-andhousewifization/>, Accessed: 19.04.2013.

COURSE NAME: CONCEPTS AND ISSUES

COURSE CODE: PO- CE - 6344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To make them aware of Human Rights journey from nature to the state.*
- *UNO initiative on Human Rights at global level.*
- *To understand the specific reasons behind the violation of Human Rights of certain vulnerable groups.*
- *To have detailed understanding of Human Rights in independent India.*

COURSE LEARNING OUTCOME:

CLO 1: *Overall understanding of the significance of Human Rights and its challenges*

CLO 2: *Understanding about the Global Human Rights Regime will be enhanced.*

CLO 3: *Students will develop a proper understanding of the Human Rights pertaining to vulnerable groups.*

CLO 4: *Role and importance of civil societies in protecting and promoting Human Rights will be understood.*

Unit I: Introduction to Human Rights (Lectures: 11)

- Human Rights: Meaning, Nature, Evolution and Significance
- Approaches to Human Rights: Universal and Cultural Relativist Approach
- Three generation of Human Rights
- Challenges to Human Rights

Unit II: Human Rights: UNO and NGOs (Lectures: 11)

- Human Rights and UNO
- International Bill of Rights –UDHR, ICCPR, ICESCR, Optional Protocols
- Amnesty International
- Human Rights Watch

Unit III: Human Rights of vulnerable groups (Lectures: 11)

- Women
- Children
- Minority
- Internally Displaced Persons

Unit IV: Human Rights in India: Development and Issue (Lectures: 12)

- Development of Human Rights in India and its Constitution
- National Human Rights Commission of India (NHRC)

- Violation of Human Rights in the insurgency infected India's north east.
- Human Rights and Civil Societies in India

Recommended Books:

1. Chauhan, S.R., & N. S. Chauhan(ed): International Dimension of Human Rights (Vol. I, II, III), Global Vision Publishing House, New Delhi, 2006
2. Symondies, Janusz(ed),: Human Rights: Concepts and Standards, UNESCO Publishing, 2000
3. Baruah, M. Human Rights: Threats and Challenges, EBH Publsers, India, 2018.
4. Baruah, M. Human Rights: Origin and Issues, EBH Publsers, India, 2018.
5. Ahuja, V.K, Human Rights: Contemporary Issues, eds. 2019, Om Publication.
6. Saksena, K. P.,: Human Rights, Lancens Books, New Delhi, 1999
7. Buzar baruah, Bhupesh Malla and Ripima Buzar baruah, Manav Adhikar, Bani Prakash, Guwahati, 2006
8. Yasin, Adil-ul, and Archana Upaddhyay,: Human Rights, Akansha Publishing House, New Delhi, 2004
9. Sehgal, B.P. Singh,(ed): Human Rights in India, Deep & Deep Publications, New Delhi, 1999
10. Saksena, K.P., (ed): Human Rights: Fifty Years of India's Independence, Gyan Publishing House, New Delhi, 1999
11. Buzar baruah, Bhupesh Malla and Ripima Buzar baruah,: Manav Adhikar, Bani Prakash, Guwahati, 2006
12. Yasin, Adil-ul, and Archana Upadhyay,: Human Rights, Akansha Publishing House, New Delhi, 2004
13. Medhi, Kunja (ed), Status of Women & Social Change, WSRC, Gauhati Univ. 1999
14. Hingorani, R.C, Human Rights in India, Oxford and IBH Publishing Company, New Delhi, 198.

Research Methodology

(PO-CE-7414)

Total Credits: 4 (Theory: 3+ Practical/Tutorial: 1)

Total Lectures: 45

COURSE OBJECTIVES:

- This paper is a core paper that intends to develop research interest among the students to the issues in social science research in general and political science in particular. It makes students understand how to write a research proposal and undertake both quantitative as well as qualitative research. It deals with different kinds of methods, types of data and techniques of data collections as well as sampling.
- While introducing students to different methods employed in social science, it attempts to bring together both qualitative and quantitative methods for moving towards a meaningful research outcome.
- To sensitize students regarding the ethical responsibility while conducting research

COURSE OUTCOMES:

- The paper remains useful for students if they wish to pursue research in any area of social science in general and political science in particular
- This paper will enable students to conduct discipline specific research such as Psychological study, social survey and also enhance the analytical ability.
- The paper has utility for students preparing for UGC NET-JRF exams and SLET exams

❖ **Course designed by: Dr. Pankaj Jyoti Gogoi and Dr. Prasanta Kumar Das**

Unit I: Research: A Conceptual Understanding (10 Lectures)

- a. What is research?
- b. Formulation of Hypothesis
- c. Research design

II: Quantitative Research method (12 Lectures)

- a. Sampling and types of sampling
- b. Research tool: Questionnaire, Schedule, Interview, and Observation
- c. Statistical method and presentation of data

III. Introduction to Qualitative Method (10 Lectures)

- a. Meaning of Qualitative method
- b. Case study and Ethnographic method
- c. Narrative analysis

IV. Methods in Political Science research (13 Lectures)

- a. Comparative method
- b. Social survey method and Opinion poll
- c. Research Outcome and the issue of ethical responsibility

Reading List:

1. Social Research Methods, Alan Bryman, Oxford University Press, 2009
2. Methodology of Research in Social Sciences by O. R. Krishnaswamy and M. Rangnatham, Himalaya publication House, 2005,
3. Research Methodology: Methods and Techniques by C. R. Kothari, New Age International, 2006.
4. SPSS online manual
5. Research Methods, Ram Ahuja, 2001, Rawat Publications. New Delhi.
6. P. V. Young, Scientific Social Survey and Research, Prentice Hall of India Ltd, New
7. Delhi, 1984.
8. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd ed.). New Delhi: New Age International Publishers.
9. Bhattacharya, D. K. (2006). *Research Methodology*. New Delhi: Excel Books.
10. Walliman, N. (2011). *Research Methods: The Basics*. London: Routledge.
11. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Harlow: Pearson Education.
12. Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.). Thousand Oaks, CA: SAGE Publications.
13. Burnham, P., Lutz, K. G., Grant, W., & Layton-Henry, Z. (2008). *Research Methods in Politics* (2nd ed.). Basingstoke: Palgrave Macmillan.
14. Ahuja, R. (2001). *Research Methods*. New Delhi: Rawat Publications.
15. Kumar, R. (2014). *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed.). London: SAGE Publications.

Critical Political Theory

(PO-CE-7424)

Total Credits: 4 (Theory: 3+ Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives:

- To make the students familiarise with the contemporary critical theories pertinent to the study of political science.
- To enhance critical thinking among the students to analyse various political phenomenon in contemporary time.
- To enable students to develop different analytical vantage points pertinent to political processes, institutions and behaviour.
- To enable the students to understand various issues and debates pertinent to global, national, regional and local politics.

Course Outcomes:

- The students will be able to gather knowledge about the current developments in critical political theory.
- The students will have better understanding about current political development in contemporary time and develop critical thinking about the changing dynamics of politics from local to global scenario.
- The course will disseminate the critical perspectives among students to develop different analytical rallying point to understand political phenomenon in their surroundings

❖ **Course designed by: Dr. Pankaj Jyoti Gogoi**

Unit I: The Liberal Humanist Trend (11 Lectures)

- a. C.B. Macpherson and the Idea of Possessive Individualism
- b. F.A. Hayek: The Concept of Spontaneous Order
- c. Amartya Sen and the Idea of Justice

Unit II: The Neo-Marxist Trend (11 Lectures)

- a. Gramsci and the Concept of Hegemony
- b. A.G. Gunder Frank and the World System Theory

- c. Frederic Jameson and the Culture of Late Capitalism

Unit III: The Post-Modernist Trend (12 Lectures)

- a. Michel Foucault: Knowledge, Power and Bio-Politics
- b. Will Kymlicka and the Idea of Multiculturalism
- c. Jacques Derrida and the Idea of Post-Structuralism

Unit IV: The Post and Critical Humanist Trend (11 Lectures)

- a. N.K. Hayles and the Idea of Post-Humanism
- b. Environmental Humanities: Robert S Emmett and David E Nye
- c. Ken Plummer and Critical Humanism

❖ **Course Designed by: Dr. Pankaj Jyoti Gogoi**

Reading list:

1. Bhargava, Rajeev and Ashok Acharya, Political theory: An Introduction, Pearson, Delhi, 2008
2. Biswas, Debajyoti and John C. Ryan (2024), Environmental Humanities in India, Springer
3. Braidotti, Rosi (2013). The Posthuman, Polity Press
4. Dryzek, John S., Bonnie Honig and Anne Philips, The Oxford Handbook of Political Theory', Oxford University Press, 2006
5. Farrelly, Colin, Introduction to Contemporary Political Theory, Sage, 2004
6. Farrelly, Colin, Introduction to Contemporary Political Theory, Sage, 2004
7. Gaertner W, P. K. Pattanaik and Amartya Sen(1988) An Interview with Amartya Sen ,Social Choice and Welfare, Vol. 5, No. 1 (1988), pp. 69-79
8. Heywood, Andrew, Political Theory, Palgrave, New York, 2005
9. Heywood, Andrew, Political Theory: An Introduction, Palgrave, New York, 2005
10. Heywood, Andrew, Political Theory: An Introduction, Palgrave, New York, 2005
11. Kymlicka, Will, (2002) Contemporary Political Philosophy: An Introduction, Oxford
12. Mckinnon, Catriona(ed), Issues in Political Theory, New York: Oxford University Press, 2008
13. N. Katherine Hayles (1999), *How We Became Posthuman*, The University of Chicago Press.
14. Parekh, Bikhu (1982) Contemporary Political Thinkers, Oxford
15. Richard and Andrew Mason (ed), Political Concepts, Manchester University Press, Manchester and New York, 2003
16. Sarangi, Prakash (2004), Liberal Theories of the State: Contemporary Perspective, Sterling Publisher.
17. Sen, Amartya (1992), 'Minimal Liberty' in *Economica*, New Series, Vol. 59, No. 234
18. Sen, Amartya (2010) The Idea of Justice, Penguin, London

State, Society, and Politics in India

(PO-CE-7434)

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives

- To provide a comprehensive understanding of the Indian state, its institutional structures, and governing ideologies.
- To critically examine the **electoral process in India**, including the legal and institutional frameworks that govern elections.
- To provide students with an in-depth understanding of the **evolution of political parties and the party system**, with attention to key transitions from single-party dominance to coalition politics.
- To explore the **complex dynamics shaping Indian politics**, such as regionalism, caste, religion, and the ongoing debates around secularism.
- To encourage critical engagement with contemporary debates on secularism, nationalism, social justice, and development.

Course Outcomes

- Demonstrate a clear understanding of **India's electoral framework**, including the Representation of the People Act (1951), the role of the Election Commission, and contemporary electoral reforms.
- Analyse the **changing patterns of political parties and party systems** in India, along with the socio-political factors influencing voting behaviour.
- Understand and critically evaluate the role of **regionalism, caste, religion, and secularism** in shaping the Indian political landscape.
- Critically assess political developments such as electoral shifts, coalition politics, and mass movements.
- Engage with major academic debates and develop a nuanced understanding of India's democratic experience.
- Engage with key scholarly debates and research traditions in **Indian political sociology**, preparing them for advanced research and competitive examinations such as NET/JRF and SLET.

❖ **Course Designed by: Dr. Munin Baruah**

UNIT-I Political Processes and Institutions (11 Lectures)

- a. Electoral System and Voting Behaviour
- b. Political Parties and Party System: From Dominance to Coalition
- c. Regionalism and Federal Challenges

Unit-II: Nature of Indian State (12 Lectures)

- a. Debate on the nature of Indian State: Liberal vs. Marxist.
- b. Developmental, Welfare and Coercive Dimension
- b. Constitutional Foundations: Secularism, Democracy, and Federalism

Unit-III: Dynamics of Indian Politics (10 Lectures)

- a. Regionalism and Secessionism
- b. Caste and Religion in Indian Politics
- c. Civil Society, Media, and Popular Movements

Unit-IV: Challenges and Transformations of Indian Politics: (12 Lectures)

- a. Identity Politics and Nationalism
- b. Social Justice: Affirmative Action Policies –Women, Caste and Class
- c. Democracy and Dissent: Protest, Resistance, and State Response

Recommended Readings:

1. A. Heywood, (2002) 'Representation, Electoral and Voting', in Politics, New York; Palgrave
2. **Chandhoke, Neera and Priyadarshi, Praveen (eds.)** – *Contemporary India: Economy, Society, Politics* (Pearson, 2009) – Chapter on Electoral Politics.
3. **Hasan, Zoya** – *Politics of Inclusion: Castes, Minorities, and Affirmative Action* (Oxford University Press, 2009).
4. **Yadav, Yogendra and Suhas Palshikar** – "From Hegemony to Convergence: Party System and Electoral Politics in the Indian States, 1952–2002" in *Journal of Indian School of Political Economy*, Vol. XV, No. 1–2, 2003.
5. **Election Commission of India Reports** – Available on the ECI website: <https://eci.gov.in>
6. **Kumar, Sanjay** – *Post-Mandal Politics in Bihar: Changing Electoral Patterns* (SAGE, 2018).
7. **Manor, James** – "India's Political Party System: From Monopoly to Competition" in *Seminar*, Issue No. 531, 2003.
8. **Kothari, Rajni** – *Politics in India* (Orient BlackSwan, 1970) – Especially chapters on party system and Congress dominance.
9. **Hasan, Zoya (ed.)** – *Parties and Party Politics in India* (Oxford University Press, 2002).

10. **Chhibber, Pradeep K. and Verma, Rahul** – *Ideology and Identity: The Changing Party Systems of India* (Oxford University Press, 2018).
11. **Yadav, Yogendra** – “Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s” in *Transforming India: Social and Political Dynamics of Democracy*, edited by Francine Frankel et al., Oxford University Press, 2000.
12. **Aloysius, G.** – *Nationalism without a Nation in India* (Oxford University Press, 1998).
13. **Jaffrelot, Christophe** – *India’s Silent Revolution: The Rise of the Lower Castes in North India* (Permanent Black, 2003).
14. **Basu, Tanika and Sarkar, Sumit (eds.)** – *Women and the Hindu Right: A Collection of Essays* (Kali for Women, 1995).
15. **Engineer, Asghar Ali (ed.)** – *Communal Riots in Post-Independence India* (Sangam Books, 1991).
16. **Bhargava, Rajeev (ed.)** – *Secularism and Its Critics* (Oxford University Press, 1998).
17. **Kohli, Atul** – *Democracy and Discontent: India’s Growing Crisis of Governability* (Cambridge University Press, 1990).
18. **Chatterjee, Partha** – *The Politics of the Governed: Reflections on Popular Politics in Most of the World* (Permanent Black, 2004).
19. **Deshpande, Satish** – *Contemporary India: A Sociological View* (Penguin, 2003).
20. **Frankel, Francine R.** – *India’s Political Economy 1947–2004* (Oxford University Press, 2005).
21. **Corbridge, Stuart, Williams, Glyn, Srivastava, Manoj, and Veron, René** – *Seeing the State: Governance and Govern mentality in India* (Cambridge University Press, 2005).

Politics in a Globalized World

(PO-CE-7444)

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives:

- This course on *Politics in a Globalized World* aims to provide students with a critical exploration of the key concepts, issues, and debates shaping the contemporary world.
- It is designed to strengthen analytical and applied thinking skills while fostering independent and critical thought.
- To engage students with the evolving dynamics of global politics, assess the roles of major actors in international governance, and critically examine the emerging and ongoing challenges confronting the global world.

Course Outcome:

- Will help students to critically analyse key concepts and debates in global politics, including power, hegemony, nationalism, multiculturalism, and globalization, from both dominant and alternative perspectives.
- Students can evaluate the changing nature of conflict and cooperation in world politics, with a specific focus on nuclear weapons, arms control, and the role of international institutions in promoting global peace and security.
- Students can examine global economic inequalities and power dynamics through the lens of historical and contemporary debates such as the New International Economic Order (NIEO), North-South relations, and India's engagement with global economic justice.
- Will help students to assess contemporary global challenges such as climate change, environmental governance, human rights, migration, and terrorism, and analyse the role of state and non-state actors in addressing these issues.
- Students can develop informed perspectives and research questions on global order transformations, including the shifting balance of power, the decline of Western dominance, and the rise of emerging powers, especially in the context of global governance and resistance movements.

❖ **Course Designed by: Dr. Munin Baruah**

I: Contesting Ideas and Power in the Global world Order: (12 Lectures)

- a. The Dynamics of Power, Hegemony, and Global Stability
- b. National Identity, Multiculturalism, and Global Integration
- c. Globalization Debates: Resistance and the Alternatives

II. War, Peace, and International Cooperation: (12 Lectures)

- a. The Politics of Nuclear Weapons and Non-Proliferation
- b. Nuclear Deterrence, Arms Control, and Global Order
- c. Weapons of Mass Destruction and International Security

III. Contesting Global Orders: (11 Lectures)

- a. Reimagining Global Economic Justice: The NIEO Debate
- b. North-South Dialogue: India's Role and the NIEO Agenda
- c. The Future of Global Order: Decline of the West and Rise of the Rest

IV. Contemporary Threats and Global Responses: (10 Lectures)

- a. Historical overview of International Environmental Agreements, Climate Change, the Commons, and the Politics of Sustainability
- b. Human Rights and Security in a Globalized World: Challenges and Opportunities
- c. Global Terrorism: Understanding State and Non-State Dynamics

Recommended Readings:

1. Keohane, Robert O. & Nye, Joseph S. (2011). *Power and Interdependence* (4th ed.). Pearson Education.
2. Ikenberry, G. John (2011). *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*. Princeton University Press.
3. Gramsci, Antonio (1971). *Selections from the Prison Notebooks*. Edited by Q. Hoare & G. Nowell Smith. International Publishers.
4. Anderson, Benedict (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Rev. Ed.). Verso Books.
5. Kymlicka, Will (1995). *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford University Press.
6. Sen, Amartya (2006). *Identity and Violence: The Illusion of Destiny*. W.W. Norton & Company.
7. Held, David & McGrew, Anthony (2007). *Globalization/Anti-Globalization: Beyond the Great Divide* (2nd ed.). Polity Press.

8. Roy, Arundhati (1999). *The Cost of Living*. Modern Library (India: Penguin Books).
9. Shiva, Vandana (2005). *Earth Democracy: Justice, Sustainability, and Peace*. South End Press.
10. Sagan, Scott D. & Waltz, Kenneth N. (2003). *The Spread of Nuclear Weapons: A Debate Renewed* (2nd ed.). W.W. Norton & Company.
11. Freedman, Lawrence (2003). *The Evolution of Nuclear Strategy* (3rd ed.). Palgrave Macmillan.
12. Schelling, Thomas C. (2008). *Arms and Influence*. Yale University Press.
13. Cirincione, Joseph (2007). *Bomb Scare: The History and Future of Nuclear Weapons*. Columbia University Press.
14. Allison, Graham (2004). *Nuclear Terrorism: The Ultimate Preventable Catastrophe*. Times Books.
15. United Nations Office for Disarmament Affairs (2009). *Weapons of Mass Destruction: Briefing Book*. UNODA Publications.
16. Amin, Samir (1976). *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. Monthly Review Press.
17. Cox, Robert W. (1987). *Production, Power and World Order: Social Forces in the Making of History*. Columbia University Press.
18. United Nations (1974). *Declaration on the Establishment of a New International Economic Order*. UN General Assembly Document A/RES/S-6/3201.
19. Nehru, Jawaharlal (1959). *India's Foreign Policy: Selected Speeches (September 1946 – April 1961)*. Publications Division, Government of India.
20. Muni, S.D. (2009). *India and the Post-Colonial World: Influence and Leadership*. Routledge India.
21. Zakaria, Fareed (2008). *The Post-American World*. W.W. Norton & Company.
22. Mahbubani, Kishore (2018). *Has the West Lost It? A Provocation*. Penguin Random House.
23. Khanna, Parag (2019). *The Future is Asian: Commerce, Conflict and Culture in the 21st Century*. Simon & Schuster.
24. Ostrom, Elinor (1990). *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge University Press.
25. Shiva, Vandana (2008). *Soil Not Oil: Environmental Justice in an Age of Climate Crisis*. South End Press.
26. Intergovernmental Panel on Climate Change (IPCC) Reports (latest editions). Accessible via <https://www.ipcc.ch>
27. Donnelly, Jack (2013). *Universal Human Rights in Theory and Practice* (3rd ed.). Cornell University Press.

28. Kaldor, Mary (2007). *Human Security: Reflections on Globalization and Intervention*. Polity Press.
29. Chomsky, Noam (2002). *Pirates and Emperors, Old and New: International Terrorism in the Real World*. South End Press.
30. Crenshaw, Martha (2010). *Explaining Terrorism: Causes, Processes, and Consequences*. Rutledge.

Gender and Politics in India: From IKS to Contemporary Trends

(PO-CE-7454)

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives:

- Help students understand the historical evolution of gender relations in India, from philosophical concepts in ancient texts to the social and political movements of the colonial and post-independence eras.
- Equip students to analyze the role of legal frameworks and institutions in shaping gender equality in India, with a focus on constitutional provisions and landmark legislation.
- Teach students to critically evaluate the impact of contemporary social movements, such as the #MeToo and LGBTQ+ rights movements, on the political landscape and public discourse in India.
- Help students learn to apply an intersectional approach to understand how gender interacts with other identities like caste, class, and religion in the context of Indian politics and society.

Course Outcomes:

- Students will be able to trace the political journey of gender through different historical periods, from the concept of *Tritiya Prakriti* in ancient IKS to the debates of the 21st century.
- Students will be able to explain the key provisions and political significance of major laws, including the PWDVA, POSH, and the Women's Reservation Act.
- Students will be able to analyze and articulate the challenges and achievements of various gender justice movements in India, including the women's movement and the ongoing struggle for LGBTQ+ rights.
- Students will be able to present a well-structured analysis of a contemporary gender-related political issue using an informed, nuanced, and academic perspective.

❖ **Course Designed by: Dr. Kankhita Sharma**

I: Gender in Indian Knowledge Systems (IKS): 10 Lectures

- a. Philosophical Foundations: Concepts of gender complementarity and divine representation and Tiritiya Prakriti or "third gender"
- b. Women in Ancient India: Women's political and intellectual roles in the Vedic period
- c. Women in Medieval Role: Causes of women's declining status

II: Gender Justice under Colonialism and Nationalist Movement: (10 Lectures)

- a. Social Reform Movements in the 19th Century: Sati abolition (Raja Ram Mohan Roy), widow remarriage (Ishwar Chandra Vidyasagar), and child marriage
- b. Women in India's Freedom Struggle: Critical analysis of the nature of women's involvement in nationalist movement
- c. Role of the Elite Women: Princesses and Maharanis of the Princely States

III: The Post-Independence Scenario: (15 Lecture)

- a. Major constitutional provisions and Landmark Legislative Achievements for Gender Justice:
 - i. The Protection of Women from Domestic Violence Act, 2005 (PWDVA)
 - ii. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH)
 - iii. Women's Reservation Act, 2023
 - iv. Transgender Persons (Protection of Rights) Act, 2019
- b. Women in Electoral Politics: Challenges of participation and representation
- c. Intersectionality in Indian Feminism: The intersection of gender with caste (Dalit feminism), class, and religion.

IV: Contemporary Issues of Gender Politics in India :(10 Lectures)

- a. Rights of the LGBTQ+ :Decriminalization of Homosexuality
- b. Debates on the Representation of Women in Media
- c. Recognition of Transgender Rights: The NALSA judgment (2014) and political debates and community concerns surrounding the legislation.

Reading List:

1. Uma Chakravarti, *The Social Dimensions of Early Buddhism*
2. A.S. Altekar, *The Position of Women in Hindu Civilisation: From Prehistoric Times to the Present Day*
3. B.B. Kumar, *Women in Ancient India*
4. V. Geetha, *Gender*
5. Sumit Sarkar, *Modern India, 1885-1947*
6. Gail Minault, *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*
7. Madhu Kishwar & Ruth Vanita (eds.), *In Search of Answers: Indian Women's Voices from Manushi*
8. Flavia Agnes, *Law and Gender Inequality: The Politics of Women's Rights in India*
9. Nivedita Menon (ed.), *Gender and Politics in India*
10. V. Geetha, *Dalit Feminism*
11. National Commission for Women (NCW) Reports and Government of India's Ministry of Women and Child Development Handbooks
12. Navtej Singh Johar & Ors. v. Union of India (2018) Supreme Court Judgement
13. National Legal Services Authority (NALSA) v. Union of India (2014) Supreme Court Judgement
14. Academic and News Articles on LGBTQ+ Rights and Media Representation

Administrative Reforms and Good Governance in India

(PO-CE-8414)

Total Credits: 4 (Theory: 3 + Practical/Tutorials: 1)

Total Lectures: 45

Course Objectives:

- This paper deals with the concept and different dimensions of administrative reforms and good governance
- It will facilitate understanding of historical development of administrative reforms and its organization and methods in Indian context
- It also focuses on the concepts, theories and challenges of good governance.

Course Outcomes:

- Students will be able to understand the concept of administrative reforms and its historical evolution
- Students will acquire knowledge about organization and methods in administrative reforms
- Students will be acquainted with modern concepts of good governance.

❖ **Course Designed by: Dr. Prahlad Bordoloi**

I. Introduction to Administrative Reforms (12 Lectures)

- a. Administrative Reforms: Concept, Meaning and Definition
- b. Evolutionary Perspectives: British Period, Period since Independence
- c. First and Second Administrative Reforms Commissions
- d. Major Administrative Reforms in India: Mission Karmayogi, E-Samiksha, E-Office, Centralized Public Grievance Redress and Monitoring Systems (CPGRAMS)

II. Organisation and Methods (O & M) (12 Lectures)

- a. Meaning, Scope & Principles
- b. History of the evolution of O & M techniques
- c. Why O & M needed in administration
- d. organization in India: Nature, Functions and Techniques

III. Good Governance (10 Lectures)

- a. Good Governance: Theories and Concepts
- b. Principles of Good Governance
- c. Challenges of Good Governance in India
- d. Modern Governance Concepts: E- Governance, Accountability & Transparency, Citizen Participation

IV. Developing a framework of Transparency (11 Lectures)

- a. The Government
- b. Private Sector
- c. Non-Governmental and Community based Organisations (NGOs/ CBDs)
- d. Media, Professional Associations

Recommended Readings:

1. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
2. Prof. B. L. Fadia & Dr. Kuldeep Fadia, Public Administration, Sahitya Bhawan, Agra, 2021
3. Prof. Ramesh K Arora & Prof. Rajni Goyal, Indian Public administration: Institutions and Issues, New age International (P) Limited, New Delhi, 2023
4. Dr. Vishnoo Bhagwan & Dr. Vidya Bhushan, Indian Administration, S. Chand & Company Pvt. Ltd. New Delhi, 2016
5. Abhay Prasad Singh & Krishna Murari, Governance: Issues and Challenges, Pearson India Education Services Pvt. Ltd., 2018
6. Dr. M. Sarma & P. Bordoloi., Public Administration: Concepts, Perspectives and Theories, Balaji Publications., 2020
7. M. Bhattacharya, Restructuring Public Administration: A New Look, Jawahar Publishers, New Delhi., 2012
8. Johari & Gupta, Perspectives on Public Administration., Vishal Publishing Co. Jalandhar, Delhi, 2024
9. Bidyut Chakrabarty & Prakash chand, Public Administration: Evolution and Practice, Sage Publication, 2016
10. Janak Singh Meena, Administrative Reforms and Good Governance, Avishkar Publishers, Jaipur, 2016
11. S. R. Maheshwari, Administrative Reforms in India, Macmillan India Limited., 2002

12. Vinod Rai, Rethinking Good Governance: Holding to Account India's Public Institutions, Rupa Publications India Pvt. Ltd.
13. Basu, Rumki, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi., 2014
14. E. Vayunandan & Dolly Mathew, Good Governance: Initiatives in India, PHI India.Com
15. Pardeep Sahni & Suresh Kumar Sharma, Governance in India, New Age International Publishers, 2025

Society and Power: A Sociological Understanding of Politics

Course Code: PO-CE-8424

Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

Total Lectures: 45

Course Objective:

- To bridge the gap between society and politics by introducing sociological insights into political processes.
- To enhance students' critical thinking by examining political developments through key sociological theories.
- To explore core concepts such as political culture, socialization, and elite theory.
- To analyse how social structures shape political behaviours, institutions, and power dynamics.

Course Outcomes:

- Grasp the intricate relationship between society and politics and examine political transformation sociologically.
- Understand the dynamics of power and the structural basis of political authority.
- Analyse the historical and contemporary relationship between the state and society, particularly in the Indian context.
- Formulate research questions using theoretical and ethnographic tools within political sociology.
- Apply sociological frameworks to interpret contemporary political events and issues.

❖ **Course Designed by: Dr. Munin Baruah**

Unit- I: Politics as a Social Activity: (10 Lectures)

- a. Rethinking Politics: Beyond the State and Government
- b. Political Sociology: Origin, Scope, and Core Concerns
- c. Methodological Challenges in Political Sociology

Unit- II: Power and Elites in Society (12 Lectures)

- a. Understanding Elite Theory
- b. Classical Elite Theorists: Vilfredo Pareto and Gaetano Mosca
- c. Democracy and the Dynamics of Elite Rule

Unit- III: Foundations of Political Culture (12 Lectures)

- a. Political Socialization: Institutions, Agents, and Processes
- b. Political Culture: Categories and Influencing Factors
- c. Political Development: Indicators and Theoretical Debates

Unit-IV: Social Forces and Political Transformation (11 Lectures)

- a. Origins and Forms of Political Change
- b. Societal Attitudes and Emerging Trends in Political Dynamics
- c. Revolutionary Movements, Military Coups, and Systemic Transitions

Recommended Readings:

1. **Lipset, S.M.** (1965). *Political Sociology*, in Merton, Broom and Cottrell, Jr. (Eds.), *Sociology Today*. Harper Torch Books, New York.
2. **Sartori, Giovanni** (1972). *From the Sociology of Politics to Political Sociology*, in S.M. Lipset (Ed.), *Politics and the Social Sciences*. Wiley Eastern Private Ltd., New Delhi.
3. **Kothari, Rajni** (1970). *Politics in India*. Orient Longman Ltd.
4. **Bendix, Reinhard & Lipset, S.M.** (1967). *The Field of Political Sociology*, in L.A. Coser (Ed.), *Political Sociology*. Harper Torch Books, New York.
5. **Hyneman, Charles** (1965). *The Study of Politics*. University of Illinois Press, Urbana.
6. **Weber, Max** (1971). *Politics as a Vocation*, in A. Pizzorno (Ed.), *Political Sociology*. Penguin Books Ltd., England.
7. **Mukhopadhyaya, A.K.** (1977). *Political Sociology*. K.P. Bagchi and Co., Kolkata.
8. **Dahl, Robert A.** (1965). *Modern Political Analysis*. Prentice-Hall of India Pvt. Ltd., New Delhi.
9. **Macpherson, C.B.** (1966). *The Real World of Democracy*. Clarendon Press, Oxford.
10. **Kar, Parimal B.** (1990). *Sociology: The Discipline and its Dimensions*. New Central Book Agency Pvt. Ltd., Kolkata.
11. **Ashraf, Ali & Sharma, L.N.** (1983). *Political Sociology: A New Grammar of Politics*. University Press Pvt. Ltd., Madras.
12. **Baruah, Munin & Bora, Pankaj** (2012). *Political Sociology: Theories and Concepts*. EBH Publishers, Guwahati.
13. **Pareto, Vilfredo** (1935). *The Mind and Society*, Vol. III. Jonathan Cape, London.
14. **Pareto, Vilfredo** (1968). *The Rise and Fall of Elites*. The Badminton Press, New Jersey.
15. **Mosca, Gaetano** (1939). *The Ruling Class*. McGraw Hill Enclave, New York and London. (Originally published in Italian, 1896)

16. **Michels, Robert** (1915). *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy*. The Free Press, Illinois.
17. **Bottomore, T.B.** (1970). *Elites and Society*. Penguin Books Ltd., England.
18. **Mills, C. Wright** (1959). *The Power Elite*. Oxford University Press, London.
19. **Sharma, L.N.** (1977). *The Theories of Elites: Impact and Relevance*. *The Indian Journal of Political Science*, Vol. XXXVIII, No. 1 (Jan–Mar). Indian Political Science Association.
20. **Almond, Gabriel A. & Powell, Bingham G.** (1978). *Comparative Politics: A Development Approach*. Oxford & IBH Publishing Company, New Delhi.
21. **Raj, Hans** (1985). *Comparative Politics*. Surjeet Publications, Delhi.
22. **Bhushan, Vidya** (1997). *Comparative Politics*. Atlantic Publishers and Distributors, New Delhi.
23. **Maheshwari, S.R.** (1980). *Comparative Politics*. Lakshmi Narain Agarwal, Educational Publishers, Agra.
24. **Johari, J.C.** (1980). *Comparative Politics*. Sterling Publishers Pvt. Ltd., New Delhi.
25. **Wiarda, Howard J.** (1985). *Directions in Comparative Politics*. West View Press, Boulder and London.
26. **Pye, Lucian W.** (1965). *Aspects of Political Development*. Little Brown, Boston.
27. **Kebschull, Harvey G.** (1988). *Politics in Transitional Societies*. Appleton-Century-Crofts Meredith Corporation, New York.
28. **Myerson, M. & Banfield, E.O.** (1955). *Politics, Planning and the Public Interest*. The Free Press, New York.
29. **Ball, Alan R.** (1971). *Modern Politics and Government*. The Macmillan Press Pvt. Ltd., London.
30. **Verma, S.P.** (1975). *Modern Political Theory*. Vikas Publishers, Delhi.
31. **Easton, David** (1965). *A Framework for Political Analysis*. Prentice-Hall, Englewood Cliffs, N.J.
32. **Cooley, Charles H.** (1908). *A Study of the Early Use of Self-Words by a Child*. *Psychological Review*, Vol. 15.

Society and Politics in Assam

(PO-CE-8434)

Total Credits: 4 (Theory: 3+ Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives:

- To familiarise students with the society and politics in Assam
- To disseminate knowledge about historical legacy, political development, socio-cultural context and contemporary issues pertinent to socio-political issues in contemporary Assam.
- To enable the students to develop critical understanding about regional Consciousness and nationality questions in Assam.
- To enhance analytical capacity of the students pertinent to language and cultural politics from macro to micro level particularly in the context of Assam.

Course Outcome:

- Students will acquire knowledge about the local politics in Assam, its socio-cultural and historical contexts and the connection of local politics with national and global politics as well.
- Students will gather knowledge about political developments both in colonial and post-colonial Assam and its changing dynamics that impact the contemporary politics of Assam.
- Students will be able to understand how the politics of language and culture play a significant role in shaping composite Assamese identity.

❖ **Course Designed by: Dr. Pankaj Jyoti Gogoi**

Unit I: The Legacy (12 Lectures)

- a. The Ahom Legacy: Paik and Khel System
- b. Legacies of Neo-Vashnavite Movement: Satra and Naamghor
- c. Legacies of Colonial Modernity: Modern Education and Formation of Middle Class

Unit II: Assam in Anti-Colonial Struggle (12 Lectures)

- a. The Peasant Uprisings: Phuloguri and Patharughat
- b. Assam in the Nationalist Movement: Politics of Indian National Congress and Muslim League
- c. Ambikagiri Raychoudhury and Regional Consciousness

Unit III: Popular Uprisings in Post-colonial Assam (10 Lectures)

- a. The Language Movement

- b. The Assam Movement
- c. The Insurgency Movement: ULFA and NDFB

Unit IV: Politics of Cultural Mobilization in Assam (11 Lectures)

- a. Jyoti Prasad Agarwalla and Bishnu Prasad Rabha
- b. Bhupen Hazarika and his political songs
- c. Zubeen Garg and his time.

Reading List:

1. Baruah, Apurba Kumar, 2025. *Social Tensions in Assam: The Middle Class Politics*, Guwahati, Purbanchal Prakash.
2. Baruah, Hem. 1956. *The Red River and the Blue Hills*. Guwahati: Lawyers. Baruah, Manjeet. 2012.
3. *Frontier Culture: A social History of Assamese Literature*. New Delhi: Routledge India.
4. Baruah, Sanjib (ed). 2011. *Ethnonationalism in India: A Reader*. New Delhi: Oxford University Press.
5. Baruah, Sanjib. 2008. *India Against Itself; Assam and the Politics of Nationality*. New Delhi: Oxford University Press.
6. Baruah, Sanjib. 2013. *Durable Disorder: Understanding the Politics of North East India*. New Delhi: Oxford University Press.
7. Chaube, S.K. 2012. *Hill Politics in North East India*. New Delhi: Orient Black Swan.
8. Choudhury, Arupjyoti and Pankaj Jyoti Gogoi (eds). 2015. *Politics in North East India: Historiography, Ethnicity and Contemporary Issues*. Guwahati: Bookland.
9. Datta, Birendranath. 2012. *Cultural Contours of North-East India*. New Delhi: Oxford University Press.
10. Dutta, Akhil Ranjan (ed). 2012. *Culture Ideology Politics: Jyotiprasad and His Vision for Social Transformation*. Guwahati: DVS Publisher.
11. Guite, Jangkhomang. 2019. *Against State, against History: Freedom, Resistance and Statelessness in Upland Northeast India*. New Delhi: Oxford University Press.
12. Mahanta, Nani Gopal. 2013. *Confronting the State: ULFA's Quest for Sovereignty*. New Delhi: Sage.
13. Misra, Udayan. 2014. *India's North East: Identity Movements, State and Civil Society*. New Delhi: Oxford University Press.
14. Prakash, Amit. 2015. "Post-Colonial Indian State and Tribes: Nationalist Discursive Structures and a New Hegemonic Consensus." In *Troubled Diversity: The Political*

Process in North East India, edited by Sandhya Goswami. New Delhi: Oxford University Press.

15. Saikia, Arupjyoti. 2011. *Forest and Ecological History of Assam, 1826–2000*. New Delhi: Oxford University Press.
16. Saikia, Arupjyoti. 2024. *The Quest for Modern Assam: A History 1942-2000*, Penguin

Politics in Contemporary South Asia

(PO-CE-8444)

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

Total Lectures: 45

Course Objectives:

- Equip students to analyze the diverse political trajectories and democratic challenges across South Asian countries.
- Enable students to critically examine the role of nationalism, identity, and conflict in shaping the region's politics.
- Teach students to evaluate the political implications of economic reforms and social inequalities.
- Help students assess the impact of major geopolitical rivalries and global issues on South Asian politics.

Course Outcomes:

- Students will be able to analyze the historical forces that have shaped the political systems of South Asian nations, including the legacy of colonialism and the political consequences of partition and state formation.
- Students will be able to critically evaluate the role of identity politics—including religious nationalism and ethnic conflicts—as a primary driver of political movements and governance challenges in the region.
- Students will be able to assess the complex dynamics of intra-regional relations, explaining the role of India as a regional power, the challenges of regional cooperation (e.g., SAARC), and the nature of key bilateral disputes.
- Students will be able to contextualize South Asian politics within the broader geopolitical landscape, demonstrating an understanding of how external powers and global issues like climate change influence domestic and regional policy.

❖ Course Designed by : Dr. Kankhita Sharma

I: Historical Foundations of South Asian Political Systems: (10 Lectures)

- a. Partition of British India and the formation of India and Pakistan.
- b. The Emergence of Bangladesh
- c. Constitutional Transitions in Nepal and Bhutan

- d. Political transition in the Maldives

II. Key Political Concerns in the Region: (12 Lectures)

- a. Religious nationalism: A study of the rise of Hindutva in India and Islamist political parties in Pakistan and Bangladesh.
- b. Ethnic politics: The Sri Lankan civil war and the political struggles of ethnic minorities in India.
- c. The Bhutanese establishment and the Nepali minority
- d. Political Economy of Development in the Region

III. Intra-Regional Relations in South Asia: (12 Lectures)

- a. India's role as a regional power
- b. Bilateral relations and disputes, such as Kashmir dispute, Sino-Indian tensions, conflicts over water sharing with Bangladesh and Pakistan
- c. The politics of regional cooperation: South Asian Association for Regional Cooperation (SAARC)
- d. BRICS and South Asia

IV. South Asia and the Geopolitics of External Powers: (11 Lectures)

- a. China's rise in the region
- b. Interest of Global Powers in the region: United States, Russia, and others
- c. South Asia and the challenges of climate change and environmental issues
- d. Politics surrounding the Belt and Road Initiative (BRI)

Recommended Readings:

1. Sumit Ganguly, Eswaran Sridharan, *The Oxford Handbook of Indian Politics*
2. Anand Kumar, *Multi-party Democracy in the Maldives*
3. Sanjoy Hazarika, *Strangers in the Mist: Tales of an Indian Frontier*
4. S. J. Tambiah, *Sri Lanka: Ethnic Fratricide and the Dismantling of Democracy*
5. C. Raja Mohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy*
6. Sumit Ganguly, *Conflict Unending: India-Pakistan Tensions Since 1947*

7. Sanjeev Kumar, "Water Conflicts in South Asia," *Journal of South Asian Studies*
8. Mahendra P. Lama, *Regionalism in South Asia: A Study of SAARC*
9. P. Stobdan, *The Himalayan Challenge: China, India and the Quest for Great Power Status*
10. Constantino Xavier, "China's 'Belt and Road' in South Asia," Carnegie India
11. Shashi Tharoor and Samir Saran, *Pax Indica: India and the World of the 21st Century*
12. Christophe Jaffrelot, *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*
13. Tariq Rahman, *Islam and Politics in Pakistan*
14. Prashant Jha, *Battles of the New Republic: A Contemporary History of Nepal*
15. Anam Zakaria, *1971: A People's History from Bangladesh, Pakistan and India*

The Constitution in Contrast: China and Switzerland

(PO-CE-8454)

Total Credits: 4 (Theory: Practical/Tutorials: 1)

Total Lectures: 45

Course Objective:

- To provide a comparative understanding of constitutional systems through an in-depth study of China and Switzerland.
- To explore how historical, ideological, cultural, and political contexts shape the formation and functioning of constitutions.
- To analyse the fundamental differences in political institutions, rights frameworks, governance mechanisms, and citizen participation in two contrasting systems—authoritarian socialism and direct democracy.

Course Outcomes:

- Be able to compare and contrast different constitutional structures, including unitary vs. federal systems, centralized vs. decentralized governance, and democratic vs. authoritarian models.
- Gain insight into how constitutions function not only as legal documents but also as instruments of political control or empowerment.
- Develop comparative analytical skills to assess global constitutional trends and challenges through two distinct case studies.

❖ Course Designed by: Dr. Prasanta Kumar Das

Unit I: People's Republic of China – I (11 Hours)

- a. Revolutionary Legacy
 - i. The Communist Revolution of 1949
 - ii. Impact of the Cultural Revolution on constitutional development
- b. Structure of Government
 - i. The unitary state and centralization
- c. National People's Congress (NPC)
 - i. Composition, powers, and limitations
- d. The President and the State Council
 - i. Roles and relationships in executive leadership
- e. People's Courts and People's Procuratorates

- i. Judicial structure and prosecutorial system under party control

Unit II: People's Republic of China – II (12 Hours)

- a. Rights and Duties of Citizens
 - i. Constitutional provisions vs. practice
 - ii. Limits on civil and political rights
- b. Party System and Role of the Communist Party of China (CPC)
 - i. The leading role of the CPC
 - ii. Party-State integration and ideological leadership

Unit III: Switzerland – I (12 Hours)

- a. Swiss Political Tradition
 - i. Origins of Swiss neutrality and consensual politics
- b. Swiss Federalism
 - i. Structure and autonomy of the cantons
 - ii. Cooperative federalism in practice
- c. Structure of Federal Government
 - i. Features of a non-presidential executive
- d. Legislature, Executive, Judiciary
 - i. Bicameral legislature: National Council and Council of States
 - ii. Collegial executive: The Federal Council
 - iii. Federal Supreme Court and legal interpretation

Unit IV: Switzerland – II (10 Hours)

- a. Direct Democracy
 - i. Referenda and popular initiatives
 - ii. Impact on legislation and governance
- b. Political Parties and Interest Groups
 - i. Multi-party system and coalition politics
 - ii. Role of civil society and corporatist traditions

Reading List:

1. Zhang, Q. (2012). *The Constitution of China: A Contextual Analysis*. London: Bloomsbury Publishing.

2. **Bui, N. S., Hargreaves, S., & Mitchell, R. (Eds.).** (2022). *Routledge Handbook of Constitutional Law in Greater China*. London: Routledge.
3. **Lin, L., Mo, J., & Zhai, G. (Eds.).** (2019). *Constitutional Development in China, 1982–2012*. Singapore: Springer.
4. **Balme, S., & Dowdle, M. W. (Eds.).** (2009). *Building Constitutionalism in China*. London: Palgrave Macmillan.
5. **Zhai, G., Lin, L., & Mo, J. (Eds.).** (2019). *Rule of Law in China: A Ten-Year Review (2002–2012)*. Singapore: Springer.
6. **Fleiner, T., Misic, A., & Toepperwien, N.** (2005). *Swiss Constitutional Law*. The Hague: Kluwer Law International.
7. **Haller, W.** (2009). *The Swiss Constitution in a Comparative Context*. Zurich: Dike Publishing.
8. **Egli, P.** (2020). *Introduction to Swiss Constitutional Law*. Zurich: Ex Libris.
9. **Fossedal, G. A.** (2002). *Direct Democracy in Switzerland*. New Brunswick: Transaction Publishers.
10. Zhang, Q. (2021). Does authoritarian legality work for China? In M. John, V. H. Devaiah, P. Baruah, M. Tundawala, & N. Kumar (Eds.), *The Indian Yearbook of Comparative Law 2019* Singapore, Springer.
11. Sharma, C. K., & Swenden, W. (Eds.). (2018). *Understanding contemporary Indian federalism: Competing perspectives, new challenges and future directions*. London: Routledge.).

MINOR

Programme Specific Outcome of Bachelor of Arts–POLITICAL SCIENCE: Minor

PSO No.	PSO Name.	Outcome
1	Knowledge and Understanding	Develop knowledge of the basic concepts, ideas and theories of political science. To familiarize various branches of the discipline such as Global Politics, Comparative Political Analysis, Public/Personnel Administration Human Rights, Gender Studies etc. and how these specific branches intersect with one another.
2	Sensitisation	Sensitize students about their accountability, responsibilities Viz, civic social, ecological and to develop humanitarian, socio-cultural and multicultural approach which will enable them to contribute to the nation building process.
3	Futuristic Orientation	Develop interdisciplinary and multidisciplinary perspective amongst students to promote further research and resolving various socio-political and economic issues of society. Prepare them for various competitive examinations as well as to promote skill based knowledge and make them competent to cope up not only with the job opportunities but also to serve the nation.

LIST OF COURSES:

Semester	Course Name	Course Code
1	POLITICAL THEORY: AN INTRODUCTION	PO – MN – 1114
2	POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT	PO – MN – 2114
3	CONSTITUTIONALISM AND DEMOCRATIC PROCESSES IN INDIA	PO – MN – 3214
4	INTRODUCTION TO PUBLIC ADMINISTRATION	PO – MN – 4214
5	PUBLIC POLICY AND ADMINISTRATION IN INDIA	PO – MN – 5214
6	POLITICS IN NORTH EAST INDIA	PO – MN – 6214
7	Select Constitutions	PO – MN – 7314
8	Grassroots Democracy and Governance in India	PO – MN – 8314

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome(CLO)	
1	POLITICAL THEORY: AN INTRODUCTION PO – MN – 1114	CLO - 01	To introduce the key concepts in political theory
		CLO - 02	To make students understand the aspects of conceptual analysis
		CLO - 03	To engage in application of concepts and limitations
2	POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT PO – MN – 2114	CLO - 01	After reading the course the student will be able to appreciate the approaches to the study of Indian politics and the changing nature of the state
		CLO - 02	After reading the course the student will be able to understand the basic features of the Indian constitution and its institutional functioning
		CLO - 03	After reading the course the student will be able to examine the changing role of caste, class and patriarchy and their impact on politics
		CLO - 04	After reading the course the student will be able to understand the dynamics of social movements in India.
3	CONSTITUTIONALISM AND DEMOCRATIC PROCESSES IN INDIA PO – MN – 3214	CLO-01	To acquaint students with constitutional design of state structures and institutions.
		CLO-02	To understand the conflicts in constitutional provisions.
		CLO-03	To make them comprehend the state institutions in relation to extra constitutional environment.
		CLO - 04	To understand how democracy functions in India
4	INTRODUCTION TO PUBLIC ADMINISTRATION PO – MN – 4214	CLO-01	Students will gather knowledge about the discipline of Public Administration
		CLO-02	Students will improve their understanding by analyzing various theories of organization in terms of public administration.
		CLO-03	Students will be acquainted with the idea of Development Administration with reference to bureaucratic models.
5	PUBLIC POLICY AND ADMINISTRATION IN INDIA	CLO-01	Students will be able to understand the concept of public policy and governance in the Indian context.deductive and inductive inference
		CLO-02	Students will acquire knowledge about decentralization and financial administration

5	PO – MN – 5214	CLO-03	Students will be made cautious about the various public grievances and the mechanisms for addressing them.
6	POLITICS IN NORTH EAST INDIA PO – MN – 6214	CLO-01	Students will develop an understanding of the northeastern region and nature of its politics.
		CLO-02	Students will learn about the history of the region and its contemporary political scenario
		CLO - 03	Students will be exposed to the challenges and struggles faced by the region and its people.
7	SELECT CONSTITUTIONS PO – MN – 7314	CLO - 1	Students will be able to understand the importance of constitutions.
		CLO - 2	This paper is an integral part of public services examinations
		CLO - 3	Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world. Unit I: Constitution and Constitutionalism
		CLO - 4	Students will develop the ability to critically assess constitutions
8	ADMINISTRATIVE REFORMS AND GOOD GOVERNANCE IN INDIA PO – MN – 8414	CLO - 1	This paper deals with the concept and different dimensions of administrative reforms and good governance
		CLO - 2	It will facilitate understanding of historical development of administrative reforms and its organization and methods in Indian context
		CLO - 3	It also focuses on the concepts, theories and challenges of good governance.

Mapping of Programme Outcome (PO) and Course Learning Outcome (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
PO-MN-1114	CLO-1	2	2	3	3	3	2	3		3	3	3
	CLO-2		2		2	3		3		3	3	
	CLO-3	3	2	2	3	2		3		3	3	
PO-MN-2114	CLO-1	3	1		3	2	3	3	1	3	3	2
	CLO-2	3	1	2	3	3	3	3	3	3	3	
	CLO-3	3	1	1	3	3	3		1		3	
	CLO - 4	3		1	3	1		3	2	3		
PO-MN-3214	CLO-1	1			3			3			3	
	CLO-2	3			3	2	1	3			2	
	CLO-3	3			3	3	2	3		3	3	
	CLO - 4	3	3	3	2	3				3	3	
PO-MN-4214	CLO-1	3	1	2	3	3	3	3	3	3	3	
	CLO-2	3	1	1	3	3	3		1		3	
	CLO-3	3		1	3	1		3	2	3		
PO-MN-5214	CLO-1	3	1	1	3	3	2	3	1	3	3	
	CLO-2	3	1	1	3	3	2	3	2	3	3	
	CLO-3	3	1	1	3	3	2	3	1	3	3	
	CLO - 4	3	2	1	1	1	3	3	2	3	1	
PO-MN-6214	CLO-1	3	1	2	2	2	3	3	3	3	3	
	CLO-2	3	1	2	2	2	3	3	3	3	3	
	CLO-3	3	1	2	2	2	3	3	3	3	3	
	CLO-2	3	1	3	3	3	1	3	1	3	3	
	CLO-3	3	1	1	1	2	1	2	2	3	3	
	CLO - 4	3	1	1	3	3	1	1	3	3	2	
PO-MN-7314	Co1	3	1	2	3	3	3	3	3	3	3	2
	Co2	3	1	2	3	3	3	3	3	3	3	2
	Co3	3	1	1	3	3	3	2	1	2	3	1
PO-MN-8314	Co1	3	1	2	3	3	3	3	3	3	3	1
	Co2	3	1	2	3	3	3	3	3	3	3	2
	Co3	3	1	1	3	3	3	2	1	1	3	1

Mapping of Programme Specific Outcome (PSO) and Course Learning Outcome (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME		
		PSO1	PSO2	PSO3
PO-MN-1114	CLO-1	2	3	3
	CLO-2			2
	CLO-3	3	2	3
PO-MN-2114	CLO-1	3		3
	CLO-2	3	2	3
	CLO-3	3	1	3
	CLO - 4	3	1	3
PO-MN-3214	CLO-1	1		3
	CLO-2	3		3
	CLO-3	3		3
	CLO - 4	3	3	2
PO-MN-4214	CLO-1	3	2	3
	CLO-2	3	1	3
	CLO-3	3	1	3
PO-MN-5214	CLO-1	3	1	3
	CLO-2	3	1	3
	CLO-3	3	1	3
PO-MN-6214	CLO-1	3	2	2
	CLO-2	3	2	2
	CLO-3	3	2	2
PO-CE-7414	CLO - 1	2	2	3
	CLO - 2	2	2	2
	CLO - 3	3	2	2
PO-CE-8414	CLO - 1	3	2	2
	CLO - 2	2	2	3
	CLO - 3	3	1	3

COURSE NAME: POLITICAL THEORY: AN INTRODUCTION

COURSE CODE: PO – MN – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

TOTAL LECTURES: 45

COURSE OBJECTIVE:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

COURSE LEARNING OUTCOME:

CLO 1: *To introduce the key concepts in political theory*

CLO 2: *To make students understand the aspects of conceptual analysis*

CLO 3: *To engage in application of concepts and limitations*

Unit- I: Politics and Political Theory (Lectures:11)

What is politics? Meaning and definitions of political theory, Nature and Scope of Political Theory

Unit- II: Major Approaches of Political Theory (Lectures: 11)

Liberal Approach, Marxist Approach, Feminist Approach

Unit- III: Key Concepts in Political Theory (Lectures: 11)

Liberty, Rights, Equality, Justice

Unit- IV: Democracy and Citizenship (Lectures: 12)

What is Democracy? Procedural and Substantive Democracy, Theories of Citizenship

Recommended Books:

1. 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.
2. 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.
3. Mukhopadhyay, Amal Kumar. (2019) 'An Introduction to Political Theory', New Delhi, Sage publications.
4. Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
5. Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58-73.
6. Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-82.

7. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.
8. Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 106-128.(eds.) The Democracy Sourcebook. Cambridge, Massachusetts: MIT Press, pp. 444-446.
9. 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.
10. 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.
11. Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.
12. Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform.18 (4)pp. 835-64.
13. Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi: Pearson

COURSE NAME: POLITICS IN INDIA: CONSTITUTION AND GOVERNMENT

COURSE CODE: PO – MN – 2114

TotalCredits:4(Theory:3+Practical/Tutorial:1)

THEORY: 3 Credits

TOTAL LECTURES: 45

COURSE OBJECTIVE:

This course is aimed at acquainting students with the historical foundations and governmental structure of India. Students will also gain familiarity with the predominant social and economic structures that have influenced Indian politics.

COURSE LEARNING OUTCOME:

After reading the course the student will be able to:

CLO 1: *Appreciate the approaches to the study of Indian politics and the changing nature of the state*

CLO 2: *Understand the basic features of the Indian constitution and its institutional functions*

CLO3: *Examine the changing role of caste, class and patriarchy and their impact on politics*

CLO 4: *Understand the dynamics of social movements in India.*

Unit- I: The Constituent Assembly and the Constitution (LECTURES: 12)

Framing of the constitution & Constituent Assembly and its debates, The Preamble and major features of the Constitution, Fundamental Rights and Directive Principles

Unit-II: Organs of Government (LECTURES: 11)

The Executive: President and Prime Minister, The legislature-Parliament-changing role – debates on decline of parliament, Judiciary: Supreme Court, Judicial Review, Judicial Activism, Public Interest Litigation

Unit- III: Federalism (LECTURES: 11)

Federalism: Division of Powers; Unitary Features, Emergency Provisions and politics, Centre-State relations and debates over distribution of resources

Unit- IV: Power Structures and Social Movements in India (LECTURES: 11)

Caste: Ethnic and Dalit Movements, Class: Workers and Farmers Movements, Patriarchy: Women's Movements

Recommended Books:

1. Abbas, H., Kumar, R. & Alam, M. A. (2011) Indian Government and Politics. New Delhi: Pearson, 2011.
2. Chandhoke, N. & Priyadarshi, P. (eds.) (2009) Contemporary India: Economy, Society, Politics. New Delhi: Pearson.
3. Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
4. Chandra, B., Mukherjee, A. & Mukherjee, M. (2010) India After Independence. New Delhi: Penguin.

5. Singh, M.P. & Saxena, R. (2008) Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning.
6. Vanaik, A. & Bhargava, R. (eds.) (2010) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan.
7. Menon, N. and Nigam, A. (2007) Power and Contestation: India Since 1989. London: Zed Book.

Constitutionalism and Democratic Processes in India

PO-MN-3214

Total Credits: 4 (Theory: 3 + Practical/Tutorials: 1)

Total Lectures: 45

Course Objective:

- To acquaint students with constitutional design of state structures and institutions.
- To understand the conflicts in constitutional provisions.
- To make them comprehend the state institutions in relation to extra constitutional environment.
- To understand how democracy functions in India.

Course Outcome:

- Students will develop a proper understanding of the functioning of democracy at the operation of the state machinery and other institutional structures of the society.
- They will have a better understanding about the constitutional democracy operating in Indian since independence and its connection with popular aspirations.
- Students will develop an idea regarding the functioning of democracy in crisis situations like Emergency.

❖ **Course Designed by: Dr. Munin Baruah and Dr. Prahlad Bordoloi**

III. Legacies of Indian Constitution (10 Lectures)

b. Colonial Legacy:

- i. British colonial legacies in Indian Constitution.
- ii. Rule of Law, Civil Services, and Bureaucracy
- iii. Impact of colonial institutions on Indian administration.

b. Legacies of the National Movement

- i. Role of Indian National Congress in the freedom struggle of India.
- ii. Democratic and secular values in the freedom movement
- iii. Contributions of Gandhi.

IV. Constitutionalism in India (12 Lectures)

a. Making of the Constitution: Constituent Assembly Debates

- i. Composition and working of the Constituent Assembly
- ii. Philosophical foundations: justice, liberty, equality, fraternity

- iv. Influence of global constitutions (US, UK, Ireland)

b. Basic Features of the Constitution

- i. Preamble and its significance
- ii. Parliamentary democracy and federalism
- iii. Fundamental Rights and Duties and Directive Principles of State Policy

c. Basic Structure Debate

- i. Key elements identified as "basic structure"
- ii. Impact on constitutional amendments and legislative powers
- iii. Judicial review and checks on Parliament

iv. Democracy in India: Institutional Dynamics (12 Lectures)

a. Election Commission

- i. Composition, powers and functions of EC
- ii. Role of EC in India
- iii. Role in conducting free and fair elections

b. Electoral Processes

- i. Lok Sabha and State Assembly elections
- ii. Role of political parties and party systems
- iii. Code of Conduct, electoral offences, and reforms

IV. Democracy in India: Socio-political Dynamics (11 Lectures)

a. Social Movements (Women's Movement, Worker's/Peasant Movement, Environmental Movement):

i. Women's Movement: Post Independence India (Anti Dowry & Ecological Movement.)

ii. Worker's and Peasant Movements: Causes and Rise of Peasant Movement in India & AIKS (All India Kishan Sabha)

iii. Environmental Movement: Chipko & Narmada Bachao Andolan

Historical & Foundational Texts

- 9. Austin, G. (1966). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- 10. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (Rev. ed.). Orient BlackSwan.
- 11. Brown, J. M. (1989). *Gandhi: Prisoner of Hope*. Yale University Press.

12. Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., & Mahajan, S. (1988). *India's Struggle for Independence*. Penguin Books India.
13. Guha, R. (2017). *India After Gandhi: The History of the World's Largest Democracy* (Updated ed.). HarperCollins India.
14. Mehta, U. S. (1999). *Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought*. University of Chicago Press.
15. Parel, A. J. (Ed.). (1997). *Hind Swaraj and Other Writings* (Cambridge Texts in Modern Politics). Cambridge University Press.
16. Rudolph, L. I., & Rudolph, S. H. (1987). *In Pursuit of Lakshmi: The Political Economy of the Indian State*. University of Chicago Press.
14. Austin, G. (1999). *Working a Democratic Constitution: The Indian Experience*. Oxford University Press.
15. Constituent Assembly of India. (1946–1950). *Constituent Assembly Debates: Official Report* (Select Volumes). Lok Sabha Secretariat.
16. Kashyap, S. C. (1994). *Our Constitution: An Introduction to India's Constitution and Constitutional Law*. National Book Trust.
17. Kashyap, S. C. (2015). *Constitutional Law of India*. Universal Law Publishing.
18. Rao, B. S. (1967–1968). *The Framing of India's Constitution: A Study* (Vols. 1–5). Indian Institute of Public Administration.
20. Basu, D. D. (2020). *Introduction to the Constitution of India* (24th ed.). LexisNexis.
21. Bhargava, R. (Ed.). (2008). *Politics and Ethics of the Indian Constitution*. Oxford University Press.
22. Pylee, M. V. (2008). *India's Constitution* (16th ed.). S. Chand Publishing.
23. Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits*. Oxford University Press.
24. Baxi, U. (1980). *The Indian Supreme Court and Politics*. Eastern Book Company.
25. Supreme Court of India. (1973). *Keshavananda Bharati v. State of Kerala* – AIR 1973 SC 1461. (Use summary/excerpts for study.)
24. Sridharan, E. (2021). *The Political Economy of India's Electoral System*. Orient BlackSwan.
25. Palshikar, S., Suri, K. C., & Yadav, Y. (Eds.). (2017). *Electoral Politics in Indian States: Resurgence of the Bharatiya Janata Party*. Oxford University Press.
26. Jaffrelot, C. (2003). *India's Silent Revolution: The Rise of the Lower Castes in North India*. Columbia University Press.
27. Election Commission of India. (Various Years). *Reports and Handbooks*. Retrieved from <https://eci.gov.in>
30. Basu, A. (1992). *Two Faces of Protest: Contrasting Modes of Women's Activism in India*. University of California Press.
31. Dreze, J., & Sen, A. (1995). *India: Economic Development and Social Opportunity*. Oxford University Press.
32. Guha, R. (2000). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* (Expanded ed.). Oxford University Press.
33. Omvedt, G. (1993). *Reinventing Revolution: New Social Movements in India*. M. E. Sharpe.
34. Roy, A. (1999). *The Cost of Living*. Modern Library.
35. Shah, G. (1990). *Social Movements in India: A Review of Literature*. SAGE Publications.

COURSE NAME: INTRODUCTION TO PUBLIC ADMINISTRATION

COURSE CODE: PO – MN – 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *This paper will familiarize the students with the basic concepts of public administration and governance.*
- *It aims to acquaint students by understanding the major theories of organization.*
- *Students will learn about the management of public organizations including personnel and financial management.*
- *Students will also learn how to lead and manage in public governance, participate in and contribute to the policy process, analyze, synthesize, think critically, solve problems and make decisions.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will gather knowledge about the discipline of Public Administration.*

CLO 2: *Students will improve their understanding by analyzing various theories of organization in terms of public administration.*

CLO 3: *Students will be acquainted with the idea of Development Administration with reference to bureaucratic models.*

Unit I. Public Administration as a Discipline (Lectures: 10)

- Meaning, Nature, Scope and Significance
- Public and Private Administration
- Evolution of Public Administration

Unit II. Principles of Organisation (Lectures: 10)

- Hierarchy: Unity of Command
- Span of Control
- Centralization and Decentralization
- Delegation: Supervision and Control

Unit III. Theories of Organisation (Lectures: 15)

- a. Classical Theories:
 - i. Scientific management
 - ii. Administrative Management
 - iii. Ideal type bureaucracy

b. Contemporary Approaches:

- i. Human relations theory
- ii. Ecological approach

Unit IV. Development Administration (Lectures: 10)

- Meaning, definition and characteristics
- Scope of development Administration
- Development and Bureaucracy.

Recommended Books:

1. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
2. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999
3. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding
4. Bordoloi, P., Sarma, M., Public Administration: Concepts, Perspectives and Theories, Balaji Publications, 2020.
5. Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill, pp. 1-40
6. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya(eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101
7. M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
8. G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.)
9. Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
10. N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson, 2013
11. M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012
12. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
13. M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011
14. Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi 2014

COURSE NAME: PUBLIC POLICY AND ADMINISTRATION IN INDIA

COURSE CODE: PO - MN - 5214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *This paper will make the students understand the basic concepts of public administration and governance.*
- *It aims to acquaint students by understanding the organizational principles in public administration.*
- *Students will learn about the management of public servants and the role of public service commissions.*
- *Students will also learn about financial management especially the significance of the budget and the budgetary process.*

COURSE LEARNING OUTCOME:

CLO1: *Students will be able to understand the concept of public policy and governance in the Indian context.*

CLO2: *Students will acquire knowledge about decentralization and financial administration.*

CLO3: *Students will be made cautious about the various public grievances and the mechanisms for addressing them.*

Unit I: Public Policy (Lectures: 10)

- a. Definition, Characteristics and Models
- b. Public Policy Processes in India

Unit II: Decentralisation (Lectures: 10)

- d. Meaning and Significance
- e. Approaches to decentralisation
- f. Local self-governance; rural and urban

Unit III: Immediate Inference (Lectures: 15)

- a. Concept and significance of Budget
- b. Budgetary Process in India
- c. Types of Budgeting:
 - i. Performance budgeting
 - ii. Zero based budgeting
 - iii. Gender budgeting

Unit IV: Redressal of Public Grievances (Lectures: 10)

- d. Nature and scope of public grievances
- e. Causes for growth of public grievances

Recommended Books:

15. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
16. Nicholas Henry, Public Administration and Public Affairs, Prentice Hall, 1999
17. D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) Public Administration: Understanding
18. Bordoloi, P., Sarma, M., Public Administration: Concepts, Perspectives and Theories, Balaji Publications, 2020.
19. Management, Politics and Law in Public Sector, 7th edition, New Delhi: McGraw Hill, pp. 1-40
20. W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya(eds), Administrative Change and Innovation: a Reader, New Delhi: Oxford University Press, pp. 85-101
21. M. Bhattacharya, (2008) New Horizons of Public Administration, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.
22. G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.)
23. Classics of Public Administration, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.
24. N. Henry, Public Administration and Public Affairs, 12th edition. New Jersey: Pearson, 2013
25. M. Bhattacharya, Restructuring Public Administration: A New Look, New Delhi: Jawahar Publishers, 2012
26. P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", Public Money and Management, Vol. XIV No-3, 1994
27. M. Bhattacharya, New Horizons of Public Administration, New Delhi: Jawahar Publishers, 2011
28. Basu, Rumki, Public Administration: Concepts and Theories Sterling Publishers, New Delhi, 2014

COURSE NAME: POLITICS IN NORTH EAST INDIA

COURSE CODE: PO - MN - 6214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 45

COURSE OBJECTIVE:

- *To introduce the students with the region and nature of its politics*
- *To engage them with historical development of the region*
- *To understand the contemporary developments of the region*
- *To develop critical thinking on region specific issues pertinent to India's north east.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will develop an understanding of the northeastern region and nature of its politics.*

CLO2: *Students will learn about the history of the region and its contemporary political scenario.*

CLO 3: *Students will be exposed to the challenges and struggles faced by the region and its people.*

Unit I: Introducing India's North East: People, Culture and Location (Lectures: 11)

- The making of North Eastern region: Colonial Politics
- Ethnic diversity and culture
- Geo-strategic location

Unit II: Colonisation of North East India (Lectures: 11)

- Expansion of colonial raj
- Politics of inclusion and exclusion
- Inner Line System
- Anglo-Manipur War

Unit III: Resistance to the Raj (Lectures: 11)

- Peasant Resistance in Assam
- Nationalist movement in Assam
- Role of North Eastern women in the anti-colonial struggle
- Role of regional organizations in North East
 - i. Assam Association
 - ii. Assam Sahitya Sabha
 - iii. NNC

Unit IV: North east in the Post Colonial era (Lectures: 12)

Breakup of colonial Assam: the emergence of seven sister states:

- The Naga Struggle
- The Mizo Movement
- The Assam Movement
- North east in the new millennium

Recommended Books:

1. Gait, Edward, 2008, A History of Assam, Lawyers Book Stall, Guwahati
2. Dutt, K.N., 1958, Landmarks in the Freedom Struggle of Assam, Guwahati.
3. Barpujari, H.K., 1980, Assam in the Days of Company 1826-1858, Spectrum Publications, Sole Distributors, United Publishers in Gauhati, Assam.
4. Politics in North east India: Historiography, Diversity and Contemporary Issues. Bookland, 2015. Author: Arupjyoti Choudhury and Pankaj Jyoti Gogoi.
5. Guha, Amalendu, 1977, Planter Raj to Swaraj- Freedom Struggle and Electoral Politics in Assam 1826-1947, People's Publishing House Private Limited, New Delhi.
6. Ray, B. Datta and S.P. Agarwal, 1996, Reorganisation of North-East India since 1947, Concept Publishing Company
7. Misra, Udayon, 1991, Nation Building and Development in North-East India, Purbanchal Prakash, Guwahati
8. Saikia, Jaideep, 2007, Frontiers in Flames: North-East India in Turmoil, Viking, New Delhi
9. Hussain, Monirul, 1993, The Assam Movement: Class, Ideology and Identity, Manak Publishing House in association with HarAnand Publications, Delhi.
10. Goswami, Sandhya, Language Politics in Assam, 1990, Ajanta Publishing House.
11. Das, Samir Kumar, ULFA: United Liberation Front of Assam: A Political Analysis, Ajanta Publications, 1994
12. Sengupta, Madhumita. Becoming Assamese: Colonialism and New Subjectivities in Northeast India. London: Routledge, 2016
13. Baruah, Sanjib. Durable Disorder: Understanding the Politics of Northeast India. Delhi: Oxford University Press, 2007.
14. Mahanta, Nani G. Confronting the State: ULFA's Quest for Sovereignty. SAGE Studies on India's North East. New Delhi: SAGE Publications India Pvt Ltd, 2013
15. Dutta, Nandana. (2012), Questions of Identity in Assam: Location, Migration, Hybridity, New Delhi, Sage Publications
16. Bhaumik, Subir. (2009), Troubled Periphery: Crisis of India's North-East, New Delhi, Sage Publications

Select Constitutions
PO-MN-7314
Total Credits: 4 (Theory: 3 + Practical/Tutorials: 1)
Total Lectures: 45

COURSE OBJECTIVE:

- To acquaint students with the structure and contents of the constitutions of the UK and the USA.
- To help students appreciate the contributions of the UK and US constitutions to the practice of representative democracy across the world.
- To enable students to make a comparative assessment of the Constitutions of the UK and USA.

COURSE LEARNING OUTCOME:

- Students will be able to understand the importance of constitutions.
- This paper is an integral part of public services examinations
- Students will be introduced to the various types of constitutions and the forms of governments from different parts of the world. Unit I: Constitution and Constitutionalism
- Students will develop the ability to critically assess constitutions

❖ Course Designed by: Dr. Prasanta Kumar Das

Unit I: Constitution and Constitutionalism (Lectures: 10)

- a. Constitution - Meaning and Importance
- b. Classification of Constitutions: Constitutionalism - Concept

Unit II: United Kingdom (Lectures: 10)

- a. The British Political Tradition: Parliamentary Government—
 - i. Monarchy
 - ii. Cabinet
 - iii. Parliament
- b. Political Parties and Interest Groups
- c. Rule of Law and the Judicial System

Unit III: United States of America (Lectures: 10)

- a. Making of the American Constitution
- b. The Federal System
- c. National Government—
 - i. The President
 - ii. Congress
 - iii. Supreme Court
 - iv. Political Parties and Interest Groups in the USA

Unit IV: Comparative Study of UK and USA Constitutions (Lectures: 15)

- a. British Prime Minister vs the US President
- b. House of Lords vs Senate
- c. Speaker of the House of Commons vs Speaker of the House of Representatives

Reading List:

1. Almond and Powell, Comparative Politics: A Developmental Approach, Prentice Hall, 1979
2. Finer, H, Theory and Practice of Modern Government, MIT Press, 1965
3. Dahl, Robert, Theory and Practice of Modern Government, Prentice Hall, 1978
4. Ray, S. N., Comparative Political Systems, Prentice Hall, 1997
5. Willoughby, Westel Woobdury, The American Constitutional System: An Introduction to The Study of the American State, General Books LLC, 2009
6. Elster, Jon & Slagstad(Ed), Constitutionalism and Democracy, Cambridge University Press, 1993
7. Alexander, Larry, Constitutionalism: Philosophical Foundation, Cambridge University Press, 2001
8. Rosenbaum, S. Alan, Constitutionalism: The Philosophical Dimension, Greenwood Press, 1988
9. Longford, W. John & Brownsey, K. Lorne, The Changing Shape of Government in Asia Pacific Region, IRPP, 1988

Administrative Reforms and Good Governance in India

PO-MN-8414

Total Credits: 4 (Theory: 3 + Practical/Tutorials: 1)

Total Lectures: 45

Course Objectives:

- This paper deals with the concept and different dimensions of administrative reforms and good governance
- It will facilitate understanding of historical development of administrative reforms and its organization and methods in Indian context
- It also focuses on the concepts, theories and challenges of good governance.

Course Outcomes:

- Students will be able to understand the concept of administrative reforms and its historical evolution
- Students will acquire knowledge about organization and methods in administrative reforms
- Students will be acquainted with modern concepts of good governance.

❖ **Course Designed by: Dr. Prahlad Bordoloi**

I. Introduction to Administrative Reforms (12 Lectures)

- a. Administrative Reforms: Concept, Meaning and Definition
- b. Evolutionary Perspectives: British Period, Period since Independence
- c. First and Second Administrative Reforms Commissions
- d. Major Administrative Reforms in India: Mission Karmayogi, E-Samiksha, E-Office, Centralized Public Grievance Redress and Monitoring Systems (CPGRAMS)

II. Organisation and Methods (O & M) (12 Lectures)

- a. Meaning, Scope & Principles
- b. History of the evolution of O & M techniques
- c. Why O & M needed in administration
- d. organization in India: Nature, Functions and Techniques

III. Good Governance (10 Lectures)

- a. Good Governance: Theories and Concepts
- b. Principles of Good Governance
- c. Challenges of Good Governance in India
- d. Modern Governance Concepts: E- Governance, Accountability & Transparency, Citizen Participation

IV. Developing a framework of Transparency (11 Lectures)

- a. The Government
- b. Private Sector
- c. Non-Governmental and Community based Organisations (NGOs/ CBDs)
- d. Media, Professional Associations

Recommended Readings:

1. Avasthi, Maheshwari, Public Administration, Lakshmi Narayan Agarwal, 2022
2. Prof. B. L. Fadia & Dr. Kuldeep Fadia, Public Administration, Sahitya Bhawan, Agra, 2021
3. Prof. Ramesh K Arora & Prof. Rajni Goyal, Indian Public administration: Institutions and Issues, New age International (P) Limited, New Delhi, 2023
4. Dr. Vishnool Bhagwan & Dr. Vidya Bhushan, Indian Administration, S. Chand & Company Pvt. Ltd. New Delhi, 2016
5. Abhay Prasad Singh & Krishna Murari, Governance: Issues and Challenges, Pearson India Education Services Pvt. Ltd., 2018
6. Dr. M. Sarma & P. Bordoloi., Public Administration: Concepts, Perspectives and Theories, Balaji Publications., 2020
7. M. Bhattacharya, Restructuring Public Administration: A New Look, Jawahar Publishers, New Delhi., 2012
8. Johari & Gupta, Perspectives on Public Administration., Vishal Publishing Co. Jalandhar, Delhi, 2024
9. Bidyut Chakrabarty & Prakash chand, Public Administration: Evolution and Practice, Sage Publication, 2016
10. Janak Singh Meena, Administrative Reforms and Good Governance, Avishkar Publishers, Jaipur, 2016
11. S. R. Maheshwari, Administrative Reforms in India, Macmillan India Limited., 2002
12. Vinod Rai, Rethinking Good Governance: Holding to Account India's Public Institutions, Rupa Publications India Pvt. Ltd.
13. Basu, Rumki, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi., 2014
14. E. Vayunandan & Dolly Mathew, Good Governance: Initiatives in India, PHI India.Com
15. Pardeep Sahni & Suresh Kumar Sharma, Governance in India, New Age International Publishers, 2025

SKILL ENHANCEMENT COURSE (SEC)

Programme Specific Outcome of Bachelor of Arts – POLITICAL SCIENCE (Skill Enhancement Course)

After completion of B.A. with SEC in Political Science, students will be able to–

PSO No.	Outcome
PSO-1	Understand the world, country, society and have awareness of ethical problems, social rights, values and responsibility to the self and to others.
PSO-2	Understand and follow changes in patterns of political behaviour, ideas and structures. Develop the ability to make logical inferences about social and political issues on the basis of comparative and historical knowledge.
PSO-3	Take individual and team responsibility, function effectively and respectively as an individual and a member or a leader of a team; and have the skills to work effectively
PSO-4	Know how to access and evaluate data from various sources of information.
PSO-5	Developing the understanding to focus on sustainable development from an ethical perspective

Basic Syllabus Structure of SEC

Semester	Course Name	Course code
1	Parliamentary Procedures and Practice	PO – SE – 1113
2	Citizens and Rights	PO – SE – 2113
3	Youth and Nation-building in India	PO – SE – 3213

Course Learning Outcome – Skill Enhancement Course (SEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Parliamentary Procedures and Practice PO-SE-1113	CLO-01	To help students in understanding the practical approaches to legislatives practices and procedures.
		CLO-02	To make students understand the procedures and processes related to drafting a Bill and the passage of the bill.
		CLO - 03	To enable students to have an understanding of the importance of Parliamentary Committees.
		CLO - 04	To make students learn about the basic functioning of Parliament.
2	Citizens and Rights PO-SE-2113	CLO-01	To analyse the linkages between citizenship, law, rights and equality.
		CLO-02	To understand the measures of discrimination, justice and empowerment and the ways to protect the same.
		CLO - 03	To evaluate the idea of justice and assess its relevance in context of contemporary India
3	Youth and Nation-building in India PO-SE-3213	CLO-01	Students are expected to understand their significant role in nation building.
		CLO-02	Students will be capable of acting effectively during times of disasters.
		CLO - 03	Students will be able to share their knowledge for the betterment of society

Mapping of Course Learning Outcome and Programme Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
PO-SE-1113	CLO1		1	3					2			
	CLO 2		3	2					1		2	
	CLO 3	1	2	3								
	CLO 4			3				2	1			
PO-SE-2113	CLO1	3				1		2				
	CLO 2		1					2			3	1
	CLO 3							2			3	1
PO-SE-3213	CLO1				1	2	3					
	CLO 2	2	1				3			1		
	CLO 3				2	3			1			

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME				
		PSO-1	PSO-2	PSO-3	PSO-4	PSO-5
PO-SE-1113	CLO1		1	3		1
	CLO 2		3	2		
	CLO 3	1	2	3		1
	CLO 4			3		
PO-SE-2113	CLO1	3		1		1
	CLO 2		1			
	CLO 3			1		
PO-SE-3213	CLO1			1	1	2
	CLO 2	2	1			
	CLO 3				2	3

COURSE NAME: PARLIAMENTARY PROCEDURES AND PRACTICES

Course CODE:PO-SE-1113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY: 2 Credits

TOTAL LECTURES: 30

Course Objective:

- *The course attempts to make the students familiar with legislative practices in India with an orientation to equip them with the adequate skills of participation in deliberative processes and democratic decision making.*
- *The course aims to provide basic understanding on the constitutional provisions related to the process of legislations as well as the kinds of bills.*
- *This course seeks to enhance proper understanding related to the procedures; practices related to the passage of a bill from drafting to that of the passing of the Bill.*

COURSE LEARNING OUTCOME:

CLO 1: *To help students in understanding the practical approaches to legislative practices and procedures*

CLO2: *To make students understand the procedures and processes related to drafting a Bill and the passage of the bill*

CLO3: *To enable students to have an understanding of the importance of Parliamentary Committees*

CLO4: *To make students learn about the basic functioning of Parliament.*

Unit-I: Constitutional Provisions:(Lectures: 7)

Election of Protem Speakers/ Speakers, Joint session of the Parliament, Budget Session of the Parliament

Unit-II: Types of Bills: (Lectures: 8)

Ordinary Bills, Money Bills, Finance Bills, Private Member Bills

Unit-III: Motions and Hours in the House: (Lectures: 15)

Question Hour, Zero Hour, Calling Attention Motion, Adjournment Motion, Privilege motion, Censure motion, No-confidence' motion, Cut motion

COURSE NAME: CITIZEN AND RIGHTS

COURSE CODE: PO-SE-2113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY

TOTAL LECTURES: 30

COURSE OBJECTIVES:

- *This course aims to understand law as a source of rights, as a progressively widening sphere*
- *This relationship between laws and rights will be studied through specific values*

COURSE LEARNING OUTCOME:

CLO 1: *To analyse the linkages between citizenship, law, rights and equality.*

CLO 2: *To understand the measures of discrimination, justice and empowerment and the ways to protect the same.*

CLO3: *To evaluate the idea of justice and assess its relevance in context of contemporary India.*

Unit- I: Equality and non-discrimination: (LECTURES: 12)

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

Class: laws concerning untouchability and minimum wages, Disability and equality of participation

Unit- II: Empowerment and Entitlements: (LECTURES: 13)

Rights to Food, Rights to Education, Right to Livelihood: MGNREGA, Right to Information

Unit- III: Criminal justice: Procedures and Practices: (LECTURES: 15)

Filing of a complaint, First Information Report (FIR) , Detention, arrest and bail, Writs and Petitions

COURSE NAME: YOUTH AND NATION-BUILDING IN INDIA

COURSE CODE: PO-SE-3213

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

Practical Component: The practical component of this paper shall involve taking students on exposure visits to gain firsthand experience of social issues, engaging students in conducting analysis of key social issues and challenges and making them work in groups to brainstorm solutions for pressing social issues facing the nation. At the end of the semester, students will be required to prepare a project report documenting the activities carried out under the practical component of this paper. The Department will then conduct a viva voce by inviting an external examiner who shall along with an internal examiner, mark the students based on their project reports and performance in the viva voce.

Course Objectives

- To introduce students to the concept of nation-building and familiarize them with the pivotal role of youth, specifically in the context of India's demographic dividend and historical student movements.
- To explore the various mechanisms and policies designed for youth empowerment, including the roles of higher education, skill development, technological integration, and mentorship.
- To facilitate a critical examination of the multifaceted challenges confronting India's youth, such as mental health, unemployment, substance abuse, and the digital divide.
- To provide practical exposure to real-world social issues, fostering skills in fieldwork, collaborative problem-solving, and solution-oriented thinking through a hands-on project.

Course Outcomes:

- Students will be capable of explaining the process of nation-building and analyze the historical and contemporary role of Indian youth with reference to demographic trends and significant student-led movements
- .Students will be capable of evaluating various strategies for youth empowerment, such as skill education and entrepreneurship, and discuss their potential impact on national development.
- Students will be capable of identifying and articulating the major socio-economic and personal challenges faced by the youth in India and discuss their broader societal implications.
- Students will become capable of conduct a basic analysis of a pressing social issue, collaborate to brainstorm viable solutions, and present the findings coherently in a project report and viva voce.
- **Course Designed by: Dr. Prahlad Bordoloi and Dr. Kankhita Sharma**

I. Role of the Youth in Building India

10 Lectures

- a. Understanding the Process of Nation Building
- b. India's Demographic Dividend: The Youth Bulge
- c. Discipline and Community Service: NCC and NSS
- d. Student led Movements: Case study of JP's Movement and Assam Movement

II. Empowering the Indian Youth

10 Lectures

- a. Guidance and Mentorship
- b. Technological Upgradation
- c. Higher Education
- d. Skill Education and Entrepreneurship

III. Challenges Facing the Youth Force of India

10 Lectures

- a. Mental Health and Well Being
- b. Drug Abuse and Addiction
- c. Unemployment and underemployment
- d. Digital Divide

Recommended Readings:

1. Baruah, Sanjib. *India against Itself: Assam and the Politics of Nationality*.
2. Bipan Chandra, et al. *India since Independence*.
3. Drèze, Jean, and Amartya Sen. *An Uncertain Glory: India and its Contradictions*.
4. Government of India. Policy documents on 'Startup India' and 'Standup India'.
5. Kalam, A.P.J. Abdul. *Ignited Minds: Unleashing the Power Within India*.
6. Kothari, Rajni. *Politics in India*.
7. Kumar, Anand. *The JP Movement and the Emergence of the New Politics*.
8. Ministry of Defence. Official publications on the National Cadet Corps (NCC).
9. Ministry of Education. *National Education Policy (NEP), 2020*.
10. Ministry of Skill Development and Entrepreneurship. Reports on Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Skill India Mission.
11. Ministry of Youth Affairs & Sports. *National Youth Policy* and publications on the National Service Scheme (NSS).
12. National Mental Health Survey of India.
13. National Statistical Office (NSO). Periodic Labour Force Survey (PLFS) Reports.
14. Nehru, Jawaharlal. *The Discovery of India*.
15. Nilekani, Nandan. *Imagining India: The Idea of a Renewed Nation*.
16. Oxfam India Reports on Inequality.
17. Patel, Vikram. *Where There Is No Psychiatrist: A Mental Health Care Manual*.
18. Sanyal, Sanjeev. *The Indian Renaissance: India's Rise after a Thousand Years of Decline*.
19. Shah, Ghanshyam. *Protest Movements in Two Indian States: A Study of the Gujarat and Bihar Movements*.
20. United Nations Population Fund (UNFPA). Reports on India's Demographic Dividend.
21. World Health Organization (WHO) India Reports.

INTER – DISCIPLINARY COURSE (IDC)

Programme Specific Outcome of Bachelor of Arts – POLITICAL SCIENCE (IDC)

PSO No.	Outcome
PSO-1	Awareness of how training in Political Science helps illuminate aspects of other disciplines within the social sciences, and of the role and place of Political Science in inter-disciplinary research.
PSO-2	Capacity to extrapolate from what one has learned and apply one's competencies to solve unfamiliar problems, and to apply one's learning to real-life situations
PSO-3	Ability to express thoughts and ideas effectively in writing and orally, to communicate with others using appropriate media and to confidently share one's views and express oneself; the ability to listen carefully, and present complex information in a clear and concise manner to people from diverse backgrounds in diverse contexts
PSO-4	Ability to work effectively and respectfully with people from diverse backgrounds; capacity to cooperate with others and make a coordinated effort as part of a group, and work as a member of a team in the interests of a common cause
PSO-5	An awareness pertaining to the values and beliefs of multiple cultures; a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	Introduction to Political Science	PO-ID-1113
2	Indian Constitution	PO-ID-2113
3	Politics in India: An Introduction	PO-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Introduction to Political Science PO-ID-1113	CLO-01	To enable the student to have an understanding of the nature of the discipline
		CLO-02	To understand the key concepts in Political Theory
		CLO – 03	To help students to learn about the idea of the State
2	Indian Constitution PO-ID-2113	CLO-01	To help the students to have an idea about the historical development of the Indian Constitution
		CLO-02	To understand the basic features of the Indian Constitution
		CLO –03	To make the students aware about the Rights and Duties enshrined in the Constitution
3	Politics in India: An Introduction PO-ID-3213	CLO-01	Students will gather knowledge about the nature of Indian Nationalism and the recent debates centered around the idea of nation state.
		CLO-02	The students will have a broader understanding of the politics in India since Independence in terms of its electoral politics and other political dynamics such as caste based mobilization, politics of religion etc.
		CLO – 03	Students will have an understanding about regional politics and popular uprisings in post colonial India.

Mapping of Course Learning Outcome (CLO) and Programme Outcome (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
PO-ID-1113	CLO - 1	3		2				1				
	CLO - 2	1		3		2						1
	CLO - 3	1						3			2	
PO-ID-2113	CLO - 1	2		3				1				1
	CLO - 2	1		2				3				
	CLO - 3			1		3		2				
PO-ID-3213	CLO - 1							3	2		3	
	CLO - 2	2				1					3	
	CLO - 3	2				3		1				1

Mapping of Course Learning Outcome (CLO) and Programme Specific Outcome (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)				
		PSO-1	PSO-2	PSO-3	PSO-4	PSO - 5
PO-ID-1113	CLO-1	3	1	1		
	CLO - 2	1				
	CLO - 3	1		3		
PO-ID-2113	CLO-1	2		1		
	CLO - 2	1		3		1
	CLO - 3			2		
PO-ID-3213	CLO-1			3	2	
	CLO - 2	2				1
	CLO - 3	2		1		

COURSE NAME: INTRODUCTION TO POLITICAL SCIENCE

COURSE CODE: PO – ID – 1113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

- *This course aims to introduce certain key aspects of conceptual analysis in Political Science.*

COURSE LEARNING OUTCOME:

CLO1: *To enable the student to have an understanding of the nature of the discipline*

CLO 2: *To understand the key concepts in Political Theory.*

CLO3: *To help students to learn about the idea of the State*

Unit-I: Introduction to Political Science: (Lectures: 15)

Meaning of Political Science, Nature of Political Science, Scope of Political Science

Unit-II: Fundamental concepts of Political Science (Lectures: 15)

Liberty, Equality, Justice

Unit-III: State and its nature (Lectures: 15)

Understanding of the State: the legitimate power structure, Forms of state: Democratic and Authoritarian, Obligation of the state: Law and order, Security and Protection of the rights

RECOMMENDED BOOKS:

1. 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.
2. 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.
3. Mukhopadhyay, Amal Kumar. (2019) 'An Introduction to Political Theory', New Delhi, Sage publications.
4. Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
5. Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58-73.
6. Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-82.
7. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.

COURSE NAME: INDIAN CONSTITUTION

COURSE CODE:PO – ID – 2113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

To acquaint students with the historical background and fundamentals of the Constitution of India.

COURSE LEARNING OUTCOME:

CLO 1: *To help the students to have an idea about the historical development of the Indian Constitution.*

CLO2: *To understand the basic features of the Indian Constitution*

CLO 3: *To make the students aware about the Rights and Duties enshrined in the Constitution*

Unit- I: Indian Constitution (LECTURES: 15)

Legacies: Colonial and anti-colonial, Preamble, Basic Features of Indian Constitution

Unit-II: Fundamental Premises (LECTURES: 15)

Fundamental Rights, Fundamental Duties, Directive Principles of State Policy

Unit-III: Organs of Government (LECTURES: 15)

The Executive: President and Prime Minister, The legislature- Union Parliament, Judiciary: Supreme Court and High court

Recommended Books:

1. D. Basu, (2012) Introduction to the Constitution of India, New Delhi: Lexis Nexis.
2. S. Chaube, (2009) The Making and Working of the Indian Constitution, Delhi: National Book Trust.
3. Chakrabarty, Bidyut. (2017), Indian Costitution: Text, Context and Interpretation, New Delhi, Sage Publications
4. Mellalli, Praveenkumar (2015), Constitution of India, Professional Ethics and Human Rights, New Delhi, Sage Publications
5. The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.
6. R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.)
7. Supreme but not Infallible: Essays in Honour of the Supreme Court of India, New Delhi: Oxford University Press, pp. 107-133.

COURSE NAME: POLITICS IN INDIA: AN INTRODUCTION

COURSE CODE: PO – ID – 3213

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

- *Understand the working of major political institutions in India*
- *Understand the major debates in Indian politics along the axes of caste, gender, region and religion*
- *Understand the changing nature of the Indian state and the contradictory dynamics of modern state power*
- *To understand the major developments in India's post independence era.*

COURSE LEARNING OUTCOME:

CLO1: *Students will gather knowledge about the nature of Indian Nationalism and the recent debates centered around the idea of nation state.*

CLO 2: *The students will have a broader understanding of the politics in India since Independence in terms of its electoral politics and other political dynamics such as caste based mobilization, politics of religion etc.*

CLO3: *Students will have an understanding about regional politics and popular uprisings in post colonial India.*

Unit I: Nationalist Movements Movement in India (15 Lectures)

- a. The Revolt of 1857
- b. The Non-Cooperation Movement
- c. Civil Disobedience Movement
- d. Quit India Movement.

Unit II: Indian Politics Post Independence Period (15 Lectures)

- a. General Elections
- b. Party System in India

Unit III: Popular Movements in Post Independence India (15 Lectures)

- a. Regional Movements (Punjab Movement and Assam Movement)
- b. Environmental Movements (Chipko Movement and Anti-dam Movement)

Recommended Books:

1. R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) Parties and Party Politics in India, New Delhi: Oxford University Press, pp 39-55.
2. E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.

3. Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002:
4. From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.
5. Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge',
6. F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.
7. C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619.
8. R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.
9. S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332