**Syllabus**

**Undergraduate Course semester**

**I –VI**

**Political Science**

# DISCIPLINE SPECIFIC CORE COURSE(4) BA POLITICAL SCIENCE

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| **PLSGCOR** | **Semester I** |  |
| Course Code | **Paper – I Introduction to Political Theory** | Lectures | Credits (Theory+T utorial) X**15 weeks** | Marks |
| **PLSGCOR01T** | **Module I. Introducing the subject** |  |  |  |
|  |  |  | 5+1 | 75 |
|  | 1. What is Politics?
2. What is Political Theory and what is its
 | **10** |  |  |
|  | relevance? |  |  |  |
|  | **Module II. Concepts:** Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, | **30** |  |  |
|  | Civil Society and State |  |  |  |
|  | **Module III. Debates in Political Theory:** |  |  |  |
|  | a. Is democracy compatible with economic |  |  |  |
|  | growth?b. On what grounds is censorship justified and | **35** |  |  |
|  | what are its limits? |  |  |  |
|  | c. Does protective discrimination violate |  |  |  |
|  | principles of fairness? |  |  |  |
|  | d. Should the State intervene in the institution |  |  |  |
|  | of the family? |  |  |  |
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| **PLSGCOR02T** | **Semester – 2****Paper - II****Indian Government and Politics Structure, Process, Behaviour.**1. **Evolution:**

Making of the Constitution by the Constitutional Advisor, the Drafting Committee and finally the Constituent assembly1. **Constituion of India(Article-wise)**

a)Preamble b)Fundamental Rightsc)Directive Principles of State Policy d)Federalism**3.Constitution of India**1. Union Government: Executive(total as it is in the constitution)Legislature(total, according to the Constitution)

Judiciary(total, following the articles of the constitution with two additional dimensions: landmark decisions and PIL1. State Government:

Executive, Legislature, Judiciary(In the same way as the Union government is to be studied)1. Public Services:

Union Service, State service, All India Services(total that includes recruitment, training, service conditions)c)Public service Commission(UPSC and PSC) | **20****20****35** | 5+1 | 75 |

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| **PLSGCOR** | **Semester III** |  |
| Course Code | **Paper – III****Comparative Government and Politics** | Lectures | Credits (Theo+Tutorial)X**15 weeks** | Marks |
|  | **I**. **Understanding Comparative Politics** |  |  |  |
|  |  |  | 5+1 | 75 |
|  | a. Nature and scope | **15** |  |  |
|  | b. Going beyond Eurocentrism |  |  |  |
|  | **II. Historical context of modern** |  |  |  |
|  | **government** |  |  |  |
|  | a. Capitalism: meaning and | **35** |  |  |
|  | development: globalization |  |  |  |
|  | b. Socialism: meaning, growth and |  |  |  |
| **PLSGCOR03T** | development |  |  |  |
|  | c. Colonialism and decolonization: |  |  |  |
|  | meaning, context, forms of |  |  |  |
|  | colonialism; anti-colonialism struggles |  |  |  |
|  | and process of decolonization |  |  |  |
|  | III. **Themes for comparative analysis** | **25** |  |  |
|  | A comparative study of constitutional |  |  |  |
|  | developments and political economy in the |  |  |  |
|  | following countries: Britain, Brazil and |  |  |  |
|  | China. |  |  |  |

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| **PLSGCOR** | **Semester IV** |  |
| **Course Code** | **Paper – IV****Introduction to International Relations** | **Lectures** | **Credits (Theo****+Tutorial****)X 15****weeks** | **Marks** |
|  | **I. Studying International Relations** |  |  |  |
|  |  |  | **5+1** | **75** |
|  | a. How do you understand International | **15** |  |  |
|  | Relations: Levels of Analysis |  |  |  |
|  | b. History and IR: Emergence of the |  |  |  |
|  | International State System |  |  |  |
|  | **II. Theoretical Perspectives** |  |  |  |
|  | a. Classical Realism & Neo-Realism |  |  |  |
|  | b. Liberalism & Neo-liberalism |  |  |  |
|  | c. Marxist Approaches | **20** |  |  |
|  | d. Feminist Perspectives |  |  |  |
| **PLSGCOR04T** | **III. An Overview of Twentieth Century IR History** |  |  |  |
|  | a. World War I: Causes and Consequences |  |  |  |
|  | b. Significance of the Bolshevik Revolution |  |  |  |
|  | c. Rise of Fascism / Nazism |  |  |  |
|  | d. World War II : Causes and Consequences |  |  |  |
|  | e. Cold War: Different Phases |  |  |  |
|  | f. Emergence of the Third World | **35** |  |  |
|  | g. Collapse of the USSR and the End of the |  |  |  |
|  | Cold War |  |  |  |
|  | h. Post Cold War Developments and |  |  |  |
|  | Emergence of Other Power Centers of Power |  |  |  |
|  | i. Indian as an Emerging Power |  |  |  |
|  | Indian Foreign Policy |  |  |  |

# DISCIPLINE SPECIFIC ELECTIVE – 1(For General Students) Any Two[Any one in semester V]

**DISCIPLINE SPECIFIC ELECTIVE – 1**

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| **PLSGDSE** | **Semester V** |  |
| Course Code | **Reading Gandhi** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  | **Module 1**. Gandhi on Modern Civilization and |  | 5+1 | 75 |
|  | Modern Industrialization based on Large and | **25** |  |  |
|  | Heavy Industries and Alternative Modernity ; |  |  |  |
|  | critique of development |  |  |  |
|  | **Module 2.** Gandhi an Thought: Theory and Action: |  |  |  |
|  | a. Theory of Satyagraha | **30** |  |  |
|  | b. Satyagraha in Action : Peasant |  |  |  |
| **PLSGDSE01T** | Satyagraha: Kheda and the Idea ofTrusteeship |  |  |  |
|  | c. Gandhi on all-inclusive Development- |  |  |  |
|  | Sarvodaya – on Untouchability and Dalit |  |  |  |
|  | emancipation |  |  |  |
|  | **Module 3.** |  |  |  |
|  |  | **20** |  |  |
|  | **a.** Gandhi on Women’s Development and on |  |  |  |
|  | Women’s Movement |  |  |  |
|  | **b.** Gandhi on peace and Preservation of |  |  |  |
|  | Nature |  |  |  |

# DISCIPLINE SPECIFIC ELECTIVE – 2

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| **PLSGDSE** | **Semester V** |  |
| Course Code | **Women, Power and Politics** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  | **Module 1. Approaches to understanding** | **25** |  |  |
|  | **Patriarchy** |  | 5+1 | 75 |
|  | * Feminist theorising of the sex/gender distinction.
 |  |  |  |
|  | Biologism versus social constructivism |  |  |  |
|  | * Understanding Patriarchy and Feminism
 |  |  |  |
|  | **Module 2.** Liberal, Socialist, Marxist, Radical | **30** |  |  |
|  | feminism, New Feminist Schools/Traditions |  |  |  |
| **PLSGDSE02T** |  |  |  |  |
|  | **Module 3. The Indian Experience** |  |  |  |
|  | * Traditional Historiography and Feminist critiques.
 |  |  |  |
|  | Social Reforms Movement and | **20** |  |  |
|  | position of women in India. History of Women’s |  |  |  |
|  | struggle in India |  |  |  |
|  | * Family in contemporary India - patrilineal and
 |  |  |  |
|  | matrilineal practices. Gender Relations |  |  |  |
|  | in the Family, Patterns of Consumption: Intra |  |  |  |
|  | Household Divisions, entitlements and |  |  |  |
|  | bargaining, Property Rights |  |  |  |
|  | * Understanding Woman’s Work and Labour
 |  |  |  |

**DISCIPLINE SPECIFIC ELECTIVE – 3**

# Any Two [Any one in semester VI]

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| **PLSGDSE** | **Semester VI** |  |
| Course Code | **Understanding Global Politics** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  | **I. Globalization: Conceptions and** |  | 5+1 | 75 |
|  | **Perspectives** | **25** |  |  |
|  | a. Understanding Globalization and its |  |  |  |
|  | Alternative Perspectives |  |  |  |
|  | b. Political: Debates on Sovereignty and |  |  |  |
|  | Territoriality |  |  |  |
|  | c. Global Economy: Its Significance and |  |  |  |
|  | Anchors of Global Political Economy: |  |  |  |
|  | IMF, World Bank, WTO, TNCs |  |  |  |
|  | **II. Identity and Culture** | **10** |  |  |
|  | **III. What Drives the World Apart?** |  |  |  |
| **PLSGDSE03T** | a. Global Inequalities | **15** |  |  |
|  | b. Violence: Conflict, War and Terrorism |  |  |  |
|  | **IV. Why We Need to Bring the World** |  |  |  |
|  | **Together?** | **25** |  |  |
|  | a. Global Environment : Ecological Issues: |  |  |  |
|  | Historical Overview of International |  |  |  |
|  | Environmental Agreements, Climate |  |  |  |
|  | Change, Global Commons Debate |  |  |  |
|  | b. Global Civil Society : Proliferation of Nuclear |  |  |  |
|  | Weapons ; International Terrorism: Non-State |  |  |  |
|  | Actors and State Terrorism; Post 9/11 |  |  |  |
|  | developments ; Migration ; Human Security |  |  |  |

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| **PLSADSE** | **Semester VI** |  |
| Course Code | **Paper - IV Public Policy in India** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  |  |  | 5+1 | 75 |
|  | **Module . I. Introduction to Policy Analysis** | **30** |  |  |
|  | a. The Analysis of Policy in the Context of |  |  |  |
|  | Theories of State |  |  |  |
|  | b. Political Economy and Policy: Interest |  |  |  |
|  | Groups and Social Movements. |  |  |  |
| **PLSADSE04T** |  |  |  |  |
|  | **Module II.Models of Policy Decision-Making** | **20** |  |  |
|  | **Module III. Ideology and Policy: Nehruvian** | **25** |  |  |
|  | **Vision, Economic Liberalisation and** |  |  |  |
|  | **recentdevelopments** |  |  |  |

**GENERIC ELECTIVE 1(FOR General students)**

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| **PLSGGEC** | **Semester** |  |
| Course Code | **Human Rights in a Comparative Perspective** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  |  |  | 5+1 | 75 |
|  | **I. Human Rights: Theory and** | **25** |  |  |
|  | **Institutionalization** |  |  |  |
|  | a. Understanding Human Rights: Three |  |  |  |
|  | Generations of Rights |  |  |  |
|  | b. Institutionalization: Universal Declaration of |  |  |  |
|  | Human Rights |  |  |  |
|  | c. Rights in National Constitutions: South Africa |  |  |  |
|  | and India |  |  |  |
| **PLSGGEC01T** | 1. **Issues**

a. Torture: USA and India | **25** |  |  |
|  | b. Surveillance and Censorship: China and India |  |  |  |
|  | c. Terrorism and Insecurity of Minorities: USA |  |  |  |
|  | and India |  |  |  |
|  | **III. Structural Violence** | **25** |  |  |
|  | a. Caste and Race: South Africa and India |  |  |  |
|  | b. Gender and Violence: India and Pakistan |  |  |  |
|  | c. Adivasis/Aboriginals and the Land Question: |  |  |  |
|  | Australia and India |  |  |  |

# GENERIC ELECTIVE 2(FOR General students)

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| **PLSGGEC** | **Semester IV** |  |
| Course Code | **Governance: Issues and Challenges** | Lectures | Credits (Theo+Tutorial) X **15****weeks** | Marks |
|  | **Module 1. GOVERNMENT AND** | **20** |  |  |
|  | **GOVERNANCE: CONCEPTS** |  | 5+1 | 75 |
|  | Role of State In the era Of |  |  |  |
|  | Globalisation State, Market and Civil |  |  |  |
|  | Society |  |  |  |
|  |  | **20** |  |  |
|  | **Module 2. ENVIRONMENTAL** |  |  |  |
|  | **GOVERNANCE** |  |  |  |
| **PLSGGEC02T** | Human-Environment InteractionGreen Governance: Sustainable Human |  |  |  |
|  | Development |  |  |  |
|  |  | **35** |  |  |
|  | **Module -3. GOOD GOVERNANCE** |  |  |  |
|  | **INITIATIVES IN INDIA: BEST PRACTICES** |  |  |  |
|  | * Public Service Guarantee Acts
 |  |  |  |
|  | * Electronic Governance
 |  |  |  |
|  | * Citizens Charter & Right to
 |  |  |  |
|  | Information |  |  |  |
|  | * Corporate Social Responsibility
 |  |  |  |

**(D) PLSSSEC - Skill Enhancement Courses – Two**

# Semester – 3

**Credit – 2**

# Class – 2Hours/week

**PLSSSEC01M - Democratic Awareness with Legal Literacy**

**Course Objective:** The Proposed course aims to acquaint student with the structure andmanner of functioning of the legal system in India.

# Course Content:

**Unit I**

* Outline of the Legal system in India
* System of courts/tribunals and their jurisdiction in India - criminal and civil courts,Writ jurisdiction, specialized courts such as juvenile courts, Mahila courts andTribunals.
* Role of the police and executive in criminal law administration.
* Alternate dispute mechanisms such as LokAdalats, non- formal mechanisms.

# Unit II

* Brief understanding of the laws applicable in India
* Constitution - fundamental rights, fundamental duties, other constitutional rightsand their manner of enforcement, with emphasis on public interest litigation and theexpansion of certain rights under Article 21 of the Constitution.
* Laws relating to criminal jurisdiction - provision relating to filing an FIR, arrest, bailsearch and seizure and some understanding of the questions of evidence andprocedure in Cr. P.C. and related laws, important offences under the IndianPenalCode, offences against women, juvenile justice, prevention of atrocities onScheduled Castes and Scheduled Tribes.
* Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.
* Personal laws in India : Pluralism and Democracy
* Laws relating to contract, property and tenancy laws.
* Laws relating to dowry, sexual harassment and violence against women
* Laws relating to consumer rights
* Laws relating to cyber crimes
* Anti-terrorist laws: implications for security and human rights
* Practical application: Visit to either a (I) court or (ii) a legal aid centre set up by the
* Legal Services Authority or an NGO or (iii) a LokAdalat, and to interview a litigant or person being counselled. Preparation of a case history.

# Unit III

**Access to courts and enforcement of rights**

* Critical Understanding of the Functioning of the Legal System
* Legal Services Authorities Act and right to legal aid, ADR systems

# Practical application :

What to do if you are arrested ; if you are a consumer with a grievance; if you are avictim of sexual harassment; domestic violence, child abuse, caste, ethnic andreligious discrimination; filing a public interest litigation. How can you challengeadministrative orders that violate rights, judicial and administrative remedies

Using a hypothetical case of (for example) child abuse or sexual harassment or anyother violation of a right, preparation of an FIR or writing a complaint addressed tothe appropriate authority.

# Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood, how wouldyou file the first Hand Information Report?
3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protectionagainst discrimination laws.

5.. Your friend has shared with you an incident of unwelcome verbal remarks on her by aperson of higher authority in your college, what would you do?

1. You have seen a lady in your neighbourhood being beaten up by her husband. Identifythe concerned Protection Officer in case you want to provide information about thisincident.
2. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against

sexual harassment at the workplace. Discuss what constitutes sexual harassment andthe mechanisms available for its redressal in your institution. Use and Abuse of the mechanism.

1. What is the procedure to file an RTI? Use and Abuse of RTI. Exemptions to RTI
2. You bought a product from a nearby shop which was expired, the shop keeperrefused to return it. Use your knowledge of Consumer Protection Act to decide what youdo next?
3. What must you keep in mind as a consumer while making a purchase that may laterhelp you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
4. In your surroundings have you witnessed any incident that would be consideredoffensive under the SC and ST Act? Make a class- room presentation on it.

# (D) PLSSSEC - Skill Enhancement Courses – Two Semester – 4

**Credit – 2**

# Class – 2Hours/week

**PLSSSEC02M - Public Opinion and Survey Research**

**Course Objective:** this course will introduce the students to the debates, principles andpractices of public opinion polling in the context of democracies, with special reference toIndia. It will familiarize the students with how to conceptualize and measure public opinionusing quantitative methods, with particular attention being paid to developing basic skillspertaining to the collection, analysis and utilization of quantitative data.

# Introduction to the course

Definition and characteristics of public opinion, conceptions and characteristics, debatesabout its role in a democratic political system, uses for opinion poll

# Measuring Public Opinion with Surveys: Representation and sampling

1. What is sampling? Why do we need to sample? Sample design.
2. Sampling error and non-response
3. Types of sampling: Non random sampling (quota, purposive and snowball sampling); random sampling: simple and stratified
4. Interviewing: Interview techniques pitfalls, different types of and forms of interview
5. Questionnaire: Question wording; fairness and clarity.

# Quantitative Data Analysis

1. Introduction to quantitative data analysis
2. Basic concepts: correlational research, causation and prediction, descriptive andInferential Statisti