

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

MASTER OF ARTS IN POLITICAL SCIENCE

(With effect from Academic Session 2023-24)



DEPARTMENT OF POLITICAL SCIENCE

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare
Vice Chancellor
Sikkim University

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PREAMBLE

The Department of Political Science at Sikkim University offers two-year M.A. in Political Science and five-year Ph.D. programme. The Department offers a distinctive curriculum that strikes a careful balance between theory and practice. Courses in the graduates are designed to help students gain competency in the study of political science; to introduce students to a variety of research methodologies and analytical frameworks; and to develop students' written and oral communication skills. A Master of Arts Degree helps students become creative and independent researchers. Overall, a MA Degree in Political Science from the Sikkim University is a great choice for students who wish to analyse the field in great depth. Faculty in the department teach and conduct research in a wide range of areas that includes political theory, governance, state politics, comparative politics, electoral politics, international relations, gender studies, and the politics of ethnicity.

1. INTRODUCTION

The Department of Political Science at Sikkim University was founded in 2012 and was the first of its kind in Sikkim. The department has been established with a mission to impart quality higher education and to strive to develop students with knowledge, skills and character leading to societal transformation and national development. Today it is one of the largest departments in the university, serving one of the largest graduates on campus and annually attracting student from all parts of the country. The department is proud of its reputation for employing empirically rigorous and diverse methods to address large and fundamental problems facing the society, state and country.

Among other things, the Department strives to achieve the following:

- i. To contribute to the advancement and dissemination of knowledge through teaching, research, and publications;
- ii. To provide leadership in higher education by imparting quality and socially relevant knowledge;
- iii. To develop aptitude and skills of students to equip them to face the challenges;
- iv. To inculcate values of equality, unity and justice to create just and human society where dignity of the human person is upheld.

The Department of Political Science offers M.A. and Ph.D. programmes. The programmes are designed to meet the needs of all those students who wish to enhance their understanding of political science, public administration, and international politics at a graduate level. The programmes aims to offer advanced engagement with various aspects of the academic study of Politics, Public Administration and International Politics. It will provide to the students with a critical understanding of a range of issues involved in the study of these disciplines, primarily through a combination of lectures, presentation, seminars, etc. The study of political science at the Sikkim University spans political theory, comparative politics, state politics, human rights and international politics. All the courses of

the graduate programmes are designed to meet the demands of the NEP2020 with special emphasis on Learning Outcomes based Curriculum Framework (LOCF) under CBCS. The students will learn how to understand and analyse politics, develop analytical and communication skills, and engage in constructive debate. The department and the teachers have the flexibility to introduce new programmes and courses, improve and modify the existing course content and syllabus in tune with the changing needs of the industry and society. The breadth of study offers at the department allows the students the freedom to explore their intellectual and personal passions.

The department is looking to attract around 33 qualified students for the M.A. programme each academic year.

2. POSTGRADUATE QUALIFICATION DESCRIPTORS (QD)

After the completion of the two-year MA programme in Political Science, a student will be able to:

Qualification Descriptors

QD-1. Demonstrate basic and conceptual knowledge in the field of Political Science with an insight into the pioneering areas and cutting-edge of research and theorisation.

QD-2. Demonstrate ability to incorporate knowledge from disciplines relevant to political science and apply it to the analysis of political scientific problems.

QD-3. Capacity to integrate knowledge and handle complex subject matter. Insight into the specific position that political science occupies relative to other fields of scientific study.

QD-4. Ability to independently formulate, carry out and report on scientific research.

QD-5. Ability to communicate scientific knowledge, including the structure of research and the rationale and considerations underpinning it clearly and unambiguously.

3. POSTGRADUATE ATTRIBUTES

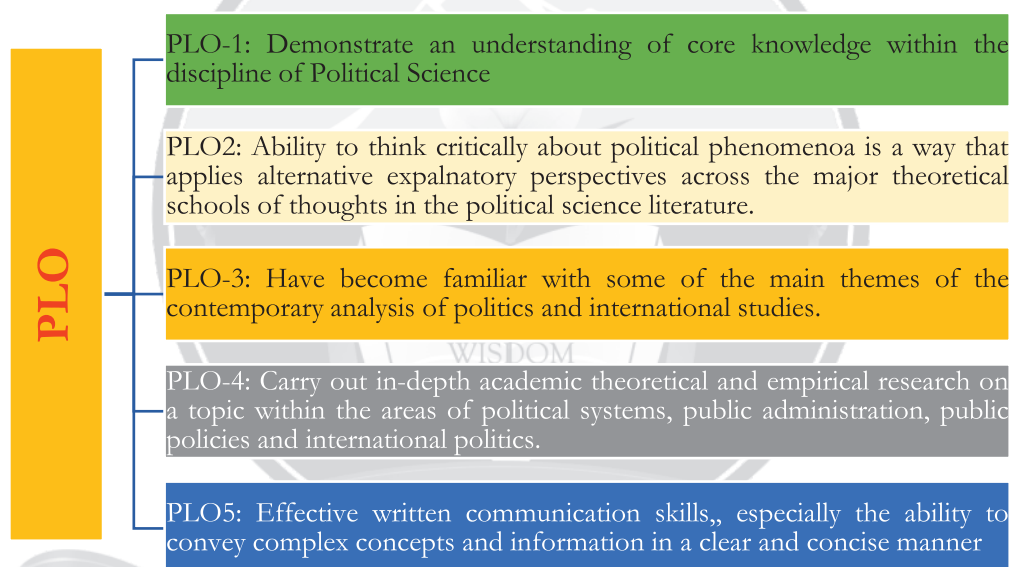
The Department has specified five generic attributes of graduates. All attributes act as a common set of outcomes expected of all graduates of the University. The expansion of these attributes will better groom graduates for employment and life-long learning.

- ❖ **Knowledge:** Graduates will have in-depth knowledge in political science and the ability to apply that knowledge in practice. They should be capable of demonstrating comprehensive knowledge and understanding of discipline that form a part of graduate programme of study.
- ❖ **Communication Skills:** Graduates will be able to communicate effectively across a range of contexts including the ability to express thoughts and ideas effectively in writing and orally.

- ❖ **Critical thinking:** Graduate will have the capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.
- ❖ **Moral and ethical values:** Graduate will have an ability to embrace moral/ethical values in conducting one's life, and avoid unethical behaviour such as fabrication, falsification, or misrepresentation of data; and adopting an objective, unbiased and truthful actions in all aspects of work.
- ❖ **Lifelong learning:** Graduate will have the ability to acquire knowledge and skills, including learning, that are necessary for participating in learning activities throughout life.

4. PROGRAMME LEARNING OUTCOMES (PLOs)

The students who successfully complete the programme will able to:



5. PROGRAMME STRUCTURE

The programmes are designed so as to cater to the student diversity and their ability to cope with the programmes. The faculty members adopt innovative teaching methods combined with the ICT and digital technology.

Course Category	No. of Courses	Credit for Courses	Total Credits
I. Core Courses	8	4	32
II. Elective Courses	5	4	20
III. Open Elective Courses	2	4	8
IV. Research Course	1	8	8
V. Skill Enhancement Courses	4	2	8
VI. Value Added Course	1	4	4
			80

6. COURSE DISTRIBUTION FOR PG PROGRAMME

Semester	Core Courses	Elective / Discipline Specific Elective	Open Elective	Research	Skill Enhancement Course	Value Added Course
I	PSC-C-501					PSC-V-505
	PSC-C-502					
	PSC-C-503					
	PSC-C-504					
II	PSC-C-551		PSC-O-554		PSC-S-556	
	PSC-C-552		PSC-O-555		PSC-S-557	
	PSC-C-553					
III	PSC-C-601	PSC-E-602	PSC-O-606		PSC-S-607	
		PSC-E-603			PSC-S-608	
		PSC-E-604				
		PSC-E-605				
IV		PSC-E-652		PSC-R-651*		
		PSC-E-653				
		PSC-E-654				
		PSC-E-655				
		PSC-E-656				
		PSC-E-657				

*The dissertation course, which is a research course, shall have 8 credits of 200 marks

7. SEMESTER-WISE SCHEDULE

FIRST SEMESTER LEVEL: 500									
COURSE TYPE	COURSE CODE	COURSE TITLE	L	T	P	CR	IA	EA	TM
CORE	PSC-C-501	Political Theory	3	1	0	4	50	50	100
	PSC-C-502	International Politics: Concepts and Theories	3	1	0	4	50	50	100
	PSC-C-503	Public Administration: Concepts and Theories	3	1	0	4	50	50	100
	PSC-C-504	Indian Constitution and Government	3	1	0	4	50	50	100
VALUE ADDED COURSE	PSC-V-505	Cyber Security	3	1	0	4	50	50	100
TOTAL						20	250	250	500
SECOND SEMESTER LEVEL: 500									
CORE	PSC-C-551	Western Political Thought	3	1	0	4	50	50	100
	PSC-C-552	Comparative Political Analysis	3	1	0	4	50	50	100
	PSC-C-553	Democracy and Federalism in India	3	1	0	4	50	50	100
OPEN ELECTIVE	Open Electivess (Choose any one course from PSC-O-554 to PSC-O-555)								
	PSC-O-554	India's Foreign Policy	3	1	0	4	50	50	100
	PSC-O-555	Political Economy in India							
SKILL ENHANCEMENT COURSE	PSC-S-556	Leadership and Personality Development	1	1	0	2	25	25	50
	PSC-S-557	Legislative Practices and Procedures	1	1	0	2	25	25	50
TOTAL						20	250	250	500
THIRD SEMESTER LEVEL: 600									
CORE	PSC-C-601	Research Methods in Political Science	3	1	0	4	50	50	100

ELECTIVE	Electives (Choose any two courses from PSC-E-602 to 605)								
	PSC-E-602	State Politics in India	3	1	0	4	50	50	100
	PSC-E-603	Governance and Public Policy in India	3	1	0	4	50	50	100
	PSC-E-604	International Politics: Issues and Institutions	3	1	0	4	50	50	100
	PSC-E-605	Water Politics in South Asia	3	1	0	4	50	50	100
OPEN ELECTIVE	PSC-O-606	Indian Political Thought	3	1	0	4	50	50	100
SKILL ENHANCEMENT COURSE	PSC-S-607	Electoral Politics Consultancy and Management Skills	1	1	0	2	25	25	50
	PSC-S-608	Political Risk Analysis	1	1	0	2	25	25	50
TOTAL							20	250	250
FOURTH SEMESTER LEVEL: 600									
RESEARCH	PSC-R-651	Dissertation	0	0	8	8	150	50	200
ELECTIVE	Electives (Choose any three courses from PSC-E-652 to PSC-E-657)								
	PSC-E-652	Democratic Politics in India: Issues, Processes and Dynamics	3	1	0	4	50	50	100
	PSC-E-653	Social and Political Movements in India	3	1	0	4	50	50	100
	PSC-E-654	Government and Politics in Sikkim	3	1	0	4	50	50	100
	PSC-E-655	Government and Politics in South Asia	3	1	0	4	50	50	100
	PSC-E-656	Human Rights: Concept and Issues	3	1	0	4	50	50	100
	PSC-E-657	International Political Economy	3	1	0	4	50	50	100
TOTAL							20	300	200
									500

Notes: L: Lectures; T: Tutorials; P: Practical; CR: Credits; IA: Internal Assessment; EA: End-term Assessment; TM; Total Marks

8. MAPPING OF COURSE WITH PROGRAMME LEARNING OUTCOMES (PLOS)

Course Code & Course Title	PLO1	PLO2	PLO3	PLO4	PLO5
PSC-C-501: Political Theory	3	3	3	3	3
PSC-C-502: International Politics: Concepts and Theories	3	3	3	3	3
PSC-C-503: Public Administration: Concepts and Theories	3	3	3	3	3
PSC-C-504: Indian Constitution and Government	3	3	3	3	3
PSC-V-505: Cyber Security	1	2	2	2	1
PSC-C-551: Western Political Thought	3	3	3	3	3
PSC-C-552: Comparative Political Analysis	3	3	3	3	3
PSC-C-553: Democracy and Federalism in India	3	3	3	3	3
PSC-O-554: India's Foreign Policy	3	3	3	3	3
PSC-O-555: Political Economy in India	3	3	3	3	3
PSC-S-556: Leadership and Personality Development	1	1	2	2	1
PSC-S-557: Legislative Practices and Procedures	1	1	2	2	2
PSC-C-601: Research Methods in Political Science	3	3	3	3	3
PSC-E-602: State Politics in India	3	3	3	3	3
PSC-E-603: Governance and Public Policy in India	3	3	3	3	3
PSC-E-604: International Politics: Issues and Institutions	3	3	3	3	3
PSC-E-605: Water Politics in South Asia	3	3	3	3	3
PSC-O-606: Indian Political Thought	3	3	3	3	3
PSC-S-607: Consultancy and Management in Electoral Politics	1	1	2	2	1
PSC-S-608: Political Risk Analysis	1	1	2	2	1
PSC-R-651: Dissertation	3	3	3	3	3
PSC-E-652: Democratic Politics in India: Issues, Processes and Dynamics	3	3	3	3	3
PSC-E-653: Social and Political Movements in India	3	3	3	3	3
PSC-E-654: Government and Politics in	3	3	3	3	3

Sikkim					
PSC-E-655: Government and Politics in South Asia	3	3	3	3	3
PSC-E-656: Human Rights: Concept and Issues	3	3	3	3	3
PSC-E-657: International Political Economy	3	3	3	3	3

Note: Low-level mapping-1; Medium level mapping-2; High-level mapping 3

9. TEACHING AND LEARNING METHODS

In terms of teaching and learning methods, the course shall involve a series of interactive lectures and presentation on pre-assigned readings by the course instructor. The pedagogic methods and techniques, inter alia, includes:

- Classroom Lecture
- Tutorials
- Presentations
- Documentary films on related topics
- Group Discussions
- Visit to State Legislative Assembly and Parliament
- Survey research

10. ASSESSMENT FRAMEWORK

The Department employs a multiplicity of assessment methods that are appropriate to a subject area. Priority will be given to formative assessment. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

All core courses except dissertation (200 marks) and elective courses shall carry a maximum of 100 marks. The four Skill Enhancement Courses shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
Core and Elective Courses: 100 Marks			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination
Skill Enhancement Courses: 50 Marks			
Formative Assessments: 25 Marks			Summative Assessment: 25 Marks
Class Test=10 Marks	Book/Article Review=15 Marks		End Term Examination
Dissertation: 200 Marks			
Disseration Writing: 150 Marks			Viva Voce: 50 Marks

11. LETTER GRADE AND GRADE POINT

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80–89.99	8.0–8.9	A	9
70–79.99	7.0–7.9	A+	8
60–69.99	6.0–6.9	A-	7
50–59.99	5.0–5.9	B	6
40–49.00	4.0–4.9	B+	5
30–39.99	3.0–3.9	B-	4
20–29.99	2.0–2.9	C	3
10–19.99	1.0–1.9	C+	2
0–9.99	0.0–0.9	C-	1

12. STUDENTS WITH DISABILITIES

Students who may need any academic accommodation based on the impact of a disability must initiate the request with the office of Dean, Students' Welfare. Students should contact the Dean, Students' Welfare (DSW) office located at 5th Mile Tadong, Gangtok (Phone: 251122; email: deansw@cus.ac.in).

13. SEMESTER WISE CURRICULUM**PSC-C-501****POLITICAL THEORY****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0= 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and articulate the basic concepts of political theory.

CLO-2. Classify and illustrate major political theories.

CLO-3. Demonstrate and utilise the theoretical concepts in explaining the political developments.

CLO-4. Critically appraise and verify theoretical concepts and its relevance.

CLO-5. Formulate research problems based on theoretical and conceptual understanding.

Course Contents**Unit I: Political Theory**

What is Political Theory?; Behaviouralism and Post-Behaviouralism; Meaning, Purpose and Limitations; Decline and Resurgence of normative Political Theory; State of Political Theory Today.

Unit II: Enlightenment and Liberal Traditions

What is Enlightenment?; Rationalism vs Empiricism; Liberty: Negative and Positive; Equality; Justice: Justice as Fairness: John Rawls; Libertarian Justice: and Robert Nozick; Capabilities as Freedom: Amartya Sen and Martha Nussbaum; Democracy: Elitist, Pluralist, Participatory, Deliberative, Agonistic; Multiculturalism: Liberal vs Communitarian Debate, Multiculturalism and Postcolonial Legacies, Conservative and Feminist Critique of Multiculturalism.

Unit III: Interrogating Enlightenment

Counter Enlightenment Movement: Giambattista Vico, Johann Gottfried Herder, Friedrich Nietzsche; Postmodernism; Feminism.

Unit IV: Marxism and Post-Marxism

Marxism: 'Young Marx' and Alienation, Dialectical Materialism. Antonio Gramsci; Ideology and Hegemony, Civil Society and State. Post-Marxism: Ernesto Laclau and Chantal Mouffe.

Teaching and Learning Methods

Class lectures, group discussion, documentary screenings.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used

students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

This course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-501: Political Theory			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

Berlin, I. (1980). *Vico and Herder: Two Studies in the History of Ideas*. London: Chatto and Windus.

Bhargava, R. & Acharya Ashok. (ed.), (2008). *Political Theory: An Introduction*. New Delhi: Pearson.

Farrelly, C. (ed.), (2004). *Contemporary Political Theory: A Reader*. New Delhi: Sage Publications.

Gaus, Gerald F. & Kukathas, Chandran. (ed.), (2004). *Handbook of Political Theory*. New Delhi: Sage Publications.

Gutmann, Amy. (ed.), (1994). *Multiculturalism: Examining the Politics of Recognition*. Princeton: Princeton University Press.

- Kant, I. (1966). *An Answer to the Question: What Is Enlightenment?* (1784), in *What Is Enlightenment?: Eighteenth-Century Answers and Twentieth-Century Questions*, by Schmidt, James. Cambridge, University of California Press.
- Kymlicka, W. (2002). *Contemporary Political Philosophy: An Introduction*. New Delhi: Oxford University Press.
- Laclau, E. & Chantal Mouffe. (1990). *New Reflections on the Revolution of Our Times*, London: Verso.
- McLellan, D. (2000). *Karl Marx: Selected Writings*, Oxford, Oxford University Press.
- Miliband, R. (1965). Marx and the State', *Socialist Register*, 2: 278-296.
- Taylor, B. (1999). 'Feminism and the Enlightenment 1650-1850', *History Workshop Journal*, 47:261-272.

PSC-C-502**INTERNATIONAL POLITICS: CONCEPTS AND THEORIES****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0= 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and articulate the basic concepts and theories of International Politics.

CLO-2. Classify and compare major debates within the theories of International Politics.

CLO-3. Demonstrate and utilize the theoretical concepts in explaining the political developments in the realm of International Politics.

CLO-4. Critically appraise and verify the relevance of concepts and theories in International Politics.

CLO-5. Formulate research problems based on theoretical and conceptual understanding.

Course Content**Unit I: Concepts - I**

Defining International Politics; State and Non-State Actors; Sovereignty; Power; Hegemony; Globalisation.

Unit II: Concepts - II

National Interest; Security; Anarchy; Identity; Cosmopolitanism.

Unit III: Theories - I

Classical Theories vs. Positivist Theories; Liberalism – Neoliberalism; Realism – Neorealism; Marxism and Post Marxism.

Unit IV: Theories - II

Game Theory; Decision Making Theory; Post Modernism; Constructivism; Feminism; Queer Theory; Eurocentrism; Perspectives from Global South: Kautilya and the Chinese Traditions.

Teaching and Learning Methods

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-502: International Politics: Concepts and Theories			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Baldwin, D. (Ed.). (1993). *Neorealism and neoliberalism: The contemporary debate*. New York: Columbia University Press.
- Baylis, J., Owens, P., & Smith, S. (Eds.). (2017). *The globalization of world politics: An introduction to international relations*. 7th ed. Oxford: Oxford University Press.
- Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T., Patterson, M., Reus-Smit, C. & True, J. (2001). *Theories of international relations*, 2nd edition. London: Palgrave.
- Carr, E.H. (1946). *The twenty years' crisis, 1919-1939: An introduction to the study of international relations*, 2nd edition. New York: Harper and Row.
- Clarke, I. (1999). *Globalization and international relations theory*. Oxford: Oxford University Press.
- Dougherty, James E., & Robert L. Pfaltzgraff, Jr. (1997). *Contending theories of international relations*, 4th edition. Longman.
- Grieco, J., Ikenberry, J., & Mastanduno, M. (2015). *Introduction to international relations: Enduring questions and contemporary perspectives*. New York: Palgrave.
- Heywood, A. (2014). *Global politics*. 2nd edition. New York: Palgrave Macmillan.
- Ken, B., & Smith, S. (Eds.). (1995). *International relations theory today*. Oxford: Polity Press.
- Morgenthau, H. J. (1951, 1978). *Politics among nations*, Part I. New York: Alfred Knopf.

PSC-C-503

PUBLIC ADMINISTRATION: CONCEPTS AND THEORIES**Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0= 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

After completion of the course, students will be able to:

CLO-1. Identify the various dimensions of public administration as both a discipline and a practice.

CLO-2: Analyse the current issues and trends in the areas of public administration.

CLO-3. Develop an understanding about the contemporary discourses in Public Administration.

CLO-4. Compare and estimate the changing nature and challenges to the study of Comparative and Development Administration.

CLO-5. Possess a comprehensive understanding concerning the role public administration fulfills in today's society, including policymaking and governance.

Course Contents**Unit I: Introduction to Public Administration**

What is Public Administration? Changing Contexts of Public Administration; Politics/administration dichotomy; Traditional Model of Public Administration; Emerging trends in Public Administration; Comparative Public Administration and Development Administration.

Unit II: Theories of Public Administration

Scientific Management Theory; Bureaucratic Theory; Human Relations Theory; Decision Making Theory; Ecological Theory; Public Choice Theory; Feminist Theory of Public Administration.

Unit III: Contemporary Developments in Public Administration

New Public Administration; New Public Management; Good Governance; Digital/E-Governance; Collaborative Governance; New Public Governance; New Public Service.

Unit IV: Personnel and Financial Administration

Personnel Administration and Human Resources Management; Civil Service: Constitutional Position; Recruitment, Training and Promotion; Ethics in Public Service; Theories of Ethics (Utilitarianism; Communitarianism and Altruism); Ethical Decision-Making and Ethical Climate.

Budget: Types and Forms; Budgeting Process; Budgeting and Decision-Making Theory; Budgetary Constraints and Types; Financial Accountability.

Teaching and Learning Methods

Lectures, Assignments, Group Discussion, Presentation and Self-study.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-503: Public Administration: Concepts and Theories			Total
Marks=100			
Formative Assessments: 50 Marks		Summative Assessment: 50 Marks	
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Basu, R. (2007). *Public administration: Concepts and theories*. New Delhi: Sterling.
- Chakrabarty, B. & Bhattacharya, M. (2003). *Public administration: A reader*. New Delhi: OUP.
- Chakrabarty, B. and Chand, P. (2017). *Public administration: From government to governance*. New Delhi: Sage.
- Denhardt, R. B. & Grubbs, J. W. (2003). *Public administration: An action orientation*. Canada: Thomson.
- Guy, Mary E. & Rubin, M. M. (2015). *Public administration evolving*. London: Routledge.

- Holzer, M. & Schweser, R. W. (2016). *Public administration: An introduction*. London: Routledge.
- Nigro, F. A. & Nigro, L. D. (2000). *Modern public administration*. New York: Harper and Row.
- Osborne, S.P. (2006). The new public governance? *Public Management Review*, 8(3), 377-387.
- Peters, B. Guy & Pierre, J. (2017). *Next public administration: Debates and dilemmas*. London: Sage
- Shafritz Jay M & Russel, E. W. (2001). *Introducing public administration*. New York: Longman.

PSC-C-504**INDIAN CONSTITUTION AND GOVERNMENT****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0= 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

- CLO-1.** Articulate and compare the philosophical and ideological basis of the Indian constitution with the present political institutions.
- CLO-2.** Critically explain the role of the Institutions and the issue of institutional supremacy.
- CLO-3.** Illustrate the relationship between the offices, authorities, institutions that contribute to the democratic governance of the country.
- CLO-4.** Appraise the functioning of the Indian Parliament.
- CLO-5.** Produce the issues related to the constitutional provisions and implementation processes.

Course Contents**Unit I: Constitutional Development and its Philosophy**

Constitutional Antecedents; Philosophy and features of Indian Constitution; Gandhian, Liberal and Socialistic Principles: An Evaluation; Fundamentalness of Fundamental Rights and Directive Principles of State Policy; Constitutional Assembly debates: Philosophy and the Politics.

Unit II: Constitutional framework of Governance

Coalition Government and the changing role of the President and the Prime Minister; Limiting Executive Powers; Indian Judiciary: Judicial Review, Public Interest Litigation, Judicial Activism; Issues of Institutional supremacy and the debate on Basic Structure doctrine.

Unit III: Structure of the Government

Significance of the Indian model of Political system and its Constitutional Philosophy; Powers of the Parliament, Quality of Debates, Amendment Procedures; Party System, Defection- Politics of Defection and Anti- Defection Law, Hung parliament, Crossing the floor and Coalition Politics.

Unit IV: Democracy and Constitution

Debates around Personal Liberty, Rule of Law, Suspension of Fundamental Rights and Emergency Provisions; Preventive Detention Act 1950; Conflict and debate between Extraordinary Security Legislation and Democratic Rights guaranteed by the Constitution.

Teaching and Learning Methods

Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Assignments, Group Discussions and Seminars.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-504: Indian Government and Constitution			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Agarwal, R.C., & Bhatnagar, M. (2014). *Constitutional Development and National Movement of India*. New Delhi: S. Chand & Company Ltd.
- Arora, B., & Vernet, D.V. (Eds) 1995). *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*. Delhi: Konark Publications.
- Austin, G. (2004). *Working of a Democratic Constitution of India*. New Delhi: OUP.
- Baxi, U. (1982). *The Crisis of the Indian Legal System*. New Delhi: Vikas Publishing House.
- Bhargava, R. (2009). *Politics and Ethics of the Indian Constitution*. Delhi: OUP.
- Chakravarty, B. & Pandey, K.P. (2006). *Indian Government and Politics*. New Delhi: Sage.
- De, R. (2016). Constitutional Antecedents. In S. Choudhry et al. *The Oxford Handbook of the Indian Constitution*. New Delhi: OUP.
- Kashyap, S.C. (2011). *Our Constitution and Constitutional Laws*. Delhi: National Book Trust.
- Kothari, R. (1990). *State Against Democracy: In Search of Humane Governance*. Delhi: Ajanta Publications.
- Pyle, M.V. (2016). *India's Constitution*. New Delhi: S. Chand & Company.

PSC-V-505

CYBER SECURITY

Semester: First Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0= 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Define and articulate the basic terminologies related to Cyber Security.

CLO-2. Classify and compare major cyber crimes that target electronic gadgets, institutions and people.

CLO-3. Demonstrate an understanding of the legal framework and aspects related to personal data, privacy and security.

CLO-4. Critically appraise and verify the cyber security compliance and governance.

CLO-5. Formulate research problems based on conceptual understanding of aspects related to Cyber Security.

Course Contents**Unit I: Introduction to Cyber security**

Defining Cyberspace; Classification of cyber crimes; Cyber security increasing threat landscape; Cybercriminals modus-operandi; Cyber security terminologies – Cyberspace, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker; Cyber terrorism; Protection of end user machine; Critical IT and National Critical Infrastructure; Cyberwarfar.

Unit II: Cyber crimes

Cyber crimes targeting Computer systems and Mobiles – data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cybersquatting, Pharming, Cyber espionage, Cryptojacking; Darknet – illegal trades, drug trafficking, human trafficking, Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation; Fake-news cyber crime against persons – cyber grooming, child pornography, cyber stalking; Social Engineering attacks; Cyber Police stations; Crime reporting procedure.

Unit III: Cyber Law and Data Security

Cyber crime and legal landscape around the world; IT Act 2000 and its amendments; Limitations of IT Act 2000; Cyber crime and punishments; Cyber Laws and Legal and ethical aspects related to new technologies - AI/ML, IoT, Blockchain, Darknet and Social media; Defining data, meta-data, big data, nonpersonal data; Data protection; Data privacy and data security; Personal Data Protection Bill and its compliance; Data protection principles; Big data security issues and challenges; Data protection regulations of other countries – General Data Protection Regulations (GDPR), 2016 Personal Information Protection and Electronic Documents Act (PIPEDA); Social media- data privacy and security issues.

Unit IV: Cyber security Management, Compliance and Governance

Cyber security Plan – cyber security policy, cyber crises management plan; Business continuity, Risk assessment; Types of security controls and their goals; Cyber security audit and compliance; National cyber security policy and strategy.

Teaching and Learning Methods

Lectures in SWAYAM platform, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where

students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-V-505: Cyber Security			Total Marks=100
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

Denning, D. F. (1999). *Information warfare and security*. Boston: Addison Wesley.

Graham, J., Howard, R. & Olson, R. (2016). *Cyber security essentials*. New York: CRC Press.

Krag Brothy, W. (2009). *Information security governance, guidance for information security*. New Jersey: Wiley Publication.

Lehto, M. & Neittaanmaki, P. (2015). *Cyber security: Analytics, technology and automation*. New York: Springer.

Moore, R. (2014). *Cyber crime: Investigating high-technology computer crime*. New York: Routledge.

Oliver, H. A. (2015). *Security in the digital age: Social media security threats and vulnerabilities*. California: Create Space Independent Publishing Platform.

Shinde, A. (2021). *Introduction to cyber security: Guide to the world of cyber security*. Singapore: Notion Press.

Shukla, S. K. & Agrawal, M. (2020). *Cyber security in India: Education, research and training*. New York: Springer.

Venkataramanan, N. & Shriram, A. (2016). *Data privacy principles and practice*. New York: CRC Press.

Weiss, M. & Solomon, M. G. (2016). *Auditing IT infrastructures for compliance*. Burlington: Jones Bartlett Learning.

PSC-C-551

WESTERN POLITICAL THOUGHT

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Identify and define the major tendencies in Western Political Thought.

CLO-2. Categorise the grand tradition of Western Political Thought.

CLO-3. Demonstrate the understanding in making rounded arguments with regard to the grand tradition of Western Political Thought.

CLO-4. Appraise contemporary political developments in the light of this understanding.

CLO-5. Formulate and hypothesize research problems based on the above understanding.

Course Contents

Unit I: Society and Politics in Greece

Plato: Philosophical Foundations, Theory of Justice; Aristotle: Philosophical Foundations, Political Ideas.

Unit II: Medieval Political Thought

St. Augustine: Civitas Dei Versus Civitas Terrena, Justice and the State, State, Property, War and Slavery; St. Thomas Aquinas: Grand Synthesis, Law and the State, Church and the State; Niccolo Machiavelli: Machiavelli's Political Thought, Universal Egoism, The Doctrine of Aggrandisement.

Unit III: European Political Thought

Thomas Hobbes: State of Nature, Natural Rights, Covenant and the Sovereign; John Locke: State of Nature, Right to Property and Social Contract; Jean Jacques Rousseau: Revolt against Reason, Social Contract and General Will; John Stuart Mill: Equal Rights for Women,

Representative Government; Mary Wollstonecraft: Theory of Social Reproduction, Educational Theory; Georg Wilhelm Frederick Hegel: Idealism and Dialectics, Theory of State, Philosophy of History; Karl Marx: Theory of Surplus Value, Theory of Class.

Unit IV: Contemporary Political Thought

Antonio Gramsci: Passive Revolution and the Role of Intellectuals; Louis Althusser: State Apparatuses; Michel Foucault: Power, Subject, Discourse, Governmentality; Jurgen Habermas: Communicative Action, Public Sphere and Democracy; Giorgio Agamben: Bio-Power and Sovereignty.

Teaching and Learning Methods

Class lectures, groups discussion, film screenings.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-551: Western Political Thought			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

Althusser, L. (2001) *Lenin and Philosophy and Other Essays*. US: Monthly Review Press.

Agamben, G. (2003). *State of Exception*. Chicago: Chicago University Press.

Boucher, D. & Kelly P. (2003). *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press.

Coleman, J. (2000). *A History of Political Thought: From the Middle Ages to Renaissance*. London: Blackwell.

Foucault, M. (2004). *The Birth of Biopolitics: Lectures at the College De France (1978-79)*. New York: MacMillan.

Habermas, J. (1985). *Theory of Communicative Action: Reason and the Rationalisation of the State*. Boston: Beacon Press.

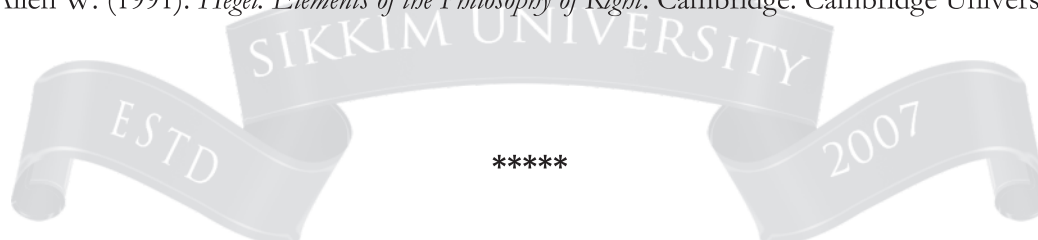
Hampsher-Monk, I. (1992). *A History of Modern Political Thought: Major Political thinkers from Hobbes to Marx*. Oxford: Basil Blackwell.

McLellan, D. (2007). *Marxism After Marx*. UK: Palgrave Macmillan.

Plamenatz, J. (1963). *Man and Society* (Vols.2), London: Longman.

Simon, R. (1982). *Gramsci's Political Thought*. London: Lawrence and Wishart.

Wood, Allen W. (1991). *Hegel: Elements of the Philosophy of Right*. Cambridge: Cambridge University Press.



PSC-C-552

COMPARATIVE POLITICAL ANALYSIS

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Define and identify the basic concepts of comparative politics and the major approaches to the study of comparative politics.

CLO-2. Demonstrate and execute the conceptual basis of the state and class as areas of study in comparative politics.

CLO-3. Differentiate and relate theories of development and underdevelopment in the context of comparative politics.

CLO-4. Appraise and critique the New Dependency Theory and Peripheral Capitalism.

CLO-5. Construct and generate comparative idea or knowledge on the subjects of Postcolonial discourses.

Course Contents**Unit I: Understanding Comparative Politics and Approaches**

What is Comparative Politics?

Approaches to the study of Comparative Politics: Institutional, Political Culture, Political Economy and New Institutionalism; Comparative Methods.

Unit II: Theories of the State

Debate over the Nature of State; Monistic and Pluralistic Theories; Guild and Fabian Theories; Marxist and Post-Marxist Theories; Postcolonial and Feminist Theories; Gandhian and Postmodern Theories.

Unit III: Theories of Development

Modernisation Theories: Classical, Revisionist Perspective, Development and Political Institutional Modernisation; Critiques of Modernisation: Underdevelopment and Dependency, Internal Colonialism, Subimperialism, Rise of Imperial Globality and Global Modernity; World Systems Analysis; Further Developments: Encountering Development, Capability, Entitlement and Gender Budgeting.

Unit IV: Postcolonialism in a Comparative Framework

Postcolonialism as Orientalism; Race, Ethnicity and Nation; Power, Subjectivity and Postcolonial Subalterns; Postcolonialism in the Age of Globalisation: Hybridity and Creolization.

Teaching and Learning Methods

Classroom Lecture, Q&A Session, Book and Articles Reading, Term Paper Presentation, Group Discussion.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-552: Comparative Political Analysis			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Balibar, E. & Wallerstein, I. (1991). *Race, nation, class: Ambiguous identities*. London: Verso.
- Chatterjee, R. (2006). *Introduction to comparative political analysis*. Kolkata: Sarat Book House.
- Fanon, F. (1967). *Black skin, white masks*. New York: Grove Press.
- Goldstein, P. (2005). *Post-marxist theory: An introduction*. Albany: State University of New York Press.
- Landman, T. (2003). *Issues and methods in comparative politics: An introduction*. London: Routledge.
- Loomba, A. (2000). *Colonialism/postcolonialism*. London: Routledge.
- Newton, K., Van, D. & Jan, W. (eds.) (2009). *Foundations of comparative politics: Democracies of the modern world*. Cambridge: Cambridge University Press.
- Peters, B. G. (2017). Approaches in Comparative Politics. In Caramani, D. (eds.) *Comparative politics*. Oxford: Oxford University Press.
- Rapley, J. (2002). *Understanding development: Theory and practice in the third world*. London: Lynne Rienner Publishers.
- Said, E. W. (1978). *Orientalism*. New York: Pantheon Books.

PSC-C-553

DEMOCRACY AND FEDERALISM IN INDIA

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Explain the basic concept and theories of Democracy and Federalism.

CLO-2. Demonstrate the underlying relationship between Democracy and Federalism in India.

CLO-3. Identify the different aspects of Indian federalism in political and constitutional journey.

CLO-4. Critically appraise the federal building processes in India and coherently communicate ideas about Indian federalism.

CLO-5. Formulate research problems based on the understanding of Indian federalism and Indian Politics.

Course Contents

Unit I: Theories and Concepts

Democracy: Liberal democratic, Participatory and Representative theories.

Federalism: Classical, Origin and Functional theories; Traditional-Classical, Territorial - Non-Territorial (Corporate, Symmetrical and Asymmetrical).

Unit II: Democratic Process in India

Democracy and Party Politics in India: Representation, Participation and Electoral Politics; Patronage, Clientelism and Party support; Debate between National and State based Political Parties.

Unit III: Federal dynamics in India

Determinants and Patterns of Indian federalism; Evolution of Indian Federalism since 1947; Centralisation and Politicisation of Centre-State relations; Federalisation of the Party system; Contemporary debates on Indian Federalism.

Unit IV: Challenges to Indian Federalism

Diversity, Centralisation and Asymmetry; Recognition and Accommodation Issues; New Economic and Developmental Policies.

Teaching and Learning Methods

Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Group Discussions and Seminars.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by

comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-553: Democracy and Federalism in India			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Arora, B., Kailash, K K., Saxena, R., & Hausing, K K S. (2013). Indian Federalism. In *Indian Democracy*, Suri, K.C., Suan, H K.K., & Vanaik A. (Eds). New Delhi: Oxford University Press.
- Arora, B., Kailash, K K. (2018). Beyond Quasi Federalism: Change and Continuity in Indian Federalism. *Studies in Indian Politics*, 6(2), 297-302.
- Bobbio, N. (1987). *The Future of Democracy*. Minnesota: University of Minnesota Press.
- Bose, S., & A. Jalal, A. (Eds.) (1997). *Nationalism Democracy and Development: State and Politics in India*. Delhi, Oxford University Press.
- Brass, P R. (1984). National Power and Local Politics in India: A Twenty-Year Perspective. *Modern Asian Studies*, 18 (1), 89–118.
- Dann, P., & Thiruvengadam, A. K. (Eds) (2021). *Democratic Constitutionalism in India and the European Union*. UK: USA: Edward Elgar Publishing.
- Saez, L. (2002). *Federalism without a Centre: The Impact of Political and Economical Reform on India's Federal System*. New Delhi: Sage.
- Prasad, A. (1988). *Central-State Powers Under Indian Federalism*. New Delhi: Deep Publications.
- Singh, M. P., & Saxena. R. (2013) Federalising Indian Politics in the Age of Globalization: Problems and Prospects. 1st edition. New Delhi: Primus Books.
- Tillin, L. (2018). Federalism and Democracy in Today's India. *Economic and Political Weekly*, 53(33), 49-53.

PSC-O-554

INDIA'S FOREIGN POLICY**Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and articulate the essential facets of India's Foreign Policy.

CLO-2. Locate and compare India's ties with its neighbors and the major powers around the world.

CLO-3. Examine and deconstruct India's role as an emerging power.

CLO-4. Critically appraise and verify the challenges of India's Foreign Policy.

CLO-5. Formulate research problems based on a comprehensive understanding of India's Foreign Policy.

Course Contents**Unit I: India's Foreign Policy: Structure and Processes**

Objectives and Principles; Institutions; Doctrinal Aspects; Determinants (domestic and international); Non Aligned Movement; Multi Alignment and De-hyphenation.

Unit II: India and the World

India and the Major Powers: India-US, India-China, India-Russia; India and the Neighbourhood: India-Pakistan, India-Bangladesh, India-Nepal; India and UN: UN Reforms, Peace Keeping Missions.

Unit III: India as an Emerging Power

India and International Economic Institutions: World Bank, IMF and WTO; Diplomacy; Transnational Cultural Linkages: Indian Diaspora, Culture, Media, Films, Literature, Sports.

Unit IV: Emerging Challenges in India's Foreign Policy

Energy Security; Migration; Terrorism; Climate Change.

Teaching and Learning Methods

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment help instructor recognise where

students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-O-554: India's Foreign Policy			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

Bandopadhyaya, J. (2003). *The making of India's foreign policy*. Calcutta: Allied Publishers.

Cohen, Stephen P. (2002). *India emerging power*. New Delhi: Oxford University Press.

Dixit, J. N. (2002). *India's foreign policy challenge of terrorism: Fashioning new interstate equations*. New Delhi: Gyan Books.

Dubey, M. (2012). *India's foreign policy: Coping with the changing world*. New Jersey: Pearson.

Gupta, A. K. (2008). Commentary on India's Soft Power and Diaspora. *International Journal on World Peace*, XXV(3), 61-68.

Gupta, A. K. (2012). India's Foreign Policy: An Adherence to Change, Pre Independence to Post-Pokhran II. *Asian Profile*, 40(3), 197-212.

- Harshe, R., & Sethi, K.M. (Eds.) (2005). *Engaging with the world: Critical reflections on India's foreign policy*. Hyderabad: Orient Longman.
- Mansingh, L. et al, (Eds.). (1998). *Indian foreign policy: Agenda for the 21st century*. Vol. 1 and 2. New Delhi: Foreign Services Institute with Konark.
- Muni, S. D. and Girijesh P. (2005). *India's search for energy security: Prospects for cooperation with extended neighbourhood*. New Delhi: Rupa Publications.
- Vanaik, A. (1995). *India in a changing world: Problems, limits and successes of its foreign policy*. Hyderabad: Orient Longman.

PSC-O-555**POLITICAL ECONOMY IN INDIA****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

After completion of the course students will be able to:

- CLO1.** Articulate about various approaches and theories associated with political economy.
- CLO2.** Discuss the status of agricultural and industrial sector during the British rule and the strategies, policies adopted to overcome the issues in the post-independence period.
- CLO3.** Examine the process of development that India has gone through after the independence period and outline the contemporary conditions of the country.
- CLO4.** Produce the concerns, issues and problems associated with various economic development strategies, policies and measures.
- CLO5.** Outline and summarise the political economy of India since independence.

Course Contents**Unit I: Approaches to Political Economy**

Political Economy as a Method; Classical, Marxist, Neo Classical Approaches; concepts of Planning and Redistribution of resources.

Unit II: Agricultural Development since Independence

Agricultural sector status after Independence; Agrarian development strategies, policies and reforms; New Agricultural Policy 2000.

Unit III: Industrial Development since Independence

Industrial sector status after Independence; Industrial development strategies; Public Sector; Liberalisation and Privatisation process; Corporate Sector; Organised and Unorganised sectors of labour.

Unit IV: Concerns, Inequalities and Movements

Rural indebtedness and landlessness; Regional disparity and inequality; Poor and the Marginalised classes; Development and Displacement; Protest against development policies; Food Security.

Teaching and Learning Methods

Class room lectures, Reading sessions, Presentations, Discussions

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-O-555 : Political Economy in India			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Brass, P. R. (1992). *The politics of India since independence*. Cambridge: Cambridge University Press.
- Byres, T. J. (ed.) (1994). *The state and development planning in India*. Delhi: Oxford University Press.
- Chatterjee, P. (1997). *A possible India: Essays in political criticism*. Delhi: Oxford University Press.
- Das, A. N. (1994). *India invented: A nation in the making*. New Delhi: Manohar Publishers.
- Frankel, F. R. (1978). *India's political economy: 1947-1977: The gradual revolution*. Princeton: Princeton University Press.
- Khilnani, S. (1997). *The idea of India*. London: Hanush Hamilton.
- Kohli, A. (1996). *Democracy and discontent: India's growing crisis of governability*. Cambridge: Cambridge University Press.
- Mukherji, R. (2012). *Political economy of reforms in India*. New Delhi: Oxford University Press.
- Pai, S. (2013). *Handbook of politics in Indian states: Regions, parties, and economic reforms*. Delhi: Oxford India Handbooks.
- Ruparelia, S., Reddy, S. Harriss, J. & Corbridge, S. (2011). *Understanding India's new political economy: A great trasformation?* New York: Routledge.



PSC-S-556

LEADERSHIP AND PERSONALITY DEVELOPMENT**Semester: Second Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 23 Hrs****Tutorial: 7 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and identify the basic concepts of leadership and personality development.

CLO-2. Discuss and outline the major theories of leadership and personality.

CLO-3. Illustrate and utilize the conceptual frameworks in explaining the ways leadership is practiced in on-going organisation.

CLO-4. Compare and relate the leadership and personality practices in contemporary organisations.

CLO-5. Compile and produce the leadership and personality traits and skills to improve their own leadership performance.

Course Contents**Unit I: Understanding Leadership and Personality**

Defining Leadership and Personality; Understanding Theories and Styles of Leadership and Personality; Types and Determinants of Leadership and Personality; Recognising Leadership and Personality traits.

Unit II: Leadership and Personality in Practice

Engaging People's Strengths; Tasks and Relationships Styles in Practice; Developing Leadership and Personality skills; Creating a Vision – Vision articulation, Vision Implementation and developing a workable vision for different contexts; Establishing a Constructive Climate; Handling Conflict; Addressing Ethics at Leadership levels and Overcoming Obstacles.

Teaching and Learning Methods

Classroom lecture, Q&A Session, Book and Articles Reading, Term Paper Presentation, Group Discussion.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;

- problem-based assignments;
- group discussion/virtual group discussion;

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of two tests of 25 marks. Both of these two tests would be counted for continuing assessment along with the end semester written examination, which carries 25 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework		
PSC-S-556: Leadership and Personality Development		Total Marks=50
Formative Assessments: 25 Marks		Summative Assessment: 25 Marks
Class Test=10 Marks	Book/Article Review=15 Marks	End Term Examination

Suggested Readings

- Brezeknski, Z. (2005). *Choice: Global dominance or global leadership*. New York: Basic Books.
- Dugen, J. P. (2017). *Leadership theory: Cultivating critical perspectives*. San Francisco: John Wiley & Sons.
- Larry C. S., & Lawrence, M. (2002). *Focus on leadership: Servant-leadership for the twenty-first century*. New York: John Wiley & Sons, Inc.
- Lussier, R. N. & Achua, C. F. (2010). *Leadership: Theory, application and skill development*. USA: South-Western Cengage Learning.
- Morrill, R. L. (2010). *Strategic leadership: Integrating strategy and leadership in colleges and universities*. New York: Rowman & Littlefield Publishers.
- Northouse, P. G. (2014). *Introduction to leadership: Concepts and practice*. New Delhi: Sage Publications.
- Northouse, P. G. (2015). *Leadership theory and practice*. New Delhi: Sage Publications.
- Riggio, R. E. & Tan, S. J. (2014). *Leader interpersonal and influence skills: The soft skills of leadership*. London: Routledge.
- Rhede, D. L. (ed.) (2006). *Moral leadership: The theory and practice of power, judgement and policy*. San Francisco: John Wiley & Sons.
- Tracy, B. (2014). *Leadership*. New York: AMACOM.

PSC-S-557

LEGISLATIVE PRACTICES AND PROCEDURES

Semester: Second Semester

Course Level: 500

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits

Lecture: 23 Hrs

Tutorial: 7 Hrs

Practical: 0 Hr

Course Learning Outcomes

After completion of the course, students will be able to:

CLO1. Explain rules of procedure in both state legislative assembly and parliament of the country pertaining to the conduct of business.

CLO2. Classify the legislative practices and procedures.

CLO3. Examine the procedures for the conduct of the legislative business.

Course Contents**Unit I: Legislative Procedures and Practices**

Seating; Election of Speaker, Deputy Speaker; Nomination of Panel of Chairpersons; Questions and Discussions; Adjournment motions; Introduction of Bills, Second Reading and Third Reading; Financial Business: Privileges: Committees: Motions and Resolutions

Unit II: Field work/ study tour

Visit to Legislature and Parliament, Study tour/ field work, internship etc.

Teaching and Learning Methods

Class room lectures, Reading sessions, Presentations, Discussions, Practice/ workshop, Visit to Legislature and Parliament, Study tour, Mock Parliament.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- group discussion/virtual group discussion;

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term

examination conducted by University.

The course shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of two tests of 25 marks. Both of these two tests would be counted for continuing assessment along with the end semester written examination, which carries 25 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework		
PSC-S-557: Legislative Practices and Procedures		Total Marks=50
Formative Assessments: 25 Marks		Summative Assessment: 25 Marks
Class Test=10 Marks	Book/ Article Review=15 Marks	End Term Examination

Suggested Readings

Bakshi, P.M. (1990). *Legislative powers, Ideals and Reality*. Delhi: National Publishing House.

Government and Parliament: Procedures to be followed by Ministries in Connection with Parliamentary Work. (2014). New Delhi: Lok Sabha Secretariat.

Kashyap, S. C. (2006). *Parliamentary Procedure: Law Privileges Practices and Precedents*. New Delhi: Universal Law Publishing Company.

Kaul, M. N. & Shakhder, S. L. (1979). *Practice and Procedure of Parliament: With Particular Reference to Lok Sabha*. Delhi: Metropolitan.

Motions and Resolutions in Parliament. (2014). New Delhi: Lok Sabha Secretariat

Qureshi, M.A. (1991). *Indian Parliament: Powers, Privileges, Immunities*. New Delhi: Deep and Deep Publications.

Rules of Procedures and Conduct of Business in Lok Sabha. (2014). New Delhi: Lok Sabha Secretariat.

PSC-C-601

RESEARCH METHODS IN POLITICAL SCIENCE

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

After completion of the course, students will be able to:

CLO-1. Define social science research and explain the various methods, approaches and techniques of research.

CLO-2. Demonstrate the ability formulate hypothesis, identify variables, concepts and analyse the data.

CLO-3. Compare and contrast the various research designs, methods of data collections.

CLO-4. Appraise, construct and produce theoretical and conceptual understanding of the research area/ field of study.

CLO-5. Generate and improve the existing knowledge in the respective area of research.

Course Contents**Unit I: Foundations of Political Science Research**

Research: Meaning, Objectives and importance; Research in Political Science, Post-Positivism and Scientific Methods; Problem of Values and Objectivity in Social Science Research; Research Ethics.

Unit II: Scientific Method in Research

Quantitative and Qualitative Research; Rise of Mixed Methods Research; Problem Formulation and Hypothesis; Concepts and Operationalisation of Concepts; Units of Analysis; Data Analysis: Content Analysis, Narrative Analysis; Discourse Analysis, Critical Discourse Analysis, Grounded Theory.

Unit III: Research Design and Methods of Data Collection

Research Designs: Exploratory, Explanatory, Descriptive and Experimental; Elements of Research Proposal

Methods of Data Collection: Survey, Questionnaire, Interview Schedule, In-depth Interview, Participant Observation, Focus Group Discussion, Ethnographic Method.

Unit IV: Sampling

Types of Sampling Methods: Probability and Nonprobability Sampling; Types of Sampling Designs: Simple Random, Systematic, Stratified, Multi-stage Cluster, Purposive, Snowballing and Quota.

Teaching and Learning Methods

Class room lectures, Reading sessions, Presentations, Discussions, Practice/ workshop

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-C-601: Research Methods in Political Science			Total
Marks=100			
Formative Assessments: 50 Marks		Summative Assessment: 50 Marks	
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Cresswell, J. W. (2013). *Research design. Qualitative, quantitative and mixed methods approaches*. London: Sage.
- Crano, W. D. & Brewer, M. B. (2002). *Principles and methods of social research*. London: Lawrence
- David, M. (2004). *Research methods for Political Science*. New Delhi: Prentice Hall.
- Jorgensen, M & Phillips, L. (2002). *Discourse analysis as theory and methods*. London: Sage.

- Krishnaswami, O.R. (2005). *Methodology of research in Social Sciences*. Mumbai: Himalaya Publishing House.
- Kalof, L, Dan, A., & Dietz, T. (2008). *Essentials of social research*. Berkshire: Open University Press
- Neuman, L. W. (2014). *Social research methods: Qualitative and quantitative approaches*. New Delhi: Pearson.
- Pennings, P., Keman, H. & Kleinnijenhuis, J. (2006). *Doing research in Political Science*. New Delhi: Sage.
- Porta, D.L. & Keating, M. (2008). *Approaches and methodologies in Social Sciences*. Cambridge: Cambridge University Press.
- Punch, K. (2005). *Introduction to Social Research: Quantitative and qualitative approaches*. London: Sage.

PSC-E-602**STATE POLITICS IN INDIA****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and identify the basic concepts of state politics in India.

CLO-2. Classify and demonstrate the conceptual frameworks in explaining the new trends developments in state politics in India.

CLO-3. Compare and relate the processes of state formation and politics of regionalism and sub-regionalism in India.

CLO-4. Check and verify the nature of state politics in India in evaluating the Centre-States relations.

CLO-5. Formulate research problem and produce own idea or knowledge based on theoretical and conceptual understanding of state politics in India.

Course Contents**Unit I: Understanding State Politics**

Development of State Politics in India; Significance of the study of State Politics in India; Theoretical Frameworks for analysing State Politics in India; Determinants of State Politics in India.

Unit II: State Formation and Politics of Regionalism

Formation of State in India: Federalism, Issues of Language, Region, Ethnic Identity and Development; Politics of Regionalism: Conceptual Issues, Typology, Regionalism and Secessionism; Sub-regional Politics: Politics of Nationality, Autonomy and Accord.

Unit III: Political Parties and Coalition Politics

Ideologies and Social Basis: National and State Parties; Political Party and Coalition Politics: Participation, Contestation, Representation, Emerging Trends.

Unit IV: InterState and Centre-State Politics

InterState Conflicts: Water, Border, Terrorism and Environmental Pollution; InterState and IntraState Concerns: Trade, Commerce and Intercourse; Issues and Trends in Centre-State Politics.

Teaching and Learning Methods

Classroom lecture, Q&A Session, Book and Articles Reading, Term Paper Presentation, Group Discussion.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructors recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which

carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-602: State Politics in India			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Baruah, S. (1999). *India against itself: Assam and the politics of nationality*. New Delhi: University of Pennsylvania Press.
- Bhatia, U. (ed.) (2018). *The Indian constituent assembly: Deliberations on democracy*. London: Routledge.
- Chatterjee, P. (ed.) (1999). *State and politics in India*. New Delhi: Oxford University Press.
- Hasan, Z. (ed.) (2001). *Parties and party politics in India*. New Delhi: Oxford University Press.
- Kaviraj, S. (ed.), (1997). *Politics in India*. New Delhi: Oxford University Press.
- Roy, A. N., & Mathew, G. (eds.) (2015). *Development, decentralisation and democracy*. Orient Black Swan.
- Saez, L. (2002). *Federalism without a centre: The impact of political and economic reform on India's federal system*. New Delhi: Sage.
- Shastri, S. Yadav, Y. & Suri, K.C. (2009). *Electoral politics in Indian states*. New Delhi: Oxford University Press.
- Singh, A. P., & Murari, K. (eds.) (2019). *Constitutional government and democracy in India*. New Delhi: Pearson.
- Sridharan, E. (ed.) (2014). *Coalition politics in India: Selected issues at the centre and the states*. New Delhi: Academic Foundation.

PSC-E-603

GOVERNANCE AND PUBLIC POLICY IN INDIA**Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

By the time of completing course, the student will be able to:

- CLO-1.** Explain the meaning and institutional context of the rise of governance.
- CLO-2.** Acquire the knowledge about various forms and theories of governance.
- CLO-3.** Well versed with the literature on the evolution of Public Policy Analysis.
- CLO-4.** Assess the role of formal and informal institutions in policy making.
- CLO-5.** Analyze the major actors in public policy making.

Course Contents**Unit I: Concepts and Theories of Governance**

Genealogy of Governance; From Government to Governance; Governance as Political Theory; Theories of Governance: Decentered Theory; Rational Choice Theory; Network Governance; Metagovernance; Corporate Governance; Disaster Governance; Governance, Governmentality and New Politics in India.

Unit II: Local Governance

Local Government and Local Governance; Nature and Importance of Local Government; Local Governance and Decentralisation; Gandhian Concept of Local Government; Structures of Rural and Urban Governments; Restructuring Local Government and Second Administrative Reform Commission; Leadership in Local Government; Multi-level governance and Capacity Building; Self-governance for the Scheduled Areas.

Unit III: Public Policy

What is Public Policy? Public Policy and Politics; The Contexts of Public Policy; Methodological Difficulties in Studying Public Policy.

Typology of Public Policy; Theories of Public Policy: Elite Theory; Group Theory; Institutional Theory; Rational Choice Theory; Political Systems Theory.

IV: Policy Making Processes

Problem and Agenda Setting; Policy Formulation; Policy Legitimation; Policy Implementation; Policy Evaluation; Policy Change; Government Institutions and Policy Actors; Informal Policy Actors and Policy Capacity; Public Opinion and Policy making; Mass Media and Policy making.

Teaching and Learning Methods

Lectures, Assignments, Group Discussion, Presentation and Self-study.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-603: Governance and Public Policy in India			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Chhetri, D.P. (2014). *Decentralised governance and development in India*. New Delhi: Mittal.
- Corbridge, S., Williams, G., Srivastava, M. & Véron, R. (2005). *Seeing the state: Governance and governmentality in India*. Cambridge: Cambridge University Press
- Dye, Thomas R. (1998). *Understanding public policy*. New Jersey: Prentice Hall.
- Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (eds.) *The Foucault effect: Studies in governmentality* (pp. 87-104). London: Harvester Wheatsheaf.
- John, P. (2012). *Analysing public policy*. London: Routledge.
- Kjaer, A.M. (2004). *Governance*. Cambridge: Polity Press.
- Kooiman, J. (2003). *Governing as governance*. London: Sage.
- Mathur, K. (2013). *Public policy and politics in India: How institutions matter*. New Delhi: Oxford University Press.
- Pierre, J. (2000). *Debating governance*. Oxford: Oxford University Press.
- Rhodes, R. (1997). *Understanding governance: Policy networks, governance, reflexivity and accountability*. Buckingham: Open University Press.

PSC-E-604**INTERNATIONAL POLITICS: ISSUES AND INSTITUTIONS****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Deconstruct and relate the actual functioning of the International system.

CLO-2. Classify and compare the wide range of issues in International Politics.

CLO-3. Categorize and deconstruct the origin and working of various International Organizations.

CLO-4. Categorize and deconstruct the origin and working of various Regional Organizations around the world.

CLO-5. Formulate research problems based on a comprehensive understanding of how International system works.

Course Contents

Unit I: Functioning of International System

State; Non-State actors: Transnational Corporations, Multilateral Agencies, International NGOs.

Unit II: Contemporary Issues in International Politics

Changing Nature of war & Conflict; Challenges to Conflict Resolution; Cyber Warfare; Terrorism; Identity and Culture; Migration and Refugees; Global Warming and Climate Change.

Unit III: International Organisations

Origin of the United Nations and its development; Organisational structures; Functions, Issues and Challenges; Food and Agricultural Organisation (FAO), International Atomic Energy Agency (IAEA), International Labour Organisation (ILO), United Nations Educational Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO).

Unit IV: Regional and Sub-regional Organisations

Classification and growth of Regional Organisations; North Atlantic Treaty Organisation (NATO); European Union (EU), Association of Southeast Asian Nations (ASEAN); South Asian Association for Regional Cooperation (SAARC); Bay of Bengal Initiative for Multi Sectoral Technical and Economic Cooperation (BIMSTEC); BBIN; Shanghai Cooperation Organisation (SCO); Organisation for Economic Cooperation and Development (OECD); QUAD; Indian Ocean Rim Association (IORA).

Teaching and Learning Methods

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructors recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-604: International Politics: Issues and Institutions			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Alger, C. F. (1998). *The future of the United Nations: Potential for the twenty-first century*. United Nations University Press.
- Archer, C. (2008). *The European Union*. New York: Routledge.
- Baylis, J., Owens, P., & Steve S. (Eds.). (2017). *The globalization of world politics: An introduction to international relations*. 7th ed. Oxford: Oxford University Press.
- Colcaud, J., & Veijo H. (Eds.). (2001). *The legitimacy of international organizations*. United Nations University Press.
- Fawcett, L., & Hurrell, A. (Eds.). (1996). *Regionalism in world politics: Regional organisation and international order*. Oxford: OUP.
- French, J. (2007). *The North Atlantic Treaty Organization: The enduring alliance*. New York: Routledge.
- Grieco, J., Ikenberry, J., & Mastanduno, M. (2015). *Introduction to international relations: Enduring questions and contemporary perspectives*. New York: Palgrave.
- Karns, M. P., & Mingst, K. A. (2005). *International organisations: The politics and processes of global governance*. New Delhi: Viva Books.
- Mansbach, R. W. & Taylor K. L. (2012). *Introduction to global politics*, 2nd edition. Oxon: Routledge.
- Nye, J. Jr. (2006). *Understanding international conflicts: An introduction to theory and history*, 6th edition. London: Longman.

PSC-E-605

WATER POLITICS IN SOUTH ASIA

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

- CLO-1.** Articulate and define Water Politics and how it operates at the local, state, national, and international levels.
- CLO-2.** Discuss and introduce the students to the various challenges related with water resource management.
- CLO-3.** Compare the water concerns of South Asia and detect the underlying social and political factors influencing Water sharing.
- CLO-4.** Critically appraise some of the central challenges of water resource politics, particularly in contexts where water insecurity is a national security threat.
- CLO-5.** Make a compilation of the issue and thereby formulate strategies based on the understanding of the issue at hand.

Course Contents**Unit I: Concepts and Approaches**

Water Politics and Policy; Intersectional Nexus- Water, Energy and Food; Water Scarcity; Water Security; Water Conflict and Cooperation.

Approaches: Homer Dixon's Environmental Scarcity theory; Hydro hegemony and Counter hegemony; Principle of Benefit sharing.

Unit II: International Water Laws and Conventions

Evolution and development of International Water Laws; Principles of International Water Law: a) Absolute Territorial Sovereignty, b) Absolute Territorial Integrity, c) Equitable Utilisation, d) No Harm Principle; Evolution of International Water Regimes.

Unit III: Transboundary Water Politics and Conflicts in South Asia

South Asian Water Concerns; Strategic and Political Challenges: India-Pakistan; India-Nepal; India-Bangladesh, and India-China; Geopolitical Approaches to Water Resources: a) International Treaty: Indus water sharing b) Development dispute: case of the Tibetan Plateau. c) Securitisation of water.

Unit IV: Challenges and Adaptation

Intra-state contestations in India, Bangladesh and Pakistan; Rethinking transboundary water governance in South Asia: River Basin Organisations, Integrated Water Resource Management and its limitations.

Teaching and Learning Methods

Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Group Discussions and Seminars.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-605: Water Politics in South Asia			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Al-Muqdad, Sameh W. H. (2022). The Spiral of Escalating Water Conflict: The Theory of Hydro-Politics. *Water* 14(21): 3466.
- Cascão, A.E.; Zeitoun, M. (2013). Power, hegemony and critical hydropolitics. In *Transboundary Water Management*; London: UK: Routledge.
- Hanasz, P. (2014). Power Flows: Hydro-hegemony and Water Conflicts in South Asia. *Security Challenges*, 10(3), 95–112.
- Mirumachi, N. (2015). The Transboundary Waters Interaction NexuS (TWINS) framework to understand coexisting conflict and cooperation. In *Transboundary Water Politics in the Developing World*. London: Routledge.
- Ofori, A D., & Mdee, A. (2021). Integrated Water Resource Management in clean water and sanitation water. In Leal Filho et al (eds). *Encyclopedia of the UN Sustainable Development Goals*.
- Pandey, P. (2016). *India Bangladesh Domestic Politics The River Ganges Water Issues*. Singapore: Springer.
- Rai, S.P., Wolf, A.T., Sharma, N. (2017). Hydropolitics and hydropolitical dynamics between India and Nepal: An event-based study. *Water Policy*, 19, 791–819.
- Sahni, H. K. (2006). The Politics of Water in South Asia: The Case of the Indus Waters Treaty. *The SAIS Review of International Affairs*, 26(2), 153–165.
- Salman, S. M. A., & Uprety, K. (1999). Hydro-Politics in South Asia: A Comparative Analysis of the Mahakali and the Ganges Treaties. *Natural Resources Journal*, 39(2), 295–343.
- Turton, A. (2006). Hydro-Hegemony and hydropolitical complex theory. In *Second Hydro-Hegemony Workshop, London*; London: UK: London Water Research Group.

PSC-O-606

INDIAN POLITICAL THOUGHT

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Define and articulate the central themes of the long tradition of Indian political thought.

CLO-2. Discuss and restate the main debates and philosophical positions of major philosophers.

CLO-3. Differentiate and integrate the central tendencies of the philosophical tradition for a rounded understanding of the course.

CLO-4. Formulate and integrate the understanding into new formulations.

CLO-5. Generate new formulations on the subject.

Course Contents**Unit I: Ancient and Medieval Political Thought**

Epistemic Foundations of Indian Political Thought; Nyaya School, Carvaka School; Manu: Rajdharma and Social Laws; Kautilya: Power and Statecraft; Ved Vyas: Rajdharma; Ziauddin Barani: Ideal Polity; Abul Fazal: Monarchy

Unit II: Modern Political Thought

Impact of the West on Indian society; Indian response: Rammohun Roy and liberal reforms; Hindu Assertion: Dayanand Saraswati, Swami Vivekanand, Pandita Ramabai, Sri Aurobindo, Vinayak Damodar Savarkar, Deendayal Upadhyaya; Critiques from Minorities: Sir Syed Ahmed Khan; Muhammed Iqbal.

Unit III: Dalit Contestations

Jyotiba Phule; E. V. R. Periyar; B. R. Ambedkar; Kanshi Ram

Unit IV: Streams of Social and Political Thought

Mahatma Gandhi and his followers; Rabindranath Tagore: Tagore and 'Swadeshi Samaj'; Jawaharlal Nehru and socialism; Ram Manohar Lohia; J.P. Narayan; M. N. Roy: Marxism to Radical Humanism.

Teaching and Learning Methods

Class lectures, group discussions, documentary screenings.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-O-606: Indian Political Thought			Total
Marks=100			
Formative Assessments: 50 Marks		Summative Assessment: 50 Marks	
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Appadorai, A. (1971). *Indian Political Thinking in the Twentieth Century from Naoroji to Nehru: An Introductory Survey*. Oxford: Oxford University Press.
- Bhattacharyya, H. & Ghosh, A. (2007). *Indian Political Thought and Movements: New Interpretations and Emerging Issues*. Calcutta: K.P. Bagchi & Company.
- Chatterjee, P. (1986). *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books for United Nations University.
- Chakrabarty, B. & Pandey, R. K. (2009). *Modern Indian Political Thought: Text and Context*. New Delhi: Sage Publications.
- Jha, M.N. (1978). *Modern Indian Political Thought: Rammobun Roy to Present Day*. Meerut: Meenakshi Prakashan.

- Mehta, V. R. & Thomas P. (2006). *Political Ideas in Modern India: Thematic Explorations*. New Delhi: Sage Publications.
- Mehta, V.R. (1996). *Foundations of Indian Political Thought: An Interpretation - From Manu to the Present Day*. New Delhi: Manohar Publications.
- Pantham, T. & Deutsch, K. L. (1986). *Political Thought in Modern India*. New Delhi: Sage Publications.
- Parekh, B. (1989). *Gandhi's Political Philosophy: A Critical Examination*. UK: Palgrave Macmillan.
- Verma, V. P. (1996). *Modern Indian Political Thought*. Agra: Laxmi Narayan Agarwal.

PSC-S-607**CONSULTANCY AND MANAGEMENT IN ELECTORAL POLITICS****Semester: Second Semester****Course Level: 600****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 23 Hrs****Tutorial: 7 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

- CLO-1.** Define and articulate the key theoretical concepts and determinants of democratic politics in India.
- CLO-2.** Utilize and implement these concepts for conducting field studies.
- CLO-3.** Design and monitor empirical studies using various survey techniques and develop skill sets for providing consultancy services to political parties, agencies of government and non-governmental organisations.

Course Contents**Unit I: Political Analysis and Electoral Politics in India**

Democracy and Elections; Determinants of Democratic Politics: Class, Caste, Regionalism; Theories of Representation and Party System; Civil Society and Media. Fundamentals of field studies.

Unit II: Election Studies and Management

Public Opinion: Definition and Characteristics. Measuring Public Opinion: Survey Design and Data Analysis; Conducting Tracker Poll; Pre-Poll Surveys; Conducting Exit Polls; Policy input and campaign management. Party – Voter interface management, Management of electoral funding. Social Media management and publicity. Internship Programmes.

Teaching and Learning Methods

Class lectures

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- group discussion/virtual group discussion;

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of two tests of 25 marks. Both of these two tests would be counted for continuing assessment along with the end semester written examination, which carries 25 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework		
PSC-S-607: Consultancy and Management in Electoral Politics		Total Marks=50
Formative Assessments: 25 Marks		Summative Assessment: 25 Marks
Class Test=10 Marks	Book/Article Review=15 Marks	End Term Examination

Suggested Readings

Asher, H. (1995). *Polling and the public: What every citizen should know*. London: C. Q. Press.

Duverger, M. (1959). *Political parties: Their organisation and activity in the modern state*. New York: Methuen & Co.

Elliott, C. M. (2006). *Civil society and democracy: A reader*. New Delhi: Oxford University Press.

Gallup, G. (1944). *A guide to public opinion polls*. Princeton: Princeton University Press.

Kumar, S. & Rai, P. (2013) *Measuring voting behaviour in India*. New Delhi: Sage Publications.

Lokniti Team (2009). *National election study 2009: A methodological note*. Economic and Political Weekly, Vol. XLIV (39).

Jayapalan, N. (2021). *Modern political analysis*. New Delhi: Atlantic Publishers.

Varma, S. P. (1992). *Modern political theory*. New Delhi: Vikas Publishing House.

PSC-S-608

POLITICAL RISK ANALYSIS

Semester: Second Semester

Course Level: 600

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits

Lecture: 23 Hrs

Tutorial: 7 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Categorise and outline how political decisions, political instability, social policies, and geopolitics affect the international business environment.

CLO-2. Classify and compare major debates and theories of geopolitical risk analysis.

CLO-3. Demonstrate and utilize the theoretical concepts in explaining the capital markets in the realm of International Politics.

Course Contents**Unit I: Introduction to Political Risk**

What is political risk and why does it matter? Frameworks and Theories: Historical Analogies, Globalization, Environmental Degradation, Clash of Civilizations; Geopolitical Events and Capital Markets; Early Warning and Geopolitical Risks.

Unit II: Capital Markets and Geopolitical Analysis

Understanding Markets and Economic Risk; Foreign Direct Investment; Domestic Instability: Revolution, Civil war, State Failure; Expropriation; Regulatory Risks; Reporting and Warning.

Teaching and Learning Methods

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructors recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- group discussion/virtual group discussion;

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by

comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 50 marks. Students would be required to appear in a continuing assessment consisting of two tests of 25 marks. Both of these two tests would be counted for continuing assessment along with the end semester written examination, which carries 25 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework		
PSC-S-608: Political Risk Analysis		Total Marks=50
Formative Assessments: 25 Marks		Summative Assessment: 25 Marks
Class Test=10 Marks	Book/Article Review=15 Marks	End Term Examination

Suggested Readings

- Bremmer, I., & Keat, P. (2010). *The fat tail: The power of political knowledge in an uncertain world*. New York: Oxford University Press.
- Carnegie, A. (2014). States held hostage: Political hold-up problems and the effects of international institutions. *American Political Science Review*, 108(1), 54-70.
- Farrell, H., & Newman, A. (2020). This is what the future of globalization will look like. *Foreign Policy*. Retrieved from <https://foreignpolicy.com/2020/07/04/this-is-what-the-future-of-globalization-will-look-like/>
- Farrell, H. & Newman, A. (2019). Weaponized interdependence: How global economic networks shape state coercion. *International Security*, 44(1), 42-79.
- Fitz, P. M. (1983). The definition and assessment of political risk in international business: A review of the literature. *Academy of Management Review*, 8(2), 249-254.
- Harvey, C. R. (2016). The management of political risk. *Harvard Law School Forum on Corporate Governance and Financial Regulations*. Retrieved from <https://corpgov.law.harvard.edu/2016/07/20/the-management-of-political-risk/>
- McKellar, R. (2010). *A short guide to political risk*. Routledge.
- Mawanza, Wilford. (2015). An assessment of the political risk management strategies by multinational corporations (MNCs) operating in Zimbabwe. *International Journal of Business and Social Science*, 6(3), 117-127.
- Rosendorff, B. P., & Milner, H. V. (2001). The optimal design of international trade institutions: Uncertainty and escape. *International Organization* 55(4), 829-857.
- Simmons, O. S. (2021). Political risk management. *William & Mary Law Review*, 64, 707-781.

PSC-R-651**DISSERTATION****Semester: Fourth Semester****Course Level: 600****Total Marks: 200****L+T+P: 0+0+8 = 8 Credits****Lecture: 0 Hr****Tutorial: 0 Hr****Practical: 240 Hr****Course Contents**

The fourth semester students are required to write their dissertation of 200 marks as a compulsory course. The Master of Arts thesis is a major research course of approximately 80-100 pages. It indicates scholarly competence in a topic in the student's area of concentration. The student seeking to complete a dissertation is responsible for working with his/her supervisor in developing the content within the approved proposal and drafting the MA dissertation. The timeline for completion of a dissertation is one semester. The students are evaluated on the basis of their performance on:

1. Dissertation = 150 marks
2. Vice Voce = 50 marks

PSC-E-652**DEMOCRATIC POLITICS IN INDIA: ISSUES, PROCESSES AND DYNAMICS****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

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

CLO-1. Define and articulate the broad contours of democratic politics in India.

CLO-2. Illustrate and exemplify the central debates and contestation of Indian politics.

CLO-3. Appraise contemporary developments in Indian politics.

CLO-4. Reconstruct the history of political developments based on contemporary theories of politics and state.

CLO-5. Formulate new set of hypotheses for conducting research.

Course Contents**Unit I: State, Civil Society and Politics in India**

Approaches to the study of Indian Politics: Historical, Institutional and Political Economy; State in India: Modern Nation State and Social Basis of the Indian State; Civil Society and Political Society.

Unit II: Democratic Politics and Social Justice

Democracy and Elections; Caste and Class in Political Process; Democracy and Affirmative Action; Identity Politics and the Question of Inclusion.

Unit III: Gender and Sexuality

Gender Issues: Women's Movement in India; Sexuality: Debates on Sexuality and Indian Masculinity

Unit IV: Ethno-Nationalism and State Responses

Secularism: Hindu Nationalism and Minorities; Democracy and Violence: State and Patriarchy, Extraordinary Legislations, State of Exception; Civil Liberties and movements.

Teaching and Learning Methods

Class test, group discussion, films and documentary screening.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-652: Democratic Politics in India: Issues, Processes and Dynamics			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Baruah, S. (ed.) (2010). *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press.
- Bhargava, R. (2000). *Secularism and Its Critics*. New Delhi: Oxford University Press.
- Chatterjee, P. (2004). *The Politics of the Governed: Reflections on Popular Politics in Most of the World*. Columbia: Columbia University Press.
- Chatterjee, P. (1997). *Nation and Its Fragments: Colonial and Post-Colonial Histories*. Princeton: Princeton University Press.
- Hasan, Z. (2011). *Politics of Inclusion: Caste, Minorities and Affirmative Action*. New Delhi: Oxford University Press.
- Jayal, N. G. (2010). *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press.
- Kaviraj, S. (1999). *Politics in India*. New Delhi: Oxford University Press.
- Kothari, R. (1970). *Politics in India*. New Delhi: Orient Longman.
- Mehta, P. B. (2003). *Burden on Democracy*. New Delhi: Penguin Publications.
- Sen, A. (1999). *Development as Freedom*. New Delhi: Oxford University Press.

PSC-E-653

SOCIAL AND POLITICAL MOVEMENTS IN INDIA

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

CLO-1. Define and identify the basic concepts and theories of social and political movements.

CLO-2. Illustrate and utilize the conceptual frameworks in explaining the new social movements.

CLO-3. Compare and relate the new social movement paradigm with the old social movement theories.

CLO-4. Check and verify the major components of social movements in evaluating peasants, workers, women, adivasis, dalits, ethno-national movements, etc.

CLO-5. Compile and produce own idea or knowledge based on theoretical and conceptual understanding of social and political movements in India.

Course Contents

Unit I: Understanding Social and Political Movements

Defining Social Political Movements; Typology of Social Movements; Theories of Social Movements: Marxist and non-Marxist Frameworks, Relative Deprivation Theory, Resource Mobilisation Theory.

Unit II: New Social Movement Paradigm

Origin and Attributes of 'New' Social Movements; Contributions of 'New' Social Movements; Debates and Intellectual Traditions: 'New' and Old, Reactive or Progressive, Political or Cultural, Social Base or Social Class; Nine Theses on New Social Movements; Subaltern Studies and Populism.

Unit III: Class and Caste Movements

Peasant Movements; Working Class Movements; Forward Caste and Dalit Movements in India.

Unit IV: Identities and New Social Movements

Ethno-national Movements; Tribal and Ecological Movements; Women Movements in India; Post-Gandhi Gandhian Movements.

Teaching and Learning Methods

Classroom lecture, Q&A Session, Book and Articles Reading, Term Paper Presentation, Group Discussion.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-653: Social and Political Movements in India			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Guha, R. (1999). *Elementary aspects of peasant insurgencies in colonial India*. Durham & London: Duke University Press.
- Nash, K. & Scott, A. (2001). *The blackwell companion to political sociology*. USA: Blackwell Publishing Ltd.
- Omvedt, G. (1993). *Reinventing revolution: New social movements and the socialist tradition in India*. New York: M E Sharpe.
- Oommen, T.K. (ed.) (2010). *Social movements (Vol-I & II)*. New Delhi: Oxford University Press.
- Pai, S. (2013). *Dalit assertion*. New Delhi: Oxford University Press.
- Rao, M.S.A. (1979). *Social movements in India*. New Delhi: Manohar.
- Ray, R. & Katzenstein, M.F. (ed.) (2005). *Social movements in India: Poverty, power and politics*. New Delhi: Oxford University Press.
- Ritzer, G. (2003). *The blackwell companion to major contemporary social theorists*. USA: Blackwell Publishing Ltd.
- Shah, G. (2002). *Social movements and the state*. New Delhi: Sage.
- Singh, R. (2001). *Social movements: Old and new: A post-modernist critique*. New Delhi: Sage.

PSC-E-654

GOVERNMENT AND POLITICS IN SIKKIM

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

On completion of this course, the students will be able to:

CLO-1: Identify and comprehend key issues that are central to Sikkim's politics and the major scholarly debates surrounding them.

CLO-2: Analyse and locate these issues in a comparative perspective and develop their own informed and well-considered views on these various issues.

CLO-3: Identify important historical and political trajectories and change in Sikkim.

CLO-4: Develop a historical understanding of significant social movements that led to the making of contemporary Sikkim.

CLO-5: Analyse the electoral process in Sikkim.

Course Contents**Unit I: Politics and Society**

History and Historiography of Sikkim; Actors of Historiography, Connected History (Sanjay Subrahmanyam); Sikkim as a distinct political space: Zomia (Willem Van Schendel); Zone of Refuge (James C Scott); State Formation of Sikkim: State, Nation and Nationalism; Lho Mon Tsong Agreement and Balance of Power; State-Society Relations; Ethnicity, Ethnopolitics and Politics of Difference.

Unit II: Authoritarianism, Monarchy and Democracy

Authoritarianism; Typology of Authoritarianism; Monarchy in Sikkim; Democracy and Approaches to Democratic Transition; Repressive State and Everyday Tyranny; Hegemony and 1973 Uprising; Political Development and Merger; Thirty-sixth Constitutional Amendment Act and Special Status of Sikkim.

Unit III: Electoral Systems and Political Parties

Electoral Systems and Electoral Laws; Constitutional democratisation and electoral system change; Disparity in Parity and Representation in State Council; Evolution of Political Party; Ethnicisation of Political Party; Electoral Representation of Women.

Unit IV: Local Governance and Development

Local Government and Local Governance; Decentralisation and Local Governance Theory and Practice; Democratic Reforms and Decentralisation; Mini-publics and Gram Sabhas in Sikkim, Neotraditionalism and Informal Institutions; Democratizing Local Democracy and Positive

Discrimination; Governance and Sustainable Development in Sikkim, Localisation of Sustainable Development Goals in Sikkim; Hydropower Development and the Politics of Dissent; Anti-dam Movement.

Teaching and Learning Methods

Lectures, Assignments, Group Discussion, Presentation and Self-study.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-654: Government and Politics in Sikkim			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Anderson, L. (1999). *Transition to democracy*. New York: Columbia University Press.
- Basnet, L B. (1974). *Sikkim: A short political history*. New Delhi: S Chand & Co.
- Chhetri, D. P. (2022). Neotraditionalism and indigenous governance: Balancing traditions with emerging challenges. *Indian Journal of Public Administration*, 68(1): 8-20.
- Guha, R. (ed) (1982). *Writings on South Asian history and society*. New Delhi: Oxford University Press.
- Gurung, S. K. (2011). *Sikkim: Ethnicity and political dynamics*. Delhi: Kunal.
- Gallagher, M. & Mitchell, P. (2005). *The politics of electoral systems*. Oxford: Oxford University Press.
- Huntington, S. P. (1992). *The third wave. Democratization in the late twentieth century* Oklahoma: University of Oklahoma Press.
- McKay, A. (2021). *The mandala kingdom: A political history of Sikkim*. Gangtok, Rachna.
- Mullard, S. (2013). *Opening the hidden land: State formation and the construction of Sikkimese history*. Boston: Brill.
- Sinha, A.C. (2009). *Sikkim: Feudal and democratic*. New Delhi: Indus.

QUEST
KNOWLEDGE

PSC-E-655

GOVERNMENT AND POLITICS IN SOUTH ASIA

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs

Tutorial: 15 Hrs

Practical: 0 Hr

Course Learning Outcomes

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

- CLO-1.** Define and articulate the historical and geo-political understanding of the South Asian countries.
- CLO-2.** Locate and compare the diverse political systems and issues in South Asia.
- CLO-3.** Examine and deconstruct the economic development in South Asia.
- CLO-4.** Critically appraise and verify the challenges of SAARC.
- CLO-5.** Formulate research problems based on a comprehensive understanding of the South Asian countries.

Course Contents

Unit I: State and Society

Struggle for Independence and Nationalism; Borders and Geo-Political Setting; diversities of race and ethnicity; language and religion; Human Development.

Unit II: Changing Political Regimes in South Asia

Monarchy; Presidential; Parliamentary; Authoritarianism; Evolution and growth of Party Systems.

Unit III: Challenges of Economic Development

Economic Development; Economic Reforms; Impact of Globalisation on Trade and Foreign Direct Investments.

Unit IV: Regional Cooperation in South Asia

Genesis and Growth of SAARC; Challenges and Prospects; SAPTA; SAFTA; BBIN.

Teaching and Learning Methods

Lectures, Simulation, Analysis of multiple Case Studies, Group Discussion, Presentation by Students, etc.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructors recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which

carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-655: Government and Politics in South Asia			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Baxter, C., Malik, Y. K., Kennedy, C. H., & Oberst R. C. (2002). *Government and politics in South Asia*. Boulder: West view Press.
- Bhattacharya, M., Smyth, R., & Vicziany, M. (2004). *South Asia in the era of globalization: Trade, industrialization and welfare*. New York: Nova Science Publishers.
- Brass, P., & Achin V. (Eds.). (2002). *Competing nationalism in South Asia*. Delhi: Orient Longman.
- Chadda, M. (2000). *Building democracy in South Asia*. New Delhi: Vistar Publilshers.
- Chaturvedi A., & Kumar R. (2014). *Government and politics in South Asia*. New Delhi: Arpan Publications.
- Jalal, A. (1995). *Democracy and authoritarianism in South Asia: A comparative historical perspective*. New Delhi: Cambridge University Press.
- Mallick, Ross, (1998). *Development: Ethnicity and human rights in South Asia*. New Delhi: Sage Publications.
- Saez, L. (2012). *The South Asian Association for Regional Cooperation (SAARC): An emerging collaboration architecture*. London: Routledge.
- Stem, R. (2001). *Democracy and dictatorship in South Asia: Dominant classes and political outcomes in India, Pakistan, Bangladesh*. New Delhi: India Research Press.
- Visweswaran, K. (Ed.). (2011). *Perspectives on modern South Asia: A reader in culture, history and representation*. Oxford: Wiley-Blackwell.

PSC-E-656

HUMAN RIGHTS: CONCEPT AND ISSUES**Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

After completion of the course, students will be able to:

CLO-1. Define the concept of Human Rights and provide a clear knowledge of theoretical foundations and conceptual framework.

CLO-2. Discuss the major issues confronting Human Rights and the role of the United Nation in addressing the issue.

CLO-3. Compare and relate the issues of Human Rights through thorough knowledge about the implementation machinery.

CLO-4. Critically appraise some of the emerging challenges related to Human Rights and help the students in reconstructing the notion of justice, fairness and equality.

CLO-5. Construct a better understanding of Human Rights which can help in empowering the students to develop skills and attitudes that promote equality, dignity and respect in the community, society and worldwide.

Course Contents**Unit I: Introduction to Human Rights**

Human Rights: Meaning, Nature and Classification; Origin and Evolution of the concept of Human Rights; Theories of Rights: Natural Rights Theory, Liberal Theory of Rights, Legal/Positivist Theory, Marxist Theory of Rights.

Unit II: Major Issues in Human Rights

Self Determination; Refugee and Displaced person; Prisoners of War and Detention; Rights of Minorities; Rights of Women and Children; The global Politics of human rights.

Unit III: UN and other agencies on Human Rights

General Assembly, Security Council, International Court of Justice, Amnesty and Human Rights Watch, United Nations Commission on Human Rights.

Unit IV: Emerging challenges to Human Rights

War on Terror; Digital Security; Suspected Communities; Climate Change; Displacement.

Teaching and Learning Methods

Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Group Discussions and Seminars.

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used students to improve their learning. Besides, formative assessment help instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-656: Human Rights: Concept and Issues			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Alston, P. (1995). *The United Nations and Human Rights- A Critical Appraisal*. Oxford: Clarendon.
- Bansal, D.K. (2006). *Gender Violence*. New Delhi: Mahaveer and Sons
- Cobban, A. (1969). *The Nation-State and National Self determination*. Leiden: Sijthoff.
- Evans, T. (2001). *The Politics of Human Rights: A Global Perspective*. London: Pluto Press.
- Freeman, M. (2002). *Human Rights: An Interdisciplinary Approach*. Oxford: Polity.
- Griffin, James. (2009). *On Human Rights*. Oxford: Oxford University Press.
- Khanna, S.K. (1998). *Children and the Human Rights*. New Delhi: Commonwealth.
- Stacy, H.M. (2009). *Human Rights for the 21st Century: Sovereignty, Civil Society and Culture*. Stanford: Stanford University Press.
- Subramanian, S. (1997). *Human Rights: International Challenges*. Delhi: Manas.
- Wykes, V. & Welsh, K. (2009). *Violence, Gender and Justice*. London: Sage.

PSC-E-657**INTERNATIONAL POLITICAL ECONOMY****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs****Tutorial: 15 Hrs****Practical: 0 Hr****Course Learning Outcomes**

After completion of the course, students will be able to:

- CLO-1.** Define and explain the evolution and significance of International Political Economy as a discipline of study.
- CLO-2.** Demonstrate and appraise the role of various international economic institutions in building the economic linkages between the countries.
- CLO-3.** Examine the process of regional integration and free movement of trading activities between the countries intra and inter-regional relations.
- CLO-4.** Verify the role of state and non-state actors in the new international order and hypothesize the subsequent issues and concerns.
- CLO-5.** Describe the functioning of International Political Economy and predict the implications of the international developments on the economic aspects.

Course Contents

Unit I: Definition and Approaches

Mercantilism; Marxian; Dependency; Institutionalism; International Trade Theory; Environmentalism & Green theory

Unit II: International Economic Institutions

WB; IMF; GATT & World Trade Organisation (WTO); Multilateral Economic Institutions (MEI) and Developing Countries.

Unit III: Regionalism and Institutions

European Integration Process and formation of European Union (EU); North American Free Trade Area (NAFTA); Asia Pacific Economic Community (APEC); Association of South East Asian Nations (ASEAN).

Unit IV: State and Non-State Actors

State as an Actor in International Political Economy; Transnational & Multinational Corporations (T/MNCs); Non-Governmental Organisations (NGOs); Anti-Globalisation Protest Movements; Global Environmental Concerns.

Teaching and Learning Methods

Class room lectures, Reading sessions, Presentations, Discussions, Mapping the regions

Assessment Framework

The Department employs both formative and summative assessments framework. The main goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. Besides, formative assessment helps instructor recognise where students are struggling and address problems immediately.

Faculty continuously assesses student-learning outcomes through:

- time-constrained examinations;
- closed-book and open-book tests;
- problem-based assignments;
- individual project/term paper reports (case-study reports);
- team project reports;
- group discussion/virtual group discussion;
- oral presentations, including seminar presentation;
- viva voce interviews, e-viva voce; and any other pedagogic approaches as per the context.

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. The summative assessments include end term examination conducted by University.

The course shall carry a maximum of 100 marks. Students would be required to appear in a continuing assessment consisting of three tests, each of which carries 25 marks. The best two of these three tests would be counted for continuing assessment along with the end semester written examination, which carries 50 marks. The course instructor will evaluate students on class attendance, group discussion, class test, term paper, book review and satisfactory completion of assignments.

Assessment Framework			
PSC-E-657: International Political Economy			Total
Marks=100			
Formative Assessments: 50 Marks			Summative Assessment: 50 Marks
Class Test	Term Paper	Book/Article Review	End Term Examination

Suggested Readings

- Cohen, B. J. (2008). *International Political Economy: An Intellectual History*. Princeton: Princeton University Press.
- Garrett, G. (1998). *Partisan Politics in the Global Economy*. Cambridge: Cambridge University Press.
- Gilpin, R. (2001). *Global Political Economy: Understanding the International Economic Order*. Princeton: Princeton University Press.
- Grieco, J. M. & Ikenberry, J., G. (2002). *State Power and World Markets: The International Political Economy*. London: W.W. Norton.
- O'Brien, R. & Williams, M. W.. (2010). *The Global Political Economy: Evolution and Dynamics*. Basingstoke: Palgrave.
- Ravenhill, J, (Ed.) (2010). *Global Political Economy*. Oxford: Oxford University.
- Scholte, J, A. (2005). *Globalization: A Critical Introduction*. Basingstoke: Macmillan.
- Spero, J. E. & Hart, J. A. (2006). *The Politics of International Economic Relations*. Belmont, CA: Wadsworth Publishing.
- Strange, S. (1993). *States and Markets: An Introduction to International Political Economy*. London: Pinter.
- Walter, A & Sen, G. (2008). *Analyzing the Global Political Economy*. Princeton: Princeton University Press.
