Learning Outcomes based Curriculum Framework (LOCF) 
For 
(Political Science) 
Undergraduate Programme: A Template
2020

UNIVERSITY GRANTS COMMISSION 
BAHADUR SHAH ZAFAR MARG 
NEW DELHI – 110 002
Foreword

UGC has been taking several initiatives for quality improvement in higher education system in the country. Curriculum revision is one of the focus areas of these initiatives. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the higher educational system. The ever evolving and fast changing educational technology have posed various challenges as far as curriculum in the Higher Educational Institutions (HEIs) is concerned. The curriculum requires to be updated more often keeping in view the latest developments in the society and to address the society's needs from time to time.

The Quality Mandate notified by UGC was discussed in the Conference of Vice-Chancellors and Directors of HEIs during 26-28th July, 2018; wherein it was inter-alia resolved to revise the curriculum based on Learning Outcome Curriculum Framework (LOCF).

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. Besides this, students will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self directed learning etc. A note on LOCF for undergraduate education is available on the UGC website www.ugc.ac.in. It can serve as guiding documents for all Universities undertaking the task of curriculum revision and adoption of outcome based approach.

To facilitate the process of curriculum based on LOCF approach, UGC had constituted subject specific Expert Committees to develop model curriculum. I feel happy to present the model curriculum to all the HEIs. Universities may revise the curriculum as per their requirement based on this suggestive model within the overall frame work of Choice Based Credit System (CBCS) and LOCF.

I express my gratitude and appreciation for the efforts put in by the Chairperson/Member/Co-opted members/experts of the committees for developing model curriculum. I also take the opportunity to thank Prof. Bhushan Patwardhan, Vice-Chairman, UGC for providing guidance to carry forward this task. My sincere acknowledgement to Prof. Rajnish Jain, Secretary, UGC for all the Administrative support. I also acknowledge the work done by Dr. (Mrs.) Renu Batra, Additional Secretary, UGC for coordinating this important exercise.

All the esteemed Vice-Chancellors are requested to take necessary steps in consultation with the Statutory Authorities of the Universities to revise and implement the curriculum based on the learning outcome based approach to further improve the quality of higher education.

New Delhi
30th July, 2019

(Prof. D. P. Singh)
Chairman
University Grants Commission
Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain the political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political Science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.
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1. Introduction

Higher education is fast changing globally in terms of its form, nature, course contents, pedagogy, and techniques of evaluation. Universities and educational institutions are experimenting in almost all the domains articulated in the preceding line. This change is both due to the factors at work within the system and forces acting outside. Globalization has pushed them in the ring of competitiveness to work hard to excel or wait for exile. There is a global ranking of universities and other institutions which are known to all on the screen of their computer in a fraction of seconds with a click of the mouse. And students are flying to the institutions which promise them better skills and training in the subjects. Education is all about the addition of value in the individual insights and skills without which he remains deprived of realizing his fullest potentials. Traditional modes of rote-learning are fast getting challenged for a new philosophy of creative and out of box thinking. Innovations, research, interactive discussions, and new modes of project-based and problem-solving methods have occupied the attention in the universities in place of blackboard and lecture mode. Pedagogy is being reworked, and education is being redefined. Disciplinary boundaries are melting for Interdisciplinary and trans-disciplinary knowledge system.

2. Learning Outcomes Based Approach to Curriculum Planning

In such a scenario, it was imperative to make some fundamental changes in the course curriculum at the undergraduate level. The University Grants Commission attempts to introduce the learning outcomes-based Course Curriculum is, therefore, a welcome step in the right direction. It is just like the performance budgeting in which every unit of expenditure corresponding has output. The learning outcomes-based course defines it clearly what a student is going to learn from the course, and it’s every unit, and how are they going to apply the learned skills. The benefit of this course design is that students are not just taught in theory but also how to apply the theory in explaining, assessing and critically examining the political questions and political phenomenon one encounters on day to day basis in real life situations. This aims at introducing a paradigm shift in the pedagogy at the undergraduate level. Some of the subjects at school level have experimented this, and the results are very encouraging. The focus of the teaching-learning is not to test the memory power of the students but to assess his or her imaginative and innovative mind in the analysis of given situations. Needless to say, project-oriented problem-solving research components, building case studies; team and leadership orientations are integral to the learning process.
3. Nature and Extent of Programme in Political Science

The course covers the key six sub-disciplines of Political Science like Political Theory, Indian Government and Politics, Comparative Politics, Public Administration, Indian Political Thought, and International relations. All these sub-disciplines have two papers each. Besides, there are several interdisciplinary papers ranging from gender studies to human rights and the environment. Further, there are skill-oriented courses which enable the students to acquire necessary skills which could fetch gainful employment for the students in the job market. These skills-oriented courses are very innovative and being introduced for induction for the first time in the Indian universities. The research methodology components of the scheme will expose the students to the statistical tools which will allow the students to mathematical modeling of political studies. Further, exposure in the public administration and public policy will enable them to examine and evaluate public policies critically. This will open windows for the students to contribute to the policy science studies in terms of policy formulations, implementations, and monitoring.

4. Aims of the Bachelor Degree in Political Science(H)

The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join the BA(H) at the undergraduate level in the university and colleges of India. The students who join these courses are not necessarily trained in fundamentals of the discipline, as they come from the diverse disciplinary background. The program aims at making them understand the fundamental concepts, theories, perspectives, and ideological discourses in Political Science. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds with their institutions, structures, and ideologies. Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science. Aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and how have they envisioned of and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution, and constitutionalism, etc. The objective is also to train the students in understanding the public administrative system and public policy science. The course also exposes the students to the interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which don't form the core of Political Science, yet very much conjoining its boundaries. The objective is also to understand the national interests of India in comprehensive terms and
Indian endeavors and response to emerging challenges and issues in a fluid and dynamic global scenario. The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing the graduation. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.

5. Aims of the Bachelor Degree (Pass) in Political Science

The students who opt for BA (P) course in Political Science generally are the ones who wish to get exposed to the core of several disciplines instead of moving towards specialization in one. As the students are from a diverse disciplinary background, the course has been designed to teach them the core areas of political Science such as political theory, Indian constitution, and international relations. The aim is not just to impart them factual and theoretical information but to develop critical faculty of their mind to enable them to think and reflect on the political issues and phenomenon objectively. The course contains a mixed bag of discipline centric, interdisciplinary, and skill-based module. This will lay a strong foundation enabling students to pursue higher studies and research in the discipline, and skills and techniques to get employment. The course module seeks to acquaint students of the functioning of the Indian Political System and how India manages its broad national interests in global politics. The objective of the course is to develop an informed, reflective, active and participatory citizen.

6. Graduate Attributes in the Subject

A graduate in Political Science should have a core competency in the discipline. He should be able to engage with and reflect on the political questions and issues adequately. What is required for this is the effective communication skill, in-depth knowledge of the discipline and critical faculty which could go applied in analyzing, assessing, and articulating the mind. He should have information and the ability to access the quality literature in the discipline. The graduates should be curious and inquisitive about reading the political dimension of the issues and apply the theoretical framework to understand them. They should be able to further learn and analyze them in a broader context of interdisciplinarity rather than narrowing to political perspective only. They should have digital literacy, research temperament, and research skills. They should be aware of the ethical values and norms in academic writing and capability to integrate the discipline into larger bodies of knowledge.
They should have an attitude of self-learning as well as working with group members in team spirit.

7. Qualification Descriptors

A student graduated in Political Science (H) course must have good knowledge of the discipline. He should have a clear understanding of all the significant sub-disciplines with focus on fundamental and key concepts and conceptual debates, ideological perspectives, different theories, principles, and questions in discourse. There are six major sub-disciplines, each having a minimum of two papers along with interdisciplinary and skill-oriented papers. The graduates are expected to demonstrate critical, innovative, and out of box thinking in their reflections on political issues. They are also expected to demonstrate excellent writing skills and articulations following ethical norms of scholarship and academic writings. As they will be exposed to research methodology wherein, they will be taught about research design, tools, and techniques of research; they are expected to do mathematical modeling and undertake independently empirical research projects. There are several skill-based papers enabling the students to demonstrate the practical use of tools and techniques for problems identification and their solutions.
8. Programme Learning Outcomes in Course

8.1. BA (H) Structure with List of Papers

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<th>SEM- I</th>
<th>CORE PAPERS</th>
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<td>GLOBALIZATION AND POLITICS</td>
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<td>SEM- III</td>
<td>ANCEINT INDIAN POLITICAL THOUGHT</td>
<td>FEMINISM: THEORY AND PRACTICE</td>
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<td>SEM- IV</td>
<td>COMPARATIVE GOVERNMENT AND POLITICS</td>
<td>MANAGING ELECTIONS AND ELECTION CAMPAIGN</td>
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<td>SEM- V</td>
<td>THEORIES OF INTERNATIONAL RELATIONS</td>
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<td>SEM- VI</td>
<td>PUBLIC ADMINISTRATION</td>
<td>LEGISLATIVE BUSINESS, RESEARCH IN LEGISLATION AND LEGISLATIVE SUPPORT</td>
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<td>SEM- I</td>
<td>PUBLIC POLICY</td>
<td>RESEARCH IN PUBLIC OPINION</td>
<td>UNDERSTANDING GANDHI</td>
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<td>SEM- II</td>
<td>WESTERN POLITICAL THINKERS</td>
<td>PUBLIC POLICY MANAGEMENT</td>
<td>UNDERSTANDING AMBEDKAR</td>
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<td>SEM- III</td>
<td>MODERN INDIAN POLITICAL THINKERS</td>
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<td>SEM- IV</td>
<td>INDIA’S FOREIGN POLICY</td>
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<td>SEM- V</td>
<td>INDIA’S FOREIGN POLICY</td>
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<td>SEM- VI</td>
<td>THE CONSTITUENT ASSEMBLY DEBATES AND THE IDEAS OF INDIA</td>
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<td>SEM- I</td>
<td>PARTY POLITICS IN INDIA</td>
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<td>SEM- II</td>
<td>GLOBAL IR: NON-WESTERN PERPECTIVES</td>
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<td>SEM- III</td>
<td>COMPARATIVE CONSTITUTIONS</td>
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<td>SEM- IV</td>
<td>RESEARCH METHODOLOGY</td>
<td>INDIA’S SECURITY ENVIRONMENT</td>
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## 8.2. BA(P) Structure with List of Political Science Papers

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<th>CORE PAPERS</th>
<th>SKILL ENHANCEMENT COURSE</th>
<th>DISCIPLINE SPECIFIC COURSE</th>
<th>GENERAL ELECTIVE</th>
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<tr>
<td>SEM- I</td>
<td>INTRODUCTION TO POLITICS AND POLITICAL THEORY</td>
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<td>SEM- II</td>
<td>INDIAN GOVERNMENT AND POLITICS</td>
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<td>SEM- III</td>
<td>INTERNATIONAL POLITICS</td>
<td>CITIZENS, LAWS AND RIGHTS</td>
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<td>SEM- IV</td>
<td>PUBLIC ADMINISTRATION</td>
<td>RESEARCH IN PUBLIC OPINION AND VOTING BEHAVIOUR</td>
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<td>SEM- V</td>
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<td>ANCIENT INDIAN POLITICAL THOUGHT</td>
<td>CITIZENSHIP AND GOVERNANCE</td>
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<td>SEM- VI</td>
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<td>INDIA’S FOREIGN POLICY</td>
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8.3. BA(H) Attached the list of Papers with Learning Outcomes and Reading List

SEMESTER- 1

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<td>INDIAN CONSTITUTION</td>
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CORE PAPERS-

Understanding Politics

Course Objective:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics. Since the state occupies a central position in the discourses on politics, the understanding of different theories on the state will allow the students to understand the role of the state in the society and how it governs and regulate the power structure. Media and civil society are the drivers of the politics as they perform a communication role, important for information and ideology transmission.

Learning Outcomes:

a. The students would be able to explain different approaches to politics and build their own understanding of politics.

b. They will be able to answer why the state plays so much central place in the discourses on politics.

c. They will be able to make a distinction between nation and state.

d. They will come to know about different theories on nationalism.

e. Students would be able to answer what are social movements and make a distinction between the old and new social movements.
Unit-I: Introduction to Politics

a. What is Politics?
b. Different Approaches to Understand Politics

Readings:


Unit-II: Centrality of State

a. What is State? Why State Occupies Central Position in Discussion of Politics?
b. Theories of State
c. Ideologies and Understanding of State
d. Changing Role of State in the Era of Globalization?

Readings:


**Unit-III: State and Nation**

a. How State is different from Nation?

b. Debates in Nation and Nationalism

**Readings:**


**Unit-IV: Democracy and Social Movements**

a. Theories of Democracy

b. Social Movements
Readings:


UNIT-V: Political Communication and Mass Media

a. Political Communication
b. Role of Mass media

Readings:

Indian Constitution

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, national song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

Learning Outcomes:

a. Students will be able to understand the terms of partition and how princely states were integrated.

b. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.

c. They will come to know the importance of the Preamble in the constitutional design of India.

d. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.

e. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

Unit I: India at the time of Independence

a. Independence and integration of Indian States

b. A case Study of Junagarh, Hyderabad, Goa and Kashmir

Readings:


**Unit II: Making of Indian Constitution and Constituent Assembly Debates**

a. Philosophy of Indian Constitution
b. Debates on National Language, National Flag, National Anthem and National Song
c. Debates on Minority Rights

**Readings:**


**Unit III: Salient Features of the Indian Constitution**

a. Preamble
b. Fundamental Rights and Directive Principles of State Policy
c. Procedure in the Constitutional Amendment
Readings:


Unit IV: Structure of the Central and State Governments

a. President and Governor  
b. Parliament and State Legislature  
c. Prime Minister and Chief Minister

Readings:


**Unit V: Judiciary in India**

- Supreme Court and High Courts: Structure and Functions
- Judicial Accountability, Judicial Activism and Judicial Overreach

**Readings:**


**Unit VI: Centre- State Relations in India**

- Legislative, Executive and Financial Relations
- Contemporary Debates in Indian Federalism

**Readings:**


INTERDISCIPLINARY ELECTIVE-

Globalization and Politics

Course Objective:

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

Learning Outcomes:

Students will be able to explain

a. Meaning of globalization and how different schools have understood this.
b. About the global institutional drivers of the globalization.
c. How the globalization has impacted the traditional notion of sovereignty of the state?
d. How globalization has impacted the domestic market and culture of societies.

Unit I: Introduction to Globalization

a. Meaning of Globalization
b. Debates on Globalization in India: Liberals, School of Swadeshi and Marxists

Readings:


**Unit II: Economic and Technological Drivers of Globalization**

a. International Financial Institutions (World Bank, International Monetary Fund, World Trade Organization)

b. Information and Communication Technology

**Readings:**


**Unit-III: Globalization and Social Movements**

a. Peasant Movements  
b. Environmental Movement  
c. Human Displacement

**Readings:**


• Aleshkovski, I. A. (2016). International Migration, Globalization, and Development. In Alexander, N. Chumakov, & William C. Gay (Eds.), *Between Past Orthodoxy &
Unit IV: Globalization and Nation-State

a. Globalization and Democracy
b. Globalization and the Issue of National Sovereignty
c. Notion of Citizenship in Globalizing World

Readings:


Unit 5: Globalization, Culture and Market

a. Globalization and Domestic Market
b. Globalization and its Impact on Culture

**Readings:**

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<th>CORE PAPERS</th>
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CORE PAPERS-

Ancient Indian Political Thought

Course Objectives:

This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft. The thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy, and their relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Puranas and some of the texts written by some individual philosophers themselves.

Learning Outcomes:

a. The student will come to know about the ideas of individual sages and philosophers on politics and functioning of government.

b. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.

c. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

Unit I: Introduction to the Ancient Indian Political Thought

a. Features of Indian Political Thought

b. Beyond the European and Anglo-American Narratives: Need for Indian Vocabulary and Indian Framework
• Sabha, Samiti, Vidatha, Rajana, Janapada, Mahajanapadas, Ganasanghas, Rajya, Amatyas/Mahamatyas, Purohita, Senapati, Mantri/Mantriparishada
• Nation vs Rashtra, India or Bharat, Religion vs Dharma, Culture vs Sanskriti, Dharmanirpekshta or Panthnirpekshata

Readings:

• Ghoshal, U. N. (1959). *A History of Indian Political Ideas; the Ancient Period and the Period of Transition to Middle Ages*. Oxford University Press.

Unit II: The Idea of Bharat

a. Geographical and Cultural Conception of Bharat
b. Territorial Depiction of Bharat in Bhisma Parva and Shantiparva
c. Depiction of Bharat in Puranas

Readings:

• Basham, A. L. (1981). *The wonder that was India*. Delhi: Rupa Paperback.

Unit III: The Idea of Statecraft

a. Shanti Parva in Mahabharata
b. Saptang Theory of Kautilya
c. Politics with Ethics in Thiruvalluvar

Readings:


Unit IV: Conception of Monarchy

a. Manu
b. Kautilya and Kamandak

Readings:

Unit V: Dealing with Friends and Enemy States

a. Diplomacy in Epics: Ramayana and Mahabharata
b. Mandal Theory of Kautilya

Readings:


Unit VI: Conception of Justice and Jurisprudence

a. Laws of Manu
b. Judicial Administration in Arthashastra

Readings:

Political Theory

Course Objective:

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts like equality, freedom, democracy, citizenship, and justice allow the students to understand the expanding horizons of discourses in the discipline.

Learning Outcomes:

a. Students will be able to learn key concepts needed to understand the political phenomenon.

b. They will come to know about the role and functions of Political theory.

c. They will come to know how liberal and Marxist traditions look at and understand politics.

d. They will learn what is power and how does it operate in society and politics.

e. They will be able to explain the debates on the distributive theory of justice.

f. They will come to understand and explain different theories and contemporary debates in democracy.

Unit I: Political Questions and Political Theory

a. What are political questions?

b. Nature of Political Theory: Explanatory, Normative and Empirical

Readings:


Unit II: How to understand Politics?

a. Liberal Traditions
b. Marxist Traditions
c. Feminist and Post-Modern Approaches

Readings:


**Unit III: Power**

a. Theories of Power (Max Weber, Robert Dahl, Michel Foucault)

**Readings:**


**Unit IV: Theory of Justice**

a. Notion of Justice

b. Distributive Justice: John Rawls and Robert Nozick

**Readings:**


**Unit V: Freedom**

a. Notion of Freedom

b. Contemporary Debates

**Readings:**

**Unit VI: Equality**

a. Notion of Equality  
b. Equality, Liberty and Justice Correlation

**Readings:**


**Unit VII: Citizenship and Democracy**

a. Theories of Democracy and Contemporary Debates  
b. Theories of Citizenship

**Readings:**

INTERDISCIPLINARY ELECTIVE-

Feminism: Theory and Practice

Course Objective:
This course seeks to understand the nature, phases and core issues of the feminist movement, both in Anglo-American and India. Besides, attempts have been made to understand how the social and cultural construction of role for the women has not only undermined her position as an equal member in the society but also does not take cognizance of her contribution to the family.

Learning Outcomes:
After reading this course the students will be able to explain

a. How different schools have understood patriarchy and feminist questions differently.
b. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
c. The representation of the women in the political space of India.
d. How the immense contribution that women make to the family are neglected in computation?

Unit I: Understanding Patriarchy

a. Meaning of Patriarchy
b. Sex/Gender Distinction
c. Theories of Feminism: Liberal, Marxist and Feminist (Liberal, Socialist, Radical Schools)

Readings:


### Unit II: Feminism and Feminist Movements

- a. Origin and Phases of Feminist Movement
- c. Feminist Movement in India

#### Readings:


### Unit III: Feminism in Contemporary India

- a. Patrilineal and Matrilineal Practices in the Indian family
- b. Gender Relations in Family
- c. Computing Women Works at Home

#### Readings:


**Unit IV: Women and Politics**

a. Women and their Representation in Politics and Administration

b. Women Representation at Grass-roots level in Politics

**Readings:**


**Unit V: Violence and Discrimination against Women**

a. Domestic Violence

b. Sexual Harassment

c. Women Trafficking

d. Deserted Women
Readings:

### SEMESTER- III

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**CORE PAPERS-**

**Comparative Government and Politics**

**Course Objective:**

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic, socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms of the origin of governmental structures and their functioning. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

**Learning Outcomes:**

- a. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- b. They will be able to compare democratic regimes and evaluate their functioning.
c. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.

d. They will be able to explain how media has changed the contours of elections and electoral democracy.

Unit I: Understanding comparative politics

a. What is comparative politics?

b. Why should we study it?

Readings:


Unit II: How to study comparative politics?

a. What do we mean by approaches to understand comparative politics?

b. Approaches: Political System, Institutionalism and New institutionalism, Political Economy, Political Culture, Political Development (Note: Application of these approaches should be focus of discussions).
Readings:


Unit 3: Comparing Political Regimes:

a. Typologies of Regimes
b. Models of democracy
c. How to compare democracies and democratic states?
d. Democratic waves after Second World War; Post-Soviet Union, Arab Springs
Readings:


Unit 4: Electoral Systems:

a. Theories of representation: What are different types of electoral system? How do they work?

b. Debates emerging from systems of representation: Does election really reflects participation? Election and electoral costs; comparing democratic systems such as India, USA etc.

Readings:


**Unit 5: Party System:**

a. Meaning and Typologies of the Party System

b. Comparing functioning of Party system in India, USA and Britain

c. Political Communication and the Role of Media

**Readings:**


Theories of International Relations

Course Objective:

The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as post colonialism and feminism. The term ‘Geopolitics’ was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter-imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a ‘realist’ and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of ‘global’ or more ‘international’ international relations that is inclusive of non-Western experiences, traditions and interactions and critical of the western domination and eurocentric bias of mainstream IR and its neglect of the history, politics and contributions made by non-Western traditions of thought and theorizing.

Learning Outcomes:

a. Familiarization with the key concepts of the discipline of IR.
b. Understanding of linkages between Classical Realism and Classical Geopolitics.
c. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
d. Appreciation of what is Global IR and why non-western perspectives are needed.
e. Greater appreciation of the important role played by non-Western countries in building post-War norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.
f. Understanding the agency of the Global South in these areas is key to countering IR’s ethnocentrism and developing new concepts, theories, and methods.

Unit I: Key Concepts:

a. Power, Sovereignty, Security,
b. Space, Power & Territory
c. Anarchy, Order, Interdependence,
d. Globalization, Domination,
e. Agency and Resistance
f. Sustainability

Readings:


Unit II: Mainstream IR theories:

a. Realism (national interest, national power, national security, security dilemma, balance of power, structural realism, defensive/offensive realism)
b. Liberalism (interdependence, neoliberl institutionalism, commercial liberalism, democratic peace theory, international law, regimes, world public opinion)
c. Constructivism (identity, impact of ideas, social construction of knowledge, emerging new forms of political associations)

Readings:


**Unit III: Radical IR theories**

a. Marxism

b. Postmodernism

c. Post colonialism

d. Feminism

**Readings:**


**Unit IV: Towards a Global IR: Role and Relevance of Non-Western Perspectives**

**Readings:**

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Public Administration

Course Objective:

This course seeks to familiarize the students with meaning, key concepts, and schools of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations? Further, the dynamics of the functioning of organizations lead us to think about communication, motivation, leadership and conflict management in the organization. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

Learning Outcomes:

a. The students will be able to make a difference between the public administration and private administration.
b. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.
c. What is the scientific management school by Taylor and Fayol and how it was contested by the Human Relation School?
d. They will be able to explain what is the decision-making approach of Herbert Simon?
e. They will be able to explain the concepts and theories on motivation, leadership and conflict management in the organization.

Unit I: Introducing Public Administration

a. Emergence of Public Administration as Discipline
b. Meaning of Public Administration
c. Difference between Public and Private Administration
d. New Public Administration, New Public Management and New Public Service

Readings:


**Unit II: Public Organization**

a. Meaning of Organization

b. Principles of Organization

c. Basis of organization

**Readings:**


**Unit III: Theories of Organization.**

a. Scientific Management- Taylor and Fayol  
   b. Bureaucracy- Max Weber  
   c. Humanist School- Elton Mayo  
   d. Ecological Approach- Frederick Riggs  
   e. Decision Making- Herbert Simon

**Readings:**

Unit IV: Citizenship and Good Governance

a. What is Good Governance?
b. Citizen and Good Governance
c. Technology and Good Governance
d. Institutional mechanism and Good Governance

Readings:


Unit V: Motivation in the organization

a. What is motivation?
b. Theories of Motivation: Maslow and Herzberg
c. Post-Maslow Motivation theory

Readings:

**Unit- VI: Leadership and Organizational Management**

a. What is leadership? How different schools have understood the issue of leadership?
b. Conflict Management-Marry Parker Follett
c. Management by Objective- Peter Drucker

**Readings:**

INTERDISCIPLINARY ELECTIVE-

Human Rights

Course Objective:

The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses. Apart from state actors and institutions, agencies and law associated with them, which occupy the central place is discussion, the module also engages with social, religious, political and economic ideologies which unleash several critical issues pertaining to human rights. Thus, it is not the conflict zones but industrialization and pursuit of political and religious hegemony also throw serious human rights challenges.

Learning Outcomes:

a. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
b. The students will be able to relate human rights with other rights of individuals.
c. They will come to know how ideologies which seek to create hegemony; religious or political, pose threats to the human rights of individuals.
d. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
e. They will come to know about the human rights of the armed forces.

Unit I: Introduction to Human Rights

a. Meanings of Human rights and its correlation with other rights
b. Institutionalization of Human Rights: Universal Declaration of Human Rights
c. Expanding Horizons of Human Rights

Readings:


- The Constitution of India, Chapter 3: Fundamental Rights

**Unit II: Ideology, Hegemony and Human Rights**

a. Political Ideologies of Homogenization and the Principles of Human Rights
b. Religious Homogenization and Human Rights

**Readings:**


**Unit III: Conflict Zones, Violence and the Issues in Human Rights**

a. Terrorism, Police Encounter and Human Rights
b. Human Rights of the Armed Forces
Readings:


Unit IV: State and Human Rights

a. Issues of Surveillance and Censorship
b. Police Custody, Torture and Human Rights

Readings:


Unit V: Human Rights Discourses in India
a. Gender, Caste and Untouchability
b. Industrialization, Displacement and Land questions

Readings:

SKILL ENHANCEMENT COURSE -

Legislative Business, Research in Legislation and Legislative Support

Course Objective:

The purpose of this course is to familiarize the students with the legislative activities in India both in the states and the center and to train them in skills of back-end support to the legislatures and parliamentarians through research inputs in order to strengthen the legislative business. It requires, therefore, a proper understanding of the process, procedure and working of the parliament and state legislature and the role of the legislators and the parliamentarians. Besides, the purpose of the course is also to equip the students about media monitoring which involves news analysis and their use in the legislative and policy-making activities. Apart from teaching the texts, the students would be exposed to workshops for imparting skills in providing legislative support to the parliamentarians.

Learning Outcomes:

a. Students will be able to know how the bills are drafted and presented in the parliament and state legislatures and what are the stages they pass through before becoming a law.

b. Students will be able to know about the role of the legislature in the parliament and what are the research inputs they need to make an effective contribution to the parliamentary debates and legislative businesses.

c. The students would know how to scan and filter out media reports and use them for legislative inputs.

Unit I: Functions of Legislative Members

a. How laws are made? What are stages and procedures of legislation?

b. Controlling the Executive and other institutions

c. Works in the Constituency, Funds for The Constituency

Readings:

• The law making Process. Parliament of India, Rajya Sabha.  
https://rajyasabha.nic.in/rsnew/information_booklet/Law_Making.pdf
• Parliament of India Lok Sabha House of the People.  
http://164.100.47.194/loksabha/FAQ.aspx
• Parliament of India Rajya Sabha. Frequently Asked Questions on Parliament with special emphasis on Rajya Sabha.  
https://rajyasabha.nic.in/rsnew/publication電子nic/FAQ.pdf

Unit II: Back-end Research for Legislators and Parliamentarians

  a. Back-end Support for Debates  
  b. Support in Drafting of Bills

Readings:


Unit III: Legislative Communications

  a. Working of Parliamentary Committees  
  b. Skills of Drafting Letter and Memorandum  
  c. Public Policy Assessment and Staff works to the Legislators and Parliamentarians

Readings:

• Strengthening Parliamentary Committees; Background Note for the Conference on Effective Legislatures. PRS Legislative Research.  


**Unit IV: Budget**

a. Budget Preparation and Passage of Budget

b. Budget Interpretation

**Readings:**


**Unit V: Media Management**

a. Monitoring and Engaging with News Media

b. Publicity works in Media

**Readings:**

Managing Elections and Election Campaign

Course Objective:

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

Learning Outcomes:

a. They will learn about how to file election nominations and the technical issues involved in it.

b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.

c. They will be made aware of the role of new media and technology involved in election campaign.

d. They will get to know about the required skills for media management during the elections.

e. They will be able to answer what are debates on state funding of political parties in elections.

Unit I: Electoral Democracy and Management of Elections

a. Electoral Democracy: A Theoretical Perspective

b. How Crucial is Management of Elections?

Readings:


**Unit II: Elections and Model Code of Conducts**

a. Model Code of Conducts: What it is?
b. Filing Election Nominations and Election Affidavits
c. Knowing your Candidates

**Readings:**


**Unit III: Management of Election Campaign**

a. Traditional methods of Electoral Campaign; Poster, Pamphlets
b. Use of New Techniques and Methods in Election Campaign
c. Ethics in Electoral Campaign, Studies in use and abuse of communication

**Readings:**


**Unit IV: Media Management**

a. Role of Print, Electronic and Social Media in Elections  
b. Electoral Campaign and the Issue of Fake News

**Readings:**


**Unit V: Fund Management for the Party**

a. Traditional and New Ways of Generating Funds  
b. Issue of Unaccounted Expenditure in Elections  
c. State Funding of Elections

**Readings:**


**Unit VI: Organization and Human Resource Management**

a. Membership Drive  
b. Responsibility management  
c. Booth Management

**Readings:**


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**CORE PAPERS-**

**Public Policy**

**Course Objective:**

This course provides thorough understanding of the public policy to the students. A sound public policy design, execution, monitoring and evaluation for the success of any public policy. Again, there is not a singular approach to the questions pertaining to these issues. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen’s participation is so important for effective implementation of the public policy. Rules and Acts become redundant or ineffective in the absence of active citizenry. This course enables the students to examine some of the key public policies initiatives in India.

**Learning Outcomes:**

a. Students will be able to explain about different theories on Public Policy.

b. They will be able to explain how to design a good public policy.

c. They will be able to answer what is needed to ensure the successful implementation of public policy.

d. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation, health, education, poverty, education, and environment.

e. They will come to know how citizens can effectively participate in public policy implementation.

**Unit I: Introduction to Public Policy**
a. Meaning of the Public Policy
b. Theories of Public Policy: Elite Theory, Group Theory, Incremental Theory, Political System Theory, Public Process Theory

Readings:


Unit II: Public Policy Design and Implementation
b. Policy Monitoring: Tools and Techniques
c. Policy Implementation, Decentralization and Local Government in Public Policy implementation
d. State Capacity Building (Francis Fukuyama)

Readings:


Unit III: Public Policy Evaluation

a. Principles for evaluation

b. Methods and Techniques of Evaluation

Readings:


Unit IV: Citizen Initiative and Accountability

a. Social Audit and Report Card

b. RTI and Citizen Charter
c. Consumer Protection Act

Readings:


**Unit V: Evaluation of Public Policy in India**

a. Food Policy: Food Security Programme  
b. Sanitation and Health Policy: Swatch Bharat Abhiyan, Ayushman Bharat  
c. Housing for the Poor  
d. Education Policy: Sarva Siksha Abhiyan, Higher Education Policy  
e. Environment Policy

**Readings:**


Politics in India

Course Objective:

This course provides students a solid grounding in Indian politics where they study the extra-constitutional institutions, factors, and forces which influence the political discourses and decisions in the country. As politics operates in an ecology constituted by the constitutional, socio-economic, linguistic and ethnic sub-systems, the course is designed to understand their roles in politics of the country. Students will be exposed to the ideology, structure, and social base and functioning of the political parties, which play the pivotal role in the democratic polity.

Learning Outcomes:

a. Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.

b. They will be able to explain the ideology, social base and function of key political parties such as Indian the National Congress and the Bhartiya Janata Party.

c. They will be able to critically examine and explain the development issues in India, especially in the farm and industrial sectors.

d. They will be able to know what ails our electoral democracy and what are the key issues related to expenditure in elections and their public funding.

Unit I: Drivers of Indian Politics

a. Ecology of Indian Politics: Constitutional Ecology and Social, Cultural, Linguistic, Ethnic and Religious Demography

b. Economic Factors

c. Regions and Regionalism

d. Political Parties, Media and Civil Society

Readings:


**Unit II: Parties and Party System**

a. Characteristic Features of Indian Party System

b. National Parties: BJP, The Indian National Congress and Communist Parties

c. Regional Political Parties: Their Evolution and Changing Nature

**Readings:**


Unit III: Electoral Politics and Indian Democracy
a. Election Commission and Elections in India
b. Subversion of Democracy: A Case for Electoral Reforms


Unit IV: Identity Politics
a. Caste identity and Caste Mobilization
b. Affirmative Actions and Politics of Reservation
c. Linguistic Politics
d. Demands for Statehood

Readings:


**Unit V: Religion and Politics in India**

  a. Dharma and Religion; Politics with or without Dharma
  b. Secularism and Politics of Secularism: Indian Experience
  c. Majority-Minority Debates

**Readings:**


**Unit VI: Politics and Development Issues**

  a. Garibi Hatao Programmes
  b. Green Revolution and After, Peasant Questions
  c. Issue of Black Money
  d. Demonetization and Digital Economy

**Readings:**


Western Political Thinkers

Course Objective:

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a ‘just society’ and a ‘just state’ has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to the trace that ideas and tradition and examine them critically.

Learning Outcomes:

a. The students will know the key ideas of all the political philosophers given in the course.
   b. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice.
   c. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
   d. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
   e. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
   f. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

**Unit-I: Plato**

- Ideal state
- Philosopher King
- Theory of Justice
- System of Education
- Critique of Democracy

**Readings:**


**Unit-II: Aristotle**

- Citizenship
- Justice
- Slavery

**Readings:**


**Unit-III: Machiavelli**

a. Religion and Politics  
b. Republicanism

**Readings:**


**Unit-IV: Hobbes, Locke and Rousseau**

b. State and Political Obligation

**Readings:**


**Unit-V: Bentham and J S Mill**

a. Utilitarianism

b. Liberty, Representative Government

**Readings:**


**Unit-VI: Karl Marx, Lenin and Mao**

a. Theory of Alienation, Dialectic Materialism and Historical Materialism

b. State and Revolution

c. Post-Marx Marxism- Leninism, Maoism

d. Antonio Gramsci

**Readings:**


SKILL ENHANCEMENT COURSE-

Research in Public Opinion and Voting Behaviour

Course Objective:

The purpose of the course is to equip students with concepts, skills, and methods to understand public opinion and voting behavior in the political system. They will be trained in skills and methods of data collection, their processing with the application of new technology and precise statistical tools. The module is going to provide hands-on learning to the students to interpret election data and predicting of electoral fortunes of the parties based on inputs from the field.

Learning Outcomes:

a. Students would learn the methods and techniques of data collection from the field.

b. They would know where and how to apply the statistical tools like mean, median, mode, standard deviation, and correlational research.

c. They will be able to predict the results of the election based on data applying the techniques of election data.

Unit I: Introduction to Public Opinion Research

a. Conceptual Understanding of Public Opinion

b. Role of Public Opinion in Democratic Politics

Readings:


Unit II: Quantitative Research: Techniques and Tools of Data Collection

a. Survey
b. Sampling
c. Interview
d. Questionnaire and Schedule
e. Observation

Readings:


Unit III: Statistical Techniques to Understand and Process Data

a. Mean, Median, Mode and Standard Deviation, Correlational Research
b. Pie diagram, Bar Charts
c. Statistical Software: SPSS
Readings:


Unit IV: Understanding Election Data

a. Techniques of Interpreting Election Data  
b. Prediction in Polling Research  
c. Politics of Interpreting Data

Readings:

Public Policy Management

Course Objective:

The purpose of the paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools of empirically evaluate the success and failures of the policies. This course makes a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

Learning Outcomes:

The student will be able to

a. To understand the processes and complexities involved in the decision making
b. Students will learn the skill of project monitoring and project evaluation
c. They will have skills to manage policy implementation.

Unit I: Introduction to Public Policy Management

a. What is Public Policy?
b. Public Policy making

Readings:


**Unit II: Public Policy Implementation**

  a. Policy Implementation and Bureaucracy
  b. Legal and Regulatory Mechanism
  c. Citizen Participation and shared Governance
  d. Special Care in implementation of Public Policy

**Readings:**


**Unit III: Public Policy Monitoring**

a. Meaning and Significance of Policy Monitoring
b. Monitoring of Public Policies and Good Governance
c. Approaches to Policy monitoring
d. Limitations in Policy Monitoring

**Readings:**


**Unit IV: Methods of Policy Evaluation**

b. Cost-Benefit Analysis
c. Cost-Effectiveness Analysis
d. Policy Alternative

**Readings:**


INTERDISCIPLINARY ELECTIVE-

Understanding Gandhi

Course Objective:

This course teaches students the core elements of Gandhian thought and Gandhi’s approach to the key issues of contemporary India which were also matter of contestations before independence. This covers a wide range of issues and subjects from politics to economy, social reconstruction to religion which provides insight into the idea of India which Gandhi dreamt of. Gandhi responded the questions which were posed to him in his times but they continue to agitate the minds even today; whether it is Hindu-Muslim relations or critique of modern society; be it the idea of Swadeshi or the religious conversion which make Gandhi relevant in political discourses. This module will examine and assess Gandhi as a modern political philosopher whether his language was positioned against science and modernity or he resembled the characteristic of a post-modern thinker.

Learning Outcomes:

a. The students would be able to explain about the idea of truth and non-violence which become the bedrock of the Gandhian Philosophy.
b. They will come to know what was the position of Gandhi on issues like Hindu-Muslim relations, gender question, religious conversion, cow protection, caste and untouchability questions.
c. They will be able to answer why Gandhi favoured Swadeshi and why he became the critique of modern Industrial Civilization.
d. They will be able to answer how serious Gandhi was about cow protection in India and how his ideas are different from present - day campaign against the cow slaughter.
e. They will be able to answer why Gandhi criticized the works of religious conversion by Christian missionaries in India.

Unit I: Core of Gandhian Philosophy

a. Truth and Non-violence
b. Satyagrah

Readings:


Unit II: Man, Machine, Development and Modern Human Civilization

a. Gandhi’s Critique of Modern Civilization
b. Gandhi on Nation and Nationalism
c. Swadeshi and Swaraj
d. Nature and Environment

Readings:


**Unit III: Issues in Indian Politics**

a. Hindu-Muslim Relation  
b. Religious conversion  
c. Cow Protection  
d. Untouchability and Caste Question  
e. Gandhi on Women  
f. Gandhi on Hinduism and Hindu symbols

**Readings:**


Unit IV: Evaluating Gandhi

a. Gandhi as a Political Strategist
b. Gandhi as Post-Modern Thinker
c. Contradictions and Consistency in Gandhi

Readings:

Understanding Ambedkar

Course Objective:

This course is designed to familiarize the students with arguments and position of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine. Besides the constitutional questions and fight for the oppressed communities which are largely popular in academic and political discourses, it has been designed to make students understand his ideas on the partition of the country and the Indian historiography.

Learning Outcomes:

a. Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
b. They will come to know Ambedkar’s views on Islam and partition of India.
c. Students will be able to explain why and how Ambedkar opposed Shariate laws and spoke in favour of the Uniform Civil Code.
d. Students will learn his views on democracy, citizenship, freedom, and justice.
e. Students will be able to explain his views on the language question and organization of states in India.

Unit I: Indian Historiography and Ambedkar

a. Ambedkar and Aryan Invasion Theory
b. Ambedkar, Islam and the Issue of Religious Conversion
c. Ambedkar on Partition of India

Readings:


**Unit II: Ambedkar and Core Issues of Indian Constitution**

a. Ambedkar Role as the Chairman of the Drafting Committee


**Readings:**


**Unit III: Ambedkar and His Idea of India**

a. Democracy and Citizenship

b. Equality, Freedom and Justice

**Readings:**


**Unit IV: Ambedkar and Dalit Politics**

  a. Ambedkar on Caste and Untouchability
  b. Gandhi and Ambedkar on the question of Caste System and Untouchability

**Readings:**

• Ambedkar, B.R (1948). *The Untouchables who were they and why they become Untouchables?* New Delhi. Available at: [http://www.drbacmahad.org/Speeches/the-untouchables-who-were-they-and-why-they-became.pdf](http://www.drbacmahad.org/Speeches/the-untouchables-who-were-they-and-why-they-became.pdf)


**Unit V: Ambedkar and Language Question**

a. National Language, Hindi and question of Official Language for India  
b. Language and Organization of States  
c. Ambedkar on Education  

**Readings:**

• Constituent Assembly Debates, CAD Vol. II.  
SEMESTER- V

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CORE PAPERS-

India’s Foreign Policy

Course Objective:

One of the fastest growing economies in the world, India is confronted with a number of dynamic and complex issue-areas that call for multiple geopolitical, geo-economics and geostrategic engagements and alignments but not at the cost of one of the core principles of India’s foreign policy, namely strategic autonomy. As the ‘Asian Century’ unfolds in all its spatial-geographical diversity and complexity, there is a growing appreciation of the fact that as her overall power profile improves, India cannot afford to remain ‘silent’ on matters of
regional and global importance, and will have to take positions even on issue-areas that hitherto appeared geographically remote and/or geopolitically irrelevant. The Indian Ocean, after nearly a decade-long strategic low profile and invisibility, has become an area of geo-strategic competition and ‘great base race’ among a number of major powers and littoral states. India’s maritime security in the Indian Ocean is increasingly undermined by transnational, non-traditional threats including piracy, smuggling, drug trading, human trafficking and illegal migrations, environmental degradation, IUU fishing, trade disruption, weapons proliferation and terrorism. Indian foreign policy and diplomacy are also faced with new frontiers such as the Polar Regions, Outer Space, and the Cyberspace.

Learning Outcomes:

At the end of the course students would have acquired a comprehensive understanding of the following:

a. India’s world view, geopolitical vision, and key principles  
b. New Frontiers of Indian Foreign Policy and Diplomacy  
c. India’s Nuclear Policy and Strategy  
d. India’s connectivity challenge both on land and at sea  
e. India’s Look East and Act East Policy  
f. India’s engagement with the Indian Ocean and Indo-Pacific

Unit-I: Continuity and Change in India’s Foreign Policy: Principles, Interests & Strategies

a. India’s World View: sacred geographies, traditions and history  
b. Beyond Panchsheel and Non-alignment  
c. India’s Geo economic Strategy  
d. Domestic Factors and para-diplomacy  
e. Indian Diaspora and Cultural Diplomacy

Readings:


Unit II: India as a Leading Power

a. India as a Global Economic and Military power
b. India’s Quest for a Multipolar world order
c. New Frontiers of India’s Foreign Policy (Outer Space, Polar Regions, Climate Change)

Readings:


96


• Karnad, B. (2015) *Why India is not a Great Power (Yet)*. New Delhi: Oxford University Press. (Chapter 1).


**Unit III: India Relations with Major Powers**

a. India Relations with the USA

b. India Relations with Russia

c. India-China Relations

d. India-EU Relations

**Readings:**


• Lintner, B. (2018). *China’s India War: Collision Course on the Roof of the World*. New Delhi: Oxford University Press. (Chapters, 6, 7 & 8)


Unit IV: India Look East, West and South

a. India’s Look East Policy

b. Geopolitics and Geo-economics of Connectivity: One Road One Belt issue

c. Maritime Regionalism: India and the Indian Ocean

d. Rise of Indo-Pacific and India’s Act East Policy

Readings:


Unit V: India in South Asia

a. India’s Relations with Nepal, Bhutan and Bangladesh
b. India’s Relations with Pakistan and Afghanistan
c. India’s Relations with Maldives and Sri Lanka

Readings:


Unit VI: India’s Nuclear Doctrine

a. India’s stand on Nuclear Issues, CTBT and NPT
b. Call for Complete Disarmament

Readings:

Modern Indian Political Thinkers

Course Objective:

This course has been designed to familiarize the students with key ideas of some of political thinkers of the modern India whose writings and ideas have impacted the society and polity significantly. Their writings and thoughts give insights into their ideas of India and the kind of society and polity that they had dreamed of. As all their thoughts are not possible to cover in a semester, some key thoughts have been underlines for focused study.

Learning Outcomes:

a. They will come to understand how Bankim Chandra Chattopadhyay conceptualizes the idea of ‘we’ and ‘they’ in his writings.

b. How Swami Dayanand Sarswati criticized the superstitions in religious texts and practice of the same by the followers and in what ways an understanding of Vedanta brings one to the supreme and real truth and wisdom?

c. Students will be able to explain Vivekanand’s criticism of the West and taking pride in the Indian religion on the one hand and critiquing Christianity and Islam on the issue of religious conversion.

d. They will be able to explain the key ideas of Gandhi.

e. Students will be able to evaluate the ideas of Savarkar on Hindutva.

f. They will be able to explain how Aurobindo understood and explain Indian Nationalism. They will also come to know why Aurobindo equated Indian Nationalism with Sanatan Dharma.

g. They will come to know about the socialist ideas of Lohia and Jay Prakash Narayan and integral Humanism of Deendayal Upadhyay.

Unit I: Bankim Chandra Chattopadhyay: The Nation and the Community
Readings:


Unit II: Swami Dayanand Saraswati: Critique of Religions and Call for turning to Vedanta

Readings:


Unit III: Vivekanand as a Nationalist Monk

Readings:

Unit IV: Aurobindo on Indian Nationalism

Readings:

- Ragi, Sangit K (2017) in Roy, Himanshu and Singh M.P. *Indian Political Thought*, Pearson, Delhi

Unit V: Tilak: Nationalism and Swaraj

Readings:


Unit VI: Gandhi: Truth and Non-violence, Swadeshi

Readings:

Unit VII: Savarkar: Hindutva and Social Reforms

Readings:

- Ragi, Sangit K (2017) in Roy, Himanshu and Singh M.P. Indian Political Thought, Pearson, Delhi.

Unit VIII: Ambedkar: Social Democracy

Readings:


Unit IX: Ram Manohar Lohia and Jai Prakash Narayan: Socialist Thoughts

Readings:

Unit X: Deen Dayal Upadhyaya: Integral Humanism

Readings:

ELECTIVE DISCIPLINE SPECIFIC-

Colonialism and Nationalism in India

Course Objective:

This course will expose the students to different schools of understanding colonialism and nationalism in India. They will understand the key religious, cultural organizations and political ideologies and political formations which contributed to and impacted the national movement of India. This includes why India was partitioned and what were the ideological premises of partition of the country and demarcation of boundaries of two separate nation-states.

Learning Outcomes:

a. The student will be able to examine and explain the impacts of British colonialism in India.

b. They will know how Indian nationalism is interpreted differently by different schools of thought.

c. They will be able to understand the role of different cultural and political organizations and ideologies which contributed to the freedom movement of India significantly.

d. They will be able to understand why and on what basis the country was partitioned.

Unit I: Colonialism and Nationalism

a. Approaches to understand Colonialism: Liberals, Marxists and Post-colonial Theorists.

b. Approaches to understand Indian Nationalism: Imperialists, Nationalists, Marxists and Subaltern School.

Readings:


**Unit II: Impacts of Colonial Rule in India**


**Readings:**


**Unit III: Resistance against the Colonial State**

a. The 1857 Rebellion

b. Peasant and Tribal resistance

c. Sanyasi Rebellion

**Readings:**


**Unit IV: The National Movement against the British Rule**

a. Indian National Congress and the Liberal Constitutionists

b. Swadeshi, Revolutionaries,

c. Gandhian Era: Non-Cooperation, Civil Disobedience, Quit India Movement

d. Role of the Socialists and the Communists

e. Role of the Azad Hind Fauz in the Freedom Movement

**Readings:**


**Unit V: Partition of the Country**

a. Politics of the Indian Muslim League and the two Nation Theory

b. Basis of Partition and Negotiation for Demarcation of Territories

**Readings**


**Additional Readings:**


• भांजान, र. (2014). *राजवधान* : नई दिल्ली, मैकमिलन.
The Constituent Assembly Debates and the Ideas of India

Course Objective:

The making of Indian constitution was indeed a gigantic task. It was really challenging to leave behind the wounds and scars of partition and design a new script and trajectory for the modern India assuring unity of the country without diluting or disturbing its diversity. It was again a difficult task of mediating between the elements of modernity and civilizational ethos and identity which make India a unique nation in the world. It was a result of marathon meetings and cross-fertilization of ideas for over two years which went through examining and discussing the minute details. Reading into the debates of Constituent Assembly reflects the depth and richness of thoughts that went into shaping and producing a sacred document for the modern India. This course entails some of the key issues which continue to engage our national discourses in post-colonial India. The debates in the constituent assembly on the underlying issues shall be the primary and essential readings for the students.

Learning Outcomes:

The students will be able to know and answer

a. What were debates on nomenclature of the country? How the term ‘India i.e. Bharat’ as ‘Union of States’ came to stay in the constitution?

b. What went into discussions on deciding national symbols like National Flag and National Anthem of the country?

c. What were the views of the majority of the members in the Constituent Assembly on minority rights?

d. What were the discussions on religious freedom and religious conversion in the Constituent Assembly?

e. What were the positions of the members of the constituent assembly on the issue of cow protection?

Unit I: The Making of Indian Constitution and the Idea of India
a. Unity in Diversity and Diversity in Unity
b. Basic Philosophy and ‘the Preamble’ of Indian Constitution

Readings:


Unit II: Envisioning India through National Symbols

a. National Flag, National Anthem and National Song
b. National Languages, Rajbhasha and Rastrabhasha

Readings:


Unit III: Religious Freedom and Religious Rights

a. Religious Freedom in the Constitution
b. Minority Rights
c. Debates on Religious Conversion
d. Religion Based Reservations in Public Institutions.
Readings:


Unit IV: Contested Questions

a. Ban on Cow Slaughter
b. Uniform Civil Code
c. Article 370

Readings:

• Letters of Sardar Patel with Nehru and Gopal swami Iyengar on accession of Jammu and Kashmir to India.


**Unit V: Debates on Nature of the Government**

a. Presidential vs Parliamentary

b. Federal and Unitary

**Readings:**


Party Politics in India

Course Objective:

This Course focuses on the study of political parties in India both at center and state levels. The study comprises of their organization, ideology and political support base. The in-depth understanding of parties would enable the students also to examine the questions of inner party democracy and transfer of power within the party. Further, it engages the students on the questions of government funding of elections and elections campaign in the country. With the application of new technologies and new mass media, it is important to understand how the nature and magnitude of elections campaigns have changed in India. The course allows the students to make a comparative study of elections manifestos of major political parties which will give them insight into their commitments to the issues and how and in what ways they converge as well as differ from each other.

Learning outcomes:

a. The students will be able to explain the origin and ideologies of main national parties of India especially the BJP, The CPM, and the Indian National Congress.

b. The students will come to know how the regional parties emerged and how their emergence challenged the hegemony of the national party like Indian the National Congress.

c. The students will be able to explain the transformation in the nature of the regional parties in India.

d. They will be able to decode the election manifestoes of political parties and explain in what ways they converge and diverge on policy issues and programs.

e. They will be able to explain how politics and issues can be studied through slogans.

Unit I: National Parties, their Organization, Ideology and Support Base

b. Debates on Democracy within Party

c. Dynasty politics and Family Succession in Parties

Readings:


**Unit II: Regional Parties:**

a. Phenomenon of Rise of Regional Parties: Regional or Individual Aspirations?

b. Nature of Regional Parties: Dynasty and Family Proprietorship and Control

**Readings:**


**Unit III: Understanding Issues in Indian Politics**

a. Comparing Manifestos of the Political Parties


**Readings:**


**Unit IV: Election Studies**
a. Election Campaign, Changing Nature of Political Campaign
b. Understanding Voting Behavior

Readings:


Unit V: Electoral Funding

a. Expenditure studies in Elections
b. Impact of High Election Expenditure
c. Debate on Public Funding of Elections

Readings:

Global IR: Non-Western Perspectives

Course Objective:

Global IR, drawing upon non-western perspectives and critical approaches such as post colonialism and feminism, critiques mainstream theories of IR such as Realism, Liberalism and Constructivism, and questions the IR Eurocentric nature, neglect of history and contributions made by non-Western traditions of thought and theorizing. It draws attention to Pre-Westphalian systems and civilizations, taking the examples from the Indian Ocean Region and underscores the importance of the role of ideas, economic relationships, and regional orders. In this pursuit, the important role played by the agency of the Global South in building norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism becomes critically important.

Learning Outcomes:

At the end of the course, students would have acquired:

- An Adequate understanding of mainstream IR theories.
- Critical appreciation of nature, scope, and need for a Global IR.
- Ability to rethink ‘International System’ by using examples from the Indian Ocean Region.
- A better appreciation of the importance, promise and challenges of Agency for Global South in Global Order.
- New perspectives on how a Global IR from various locations in Global South would look like.

Unit I: Mainstream IR Theories

a. Realism
b. Liberalism
c. Constructivism

Readings:


Unit II: Towards a Global IR: Challenges and Opportunities

a. Mapping biases in the mainstream IR
b. Anarchy and Hierarchy
c. Knowledge-Power Shifts in Asian Century?
d. Regional Worlds in the ‘Global’ Order

Readings:


Unit III: Rethinking the Historical Sources of Global IR: Perspectives from Indian Ocean Region

a. Eastern Ideas of State and Statecraft
b. Idea of International System
c. Order in Diversity

Readings:


Unit IV: Reclaiming Agency for Global South: Towards Alternative Ideas, Concepts and Norms

a. Understanding Structure and Agency
b. Human Security
c. Gendered Notions of Sovereignty and Security
Readings:

Comparative Constitutions

Course Objective:

This course gives insights into the structures and institutions of government and working of constitutions of some selected countries like USA, UK, Switzerland, and China. These all today are placed in the category of developed countries but they represent a different set of structures and institutions of governance. While the USA represents the working of a federal government, the UK is an example of unitary government within the framework of liberal democracy. Further, Switzerland continues to experiment with ideas and elements of direct democracy though in limited ways. Insights into the Chinese constitution provide understanding about the functioning of a regime which talks about communism but how antithetical it is to the idea of democracy.

Learning Outcomes

a. Students would be able to explain how legislatures, executive and Judiciary work in these countries. And how they interact with each other in their respective political systems.

b. They will be able to explain the ways in which the executive, legislature and judiciary of one country differs from the rest of the other.

Unit I: Introduction to American Constitution

a. Framing of American Constitution, Salient Features
b. President of America: Election, Power and Function
c. The Congress: Composition, Election to the Congress, Power and Functions
d. American Judiciary: Composition and function
e. American Bureaucracy
f. Party System

Readings:


**Unit II: Introduction to the British Constitution**

a. Journey of Parliamentary Democracy and evolving of Constitution  
b. British Prime Minister  
c. Parliament  
d. Judiciary  
e. Bureaucracy  
f. Party System

**Readings:**


**Unit III: Introduction to Swiss Constitution**

a. Framing of Constitution, Salient features
b. Executive
c. Legislature
d. Judiciary
e. Bureaucracy
f. Party System
Readings:


**Unit IV: Introduction to Chinese Constitution**

a. Salient Features, Objective of the Constitution
b. Executive
c. Legislature
d. Judiciary
e. Bureaucracy
f. Communist Party of China

Readings:


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**CORE PAPERS-**

**Research Methodology**

**Course Objective:**

The purpose of the course is to expose the students to the world of research in the social sciences and equip them with skills of data collection, data interpretation and use of different methods and techniques of qualitative and quantitative researches. The objective is to enable the students to identify the problem, prepare the research design and make an objective choice of tools and techniques in pursuance of research.

**Learning Outcomes:**

- The student will be able to use different quantitative and qualitative tools and techniques in their research.
- They will learn different tools and techniques of data collection and analysis.
- The student will be able to design their research proposal.
- The students will be equipped with an understanding of ethics in research.
- They will learn the ways of accessing data from different sources.

**Unit-I: Introduction to Research in Social Sciences**

- What is research in Social Sciences?
- Types of Research: Quantitative, Qualitative and Mixed Methods
- Qualitative: Content Analysis, Focus Group Discussions Method, Ethnography
- Quantitative: Case Study
- Measures of Central Tendencies: Mean, Median and Mode, Measures of Dispersion Range, Tools of Analysis: Excel, SPSS, Utility and Limits of Statistical Analysis
Readings:


Unit-II: Research Design

a. What is Research Design
b. Designing Research Proposal

Readings:


**Unit-III: Techniques and tools of Data Collection**

a. Sample: Techniques and Kinds of Sampling  
b. Survey: Where and How to apply Survey Methods  
c. Questionnaire and Schedule  
d. Interview Techniques  
e. Observation Methods

**Readings:**

Unit-IV: Writing Dissertation

a. Writing Dissertation
b. Access to Information and Database (Web Pages, Online database etc), Archival material
c. Referencing Style
d. Plagiarism

Readings:

State Politics in India

Course Objective:

This course deals with the politics in states in India. All the states have different social, demographic, gender, ethnic, linguistic and other variations which shape their politics. And yet, there are common issues also that influence the dynamics of political questions and the issues. There are examples wherein common social and religious variables have produced different results in different states. Besides, different paths and factors and forces in the formation of states, they would come to know state common as well as state-specific issues enabling the students to understand why different states have the different voting pattern, political and civic culture, development patterns, working of the party system and working of the social forces.

Learning Outcomes:

a. The students will know how different states have been formed in India.
b. They will know the approach to understand and explain the state politics in India.
c. They will be able to explain what the key issues are in state politics.
d. They will know about the state-specific issues as well as common states’ issues against the centre.
e. They will be able to explain the voting pattern and how the social and ethnic forces influence it.
f. Students would be able to reflect on the farm crisis in India.

Unit I: Approaches to Understand State Politics

a. Institutional-Political perspective
b. Economic Perspective
c. Socio-Culture Perspective

Readings:


**Unit II: States Formation in India**

a. Colonial administrative Units

b. Language, Religion and Identity Formations

c. Developmental Issues

**Readings:**


**Unit III: Party Politics in the State**

a. Regional Identity, interests and Aspirations

b. Caste and community polarization
c. State Politics responding to national Issues

d. Agrarian Politics

e. Party Politics and Coalition government

Readings:


Unit IV: States and the Centre

a. Issues and trends in Centre-state Relations

b. Politics of the State against the Center

Readings:


**Unit V: Inter-State conflicts**

a. Inter-State Water Disputes

b. Inter-state Territorial Disputes

**Readings:**


SKILL ENHANCEMENT COURSE-

Citizenship and Governance

Course Objective:

The objective of this course is to introduce to the students to the meaning and models of governance and their relationship with citizens. There is a broader agreement on this premise that active citizen participation leads to better governance. In other words, even the best policies may not essentially lead to success even if government machinery intends to do it. This module allows the students to critically engage in discussions on laws and issues which touch our lives on a daily basis.

Learning Outcomes:

a. Students will come to know about the meaning and different models of governance.
b. Students will be able to explain what role both the states and citizens are to play in realizing the goal of government.
c. They will be able to explain the meaning and nature of Citizen’s Charter in India.
d. They will come to know what is Right to information and whether it has contributed to the good governance at all.
e. Students will be able to explain what consumer rights are and how the Consumer Protection rights protect the consumer against any spurious, faulty and fraudulent designs of the sellers and manufacturers.
f. They will be able to explain how technology has revolutionized the ambit of governance.

Unit-I: Government and Governance

a. Meaning of Governance and Good Governance
b. Factors and Models of Good Governance

Readings:


Unit II: Democracy and Governance

a. Governance with and without Democracy

b. Relationship between Democracy and Good Governance

Readings:


Unit III: State and Citizenship in Governance

a. Role of the state in governance, policy formulations and enforcement of Social Audit

b. Role of the citizen in Governance: Civic Culture, Citizen Participation and Social Audit

Readings:


**Unit-IV: Institutional and Legal Arrangements**

   a. Citizen Charter  
   b. Right to Information  
   c. Consumer Protection Act  
   d. E-Governance, Mobile Governance  
   e. Public Service Delivery  

**Readings:**


Unit-V: Indian Ombudsman

a. Lokpal
b. Lokayukta

Readings:


Unit-V: Key Areas of Governance Issues

a. Environment Governance
b. Education and Health Governance

Readings:

India’s Security Environment

Course Objective:

The course will allow the student to understand India’s comprehensive national power in the regional and global context. The course discusses about the security threats that India faces from outside as well as inside. That includes not just the strategic and military threats but also the violence that emanates from the ideology of Naxalism and illegal migrants especially from Bangladesh who have settled in different parts of the country and are now able to change the socio-religious and political demography of the states.

Learning Outcomes:

a. Students will be able to assess the military and economic position of India in the World.

b. They will be able to explain the nature and magnitude of threats from China and Pakistan to India.

c. They will be able to explain what security, political and cultural-religious threats illegal migrants from Bangladesh pose to India.

d. They will be able to evaluate the expanding role of India in global strategic politics with a special focus on Indo-pacific region.

e. Students will learn how both China and India are competing for dominance in South Asia.

Unit I: Understanding India as a Global Power

a. India as a Military Power

b. India as an Economic Power

c. India’s Soft Power

Readings:


Unit II: India’s External Security Environment

a. Strategic Interests of the Major Powers in South Asia
b. Military and strategic Threat from China
c. Security threats from Pakistan and Bangladesh: Radicalization and Export of Islamic Terrorism from Pakistan

Readings:


### Unit III: India’s Internal Security Threats

a. Left Extremism in India

b. Illegal Migrants settled in India

### Readings:


• E. N. R. (2012). Maoist Insurgency and India's Internal Security Architecture: 1, VIJ Books (India) Pty Ltd.


Unit IV: Beyond the Territory and Territorial Water

a. India, United States, Japan in Indo-Pacific Region
b. India and China Competing for influence in South Asia

Readings:

8.4. BA (P) Attached the List of Papers with Learning Outcomes and Reading List

SEMESTER- I

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CORE PAPER-

Introduction to Politics and Political Theory

Course Objectives:

As politics and political system impacts the life of one and all it becomes imperative to understand what politics and political theory are all about. This module has been designed to provide a solid foundation to the beginners in political science. As the discussion on politics quickly shift to discussion on structures of power and functions of state and government, discussions on these themes become central in the study of politics. At the same time, as building a better society to live in requires a society based on key ethical values of rights, liberty, equality, and justice in democratic framework a separate unit has been dedicated to it which rounds the theoretical discussions on these key concepts. The course prepares the students to understand politics and political processes objectively.

Learning Outcomes:

a. The students will be able to answer how politics have been used by different schools and approaches differently.

b. The students will be able to explain what are different schools to understand the state and why the state is so central to discourses in politics.

c. The students would be able to explain what are contemporary discourses on rights, liberty, equality, and justice.

d. They will be able to explain how democracy is defined and understood differently and what are the key issues at the core of discussions on democracy.

e. Students will come to know about contemporary ideologies and their different shades within the broad categorization of liberalism and Marxism.
Unit I: Understanding Politics and Political Theory

a. Politics: Different Understanding of Politics
b. Political Theory: Meaning and Types

Readings:


Unit II: Centrality of Power and State

a. Different understanding of Power
b. Theories of State: Classical, Liberal, Marxist

Readings:


Unit III: Key Concepts in Political Theory

a. Rights
b. Liberty
c. Equality
d. Justice

Readings:

**Unit IV: Democracy**

a. Theories of Democracy 
b. Debates in Democracy

**Readings:**


**Unit V: Ideologies**

a. Conservatism 
b. Liberalism, Neo-liberalism 
c. Marxism, Leninism, Maoism

**Readings:**


SEMESTER- II

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CORE PAPER -

Indian Government and Politics

Course Objective:

Working of a political system depends both on the constitutional and extra-constitutional institutions and forces that shape up the functioning of the government and political system. This paper exposes the students to the constitution of India, picking some fundamental themes and core institutions which are essential to understand the core philosophy and the ideals of Indian constitution, the functioning of the government apart from the framework in which the polity of the country operates. Study of elections, electoral reforms, and party system provides insights to the students how the constitutional and political processes mediate and sustains the functionality of the political system. The course prepares the students for further study and researches in the constitutional and political processes in India.

Learning Outcomes:

a. The students will be able to explain the core philosophy and ideals of the Indian Constitution.
b. Students will know about the fundamental rights and how these rights are different from the directive principles of the state policy.
c. Students will be able to explain the structures, powers, and functions of three organs of government and their mutual relationship and engagements.
d. They will be able to explain the emerging trends in Indian Federalism and party system in India.
e. Students will be able to explain what are the constitutional structures of government that work at the grassroots level in India.
Unit I: Indian Constitution

a. Salient Features, Preamble of the Constitution
b. Fundamental Rights and Directive Principles of State Policy

Readings:


Unit II: Executive in India

a. President and Prime Minister
b. Governor, Chief Minister

Readings:


Unit III: Legislatures in India

a. Union Parliament
b. Legislative Assembly and Legislative Council
c. Constitutional Amendments

Readings:


Unit IV: Judiciary in India

a. Supreme Court
b. High Courts and District Courts

Readings:


Unit V: Centre-State Relations

a. Legislative, Executive and Financial Relations
b. Discussions on Indian Federalism

Readings:


Unit VI: Panchayati Raj Institutions

a. Features of Panchayati Raj Institutions
b. Working of Panchayati Raj Institutions
c. Gram Sabhas
Readings:


Unit VII: Election and Electoral Reforms

- Role of Caste, Money and Religion in Indian Election
- Debates on Electoral Reforms

Readings:


Unit VIII: Party System in India

- Key Features of Party System in India

Readings:


SEMESTER- III

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**CORE PAPER-**

**International Politics**

**Course Structure:**

The field of international relations is made up of diverse actors, processes, and outcomes. The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics), liberalism and constructivism and to critical approaches such as colonialism and feminism.

The term ‘Geopolitics’ was coined at the very end of the 19th century at the service of new forms of nationalism, colonial projects and inter-imperialist rivalry in Europe and beyond. With the complex interplay between space and power at its conceptual core, geopolitics has most often been associated with a ‘realist’ and state-centric approach to international relations. This course is also expected to act as a catalyst for students to think creatively and critically in search of ‘global’ or more ‘international’ in international relations that is inclusive of non-western experiences, traditions and interactions and critical of the western domination and euro-centric bias of mainstream IR and its neglect of the history, politics and contributions made by non-western traditions of thought and theory.

**Learning Outcomes:**

a. Familiarization with the key concepts of the discipline of IR.

b. Understanding of nexus between Classical Realism and Classical Geopolitics

   Comprehensive understanding of the key assumptions and arguments of the mainstream IR.

c. Appreciation of what is Global IR and why non-western perspectives are needed.

d. Greater appreciation of the important role played by non-Western countries in building post-war norms and institutions in key areas such as universal sovereignty, human rights, development, and regionalism.
e. Understanding the agency of the Global South in these areas is key to countering IR’s ethnocentrism and developing new concepts, theories and, methods.

Unit I: Introduction to International Politics

a. Meaning of International Politics
b. Theories of International Politics: Realism, Liberalism, Constructivism
c. Non Western Perspectives
d. Indian Perspectives

Readings:

Unit II: Key Factors and Phenomenon Shaping the World Politics

a. Bolshevik Revolution
b. World War I, League of Nations
c. World War II, UNO
d. Emergence of Third World and Non-alignment

Readings:


Unit III: Cold War and Detente

a. Meaning and Reasons for Cold War
b. Major developments during the Cold War
c. Détente
d. End of Cold War

Readings:


**Unit IV: Post-Cold War Global Politics**

a. Disintegration of Soviet Union and its impact on International Politics
b. Emergence of Multi-polarity
c. Globalization and International Political Economy

**Readings:**


**Unit V: International Organizations**
a. United Nations and Demand for its democratization
b. WTO, IMF, World Bank

Readings:


Unit VI: Strategic Realignments in International Politics

a. New strategic alignments: India, Japan, Australia and USA in Indo Pacific
b. Regionalization of International Politics, Formation of BRICS, European Union, IBSA, APEC
c. OPEC, OAU, SAARC

Readings:

Unit VII: Global Concerns and Global Politics

a. Nuclear Disarmament
b. Environment Protection/Sustainable Development
c. International Terrorism
d. Migration and Human Rights

Readings:


SKILL ENHANCEMENT COURSE-

Citizens, Laws and Rights

Course Objectives:

The purpose of this module is to educate the students about the legal system of India which they need to know for discharging their responsibility as a common citizen of India where it would be possible to check on the arbitrary and illegal application of rules and laws leading to abuse of power. Such understanding makes citizens active and participatory and pushes the system towards responsible, accountable and transparent governance. Ignorance of laws and rights allow the system to exploit the citizens.

Learning Outcomes:

a. Students will come to know about the rights which generally they should act as a vigilant citizen of the country.

b. They will come to explain what are the rights of an individual when one faces arrest or detention or seek to get bail or when one is subjected to investigation by the executive agencies of the state.

Unit I: Criminal Administration and Citizen’s Rights


b. Filing First Information Report

c. Right to Privacy

d. Citizen’s Rights during Interrogation and Investigation

e. Sedition Act

Readings:


**Unit-II: Citizen Access to Information and Rights of Consumers**

a. Right to Information  
b. Consumer Protection Act

**Readings:**

• *Nyaaya, India’s Laws Explained*, Request to Obtain Information. Available at: [https://nyaaya.in/topic/right-to-information/request-to-obtain-information](https://nyaaya.in/topic/right-to-information/request-to-obtain-information)

**Unit III: Rights against Discrimination**

a. Laws against Caste discrimination and Untouchability  
b. Rights against Gender Discrimination  
c. Rights of women in ancestral Property

**Readings:**


Unit-IV: Rights against Displacement

a. Rights of the Forest Dwellers
b. Rights of the displaced people

Readings:


Unit-V: Documents for the Citizens

a. Aadhar Card
b. Voter Id Card
c. Passport
d. National Registration of Citizens

Readings:

• How to obtain Voters Identity Card- https://www.nvsp.in/
- How to obtain Aadhar card- https://uidai.gov.in/
- How to obtain Passport- https://portal1.passportindia.gov.in/AppOnlineProject/online/PassportAct

Unit-VI: Benefiting from Government Programmes

a. Ayushman Bharat Yojana
b. Ujjwala Yojana

Readings:

SEMMESTER- IV

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CORE PAPER-

Public Administration

Course Objective:

This course is designed as a foundational course for the students who seek to understand the basics in the discipline of Public Administration. It encapsulates the conceptual journey from the Wilsonian times to the present day when public administration has tended to redefine and reinvent its role in the changing circumstances of the diminishing role of the state on the one hand and expanding role of the market on the other. The course engages the students with concepts and schools of thinking which would enable them to advance their study and research in organization theory and public policy.

Learning Outcomes:

a. Students will be able to distinguish public administration from private administration.

b. Students will be able to explain how New Public Management and the concept of New Public Service have changed the focus and ways of ensuring the public good.

c. Students will be able to explain how the organization has been understood by different schools and how all these reinforce the overall understanding of the organization.

d. Students will be to make a distinction between the content and context theory of motivation.

e. They will come to know what are leadership skills that organization need and how conflicts can be managed within the organization.

Unit I: Introduction to Public Administration
a. Meaning of Public Administration
b. Public Administration vs Private Administration
c. New Public Administration, New Public Management and New Public Service

Readings:


Unit II: Principles of Organization

a. Principles of Organization
b. Basis of Organization

Readings:


Unit III: Principles of Administration

a. Scientific Management- Taylor and Fayol
b. Bureaucracy – Max Weber
c. Human Relations Approach Elton Mayo
d. Ecological Approach of Riggs

Readings:


Unit IV: Motivation

a. Maslow Theory of Motivation
b. Herzberg Theory of Motivation

Readings:


Unit V: Leadership

a. Meaning of Leadership
b. Theories of Leadership
c. Types of Leadership

Readings:

SKILL ENHANCEMENT COURSE-

Research in Public Opinion and Voting Behaviour

Course Objective:

The purpose of the course is to equip students with concepts, skills, and methods to understand public opinion and voting behavior in a political system. They will be trained in skills and methods of data collection, the processing of application of the new technology and statistical tools. The module is going to provide hands-on learning to the students to interpret election data and prediction of electoral fortunes of the parties based on inputs from the field.

Learning Outcomes:

a. Students would learn the methods and techniques of data collection from the field.
b. They would know where and how to apply the statistical tools like mean, median, mode, standard deviation, and correlational research.
c. They will be able to predict the elections results based on data applying the techniques of election data.

Unit I: Introduction to Public Opinion Research

a. Conceptual Understanding of Public Opinion
b. Role of Public Opinion in Democratic Politics

Readings:


Unit II: Quantitative Research: Techniques and Tools of Data Collection
a. Survey  
b. Sampling  
c. Interview  
d. Questionnaire and Schedule  
e. Observation

Readings:


Unit III: Statistical Techniques to Understand and Process Data

a. Mean, Median, Mode and Standard Deviation, Correlational Research  
b. Pie diagram, Bar Charts  
c. Statistical Software: SPSS

Readings:


**Unit IV: Understanding Election Data**

a. Techniques of Interpreting Election Data  
b. Prediction in Polling Research  
c. Politics of Interpreting Data

**Readings:**

DISCIPLINE SPECIFIC COURSE-

Ancient Indian Political Thought

Course Objectives:

This course intends to acquaint students with the vast repository of ideas and literatures produced by ancient Indian philosophers on politics and management of statecraft which has remained so far ignored in Indian discourses within the discipline of Political Science. It is now a settled proposition that thinking on politics and statecraft has been in all the great civilizations including India which is one of the most ancient and rich civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics and functioning of government including bureaucracy, role and, nature of the monarchy and its relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas, Mahabharat, Ramayan, Purans and some of the texts written by the philosophers themselves.

Learning Outcomes:

d. The students will come to know about the ideas of individual sages and philosophers on politics and functioning of government.

e. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.

f. Students will be able to explain the trajectory of ideas on key political questions and institutions of ancient India.

Unit I: Introduction to the Ancient Indian Political Thought

a) Specific Features of Indian Political Thought
b) Beyond Anglo-American Narrative

- Need for Indian Vocabulary and Indian Framework
- Nation vs Rashtra
- India or Bharat
- Religion vs Dharma
- Culture vs Sanskriti

Readings:


Unit II: The Idea of Bharat

d. Geographical and Cultural Conception of Bharat
e. Territorial Depiction in BhimaParva and ShantiParva
f. Depiction of Bharat in Puranas

Readings:


Unit III: The Idea of Statecraft

d. Shanti Parva in Mahabharata
e. Saptang Theory Kautilya
Readings:


Unit IV: Dealing with Friends and Enemy States

c. Diplomacy in Epics

d. Mandal Theory of Kautilya

Readings:


Unit V: Conception of Justice and Jurisprudence

c. Laws of Manu

d. Kautilya

Readings:

GENERAL ELECTIVE-

Citizenship and Governance

Course Objective:

This module will enable the students to understand the meaning of good governance and what is required to realize this. Despite the best of the policy formulations and institutional arrangements, the government is unlikely to yield good governance if there is no active citizen participation. This module will not only help the students to learn about several institutional arrangements but will also equip them with information and techniques of how to apply them for better governance. They will be able to understand how both citizens and government complement each other in realizing good governance.

Learning Objectives:

a. Students will be able to explain meaning and factors and forces which enable good governance.

b. Students will be able to know about their rights which have been given to them and how the exercise of those rights set things right in the functioning of government and delivery of services to the people.

Unit I: Introduction to Good Governance

c. What is Good Governance?

d. Factors and Models of Good Governance

Readings:


**Unit II: Democracy and Governance**

c. Relationship between democracy and Good Governance
d. Democratic Governance

**Readings:**


**Unit III: State and Citizenship in Governance**

a) Role of the state in governance, policy formulations and enforcement of Social Audit

b) Role of the citizen in Governance: Civic Culture, Citizen Participation and Social Audit

**Readings:**


Unit V: Institutional and Legal Arrangements

a) Citizen Charter  
b) Right to Information  
c) Consumer Protection Act  
d) E-Governance  
e) Public Service Delivery

Readings:


Unit V: Indian Ombudsmen

c. Lokpal
d. Lokayukta

Readings:

Unit VI: Key Areas of Governance Issues

c. Environment Governance
d. Education and Health Governance

Readings:

SEMESTER- VI

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DISCIPLINE SPECIFIC COURSE-

India’s Foreign Policy

Course Objective:

The purpose of the course is to educate the students about India’s foreign policy, particularly towards its neighbors and big powers, leading to a better understanding of how and why India desires to play a bigger role in international politics, shedding off its yesteryears positions and standing on many issues and navigating the foreign policy towards elements of realism. India’s demands for democratization of the international bodies like UN and reforms in the Security Council, and seeking a position in the body as a permanent member is a search and quest for the larger role it seeks for itself. Equally important is to know why India, a responsible nuclear power, has not yet signed CTBT or NPT despite all pulls and pressures.

Learning Outcomes:

a. Students will be able to appreciate the salient features of India’s foreign policy and explain the following:

b. How, why and to what extent India’s foreign policy has changed in the new global and regional contexts.

c. India’s relations with her South Asian neighbors.

d. Rational behind India demands for democratization of international bodies like UN and demand for a permanent place in the Security Council.

e. The Nuclear doctrine of India and its position on CTBT and NPT.

Unit I: Making of India’s Foreign Policy

a. India’s World View: Sacred Geographies, Traditions and History

b. Key Principles of Indian Foreign Policy
c. Continuity and Change
d. Institutions, Individuals and Strategic Culture

Readings:


Unit II: India and its South Asian Neighbours

a. Afghanistan
b. Pakistan
c. Bangladesh
d. Sri Lanka
e. Nepal
f. Bhutan
g. Maldives

Readings:


**Unit III: India, Multilateralism and the UN**

a. India’s bid for democratization of International Organizations (GATT, WTO)

b. Demand for Reforms in the UN Security Council

**Readings:**


Unit IV: Engaging with Big Powers

a. India and USA
b. India and Russia
c. India and China

Readings:


Unit V: India’s Nuclear Doctrine

a. NPT
b. CTBT

Readings:


9. Teaching-Learning Process:

Teaching-learning is undergoing a paradigm shift all over the world in universities and colleges. The lecture mode of teaching broadly leads to one-way communication. It has been realized that teaching-learning is two-way communication in which there should be dialogue and interaction continually between the teachers and the students. Apart from the traditional methods of classroom lecture methods, the students should be exposed to inquiry-driven learning. The benefit of this technique is that the teacher does not become spoon feeder but guides and mentor the students in their learning exercise through defining their directions of search clearing the clouds of confusion. The digital technology needs to be used for homework, feedback from the students, and addressing the queries and questions of the student.

10. Assessment and Evaluation Methods:

There are generally two forms of student assessment; one that is done through end semester examination on the completion of the course. The other is the assessment of the student on continual basis through ways like class presentation by the student followed by intense discussion under the guidance and mentorship of the teacher. This has been found as better way to minutely track and direct the growth of the students wherein his strengths and weaknesses, lack of arguments or articulations are identified, pointed out to work on and improve in the future assignments. Further, every student should be tested through course related projects picked up from real world situations. This would help in assessing students’ capacity to apply the learned theoretical frameworks. Further, objective tests should be used to assess the factual and analytical capacity of the students which should be at the end of the chapter itself.
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