

DEPARTMENT OF POLITICAL SCIENCE



BASED ON
UNDER GRADUATE COURSE CURRICULUM FRAMEWORK
(UGCF)



(THIRD AND FOURTH SEMESTER)

ACADEMIC YEAR – 2023-2024



Department of Political Science
School of Social Science
Guru Ghasidas Vishwavidyalaya
(A Central University with NAAC Accredited A ++)
Bilaspur, Chhattisgarh
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COURSE STRUCTURE
(4 YEAR UNDER GRADUATE PROGRAM UNDER NEP 2020)

Semester	Courses	COURSE TITLE	Credits	Total Credits
III	Major - 3	Constituent Assembly Debates	4	20
	Major - 4	Public Administration (MOOC)	4	
	Minor - 3	India's Foreign Policy	4	
	Multidisciplinary - 3	Understanding Jyotiba Phule, Ambedkar and Jayaprakash Narayan	3	
	AEC - 3	MIL / English	2	
	SEC - 3	Political Risk Analysis	3	
IV	Major - 5	Ancient and Medieval Indian Political Thought	5	20
	Major - 6	Indian Government and Politics (MOOC)	5	
	Major - 7	Administrative Theory	4	
	Minor - 4	Party Politics in India	4	
	AEC - 4	MIL / English	2	

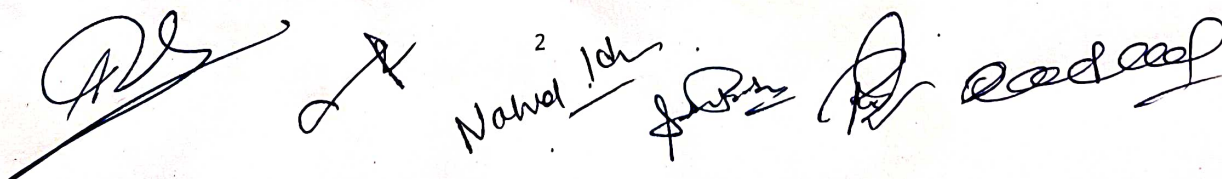
*The student must complete the 4 credit vocational course/Internship either after first year or second year during summer term to get UG Diploma if he wish to exit the program after first 4 semesters.

MULTIDISCIPLINARY (MDC) – For University Pool

Semester	Courses	COURSE TITLE	Credits	Remarks
--	MDC	Environmental Politics	3	For University Pool
--	MDC	Human Rights	3	
--	MDC	Welfare Administration	3	

SKILL ENHANCEMENT COURSE (SEC) - For University Pool

--	SEC	Political Leadership and Communication	3	For University Pool
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VALUE ADDED COURSE (VAC) - For University Pool

--	VAC-1	Panchakosh: Holistic Development of Personality	2	For University Pool
	VAC-2	Ideas of India: Images and Realities	2	For University Pool
	VAC-3	Understanding India	2	For University Pool
	VAC-4	Constitutional Values and Fundamental Duties	2	For University Pool

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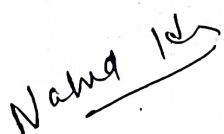


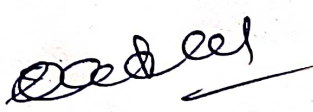
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SEMESTER III

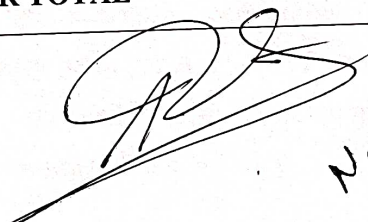
Paper No.	Course Code	Title	Credits (Theory + Tutorial)	Total Credits	Marks		Total Marks
					Internal	End Sem	
Major - 3		Constituent Assembly Debates	3+1	4	30	70	100
Major - 4		Public Administration (this course will be offered in MOOC platform and valid for this semester only)	3+1	4	30	70	100
Minor - 3		India's Foreign Policy	3+1	4	30	70	100
Multidisciplinary-3 (GE)		Understanding Jyotiba Phule, Ambedkar and Jayaprakash Narayan	2+1	3	30	70	100
AEC - 3		MIL / English	2	2	30	70	100
SEC - 3		Political Risk Analysis	2+1	3	30	70	100
SEMESTER TOTAL				20	180	420	600

SEMESTER IV

Paper No.	Course Code	Title	Credits (Theory + Tutorial)	Total Credits	Marks		Total Marks
					Internal	End Sem	
Major - 5		Ancient and Medieval Indian Political Thought	4+1	5	30	70	100
Major - 6		Indian Government and Politics (this course will be offered in MOOC platform and valid for this semester only)	4+1	5	30	70	100
Major - 7		Administrative Theory	3+1	4	30	70	100
Minor - 4		Party Politics in India	3+1	4	30	70	100
AEC - 4		MIL / English	2	2	30	70	100
SEMESTER TOTAL				20	150	350	500





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Programme Outcomes (PO)

PO1: Foundational Knowledge: after the completion of this programme, the Graduates will be able to develop a deeper understanding of their subject and enhance theoretical knowledge with the help of the key concepts and theories and link them for societal benefit.

PO2: Critical Thinking: the graduates will be able to think clearly and rationally during their disciplinary intellectual process. They will try to understand the logical connection between ideas and the realities that confront them. The graduates will be in a position to analyse and engage with their social surroundings, problematize and raise questions based on academic inquiry and take informed actions

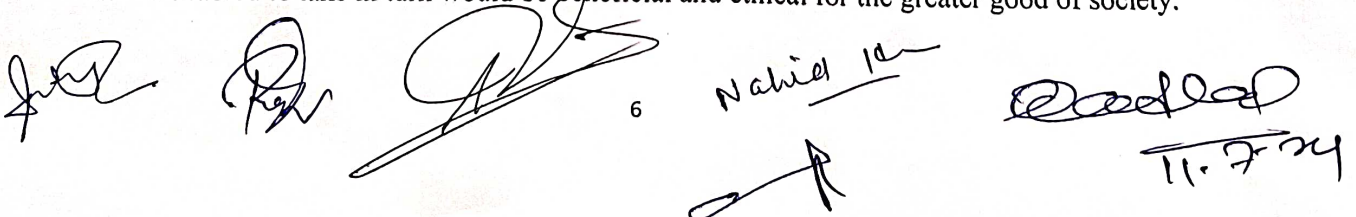
PO3: Academic Expertise: at the end of this programme, the students will be able to develop academic expertise by exhibiting deeper understanding and thorough knowledge base in their domain area. They would be able to identify and explain the seminal works in their area of expertise. In their domain areas, they can conduct and guide academic inquiries to apply theoretical notions into practice in various manifestations.

PO4: Effective Communication: they will develop soft skills for communicating effectively based on the content and context of their operation. They will be enabled to operate in multicultural spaces by demonstrating their ability in learning, writing and speaking different languages on various issues of societal importance.

PO5: Sense of Social Responsibility: they will develop interactive skills and collaborative aptitude as members of the academic community or leaders of the team in interdisciplinary/multidisciplinary settings. A sense of multicultural spirit will be infused among them through their interaction with cross-cultural classmates and academic interventions with regard to community life and living.

PO6: Responsible, effective and dutiful Citizenry: they will develop a sense of citizenship among themselves. In addition to their claim over rights, they will learn their conscientious duties as citizens. Their concern about the rights of others and engagements in initiatives promoting social equity and growth will enable them to responsible and dutiful citizens effectively guarding the foundational ethos of the nation and constitution.

PO7: Ethics: importantly, a sense of integrity in academic and social life will be developed in them which in turn will help them to respect and recognise the multicultural patterns and values of fellow human beings. Tuned with academic integrity, the moral decisions students will be enabled to take in turn would be beneficial and ethical for the greater good of society.

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PO8: Environment and Sustainability: the learners will be able to demonstrate awareness of local, regional, national and global needs. They will be encouraged to engage with their socio-cultural contexts along with environmental needs and concerns.

PO9: Self-directed and Life-long Learning: Students will be infused with the spirit of life-long learning with an aptitude to direct the learning towards self-fulfilment of goals through career enhancement, career development aptitudes and catering to societal needs.

PO10: Scientific Temper: they will develop conceptual and theoretical fundamentals; understand ideas, debates and discourses and ideological affiliation with scientific temper. This will help them to address, solve and analyse the problems systematically by the presentation of data and evidence for validation of the case in question.

Program Specific Outcomes (PSO)

PSO1: To be conceptually and theoretically sound, where in ideas, debates and ideological affiliations in Political Science are understood with a scientific temper and inferred in an analytical manner.

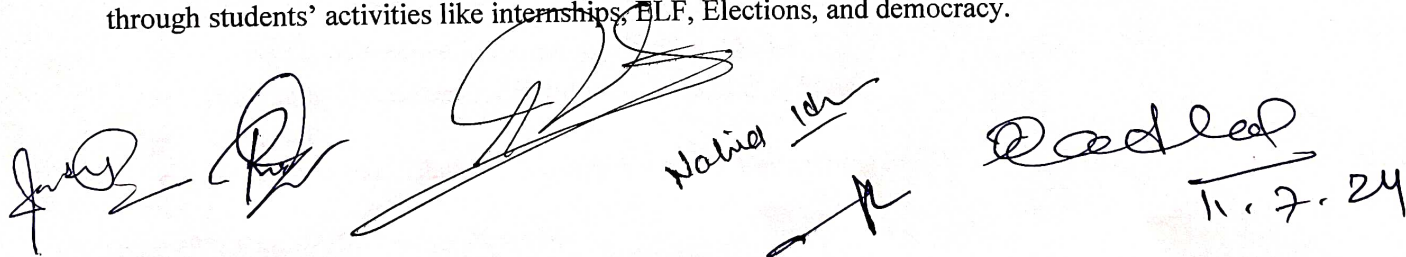
PSO2: To enable them to gain knowledge of the science, arts, cultures and skills of governance and administration.

PSO3: To develop into effective social scientists with a strong grounding in narratives, history as well as political science to be an effective social entrepreneur.

PSO4: To enable them to identify and solve problems and analyse them systematically setting a relevant pattern.

PSO5: To inculcate the art of professional presentation of the problem both in spoken and written modalities with the help of projects and dissertations.

PSO6: To demonstrate experiential learning amongst the students in Political Science through students' activities like internships, ELF, Elections, and democracy.

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SEMESTER-III

Major 3: Constituent Assembly Debates

Credit: 04

Course Objective:

The purpose of the Course is to familiarize the students with the foundational background and ideological basis of the Constituent Assembly of India, also while discussing the evolution of the Constitutional government under the Raj. The Course has been designed to cover the major debates involved in the making of the Indian Constitution and analyse the working of the same.

UNIT I: The Spirit of Indian Constitution

- Preamble
- Secularism
- Sovereignty
- Ideology

Unit-II: Rights & Duties of Indian Citizens

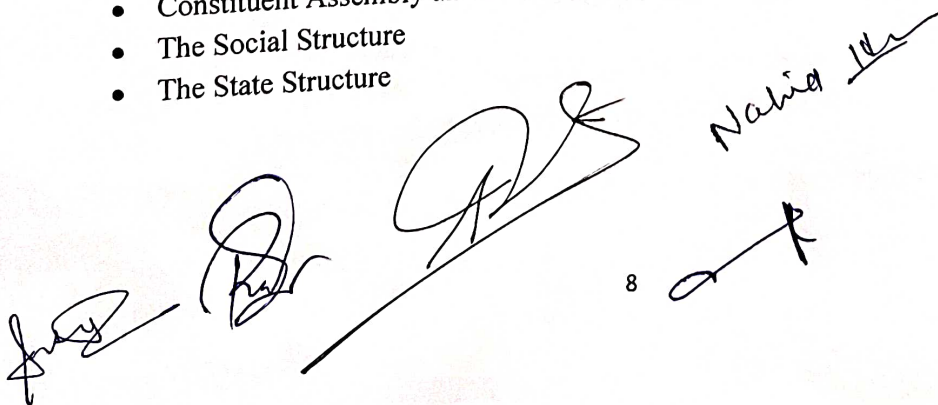
- Right to Equality
- Right to Freedom
- Right to Freedom of Religion
- Right against Exploitation
- Cultural and Educational Rights
- Right to Constitutional Remedies
- Legal Obligation of the State
- Fundamental Duties

UNIT III: Major Committees of the Constituent Assembly

- Drafting Committee – Bhimrao Ramji Ambedkar.
- Union Power Committee – Jawaharlal Nehru.
- Union Constitution Committee – Jawaharlal Nehru.
- Provincial Constitution Committee – Vallabhbhai Patel.
- Language
- Minorities and Tribal and Excluded Areas – Vallabhbhai Patel

Unit-IV: End of the Indian Problem

- Constituent Assembly and the Native States
- The Social Structure
- The State Structure



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COURSE OUTCOMES

At the end of the Course a student will be able to;

CO-1. Comprehend and articulate the evolution and ideological basis of the Constituent Assembly.

CO-2. Locate the Constitutional development in India.

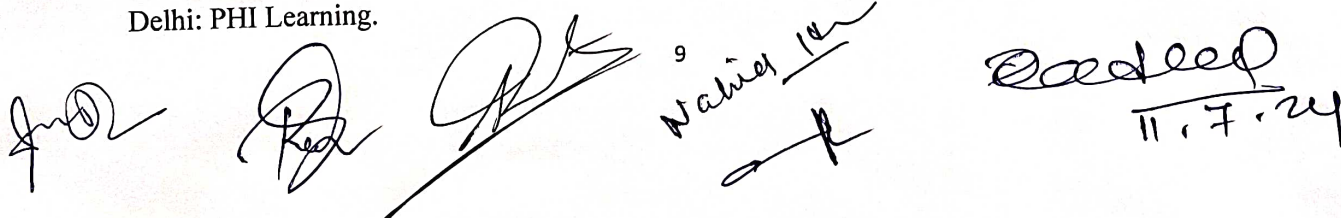
CO-3. Identify the key debates in the making of the Indian Constitution.

CO-4. Analyse the political process in India.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	1	3	3	2	1	3	2	3	2	1	1	3	2
CO2	3	3	3	1	2	3	2	2	3	2	3	3	3	1	1	3
CO3	3	3	3	3	3	3	2	1	2	2	2	2	2	3	1	3
CO4	2	3	3	2	2	3	1	1	2	1	2	3	3	3	1	3

Suggested Reading List

- Basu, D. D. (2019). *Introduction to the Indian Constitution*. (24th ed.). Lexis-Nexis Butterworth, Wadhwa Publishing House, New Delhi.
- Brass, Paul. (1991). *Ethnicity and Nationalism: Theory and Comparison*. Sage, New Delhi.
- Chandra, Bipin. (2000). *India After Independence*. Penguin, New Delhi.
- Chandra, Bipin. (1979). *Nationalism and Colonialism in Modern India*. Orient Longman, New Delhi.
- Chatterjee, Partha. (1999). *State and Politics in India*. OUP, New Delhi.
- Chaube, Shivani Kinkar. (2020). *The Making and Working of the Indian Constitutions*. National Book Trust, New Delhi.
- Fadia, B. L. (2008). *Government and Politics*. Sahitya Bhawan, Agra.
- Hasan, Zoya. (2000). *Politics and the State in India*. Sage, New Delhi.
- Kaviraj, Sudipta. (1991). *Politics in India*. OUP, New Delhi.
- Kothari, Rajni. (1979). *Politics in India*. Orient Longman, Delhi.
- Mahajan, Gurpreet. (1998). *Democracy, Differences and Social Justice*. Oxford, New Delhi.
- Narang, A.S. (2000). *Indian Government and Politics*. Gitanjali Publications, New Delhi.
- Pandey & Chakrabarty. (2008). *Indian Government and Politics*. Sage, New Delhi.
- Abbas, H., Kumar, R. & Alam, M. A. (2011) *Indian Government and Politics*. New Delhi: Pearson.
- Chandhoke, N. & Priyadarshi, P. (eds.) (2009) *Contemporary India: Economy, Society, Politics*. New Delhi: Pearson.
- Chakravarty, B. & Pandey, K. P. (2006). *Indian Government and Politics*. New Delhi: Sage.
- Chandra, B., Mukherjee, A. & Mukherjee, M. (2010). *India After Independence*. New Delhi: Penguin.
- Singh, M.P. & Saxena, R. (2008). *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning.





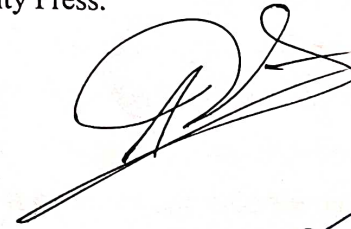
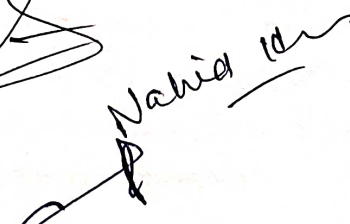
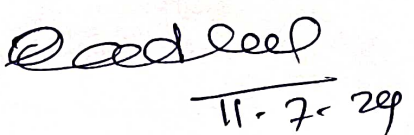
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Vanaik, A. & Bhargava, R. (eds.) (2010). *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

Menon, N. and Nigam, A. (2007). *Power and Contestation: India since 1989*. London: Zed Book. Austin, G. (1999). *Indian Constitution: Corner Stone of a Nation*. New Delhi: Oxford University Press.

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

Jayal, N. G. & Maheta, P. B. (eds.) (2010). *Oxford Companion to Indian Politics*. New Delhi: Oxford University Press.

Course Objective: The essence of Public Administration lies in its effectiveness in translating the governing philosophy into programmes, policies and activities and making it a part of community living. The paper covers public administration in its historical context thereby proceeding to highlight several of its categories, which have developed administrative salience and capabilities to deal with the process of change. Organised into four units, the recent developments and particularly the emergence of New Public Administration are incorporated within the larger paradigm of democratic legitimacy. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

Unit-I**Public Administration**

- a. Meaning, Scope, Evolution and Significance
- b. Public and Private Administration

Unit-II

- a. Principles of Public Administration
- b. Role of Public Administration in Developing and Developed countries

Unit-III

- a. Paradigms of Public administration
- b. Hierarchy, Span of Control, Unity of Command
- c. Delegation, Co-ordination, Delegated Legislation, Administrative Adjudication

Unit-IV

- a. New Public Administration, Comparative Public Administration, New Public Management,
- b. Development administration
- c. Gender Administration and New Public Services and Governance

Learning Outcomes: By the end of the course students will be able to:

CO-1, the students will be able to know about Public administration.

CO-2, they will seek to know about Principles of Public Administration

CO-3, they will be also known about Paradigms of Public administration

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CO-4, the students will become familiar with details of New Public administrative and Development Administration of India.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	3	1	2	2	2	3	3	3	2	2	2
CO2	3	1	3	2	2	3	3	2	2	1	2	3	2	2	2	2
CO3	3	3	3	3	3	2	1	2	1	2	3	2	2	3	2	3
CO4	3	2	3	2	2	3	2	1	2	1	2	3	2	2	2	2

Suggested Reading List:

- C. P. Bhamari. *Indian Administration* (English & Hindi).
- Maheshwari & Awasthi: *Public Administration* (English & Hindi).
- Bhattacharya, Mohit. (1991). *Public Administration*. (2nd Edition). World Press.
- Bhattacharya, M. (2012). *Restructuring Public Administration: A New Look*. New Delhi: Jawahar Publishers.
- S.R. Maheshwari: *Indian Administration* (English & Hindi).
- Surendra Kataria: *Bhartiy Lok Prashasan* (Hindi).
- Rumki, Basu. (2014). *Public Administration: Concepts and Theories*. Sterling Publishers, New Delhi.
- Arora, Ramesh K. (2004). *Public Administration: Fresh Perspectives*. (Eds.) Aalek Publishers, Jaipur.
- Chakravorty, Bidyut. (2012). *Public Administration in a Globalized World*. Sage Publisher, New Delhi.
- Chakrabarty, and Bhattacharya, M. (2003). *Public Administration: A Reader*. (eds). Oxford University Press, New Delhi.
- Sinha, M. (2010). *Prasashan Evm Lokniti*. Orient Blackswan, New Delhi.
- Sapru, C. (2013). *Administrative Theories and Management Thought* (Third Edition), Delhi: Prentice Hall of India.
- Srivastava, Smita. (2012). *Theory and Practice of Public Administration*. Delhi: Pearson.
- Yojana and Kurukahetra and Various Government of Indian Reports (English & Hindi).
- Simon, Herbert A. (1997). *Administrative Behavior*, 4th Edition, Free Press.
- Dye, Thomas R. (2008). *Understanding Public Policy*, International Edition, Pearson/Prentice Hall.

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COURSE OBJECTIVES

The primary course objective is to introduce the students on the essential facets of India's Foreign Policy. The course familiarizes students with the key discourses in the field of foreign policy and identify the issues that influence India's foreign policy. At the end of the course the students would be able to map India's role in the global platform and identify the features that makes India a responsible power to reckon with. The course thus seeks to develop the necessary critical thinking among students on the discourse of how foreign policy decisions are taken in this tumultuous global world order.

Unit I: India's Foreign Policy: Structure and Processes

Determinants of India's Foreign Policy: domestic and international

Evolution of Indian Foreign Policy: Pre-Independence to Post-Independence

Unit II: Making of India's Foreign Policy

Continuity and change in foreign policy: Non-Alignment, Terrorism, Energy Security, Indian Diaspora

Unit III: Relations with Global and Regional International Institutions

UN, ASEAN, EU, IORA, SAARC, SCO, BRICS & G-20

Unit IV: India and the World

India and Major Powers: United States, PRC and Russia

India and Neighbours: Pakistan, Bangladesh, Nepal and Sri Lanka

Learning Outcomes

At the end of the Course a student will be able to;

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

CO-2. Identify the dimensions involved in the making of India's Foreign Policy

CO-3. Analyse India's role in Global and Regional International Institutions

CO-4. Locate and compare India's ties with its neighbours and the major powers around the world.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	3	2	2	3	2	3	3	3	3	2	2
CO2	3	3	3	2	2	2	2	2	2	1	3	3	3	2	2	2
CO3	3	3	3	3	3	3	2	3	2	1	2	3	3	2	2	2

CO4	3	3	3	3	3	3	2	2	2	1	3	3	2	3	2	2
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Suggested Reading List:

Bandyopadhyay, J. (2003). *The Making of India's Foreign Policy*. Calcutta: Allied Publishers.

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

Dubey, M. (2012). *India's Foreign Policy: Coping with the Changing World*. New Jersey: Pearson.

Gupta, A. K. (2012). "India's Foreign Policy: An Adherence to Change, Pre-Independence to Post-Pokhran II". *Asian Profile*. Vol. 40, No. 3. Canada: Asian Research Service.

Harshe, R., & Sethi, K.M. (Eds.) (2005). *Engaging with the World: Critical Reflections on India's Foreign Policy*. Hyderabad: Orient Longman.

Kanti Bajpai, Saira Basit, Krishnappa, V. eds. (2014). *India's Grand Strategy: History, theory, cases*. Routledge India.

Mansingh, L. et al, (Eds.). (1998). *Indian Foreign Policy: Agenda for the 21st Century*. Vol. 1 and 2. New Delhi: Foreign Services Institute with Konark.

Muni, S. D. and Girijesh P. (2005). *India's Search for Energy Security: Prospects for Cooperation with Extended Neighbourhood*. New Delhi: Rupa Publications.

SumitGanguli (2019). *Indian foreign Policy (short introduction)*. Oxford.

Vanaik, A. (1995). *India in a Changing World: Problems, Limits and Successes of its Foreign Policy*. Hyderabad: Orient Longman.

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Multidisciplinary (MDC) - 3: Understanding Jyotiba Phule, Ambedkar and Jayaprakash Narayan

Credit: 03

Course Objective:

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste. Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues and constitutionalism are to be pedagogically interrogated and interpreted. This will help students to critically engage themselves with the existing social concerns, state and other institutional mechanisms. This also will facilitate them to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

Unit-1: Introducing Jyotiba Phule

- Understanding Jyotiba Phule
- Approach to Social Reforms and Anti-caste Movement
- Educational Philosophies of Phule and their relevance Today

Unit-2: Introducing Ambedkar

- Dr. Ambedkar and Freedom Struggle of the Dalits
- Approach to Polity, History, Economy, and Society, Caste and Religion
- Vision of an Independent India

Unit-3: Jayaprakash Narayan

- Socialist Thought of Jayaprakash Narayan
- Party less Democracy and Total Revolution

Course Outcomes

After completion of this course, students will be able to

CO 1: Understanding Jyotiba Phule's approach to Social Reforms in India and Anti-Caste Movement.

CO 2: Understand the historical roots of the discrimination to the untouchables, critique of caste system, economic thoughts of Ambedkar. Understand Ambedkar's thought on women

CO 3: Understanding the sociopolitical philosophy of Jayaprakash Narayan and his approach to Party less democracy and Total Revolution.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3	3	1	3	1	2	3	2	3	2	2
CO2	3	3	3	3	3	3	3	1	3	1	2	3	3	2	2	2

Suggested Reading List

Gore, M. (1993). *The Social Context of an Ideology Ambedkar's Political and Social Thought*. Sage Publication, Delhi.

Ambedkar, B. R. (1989). *Annihilation of Caste with a Reply to Mahatma Gandhi*, in Dr. Babasaheb Ambedkar. Writings and Speeches. Vol 1, Education Dept., Government of Maharashtra, Mumbai.

Zelliot, E. (1996). *From Untouchable to Dalit Essays on the Ambedkar Movement, in the Leadership of Babasaheb Ambedkar*, Delhi: Manohar.

Ambedkar, B.R. (1987). *The Hindu Social Order, It's Essential Principles'*, in Dr. Babasaheb Ambedkar Writings and Speeches Vol 3, Education Deptt, Government of Maharashtra.

Ambedkar, B.R. (1987). *The Hindu Social Order, It's Essential Principles'*, in Dr. Babasaheb Ambedkar Writings and Speeches Vol 3, Education Deptt, Government of Maharashtra, 1989.

Ambedkar, B.R. (1987). *Philosophy of Hinduism*, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 3 Education Deptt, Government of Maharashtra, Mumbai.

The Religious Conversion Movement 1935-1936, Delhi.

Rege, S. (2013). *Against the Madness of Man in B R Ambedkar's Writings on Brahmanical Patriarchy*, Navyana Publication.

Ambedkar, B.R. (1987). *The Women and the Counter Revolution'*, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol 3 Education Deptt., Government of Maharashtra, Mumbai.

Ramabai, P. (2013). *The High Coste Hindu Woman*. Critical Quest, Delhi.

Ambedkar, B.R. (1991). *What Gandhi and Congress have done to the Untouchables'*, in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9.

Ambedkar, B.R. (2003). *Conditions Precedent for the successful working of Democracy*, in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-1II, Education Dept, Government of Maharashtra, Mumbai, pp.472-486.

Ambedkar, B.R. (2003). *I have no Homeland*, in Dr. Babasaheb Ambedkar Writings and Speeches Vol-17, Education Dept, Government of Maharashtra, Mumbai.

Ambedkar, B.R. (2003). *Role of Dr. B. R. Ambedkar in Bringing The Untouchables on the Political Horizon and Laying Foundation of Indian Democracy*. in Dr. Babasaheb Ambedkar Writings and Speeches Vol 17-1, Education Deptt., Government of Maharashtra, Mumbai.

Ambedkar, B.R. (2003). *Buddhism paved way for Democracy and Socialistic Pattern of Society'*, in Dr. Babasaheb Ambedkar Writings and Speeches. Vol 17-1II, Education Deptt., Government of Maharashtra, Mumbai.

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COURSE OBJECTIVES

The primary course objective is to enable students to gain conceptual and practical skills that enable them to pursue a career in political risk consulting. The course familiarizes students with key concepts and theories in the field of political risk and apply them to case studies across different industries, as well as the role and features of the most important governmental and non-governmental organizations conducting political risk analysis. The course thus seeks to develop necessary skills among students, so as to enable them to autonomously deepen their knowledge of issues connected to political risk analysis.

Unit I: Introduction to Political Risk

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

Unit II: Capital Markets and Geopolitical Analysis

- Understanding Markets and Economic Risk
- Foreign Direct Investment

Unit III: Domestic Instability

- Revolution, Civil war, and State Failure
- Expropriation; Regulatory Risks; Reporting and Warning

Learning Outcomes

At the end of the Course a student will be able to;

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

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

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

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	2	2	2	2	2	1	3	3	3	3	2	3
CO2	3	3	3	3	2	2	2	2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	3	3

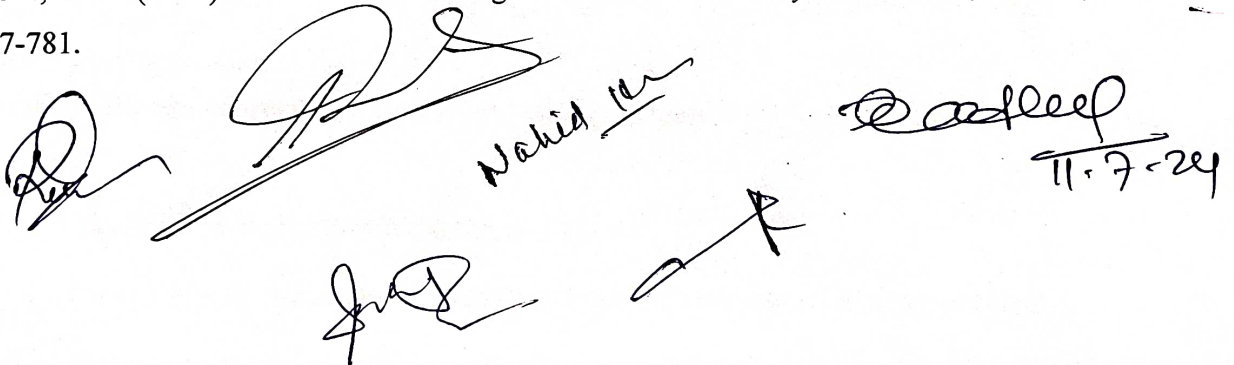
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Suggested Reading List:

- Bremmer, I., & Keat, P. (2010). *The Fat Tail: The Power of Political Knowledge in an Uncertain World*. New York: Oxford University Press.
- Carnegie, A. (2014). States Held Hostage: Political Hold-Up Problems and the Effects of International Institutions. *American Political Science Review*, 108(1), pp. 54-70.
- Farrell, H., & Newman, A. (2020). This is What the Future of Globalization Will Look Like. *Foreign Policy*, Retrieved from <https://foreignpolicy.com/2020/07/04/this-is-what-the-future-of-globalization-will-look-like/>
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- Fitz, P. M. (1983). The Definition and Assessment of Political Risk in International Business: A Review of the Literature. *Academy of Management Review*, 8(2), pp. 249-254.
- Harvey, C. R. (2016). The Management of Political Risk. *Harvard Law School Forum on Corporate Governance and Financial Regulations*. Retrieved from <https://corpgov.law.harvard.edu/2016/07/20/the-management-of-political-risk/>
- McKellar, R. (2010). *A Short Guide to Political Risk*. Routledge.
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- Rosendorff, B. P., & Milner, H. V. (2001). The Optimal Design of International Trade Institutions: Uncertainty and Escape. *International Organization* 55(4), pp. 829-857.
- Simmons, O. S. (2021). Political Risk Management. *William & Mary Law Review*, Vol. 64, pp. 707-781.

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SEMESTER IV

Major 5: Ancient and Medieval Indian Political Thought

Credit: 05

Course Objective: The dominant political thought in political science is largely Eurocentric, focusing on European and Anglo-American traditions. However, India has a rich and distinct tradition of political thinking that has been overlooked. This course aims to critically engage with the works of ancient and medieval Indian writers who produced seminal treatises on statecraft, government, and governance. We will explore key concepts such as monarchy, forms of government, the role of the state, and the relationship between the state and the individual. By examining these texts, we seek to uncover the unique perspectives and ideas that shaped Indian political thought and its relevance to contemporary political discourse.

UNIT – I: Foundations of Indian Political Thought

- An Overview on Sources of Indian Political Thought
- Epistemology and Ontology of Indian Political Thought
- **Mahabharat:** Rajdharma
- **Shukra:** Shukra-Niti, Concept of Kingship, and Statecraft

UNIT – II: Manu & Kautilya

- **Manu:** Manu smriti, Social Laws and Conception of Justice
- **Kautilya:** Theory of State

UNIT – III: Aggannasutta (DighaNikaya) and Tiruvalluvar

- **Aggannusutta:** Theory of kingship
- **Tiruvalluvar:** Ethical Life and Politics

UNIT -IV: Kabir, Abul Fazal

- **Kabir:** Syncretism
- **Abul Fazal:** Monarchy
- **Ziauddin Barani:** Theory of Kingship and Historiography

Course outcomes

After reading the course the students would be able to answer

CO1: Identify and explain the foundational sources and distinctive features of Indian political thought.

CO2: Analyze the key political concepts and theories presented by ancient Indian thinkers such as Manu, Shukra, and Kautilya.

CO3: Evaluate the ethical and political ideas in the Aggannasutta and the works of Tiruvalluvar.

CO4: Discuss the contributions of medieval thinkers such as Kabir, Abul Fazal, and Ziauddin Barani to the development of Indian political thought and their relevance to contemporary issues.


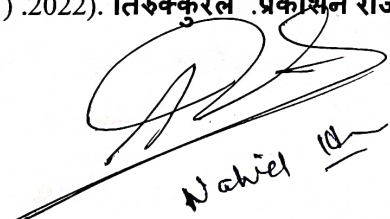

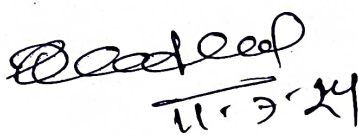
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	2	2	2	2	2	3	3	3	3	2	2	3


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CO2	3	3	3	2	2	2	2	2	3	3	3	3	3	1	2	3
CO3	3	3	3	2	2	3	2	1	2	1	3	3	3	1	3	3
CO4	3	3	3	2	2	2	3	2	2	1	3	3	3	1	2	2

Suggested readings list

- Embree, A. T. (1972). *Sources of Indian Tradition*, Volume 1. Columbia University Press.
- Mehta, V. R., & Pantham, T. (2006). *Political Ideas in Modern India: Thematic Explorations*. Sage Publications.
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- Thapar, R. (2022). *Indian Cultures as Heritage: Contemporary Pasts*. Aleph Book Company.
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- रंगराजन, एल) .एन .(1992). *अर्थशास्त्र*. बुक्स पेंगुइन .
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- पार्थसारथी, आर) .(2022). *तिरुक्कुरल*. क्लासिक्स गुइनपें . पुस्तक की सदाचार :
- हेस, एल., & सिंह, एस) .(2002). *कबीर का बीजक*. प्रेस यूनिवर्सिटी ऑक्सफोर्ड .
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- हार्डी, पी) .(1966). *मध्यकालीन भारत के इतिहासकार*. मनोहरलाल मुंशीराम .
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- Parthasarathy, R. (2022). *Tirukkural: The Book of Virtue*. Penguin Classics.
- नारायण, पी) .(2022). *तिरुक्कुरल* . प्रकाशन राजकमल . राजनीति और नीति :



MAJOR 6: Indian Government and Politics

Credit:05

COURSE OBJECTIVES

This course aims to familiarise the students with different political institutions of the country. Their theoretical understanding, structural as well as the functional aspect will help the students in connecting the idea of system's framework. The nature of the constitutional government and politics in India will be clear to them. The philosophy behind the features of the constitution and diverse social aspect will help the students to understand the contemporary Indian political scenario.

UNIT-I: Making of the Indian Constitution

- Historical inheritance and institutional legacies
- Major features of the Constitution
- Foundational principles/Core values: Fundamental Rights and Duties, Directive Principles of State Policies

UNIT-II: The Administrative and Legislative System

Union Executive: President, Vice-President, Council of Ministers, Prime Minister, Bureaucracy

Parliament: President, Rajya Sabha, Lok Sabha, Speaker of the Lok Sabha

UNIT-III: Judicial System and Electoral Politics

Supreme Court, High Court and Subordinate Courts

Political Parties, Pressure Groups and Electoral Politics

UNIT-IV: Decentralization and Devolution

- Indian Federalism: Nature and Features
- (a) Centre-State Relations
- (b) National Integration, and
- (c) NDC and Niti Ayog

COURSE OUTCOMES

After completion of this course, students will be able to understand;

CO1: The historical legacy of the constitution, different dimensions of constitutional features, rights and duties of the citizens.

CO2: Knowledge of the state institutions in India, constitutional provisions governing them and actual status of their working.

CO3: The nature of Indian Judicial System, its powers and functions and Electoral Politics.

CO4: Working of Indian Federalism, process of decentralization and planning commission.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	3	3	2	1	3	2	3	2	1	1	3	2
CO2	3	2	3	1	2	3	2	2	3	2	3	3	3	1	1	3
CO3	3	2	3	3	3	3	2	1	2	2	2	2	2	3	1	3
CO4	2	3	3	2	2	3	1	1	2	1	2	3	3	3	1	3

Suggested Reading List:

Basu, D.D. (2011). *Introduction to the Constitution of India*, (20th ed.). Lexis Nexis, India.

Austin. G. (1966). *Indian Constitution, Cornerstone of a Nation*. OUP.

Singh, M.P. and Saxena, R. (2008). *Indian Politics: Contemporary Issues and Concerns*. PHI Learning, NewDelhi.

Pantham, T. (2004). *Understanding Indian Secularism: Learning from its Recent Critics*, in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, Sage, New Delhi.

Bhargava, R. (ed.) (2006). *Secularism and its Critics*, Oxford India Paperbacks.

Kothari, R. (2002). *The Congress System*, in Z. Hasan (ed.) *Parties and Party Politics in India*, Oxford University Press. New Delhi.

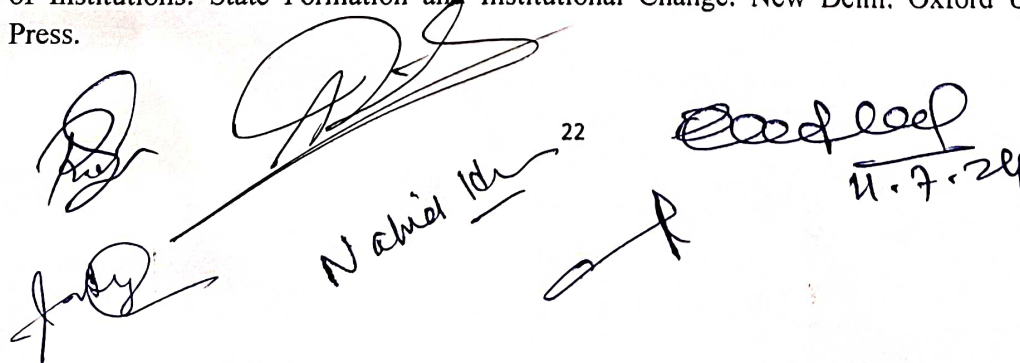
Kashyap, S. (2017). *Our Constitution: An Introduction to India's Constitution and Constitutional Law*. New Delhi: National Book Trust.

Chaube, S. K. (2009). *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

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

Chakrabarty, B. (2017). *Indian Constitution, Text, Context and Interpretation*, SAGE, New Delhi.

Rudolph and Rudolph, S. (2008). *Judicial Review versus Parliamentary Sovereignty*, in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press.

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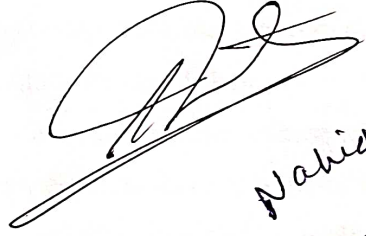



Hindi Readings:

गेनिवल ऑस्टिन) (2017). भारतीय संविधान :राष्ट्र की आधारशिला, अनुवादकनरेश गोसामी :, नयी दिल्लीवाणी :पकाशन.

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सुभाष कश्यप) 2016). भारतीय राजनीति और संविधान :विकास,विवाद और निदान, नई दिल्ली : राजकमलप्रकाशन.




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Course Objective: The course will seek to comprehend the broad intellectual traditions in administration that has decisively shaped the contours of Administrative system as we understand it today. The different ideological standpoints with regard to various concepts and theories are critically explained with the purpose of highlighting the differences in their perspectives and in order to understand their continuity and change. Furthermore there is a need to emphasize the continuing relevance of these concepts today. Organised into four units this paper aims to highlight different theoretical perspectives on public administration. Further its relevance will be explained through historical evolution of the subject.

Unit I: Theories of Administration & Management

- a. Development and Growth of Administrative Theories
- b. Scientific Management Approach
- c. Administrative Management Approach

Unit-II: Bureaucracy & Administration

- a. Max Weber Theory of Bureaucracy
- b. Human Relations Approach

Unit-III: Systemic Administration

- a. Views of Herbert Simon on Decision-Making Approach

Unit-IV: Choice Based

- a. Socio-Psychological Approach
- b. Perspectives of Public Choice

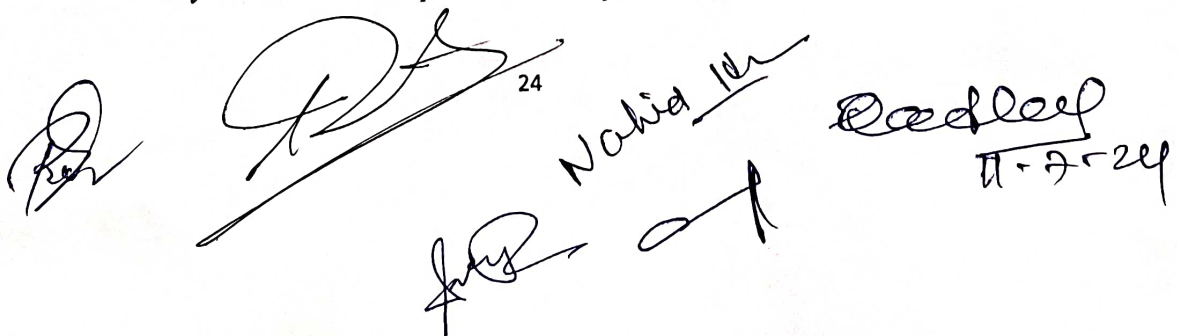
Course Outcomes:

CO-1: The students will be able to understand about Theory of administration and Management.

CO-2: They will be able to explain the journey of discourse in Max Weber Theory of Bureaucracy and Human Relations Approach.

CO-3: They will be able to explain the decision-making approach of Herbert Simon.

CO-4: They will be able to explain the concepts Choice Based.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	2	3	1	2	2	2	3	3	3	2	2	2
CO2	3	1	3	2	2	3	3	2	2	1	2	3	2	2	2	2
CO3	3	3	3	3	3	2	1	2	1	2	3	2	2	3	2	3
CO4	3	2	3	2	2	3	2	1	2	1	2	3	2	2	2	2

Suggested Readings Lists:

Chakravarty, Bidyut & Prakash, C. (eds.) *Public Administration In A Globalizing World*, Sage Publications.

Awasthi, A. and Maheshwari, S. (2017). *Public Administration*, Laxmi Narain Agrawal, Agra.

Shafritz, Jay. M. And Hyde, Albert C. (1987). *Classics of Public Administration*, The Dorsey Press, Chicago Illinois.

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Sharma, M.P. and Sadhana, B.L. (2001). *Public Administration in Theory and Practice*, Kitab Mahal, Allahabad.

India Journal of Public Administration: Relevant Articles.

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Berthwal, C.P. and Berthwal, Tripti (2008). *Understanding Management*, Bharat Book Centre, Lucknow.

Sapru, R.K. (2013). *Administrative Theories and Management Thought*, PHI Learning Private Limited, Delhi.

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Bhattacharya, Mohit (1991). *Public Administration, Structure, Process and Behaviour*, World Press Pvt. Ltd. Calcutta.

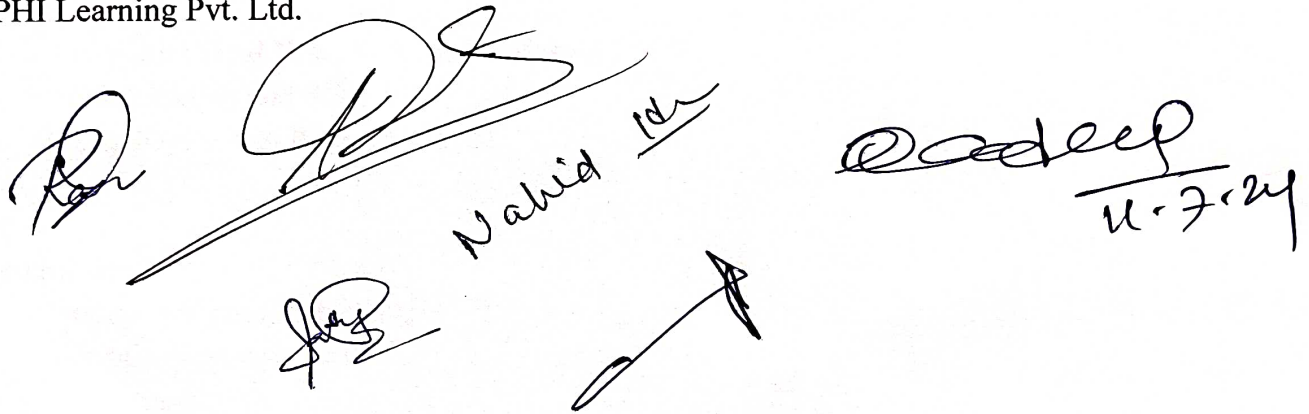
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Arora, Ramesh K. (1980). *Themes and Issues in Administrative Theory*, Bookman Associates, Jaipur.

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Dwivedi, O.P. and Jain, R.B. (1998). *India's Administration State*, Gitanjali Publishing House, New Delhi.

Sahni, Pardeep and Vayunandan, Etakula (2010). *Administrative Theory*, New Delhi: PHI Learning Pvt. Ltd.



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COURSE OBJECTIVES

The present course will enable the students to diagnose the nature and relevance of party system in the country. The key objectives of party formation, their role and changing perspectives of party interests will all be disclosed to the students in a theoretical as well as constructive manner.

UNIT-1:

Political Parties in India

- a. History: Pre-Independence Era
- b. Major features and types of political parties

UNIT-2:

Elections and Electoral Processes and Reforms

- a. Public Opinion and Survey
- b. Voting Rights and Representation

UNIT-3:

Factionalism

- a. Concept and prospects
- b. Role of regional parties

UNIT-4:

Coalition Politics

- a. Idea of Sub-state
- b. Case Study of Chhattisgarh, Madhya Pradesh and Tamil Nadu
- c. Regime Change: From 1995 onwards

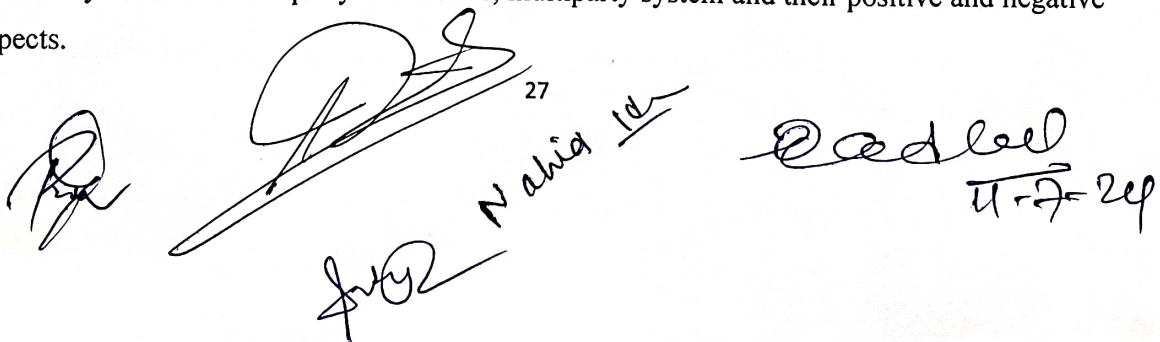
COURSE OUTCOMES

After completion of this course, students will be able to understand;

CO1: The nature of party system, their key objectives, split within the parties and resulting that formation of the new parties.

CO2: The entire process of conducting elections in India and contemporary issues related to that.

CO3: Key issues like one party dominance, multiparty system and their positive and negative aspects.

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3	2	1	3	2	3	2	1	1	3	2
CO2	3	3	3	2	2	3	2	2	3	2	3	3	3	1	1	3
CO3	3	3	3	3	3	3	2	1	2	2	2	2	2	3	1	3
CO4	2	3	3	2	2	3	1	1	2	1	2	3	3	3	1	3

Suggested Reading List:

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

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

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Chandra, B. (1999). 'Communalism as False Consciousness', in Sudipta Kaviraj (ed.), *Politics in India*, New Delhi: Oxford University Press.

Omvedt, G. (2002). 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, Sage Publications, New Delhi.

Weiner, M. (2001). 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, Cambridge University Press, New Delhi.

Chatterjee, P. (2011). *The State*, in N G Jayal and P Mehta (eds) *The Oxford Companion to Politics in India*, OUP, New Delhi.


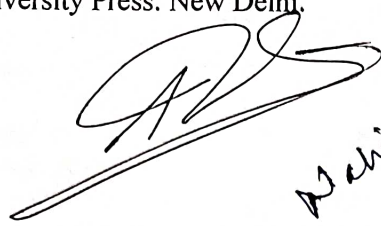
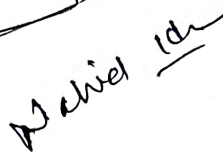



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Mohanty, M. (1989). 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2).

Chibber, P. and Verma, R. (2018). *Ideology and Identity: The Changing Party Systems of India*, Oxford University Press. New Delhi.

   
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MULTIDISCIPLINARY (MDC)

Course Title: Environmental Politics

Credit: 03

Course Objectives:

- To understand the relationship between politics and the environment.
- To explore environmental policies and movements in India and globally.
- To analyze the role of various actors, including governments, NGOs, and international organizations, in shaping environmental politics.

Unit-I: Introduction to Environmental Politics

- Definition and Scope of Environmental Politics
- Historical Development of Environmentalism
- Key Concepts: Sustainability, Ecocentrism, Anthropocentrism

Unit-II: Environmental Policies and Governance in India

- Evolution of Environmental Policies in India: Major Environmental Laws and Regulations
- Case Studies: Ganga Action Plan, Chipko Movement, Narmada Bachao Andolan, Namami Gange, Hasdev Movement

Unit-III: Global Environmental Politics and India's Role

- Global Environmental Issues: Climate Change, Biodiversity Loss, Pollution
- India's Role in Global Environmental Politics
- Case Studies: Paris Agreement, Kyoto Protocol, Montreal Protocol

Course Outcomes:

CO1-Students will gain an understanding of the key concepts and theories in environmental politics.

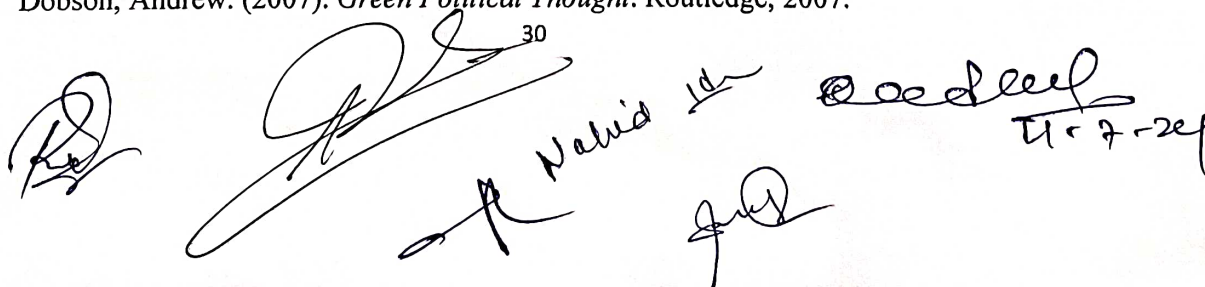
CO2-Students will be able to critically analyze environmental policies and movements in India.

CO3-Students will be knowledgeable about global environmental issues and India's role in addressing them.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	2	2	3	3	2	1	3	3	3	3	2	3
CO2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3
CO3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3

Suggested Reading List:

Dobson, Andrew. (2007). *Green Political Thought*. Routledge, 2007.

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Carter, Neil. (2007). *The Politics of the Environment: Ideas, Activism, Policy*. Cambridge University Press.

Guha, Ramachandra. (2000). *Environmentalism: A Global History*. Oxford University Press.

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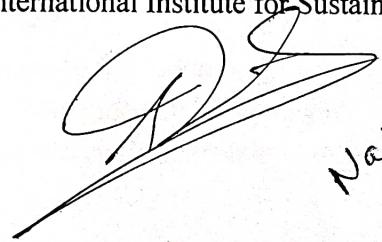
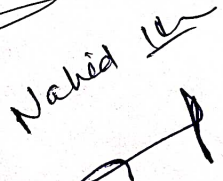
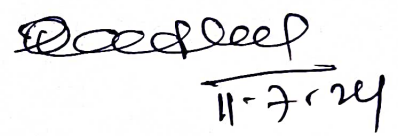
Madhav, Gadgil. and Guha, Ramachandra. (1992). *This Fissured Land: An Ecological History of India*. University of California Press.

Amita, Baviskar. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

Jennifer, Clapp and Dauvergne, Peter. (2011). *Paths to a Green World: The Political Economy of the Global Environment*. MIT Press.

Chasek, Pamela S., Downie, David L. and Brown, Janet Welsh. (2016). *Global Environmental Politics*. Westview Press.

Najam, Adil, I. Jeffrey, and Mark Halle. (2006). *Global Environmental Governance: A Reform Agenda*. International Institute for Sustainable Developments.

MULTIDISCIPLINARY (MDC)

Course Title: Human Rights

Credit: 03

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.

Unit I: Introduction and Philosophical Foundations of Human Rights

- Meanings of Human rights
- Natural law, social contract theory, and human dignity
- Key philosophical contributors (e.g., Locke, Rousseau, Kant)

Unit II- Institutionalization of Human Rights

- Universal Declaration of Human Rights
- United Nations Human Rights Council and
- National Human Rights Commission

Unit III: Human Rights Discourses in India

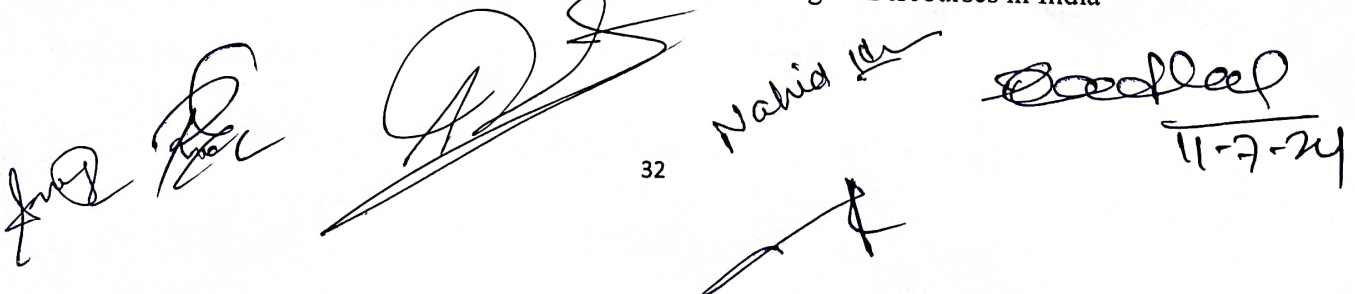
- Gender, Caste and Untouchability
- Industrial Displacement and Land questions
- LGBTQ+
- Civil Liberties
- UDR

Course Outcomes:

CO1- The students will be able to understand human rights its foundational Philosophy.

CO2- The Student will analyse the significance of Institutional framework at national and international level

CO3-Students will be able to Critically Evaluate Human Rights Discourses in India

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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3	3	2	2	1	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3

Suggested Reading List:

Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.

Hoffman, J., & Graham, P. (2006). 'Human Rights', *Introduction to Political Theory*, Delhi: Pearson, pp. 436-458.

SAHRDC (2006). *Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights*. In *Introducing Human Rights*. New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights.

Sen, A. (2004). *Elements of a Theory of Human Rights*. *Philosophy & Public Affairs*, 32(4), pp. 315-35.

Haragopal, G., & Jagannatham, B. (2009). *Terrorism and Human Rights: Indian Experience with Repressive Laws*. *Economic and Political Weekly*, 44(28), pp. 76-85.

Bhandare, M. (2005). *Terrorism and the Rule of Law: An Indian Perspective*. *Peace Research*, 37(1), pp. 31-35.

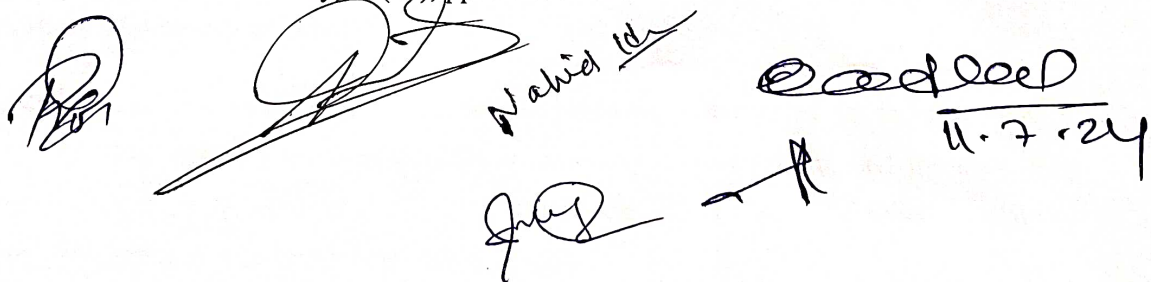
Arora, N. (1999). Custodial Torture in Police Stations in India: A Radical Assessment, *Journal of the Indian Law Institute*, 41(3/4), pp. 513-529.

Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.

Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51(1), pp. 67-78.

Mohanty, M., & Mohanty, M. (2009). Development and Tribal displacement: Reflections on Core Issues. *The Indian Journal of Political Science*, 70(2), pp. 345-350.

Sarkar, A. (2007). *Development and Displacement: Land Acquisition in West Bengal*, *Economic and Political Weekly*, 42(16), pp. 1435-1442.

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MULTIDISCIPLINARY (MDC)

Course Title: Welfare Administration

Credit: 03

Course objective: Students will gain a comprehensive understanding of tribal policy and welfare administration, enabling them to contribute to the development and welfare of tribal communities.

Unit: I. Introduction to Welfare Administration

- a. Definition and Scope
- b. Importance of Tribal Welfare Administration
- c. Historical Background of Tribal Policy in India
- d. Constitutional Provisions for Tribal Rights

Unit: II. Tribal Welfare Programmes and Schemes

- Overview of tribal welfare schemes in India
- Programmes for education, health, and economic development
- Schemes for tribal empowerment and upliftment
- Planning and implementation of tribal development programmes
- Role of government and non-government agencies

Unit: III. Issues and Challenges in Tribal Welfare Administration






- Challenges in implementing tribal welfare programmes
- PDS system
- Issues in tribal education, health, and economy
- Strategies for effective tribal welfare administration

COURSE OUTCOMES:

After completion of this course, students will

CO-1, To understand the historical and constitutional context of tribal policy and welfare administration in India.

CO-2, To analyze the various programs and schemes implemented for tribal welfare and development and to develop skills in planning, implementing, and monitoring tribal development programs and to evaluate the effectiveness of tribal welfare administration in promoting tribal development.

CO-3, To examine the challenges and issues in implementing tribal welfare programs and schemes and to foster critical thinking and problem-solving abilities in addressing tribal welfare challenges.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	2	3	2	2	1	3	3	3	3	2	3
CO2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	3
CO3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3

Suggested Reading List:

Hasan, A. (1988). *Tribal Administration in India*. New Delhi: B.R. Publications. Annual Report, 2018-19. Ministry of Tribal Affairs, Government of India.

Verma, R.C. (1990). *Indian Tribes Through the Ages*. Publication Division. Ministry of Information and Broadcasting, Government of India. (Third Reprint 2007).

Vidyarthi, L.P and Rai, B.K. (1976). *The Tribal Culture of India*. New Delhi: Concept Publishing Company.

Cernea, Michael (1997). *The Risks and Reconstruction Model for Resettling Displaced Populations*. World Development, Vol. 25, No. 10.

Chauduri, Sarit (1998). "Home Grown Development: The Education of Tribal peoples". In Ferraro, Gary (ed.), *Applying Cultural Anthropology: Readings*. Belmont, CA: Wadsworth Publishing Company.

Dubey, S.N. and Ratna Murdia (eds.) (1977). *Land Alienation and Restoration in High Level Committee (2014) Report of the High Level Committee on Socio- Tribal Problems economic, health and educational status of tribal communities of India*. Ministry of Tribal Affairs, Government of India.

Jaysawal, Neelmani and Saha, Sudeshna (2018). *Impact of displacement on livelihood: a case study of Odisha*. Community Development Journal, Vol. 53, No1.

Rao, K. Koteswara. (2018). "Land Acquisition in Tribal Areas and Acts of Land Acquisition"

Mohanty, Biswaranjan (2005). *Displacement and Rehabilitation of Tribals*. Economic and Political Weekly, Vol. 40, Issue 13, March 26, 2005.

Nayak, Arun Kumar (2013). *Development, Displacement and Justice in India: Study of Hirakud Dam*. Social Change, 43(3).

Pandey, G.D., V.R. Tirkey, and R.S. Tiwary (1999). *Some aspects of health seeking behaviour in Birhors - A primitive tribe of Madhya Pradesh*. Man in India, 79(3-4).

Sharma, BV, N. Sudhakar Rao, and K. Koteswara Rao (eds.) (2018). *Source Book for Functionaries in Tribal Areas - Volume 9: Formal Education*. Hyderabad: Centre for Innovations in Public Systems. <http://www.cips.org.in/publications/>.

Verma, R. C. (2017). "Tribal Land." In *Indian Tribes Through the Ages*. Publications Division, Ministry of Information and Broadcasting, Government of India.

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SKILL ENHANCEMENT COURSE (SEC)

(FOR UNIVERSITY POOL)

SEC: Political Leadership and Communication

Credit – 03

Course Objectives

- To understand the cross-cutting multi-disciplinary linkage of the subject.
- To gain a basic understanding of specific concepts and critical review of political communication and election campaign studies.
- To be able to construct a linkage between political communication and leadership.
- To learn conceptual frameworks and qualitative research skills for the analysis of modes and techniques of political communication and leadership

Unit-I: Exploring Leadership

- Themes, Theories and Typologies
- Educational Leadership
- Participation and Performance

Unit-II: Explaining Political Communication

- Meaning, Nature and Scope
- Evolution and Transformation

Unit-III: Expanding Political Communication and Leadership: Orientation, Action and Challenges

- Developing Communication and Leadership through Research
- Strengthening Techniques of Communication and Leadership
- Examining Contemporary Issues and Challenges in Communication and Leadership

COURSE OUTCOMES:

After studying the course students will:

CO-1: Understand the leadership theories and skills

CO-2: Understand the ability of an effective communication

CO-3: Will know professional/career-oriented knowledge by facilitating their journey as policy makers, policy analyst, journalist, public relation officers in various sectors and institutions.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3	2	2	2	1	3	3	3	3	2	3
CO2	3	3	3	3	3	3	2	2	3	3	3	3	3	3	2	3

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VALUE ADDED COURSE (VAC)

(FOR UNIVERSITY POOL)

VAC-1

PANCHAKOSH: AN APPROACH TO HOLISTIC DEVELOPMENT

Course Objective:

Vedanta (वेदान्त) explores the human individuality into five layers/sheaths (koshas) (कोश) or levels. It reveals the basic elements that give the macrocosm and the microcosm framework. It teaches us about the mechanism of the body, mind, and spirit, from the gross elements that make up the physical body to the more subtle aspects of the mind and consciousness. It identifies each element, teaches us its function, and shows us the relationship of all the elements with each other. Essentially, it can be called the model of the human being or the conceptualization of the human being, which is called Pancha-kosha-vishleshana (पंच-कोश-ववश्लेषण), i.e., analysis of the five sheaths and is based on the Taittiriya Upanishad.

SYLLABUS STRUCTURE

UNIT-I: Pancha Kosha: Introduction

- Five aspects of Human Personality: Annamaya Kasha (Physical body), Pranayama Kosha (Vital life force energy), Manomaya Kosha (Psychological wellness), Vijnanamaya Kosha (Intellect), Anandamaya Kosha (Happiness and Blissfulness)
- Health: Mental and Physical
- Indian Systems of Medicine: Ayurveda, Siddha, Sua-rekka, Unani

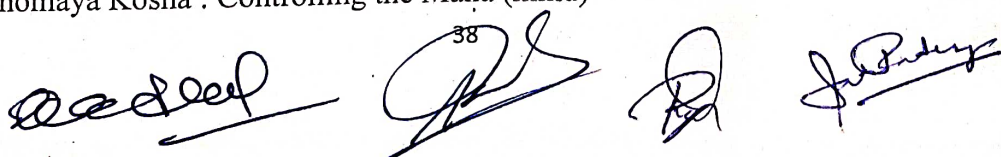
UNIT-II: Annamaya Kosha and Pranamaya Kosha

- Human Body and Pancha Karmendriyas
- Annamaya Kosha: Balanced diet and exercise for healthy body
- Pranamaya Kosha: Development of life force, Pranayam
- Charucharya: Social Etiquettes

UNIT-III: Manomaya Kosha and Vijnanamaya Kosha

- Antahkarana and its functions
- Pancha Gyanendriyas
- Manomaya Kosha : Controlling the Mana (mind)

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- Vijnanamaya Kasha: Ability of discretion and decision making

UNIT-IV: Anandamaya Kosha and beyond

- Anandamaya Kosha: Experience of happiness and bliss
- Self-realisation, Nature of Consciousness: Sat-Chit-Ananda

Course Outcome

The Learning Outcomes of this course are as follows:

CO1: Enhanced physical and mental health.

CO2: Coping with peer pressures and stress.

CO3: Improved concentration leading to better overall performance.

CO4: Manage life situations through a balanced and mature approach.

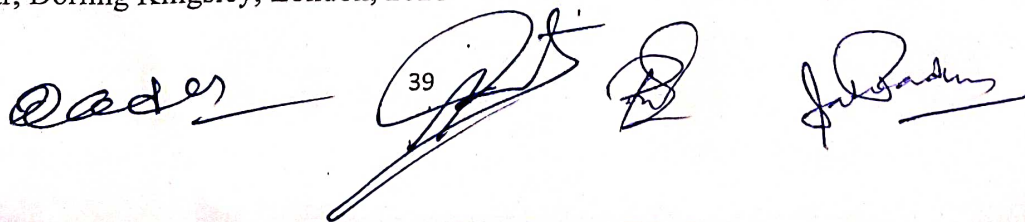
CO5: Holistic development of personality for a sustainable society and nation.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3	3	2	3	3	3	3	3	3	1	2
CO2	3	3	3	3	3	3	3	1	3	2	3	3	3	3	1	2
CO3	3	2	3	3	3	3	3	1	3	2	3	3	3	3	1	2
CO4	3	2	3	3	3	3	3	2	3	2	3	3	3	3	1	2
CO5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	1	2

Suggested Reading list:

- PanchaKosha: The five sheaths of the human being, Swami Nishchalānand, Kindle edition.
- Upanisadvakya Mahakosa. (2014). (An Upanishadic Concordance, taken from 239 Upanishads, G. S. Sadhale (Compiled by). ChowkhambaVidyabhawan, Varanasi.
- The Pentagon of Creation: As Expounded in the Upani.
- Vivek Chudamani, Adi Shankaracharya, Swami Turiyananda (Sanskrit and English), Sri Ramakrishna Math, Mylapore, 2019.
- Yoga The Path to Holistic Health: The Definitive Step-by-step Guide, B.K.S. Iyengar, Dorling Kingsley, London, 2021

39



• The Sacred Science of Yoga & The Five Kosh as, Christopher Sartain, Create Space

Independent Pub, 2015.



VAC-2

IDEA OF INDIA: IMAGES AND REALITIES

Course Objectives

The course aims to help students understand the ideas of India. This course is designed to build an understanding among the students about the idea of India and its horary past through its civilizational journey to modernity.

UNIT-1: Idea of India

- Civilisation and Culture
- India as Colony
- Different Perspectives: Marxist, Feminist and Subaltern

UNIT-2: Institutions and Perspectives

- Urban and Rural India
- Language and Religion
- Nationalist Politics and Expansion of its Social Base
- Caste and Class
- Tribal and Ethnicity
- Kinship, Family and Marriage
- Indian Feminism: Pandita Ramabai

UNIT- 3: Critiques

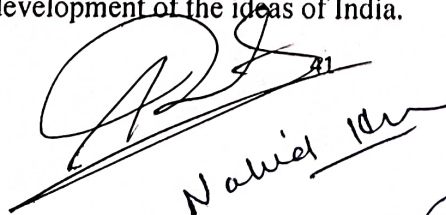
- Nation, State and Society: Feminist and Tribal
- Class, Power and Inequality
- Resistance and Protest

Course Outcomes:

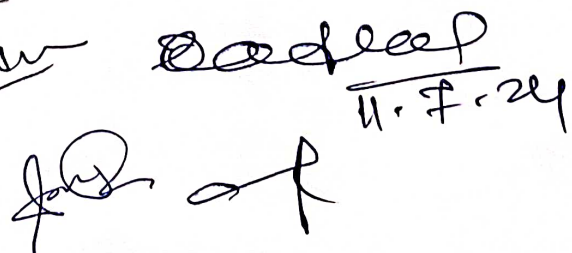
On successful completion of the course, students would:

CO1: Gain an understanding about India.

CO2: Develop different theoretical and philosophical perspectives views on the emergence and development of the ideas of India.



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CO3: Demonstrate knowledge of the historical trajectory of the development of the nuances of India's tryst with destiny.

CO4: Understand the relations between class, power and inequality.

CO5: Demonstrate awareness of the Indian way of nation, society, family and relationships.



CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3	3	2	3	3	3	3	3	3	2	1
CO2	3	3	3	2	3	3	3	1	3	3	3	3	3	3	2	2
CO3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	2	2
CO4	3	2	3	1	3	3	3	1	3	1	3	3	3	2	2	2
CO5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2


Suggested Reading list:

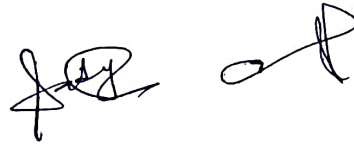
- Embree, A. Thomas. (1989). *Imagining India*. Oxford University Press. Chapter 1 Brahminical Ideology and Regional Identities. Pp.9-27.
- Cohn, Bernard. (1971). *India: The Social Anthropology of a Civilization*. Oxford University Press. Chapters 1,3, 5 & 8 (1-7, 24-31, 51-59,79-97)
- Dube, S. C. (1990). *Indian Society*. New Delhi: National Book Trust. Chapters 1 and 2 (1-46).
- Chatterjee, P. (1993). *The Nation and its Fragments: Colonial and Postcolonial India as Colony Histories*. (Vol. 11). Princeton, NJ: Princeton University Press.
- Cohn, Bernard. (1971, reprint 2000). *India: The Social Anthropology of a Civilization*. OUP.
- Cohn, Bernard. (1998, reprint 1990). *An anthropologist among the historians and Other Essays*. OUP.
- Dasgupta, B. (2003). *The Colonial Political Perspective*. Social Scientist, 27-56.
- Desai, A. R. (2005). *Social Background of Indian Nationalism* (6Th-Edn). Popular Prakashan.
- Dirks, N. B. (2011). *Castes of mind: Colonialism and the Making of Modern India*. Princeton University Press.
- Dumont, L. and Pocock, D. (1957). *For a sociology of India, Contributions to Indian Sociology*, 1, pp 7-22.
- Inden, Ronald. (1990). *Imagining India*. Basil Blackwell Ltd, Cambridge, Mass.

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- Nehru, J. (2008). *Discovery of India*. OUP.
- Vidyarthi, L. P. (1976). *Rise of Anthropology in India*. Concept Publishing Company, Delhi.

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Understanding India

Course Objectives

The objective of the paper is to have a thorough as well as a comprehensive understanding about India, its cultural development through art and architecture, religions and philosophies of ancient India.

Unit – I

- The idea of Bharatvarsha, Ancient Indian literature Sanskrit, Pali, Prakrit, Tamil
- Scientific literature and development of science in Ancient India
- Religions and philosophies of ancient India-Vedic, Buddhism, Jainism
- Education and educational Institutions in Ancient India

Unit – II

- Art and architecture of ancient India
- Art and architecture of Medieval India
- Medieval Bhakti Movement and The Sufi Tradition

Learning Outcomes

At the end of the Course a student will be able to;

CO-1. Define and articulate an understanding of Indian history and its culture.

CO-2. Identify the dimensions of various Indian literatures, philosophy, art and architectural developments of ancient and medieval India.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	2	3	3	2	1	3	3	3	2	2	3
CO2	3	3	3	2	2	2	3	2	3	1	3	3	3	1	2	3

Suggested Reading List:

Basham, A.L. (1971). *The Wonder that Was India*, Picador India.

Sharma, R.S. (2007). *India's Ancient Past*, New Delhi, OUP.

Singh, Upinder (2008). *The History of the Ancient and Early Medieval India*, Pearson.

Chandra, Satish (2020). *History of Medieval India*, Arihant Publication.

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CONSTITUTIONAL VALUES AND FUNDAMENTAL DUTIES

Course Objectives:

The Course Objectives of this course are as follows:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

Syllabus:

UNIT- I: The Constitution of India - An Introduction

- Concept of Duty
- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and Sarva Dharma Sama Bhava
- Separation of Power

UNIT- II: Constitutional Values

- Justice: Social, Political, & Economic
- Liberty: Thought, Expression, Belief, Faith, & Worship
- Equality: Equality before law & equal application of laws
- Fraternity: Dignity, Unity and Integrity
- Idea of Duty: West vs. East

UNIT- III: Fundamental Duties

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Debate on Fundamental Duty
- Fundamental Duties- Article 51A [(a)- (k)]
- Legal status of Fundamental Duties - Judicial approach
- Idea of Third Gender

Course Outcomes

The Course Outcomes of this course are as follows:

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CO1: Understand the Constitution and its relevance

CO2: Appreciate the values and goals embedded in the Constitution.

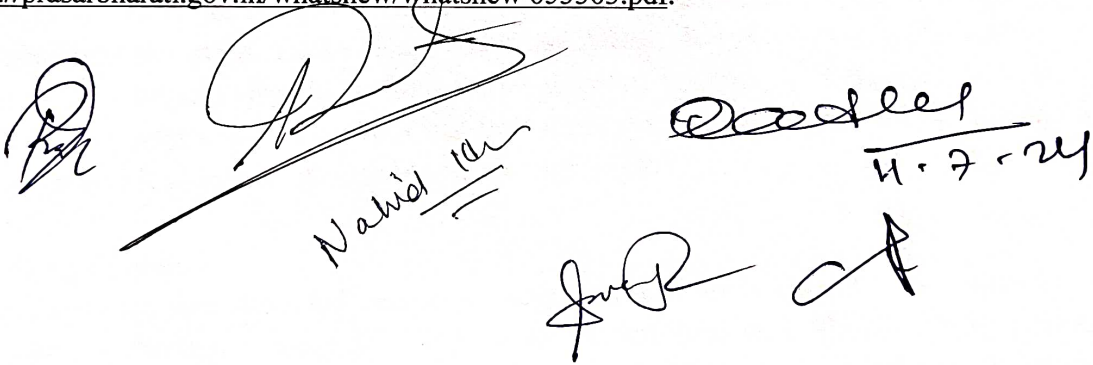
CO3: Recognize the importance of Fundamental Duties enshrined in the Constitution.

CO4: Apply the spirit of fundamental values and duties in everyday national life

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	1	3	3	3	2	3	2	3	3	2	2	2	2
CO2	3	3	3	3	3	3	3	2	3	1	3	3	3	2	1	2
CO3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	1	3
CO4	2	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3

Suggested Reading list:

- Basu, Durga Das. et al., (2022). *Introduction to the Constitution of India*. LexisNexis, 26th edn.
- Seth, Leila (2010). *We, the Children of India: The Preamble to Our Constitution*, Puffin Books, Penguin Books India, New Delhi.
- Singh, Mahendra Pal and Shukla, V.N. (2017). *Constitution of India*, (13th revised edn.), Eastern Book Company, Lucknow.
- Ambedkar, B.R. (2019). *Selected Speeches*, Prasar Bharati, New Delhi. available at:
<https://prasarbharati.gov.in/whatsnew/whatsnew 653363.pdf>.

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