DEPARTMENT OF POLITICAL SCIENCE

BASED ON
UNDER GRADUATE COURSE CURRICULUM FRAMEWORK
(UGCF)
COURSE STRUCTURE
(4 YEAR UNDER GRADUATE PROGRAM UNDER NEP 2020)

(FIFTH AND SIXTH SEMESTER)

ACADEMIC YEAR – 2025-2026

Department of Political Science
School of Social Science
Guru Ghasidas Vishwavidyalaya
(A Central University with NAAC Accredited A ++)
Bilaspur, Chhattisgarh
495009

COURSE STRUCTURE
(4 YEAR UNDER GRADUATE PROGRAM UNDER NEP 2020)

DEPARTMENT OF POLITICAL SCIENCE, COURSE STRUCTURE, 4 YEARS UGCF

SEMESTER	CODE	PAPER	CREDIT
I	Major-1 PSUAMJT1	UNDERSTANDING POLITICAL THEORY	4
	Minor-1 PSUAMNT1	Constituent Assembly Debates	4
	Multidisciplinary-1 (GE) MDCPS01	NATIONALISM IN INDIA	3
	AEC-1	MIL/ENGLISH	3
	SEC-1 PSUASET1	Public Opinion and Survey Research	2
	VAC-1 VACPS01	Understanding India	2
	VAC-2 VACPS02	Constitutional Values and Fundamental Duties	2
TOTAL CREDITS:			**20**
II	Major-2 PSUBMJT1	POLITICAL THEORY	4
	VOC-1 VOCPST01	PSEPHOLOGY	4
	Multidisciplinary -2 (GE)	UNDERSTANDING GANDHI	3
	AEC-2	MIL/ENGLISH	3
	SEC-2	MANAGING ELECTION AND ELECTION CAMPAIGN	2
	VAC-3 VACPS03	Panchakosh: Holistic Development of Personality	2
	VAC-4 VACPS04	Ideas of India: Images and Realities	2
TOTAL CREDITS:			**20**

*The student must complete the 4-credit vocational course/Internship during the summer term to get UG Certificate if he wishes to exit the program after the first 2 semesters

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Semester	Courses	COURSE TITLE	Credits	Total Credits
III	**Major – 3** **PSUCMJT1**	Constituent Assembly Debates	4	20
	Major – 4 **PSUCMJT2**	Public Administration (MOOC)	4	
	VOC-2 **VOCPST03** **VOCPSL03**	Practical Approach to the Right to Information Act-2005	4	
	Multidisciplinary – 3 **PSUCMDT1**	Understanding Jyotiba Phule, Ambedkar and Jayaprakash Narayan	3	
	AEC - 3	MIL / English	2	
	SEC – 3 **PSUCSET1**	Political Risk Analysis	3	
IV	**Major – 5** **PSUDMJT1**	Ancient and Medieval Indian Political Thought	5	20
	Major – 6 **PSUDMJT2**	Indian Government and Politics (MOOC)	5	
	Major – 7 **PSUDMJT3**	Administrative Theory	4	
	VOC-3 **VOCPST02**	Survey Techniques and Public Opinion Analysis	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	

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Semester	Course Code	Course Name	Level	Credits	Total Credits
--	MDC	Welfare Administration		3	

Semester	Course Code	Course Name	Level	Credits	Total Credits
V	Major-8	Contemporary Political Theory	4	5	21
	Major-9	Western Political Thought-I	4	5	
	Major-10	Theories of International Relations	4	5	
	Internship	-	-	2	
	VOC-2	Practical Approach to the Right to Information Act-2005	4	4	
VI	Major-11	Modern Indian Political Thought	4	5	23
	Major-12	Western Political Thought-II	4	5	
	Major-13	International Relations: Indian Perspective	4	5	
	Minor-4/ VOC-1	Introduction to International Relations / Psephology	4	4	

The students who wish to exit after six semesters upon securing 120 credits will be awarded UG degree in relevant subject/discipline. After sixth semester, there will be two streams: (I) UG (Honours with research) and (II) UG (Honours). The students who will secure 75% and above may opt for UG (Honours with research).

* The vocational course will be a 4-credit paper with 1 credit as Theory and 3 credits as Practical. The course will be evaluated out of a total of 200 marks, comprising 100 marks for the theory component – including two internal assessments – and 100 marks for the practical examination, which will include the Viva-Voce marks as well.

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CONTEMPORARY POLITICAL THEORY

Course Code: **Credits-5**

Course Objectives:

This course aims to introduce students to key debates, thinkers, and concepts in contemporary political theory. It explores how modern political theorists have responded to challenges such as justice, equality, democracy, identity, and power in a rapidly changing world. By engaging with liberal, critical, feminist, multicultural, and postmodern perspectives, students will develop the analytical tools to examine political ideas in both theoretical and applied contexts. The course encourages critical reflection on contemporary socio-political issues, enabling students to connect classical concerns with modern realities and equipping them for informed civic participation and advanced academic inquiry in political theory.

Unit I: Revival and Critique of Political Theory

- **Leo Strauss** – Classical vs. modern political theory
- **Sheldon Wolin** – Political theory as a vocation: theory and practice

Unit II: Theories of Justice and Equality

- **John Rawls** – Justice as fairness
- **Amartya Sen** – Capability approach and critique of Rawls

Unit III: Democracy and Its Discontents

- **Chantal Mouffe** – Agonistic democracy
- **Jürgen Habermas** – Deliberative democracy and the public sphere

Unit IV: Identity, Multiculturalism, and Recognition

- **Charles Taylor** – Politics of recognition
- **Will Kymlicka** – Multicultural citizenship
- **Iris Marion Young** – Politics of Difference

Unit V: Critical and Postmodern Perspectives

- **Michel Foucault** – Power, knowledge, and governmentality
- **Gayatri Chakravorty Spivak** – Subalternity and postcolonial critique

Course Outcomes:

By the end of this course, students will be able to:

CO1: Demonstrate a critical understanding of the evolution and relevance of contemporary political theory and its key methodological shifts.

CO2: Analyze major theories of justice and equality through the works of Rawls and Sen and evaluate their relevance to current social and political contexts.

CO3: Assess contemporary democratic practices and critiques through deliberative, participatory, and radical democratic models.

CO4: Interpret the politics of identity, recognition, and multiculturalism using theoretical frameworks from Taylor and Kymlicka.

CO5: Examine critical and postmodern perspectives, including power, subalternity, and governmentality, to understand challenges to liberal thought.

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	1	2	3	3	2	2	2	2	2
CO2	3	3	3	2	2	3	3	1	2	3	3	3	2	3	2	2
CO3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	1	2	3	3	3	3	3	2	2
CO5	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3

Reading List

- Strauss, L. (1959). *What is political philosophy?* University of Chicago Press.
- Wolin, S. S. (2004). *Politics and vision: Continuity and innovation in Western political thought* (Expanded ed.). Princeton University Press.
- Gunnell, J. G. (1993). *The descent of political theory*. University of Chicago Press.
- Rawls, J. (1971). *A theory of justice*. Harvard University Press.
- Sen, A. (2009). *The idea of justice*. Penguin Books.
- Sandel, M. J. (1982). *Liberalism and the limits of justice*. Cambridge University Press.

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- Mouffe, C. (2000). *The democratic paradox*. Verso.
- Habermas, J. (1996). *Between facts and norms: Contributions to a discourse theory of law and democracy*. MIT Press.
- Held, D. (2006). *Models of democracy* (3rd ed.). Polity Press.
- Taylor, C. (1994). The politics of recognition. In A. Gutmann (Ed.). *Multiculturalism: Examining the politics of recognition* (pp. 25–73). Princeton University Press.
- Kymlicka, W. (1995). *Multicultural citizenship: A liberal theory of minority rights*. Oxford University Press.
- Parekh, B. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Palgrave Macmillan.
- Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972–1977* (C. Gordon, Ed.). Pantheon Books.
- Foucault, M. (1995). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). Vintage Books. (Original work published 1975)
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). University of Illinois Press.
- Spivak, G. C. (1999). *A critique of postcolonial reason: Toward a history of the vanishing present*. Harvard University Press.

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Major 9

WESTERN POLITICAL THOUGHT-I

Course Code: **Credits-5**

Course Objective:

This course aims to provide a comprehensive understanding of the foundational concepts and key thinkers in Western political thought. It explores the evolution of political ideas from ancient to modern times, beginning with the classical philosophies of Plato and Aristotle on justice, the ideal state, and citizenship. The course examines the integration of theology and politics through the works of St. Augustine and St. Thomas Aquinas, highlighting the interplay between faith, reason, and natural law. It further delves into Machiavelli's pragmatic approach to power and statecraft, followed by the modern social contract theories of Hobbes, Locke, and Rousseau that laid the groundwork for modern democratic governance. Finally, the course analyzes the utilitarian philosophies of Bentham and J.S. Mill, focusing on liberty and representative government. Through critical reading and analysis, students will gain insight into the enduring relevance of these thinkers in contemporary political theory and practice.

Unit-I: Plato, Aristotle
- Plato: Ideal state, Theory of Justice, System of Education, Communism
- Aristotle: State, Classification of government, Citizenship, Justice

Unit-II: St. Augustine and St. Thomas Aquinas
- **St. Augustine**: Church and State
- **St. Thomas Aquinas**: Natural Law, Relationship between Faith and Reason

Unit-III: Machiavelli
- Method, End and Means, Relation between Politics, Religion, and Morality.

Unit-IV: Hobbes, Locke, and Rousseau
- Human Nature, State of Nature, Natural Rights and Social Contract, Origin of State

Unit-V: Bentham and J S Mill
- Utilitarianism, Liberty, Representative Government

Course Outcomes (COs):

CO1: Demonstrate a clear understanding of the foundational ideas of Plato and Aristotle on justice, education, state, and government, and their continued influence on political thought.

CO2: Analyze the contributions of St. Augustine and St. Thomas Aquinas, particularly the integration of theology and politics, the role of the Church, and the concept of natural law.

CO3: Evaluate Machiavelli's realistic approach to politics, focusing on the relation between politics, morality, and religion, and the separation of ethics from political power.
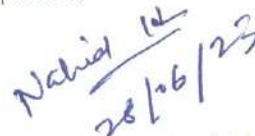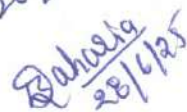
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CO4: Examine the theories of Hobbes, Locke, and Rousseau on human nature, the state of nature, and social contract, and assess their impact on modern liberal thought and state formation.

CO5: Understand the principles of utilitarianism and liberty through the works of Bentham and J.S. Mill and their relevance to representative government and modern democratic theory.

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	2	2	2	3	1	2	3	3	2	2	2	2	2
CO 2	3	3	3	2	2	2	3	1	2	3	3	2	2	2	2	2
CO 3	3	3	3	2	2	2	3	1	2	3	3	3	2	2	2	2
CO 4	3	3	3	2	3	3	3	1	3	3	3	3	3	3	3	3
CO 5	3	3	3	2	3	3	3	1	3	3	3	3	3	3	3	3

Reading List:

• Plato. (2008). *The Republic* (B. Jowett, Trans.). Dover Publications. (Original work published ca. 380 B.C.E.)
• Annas, J. (1999). *Platonic ethics, old and new*. Cornell University Press.
• Reeve, C. D. C. (2004). *Plato's Republic: A study*. Hackett Publishing Company.
• Chakrabarty, B. (2014). *Aristotle and political science today*. Sage Publications.
• Waples, C. L., & Sabine, G. H. (2023). *A history of political theory* (6th ed.). Harcourt Brace Jovanovich.
• Machiavelli, N. (1998). *The prince* (H. C. Mansfield, Trans.). University of Chicago Press. (Original work published 1532)
• Skinner, Q. (1981). *Machiavelli*. Oxford University Press.
• Mehta, P. B. (1999). *The burden of democracy*. Penguin Books India.
• Hobbes, T. (1996). *Leviathan* (J. C. A. Gaskin, Ed.). Oxford University Press. (Original work published 1651)
• Locke, J. (1980). *Second treatise of government* (C. B. Macpherson, Ed.). Hackett Publishing Company. (Original work published 1689)
• Bentham, J. (2009). *An introduction to the principles of morals and legislation*. Dover Publications. (Original work published 1789)
• Mill, J. S. (2002). *Utilitarianism* (G. Sher, Ed.). Hackett Publishing Company. (Original work published 1863)

THEORIES OF INTERNATIONAL RELATIONS

Course Code: **Credits-5**

Course Objectives

This course aims to introduce students to the foundational and evolving theoretical approaches in the field of International Relations (IR). It begins by exploring the meaning, scope, and significance of IR theory, emphasizing the core concepts of power and national interest, and the methodological divide between positivism and post-positivism. Students will engage with classical theories like realism and liberalism, followed by structural and neo-classical frameworks such as neorealism and neoliberal institutionalism. The course also provides critical perspectives through Marxist, constructivist, feminist, postmodern, and postcolonial lenses, enabling learners to understand global politics beyond Eurocentric and traditional narratives. By analyzing key thinkers and theories, students will be equipped to critically assess global power structures, ideologies, and interactions between state and non-state actors. Overall, the course fosters analytical thinking, comparative understanding, and interdisciplinary engagement with global political dynamics.

Unit I: Introduction to International Relations Theory

- Meaning, scope and significance of International Relations theory
- Concept of power and national interest
- Positivism vs. Post-positivism in International Relations

Unit II: Classical Theories

- **Realism**: Hans Morgenthau – Power Politics and National Interest
- **Liberalism**: Woodrow Wilson – Democratic Peace and International Institution

Unit III: Structural and Neo-Classical Theories

- **Neorealism**: Kenneth Waltz – Structure of the International System
- **Neoliberal Institutionalism**: Robert Keohane – Cooperation under Anarchy

Unit IV: Critical Theories

- **Marxist and Neo-Marxist Approaches**: Global capitalism, Dependency Theory (Immanuel Wallerstein)
- **Constructivism**: Alexander Wendt – Ideas, Identity and Norms in Global Politics

Unit V: Postmodern, Feminist, and Postcolonial Approaches

- **Postmodernism**: Knowledge and Power in Global Politics
- **Feminist International Relations Theory**: Gender and global politics
- **Postcolonialism**: International Relations from the Global South

Course Outcomes (COs)

CO1: Understand the scope, significance, and methodological debates within International Relations theory, including core concepts such as power and national interest.

CO2: Explain the foundational ideas of classical theories like Realism and Liberalism, and assess their relevance in understanding global political dynamics.

CO3: Analyze structural and neo-classical theories, particularly Neorealism and Neoliberal Institutionalism, to interpret international cooperation and systemic constraints.

CO4: Critically evaluate the contributions of Marxist, Neo-Marxist, and Constructivist approaches in understanding global capitalism, identity, and norms.

CO5: Examine postmodern, feminist, and postcolonial perspectives in International Relations, focusing on alternative narratives, marginal voices, and global power asymmetries.

CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	2	2	3	2	2	3	3	2	2	2	2	2
CO2	3	3	3	2	2	2	3	1	2	3	3	3	3	3	3	3
CO3	3	3	3	2	2	2	3	1	2	3	3	3	3	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3

Reading List:

- Baylis, J., & Smith, S. (Eds.). (2005). *The globalization of world politics: An introduction to international relations* (3rd ed.). Oxford University Press.
- Calvocoressi, P. (2001). *World politics: 1945–2000*. Pearson Education.
- Carr, E. H. (2004). *International relations between the two world wars: 1919–1939*. Palgrave Macmillan.
- Carruthers, S. L. (2005). International history, 1900–1945. In J. Baylis & S. Smith (Eds.), *The globalization of world politics* (3rd ed.). Oxford University Press.
- Dunne, T. (2005). Liberalism. In J. Baylis & S. Smith (Eds.), *The globalization of world politics* (3rd ed.). Oxford University Press.
- Gill, S. (2005). Contradictions of U.S. supremacy. *Socialist Register*, 2005.
- Hobsbawm, E. J. (1995). *The age of extremes: The short twentieth century, 1914–1991*. Abacus.
- Keohane, R. O., Little, R., & Smith, M. (Eds.). (2000). *Perspectives on world politics* (Reprinted ed.). Routledge.
- Morgenthau, H. J., & Thompson, K. W. (Rev. ed.). (n.d.). *Politics among nations*. Kalyani Publishers.
- Nicholson, M. (2002). *International relations: A concise introduction* (10th ed.). Palgrave Macmillan.

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- Perkins, D., & Palmer, N. (2001). *International relations* (Reprint ed.). CBS Publishers & Distributors.
- Scott, L. (2005). International history, 1945–1990. In J. Baylis & S. Smith (Eds.), *The globalization of world politics* (3rd ed.). Oxford University Press.
- Smith, M., & Little, R. (Eds.). (2000). Introduction. In *Perspectives on world politics* (Reprint ed.). Routledge.
- Taylor, A. J. P. (1961). *The origins of the Second World War*. Penguin Books.
- Therborn, G. (2006). Poles and triangles: U.S. power and triangles of Americas, Asia, and Europe. In V. R. Hadiz (Ed.), *Empire and neoliberalism in Asia* (pp. xx–xx). Routledge.
- Waltz, K. N. (2008). *Realism and international politics*. Routledge.
- Waltz, K. N. (2010). *Theory of international politics*. Waveland Press.
- Woods, N. (1996). *Explaining international relations since 1945*. Oxford University Press.

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INTERNSHIP

Course Code: **Credits-2**

Course Objectives:

The objective of the 2-credit internship course is to provide students with practical exposure and experiential learning in their relevant field of study. It aims to bridge the gap between classroom learning and real-world application, helping students develop professional skills, workplace ethics, and critical thinking. The course also fosters a sense of responsibility, problem-solving abilities, and effective communication. Through guided observation and participation, students gain firsthand experience of institutional or organizational functioning, preparing them for future academic or career pursuits. The internship also encourages self-reflection, discipline, and an understanding of the social and professional challenges in their domain.

Internship:

The 2-credit internship program for undergraduate students is an essential component of the curriculum, designed to provide hands-on experience and practical exposure in a relevant field of study. This short-term internship aims to enhance students' academic learning by integrating theoretical knowledge with real-world applications. Students are expected to engage with government departments, NGOs, educational institutions, research organizations, media agencies, or private sector establishments, depending on their career interests.

During the internship, students are required to observe institutional functioning, assist in ongoing projects or activities, and maintain a reflective journal or internship diary documenting their daily experiences and learning outcomes. They must also interact with professionals to understand the practical challenges of the field. At the end of the internship, students are expected to submit a brief report summarizing their tasks, insights, and skills gained, along with a completion certificate from the host institution. The internship will be evaluated based on the report and oral presentation.

This structured exposure not only enhances employability skills like communication, teamwork, and critical thinking but also helps students make informed career choices. The internship encourages self-development, civic responsibility, and a deeper understanding of societal dynamics.

Course Outcomes (COs):

1. **CO1:** Students will be able to apply theoretical knowledge in real-life professional settings and understand the functioning of institutions or organizations relevant to their field of study.

2. **CO2:** Students will develop essential employability skills such as communication, teamwork, problem-solving, and report writing through hands-on experience and reflective learning during the internship.

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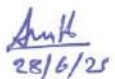
COs / POs & PSOs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	3	3	2	2	2	3	2	2	3	3	3	2	3	3
CO2	2	3	2	2	3	3	3	3	3	3	2	2	2	2	3	3
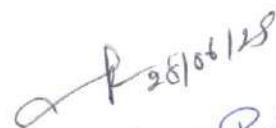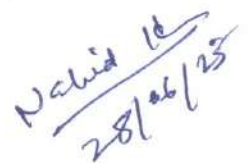
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Practical Approach to the Right to Information Act-2005

Course Code-   **Credit-4**

Course Objectives:

This vocational course is designed to provide learners with practical skills and applied knowledge of the Right to Information (RTI) Act, 2005. It introduces the foundational concepts, tracing the RTI movement in India through grassroots initiatives like the Mazdoor Kisan Shakti Sangathan, and explains its constitutional basis under Article 19(1)(a). The course emphasizes employable competencies such as identifying public authorities, understanding roles of RTI officials, interpreting key legal terms, and engaging with the appeal process. Through hands-on activities, including role-plays, mock hearings, case analysis, and application drafting, learners will develop the ability to file effective RTI applications in English and regional languages using both online and offline methods. This course empowers participants to use RTI as a tool for accessing information, enhancing public service delivery, and supporting transparency in governance—making it especially valuable for aspiring social workers, journalists, community organizers, and public service professionals.

Unit I: Foundations of the RTI Act, 2005

- Evolution of the RTI movement in India
- Constitutional basis: Article 19(1)(a) – Right to freedom of speech and expression
- Key objectives and scope of the RTI Act, 2005
- Core principles: Transparency, accountability, and citizen empowerment
- Overview of legal milestones and policy reforms influenced by RTI

Unit II: Understanding RTI Institutions through Practice (Hands-on Training)

- Role-play: Simulating the duties of Public Information Officers (PIOs), First Appellate Authorities, and Information Commissions
- Analysis of real institutional responses to RTI applications
- Mapping and identifying Public Authorities under the RTI framework
- Practicing interpretation of key definitions: *Information, Record, Public Authority, Third Party,* etc.

Unit III: Experiencing RTI Exemptions and Penalties (Hands-on Training)

- Case study review: Section 8 (exemptions), Section 9 (information affecting copyright), and Section 24 (intelligence/security organizations)
- Analyzing real-life denial cases and appeal verdicts from Central and State Information Commissions
- Mock exercises: How penalties are imposed on PIOs and how appeals are drafted

Unit IV: Drafting and Filing Effective RTI Applications (Hands-on Training)

- Identifying governance and service delivery issues suitable for RTI inquiry
- Drafting concise and clear RTI questions (focus on actionable language)
- Writing RTI applications in English and regional languages
- Live filing practice: Using the RTI Online portal (https://rtionline.gov.in) and respective State RTI portals
- Peer-to-peer review and improvement of drafted applications

Course Outcomes

Upon successful completion of this course, students will be able to:

1. **CO1:** Demonstrate basic knowledge of the RTI Act, 2005, its objectives, and constitutional relevance in the Indian context.

2. **CO2:** Identify and interact effectively with RTI institutions such as PIOs and Information Commissions through simulated and real-world scenarios.

3. **CO3:** Apply knowledge of exemptions, appeals, and penalties to analyze RTI responses and participate in mock hearings.

4. **CO4:** Draft clear, actionable RTI applications in English and regional languages and successfully file them through appropriate online and offline methods.

CO–PO/PSO Mapping Table

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

Reading List

- Roy, A. (2018). *The RTI Story: Power to the People*. Roli Books.
- Singh, S. (2011). *Using the Right to Information Act: A Guide for Users and Activists*. New Delhi: National Campaign for People's Right to Information (NCPRI).
- Barowalia, J. N. (2010). *Commentary on the Right to Information Act*. Universal Law Publishing.
- Srivastava, A. (2009). *Right to Information: A Practical Handbook*. New Delhi: LexisNexis.
- Dey, N., Roy, A., & Bhushal, R. (2006). *RTI: A Citizens' Manual*. Mazdoor Kisan Shakti Sangathan (MKSS).
- Shankar, B. L. (2007). *Right to Information: Law and Practice*. Hyderabad: Asia Law House.
- Mathur, S. P. (2014). *Understanding the RTI Act: A Guide for Citizens, Journalists and NGOs*. New Delhi: Kalpaz Publications.
- Sharma, D. (2010). *Right to Information: Implementation and Challenges*. Jaipur: ABD Publishers.

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- Jain, R. (Ed.). (2007). *Governance through Right to Information*. New Delhi: Authors Press.
- Bakshi, P. M. (2015). *The Constitution of India* (14th ed.). New Delhi: Universal Law Publishing.*(Refer to Article 19(1)(a) on freedom of speech and expression.)*
- Bhattacharya, M. (2001). *New Horizons of Public Administration* (5th ed.). New Delhi: Jawahar Publishers.*(Relevant sections on accountability and citizen participation.)*
- UNDP. (2006). *India: Promoting Transparency through Right to Information: Lessons from the Field*. New Delhi: United Nations Development Programme. [Available online at: https://www.undp.org]
- Commonwealth Human Rights Initiative. (2008). *Our Rights, Our Information: Empowering People to Demand Rights through the RTI Act*. New Delhi: CHRI. [Available at: https://www.humanrightsinitiative.org]
- Baviskar, A.. & Sundar, N. (2008). *Democracy vs Economic Reforms: The RTI Act and the Politics of Transparency*. In *Contributions to Indian Sociology*, 42(3), 339–367.

MODERN INDIAN POLITICAL THOUGHT

Course Code: Credits-5

Course Objective:

This course aims to introduce students to the rich and diverse landscape of Modern Indian Political Thought, tracing its evolution from early social reformers to post-colonial thinkers. It seeks to provide a critical understanding of key themes such as nationalism, social justice, secularism, and cultural identity through the works of seminal figures including Raja Rammohan Roy, Swami Vivekananda, Mahatma Gandhi, Dr. B.R. Ambedkar, and others. Students will explore contrasting political visions such as spiritual nationalism, Swaraj, Hindutva, socialism, and integral humanism, enabling them to appreciate the historical context and contemporary relevance of these ideas. The course encourages analytical engagement with the political philosophies that shaped modern India's socio-political fabric and fosters an appreciation of ongoing debates on democracy, rights, and identity in Indian politics.

Unit I: Introduction and Foundations of Modern Indian Political Thought

- Introduction to Modern Indian Political Thought: Historical Context and Key Themes
- Raja Rammohan Roy: Rights and Social Reform
- Pandita Ramabai: Gender

Unit II: Spiritual Nationalism and Social Visionaries

- Swami Vivekananda: Concept of the Ideal Society
- Rabindranath Tagore: Critique of Nationalism

Unit III: Swaraj and Hindutva

- Mahatma Gandhi: Swaraj
- Vinayak Damodar Savarkar: Concept of Hindutva

Unit IV: Social Justice and Democratic Ideals

- Dr. B.R. Ambedkar: Social Justice
- Ram Manohar Lohia: Socialism

Unit V: Post-Colonial Vision and Secularism

- Jawaharlal Nehru: Secularism
- Deendayal Upadhyaya: Integral Humanism and Cultural Nationalism

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Course Outcomes (COs)

CO1: Understand the historical context and foundational themes of Modern Indian Political Thought, including early reform movements and contributions of key thinkers like Raja Rammohan Roy and Pandita Ramabai.

CO2: Analyze spiritual nationalism and social visionaries, appreciating Swami Vivekananda's concept of the ideal society and Rabindranath Tagore's critique of nationalism within the Indian context.

CO3: Examine the ideas of Swaraj and Hindutva through the political philosophies of Mahatma Gandhi and Vinayak Damodar Savarkar, understanding their influence on Indian nationalism and identity politics.

CO4: Evaluate concepts of social justice and democratic ideals by studying the works of Dr. B.R. Ambedkar and Ram Manohar Lohia, focusing on caste, socialism, and egalitarian principles.

CO5: Critically assess post-colonial visions of India by exploring Jawaharlal Nehru's secularism and Deendayal Upadhyaya's integral humanism and cultural nationalism, emphasizing their contributions to modern Indian political discourse.

CO \ PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	2	2	2	3	1	2	3	3	2	2	2	2	2
CO2	3	3	3	2	3	2	3	1	2	3	3	2	2	2	3	2
CO3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3

Reading List

• V. Mehta and T. Pantham (eds.). (2006) A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations. History of Science, Philosophy and Culture in Indian civilization Vol. 10, Part: 7, New Delhi: Sage Publications.
• Dalton, (1982) 'Continuity of Innovation', in Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi, Academic Press: Gurgaon.
• R. Roy, (1991) 'The Precepts of Jesus, the Guide to Pence and Happiness'. S. Hay, (ed.))
• Sources of Indian Tradition, Vol. 2. Second Edition. New Delhi: Penguin.
• Sh. Kapila (ed.). An intellectual History for India, New Delhi: Cambridge University Press, 2010.
• T Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, 1986.

• S. Sarkar. (1985) Rammohan Roy and the break With the Past', in A Critique on colonial india. Calcutta: Papyrus.

• M. Kosambi (ed.). Pandita Ramabai Through her Own Words: Selected Works, New Delhi: Oxford University Press, 2000.

• S. Bodhasarananda (ed.). Selections from the Complete Works of Swami Vivekananda, Kolkata: Advaita Ashunma, 2007

• Swami Vivekananita, Delhi Oxford University Press, 2003.

• R. Terchek, (2002) Gandhian Autonomy in Late Modern World', in A. Parel (ed.). Gandhi, Freedom and Self Rule. Delhi: Sage.

• Nandy, (1994) 'Rabindranath Tagore & Politics of Self, in Illegitimacy of Nationalism. Delhi: Oxford University Press.

• J. Sharma, (2003) Hindutva: Exploring the idea of Hindu Nationalism, Delhi:Penguin.

• Dh. Keer, (1966) Veer Savarkar, Bombay: Popular Prakashan.

• J. Nehru. (1991) *Selected Works, in S. Hay (ed.). Sources of Indian Tradition. Vol.2. Second Edition, New Delhi: Penguin.

• Zachariah, (2004) Nehru, London: Routledge Historical Biographies.

• M. Anees and V. Dixit (eds.). (1984) Lohia: Many Faceted Personality, Rammanohar Lohia Smarak Smriti

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WESTERN POLITICAL THOUGHT-II

Course Code: **Credits-5**

Course Objectives:

This course aims to provide students with an in-depth understanding of major thinkers and debates in contemporary Western political thought. It explores key political concepts such as liberty, justice, power, equality, authority, and democracy through the critical writings of Karl Marx, Gramsci, Berlin, Tocqueville, Nietzsche, Foucault, Arendt, Adorno, Rawls, and Nozick. The course seeks to foster analytical thinking by engaging students with contrasting theoretical frameworks such as Marxism, liberalism, libertarianism, critical theory, and post-structuralism. Through close textual readings and contextual analysis, students will gain insights into how political ideas evolve in response to modernity, power dynamics, and the socio-economic conditions of their time. The objective is not only to understand what these thinkers said, but also how their ideas remain relevant to contemporary political debates.

Unit I: Karl Marx and Antonio Gramsci

* **Karl Marx**: Historical Materialism, Class Struggle and Revolution, Alienation and Emancipation
* **Antonio Gramsci**: Cultural Hegemony, Civil Society and Political Society

Unit II: Isaiah Berlin and Alexis de Tocqueville

* **Isaiah Berlin**: Two Concepts of Liberty, Pluralism and Value Conflict
* **Alexis de Tocqueville**: Democracy in America, Tyranny of the Majority

Unit III: Friedrich Nietzsche and Michel Foucault

* **Friedrich Nietzsche**: Will to Power, Master-Slave Morality, Critique of Morality and Democracy
* **Michel Foucault**: Power/Knowledge, Genealogy and Critique of Modern Institutions

Unit IV: Hannah Arendt and Theodor Adorno

* **Hannah Arendt**: Totalitarianism and Authority, Political Action and Freedom
* **Theodor Adorno**: Authoritarian Personality, Critique of Enlightenment and Mass Culture

Unit V: John Rawls and Robert Nozick

* **John Rawls**: Theory of Justice, Original Position and Veil of Ignorance
* **Robert Nozick**: Entitlement Theory, Critique of Rawlsian Justice

Course Outcomes:

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CO1: Understand and critically engage with Karl Marx's theory of historical materialism and Gramsci's theory of cultural hegemony.

CO2: Analyze Isaiah Berlin's concepts of liberty and pluralism, and Alexis de Tocqueville's ideas on democracy and the tyranny of the majority.

CO3: Examine Friedrich Nietzsche's critique of morality and power, and Michel Foucault's theories of knowledge/power and modern institutions.

CO4: Interpret Hannah Arendt's analysis of totalitarianism and political action, and Theodor Adorno's critique of Enlightenment, mass culture, and authoritarianism.

CO5: Evaluate John Rawls' theory of justice and Robert Nozick's entitlement theory to understand key debates in contemporary liberal political theory.

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

Reading List:

- Comninel, G. C. (2018). *Alienation and emancipation in the work of Karl Marx.* Palgrave Macmillan.
- Gramsci, A. (1971). *Selections from the prison notebooks* (Q. Hoare & G. N. Smith, Eds. & Trans.). International Publishers.
- Bates, T. R. (1975). Gramsci and the theory of hegemony. *Journal of the History of Ideas, 36*(2), 351–366.
- Berlin, I. (1969). *Two concepts of liberty.* In *Four essays on liberty* (pp. 118–172). Oxford University Press.
- Crowder, G. (2004). *Isaiah Berlin: Liberty and pluralism.* Polity Press.
- Tocqueville, A. de. (2000). *Democracy in America* (H. C. Mansfield & D. Winthrop, Trans.). University of Chicago Press. (Original work published 1835).
- Nietzsche, F. (2006). *On the genealogy of morals* (K. Ansell-Pearson, Ed.; C. Diethe, Trans.). Cambridge University Press. (Original work published 1887)
- Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972–1977* (C. Gordon, Ed.; C. Gordon, L. Marshall, J. Mepham, & K. Soper, Trans.). Pantheon Books.
- Rabinow, P. (Ed.). (1984). *The Foucault reader.* Pantheon Books.
- Arendt, H. (1973). *The origins of totalitarianism.* Harcourt Brace Jovanovich. (Original work published 1951)
- Arendt, H. (1958). *The human condition.* University of Chicago Press.

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- Adorno, T. W., Frenkel-Brunswik, E., Levinson, D. J., & Sanford, R. N. (1950). *The authoritarian personality*. Harper & Row.
- Rawls, J. (1999). *A theory of justice* (Rev. ed.). Harvard University Press. (Original work published 1971)
- Nozick, R. (1974). *Anarchy, state, and utopia*. Basic Books.
- Freeman, S. (2007). *Rawls*. Routledge.

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INTERNATIONAL RELATIONS: INDIAN PERSPECTIVE

Course Code: **Credits-5**

Course Objective

This course aims to provide students with a comprehensive understanding of India's role in global diplomacy, emphasizing its historical, cultural, and political evolution. The course explores India's unique approach to international relations, shaped by its ancient traditions, colonial experiences, and post-independence aspirations. Students will examine India's foreign policy principles, its interactions with global powers, its leadership in South-South cooperation, and its contributions to multilateral forums. By critically analyzing India's diplomatic trajectory, the course aims to develop an appreciation for India's distinct global identity and its emerging influence in addressing contemporary global challenges.

Unit-I: Introduction to International Relations

– Meaning, Nature and Scope

- Alternative Approach to International Relations

- Non-Western International Relations

Unit-II: India's International Relations

- Historical Evolution of IR Theory in India

- Philosophy of Politics in Indian Traditions

- Diplomatic and Strategic Culture of Ancient India

Unit-III: Alternative approach to International Relations

- Realism and the Krishna's Choice

-Liberalism and Vedic Ideas

- Communitarianism and Asian Values

Complex Interdependence and Vasudheiba Kutumbakam

- Principled Ideas and Ramayan Philosophy

Unit-IV: India's Worldview

- Vasudheiba Kutumbakam

- Arthashastra of Kautilya

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- Nitisara of Kamandaki

Unit-V: India's International Relations through Epics

- Ramayan Diplomacy

- Art of Warfare in Mahabharata

- Political Economy of the Folklores

Course Outcomes

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

CO 1: Gain a comprehensive understanding of India's foreign policy evolution and its historical context.

CO 2: Analyze India's unique diplomatic principles, shaped by its ancient traditions and colonial past.

CO 3: Evaluate India's role in global organizations and its contributions to shaping international relations.

CO 4: Develop insights into India's strategic partnerships, balancing its relationships with both the Global North and South.

CO 5: Cultivate critical thinking about contemporary global challenges, such as climate change and trade inequality, and assess India's emerging role in addressing these issues on the world stage.

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

Suggested Reading List

- Bajpai, K. (2018). India's strategic autonomy in the 21st century: Challenges and opportunities. Springer.
- Basu, K. (2015). South-South Cooperation: India's role in a changing global order. Routledge.

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INTERNATIONAL RELATIONS: CONCEPTS AND INSTITUTIONS

Course Code: Credits-4

Course Objectives:

This course aims to introduce students to the foundational concepts, theories, institutions, and contemporary issues in International Relations (IR). It provides students with conceptual clarity on national interest, power, sovereignty, and globalization while exposing them to key theoretical approaches such as Realism, Liberalism, and Marxism. The course examines global governance mechanisms through the workings of international organizations like the UN, WHO, WTO, IMF, and regional bodies such as the EU, SAARC, and ASEAN. Students will explore contemporary global challenges including terrorism, environmental crises, and human rights. The objective is to equip students with the analytical tools necessary to understand and interpret global political processes, institutional frameworks, and policy debates. It also encourages critical thinking and fosters an informed global perspective to understand international cooperation, conflict, and diplomacy.

Unit I: Key Concepts and Approaches to International Relations

- Meaning, Nature, and Scope of International Relations
- National Interest and Power
- Collective Security
- Sovereignty and Globalization
- Approaches: Realism, Liberalism, Marxism

Unit II: Major Institutions of Global Governance

- United Nations: Structure and Functions
- Specialized Agencies (WHO, WTO, IMF, World Bank)
- Peacekeeping and Humanitarian Interventions

Unit III: Regional Organizations

- European Union (EU)
- South Asian Association for Regional Cooperation (SAARC)
- ASEAN and African Union (AU)

Unit IV: Contemporary Global Issues

- Terrorism and Security
- Climate Change and Environmental Politics
- Human Rights and Migration

Course Outcomes:

CO1: Understand core concepts and theoretical approaches in International Relations such as sovereignty, power, and national interest.

CO2: Analyze the structure and role of global institutions like the UN and its specialized agencies in maintaining peace and development.

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CO3: Evaluate the functioning and significance of regional organizations in promoting regional cooperation and integration.

CO4: Critically examine contemporary global challenges like terrorism, climate change, human rights, and migration.

CO \ PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	2	2	2	2	2	3	3	3	3	2	2	2	1
CO2	3	3	3	2	3	3	3	2	3	3	3	3	3	2	2	2
CO3	3	3	3	2	3	2	3	2	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2

Reading List:

- Baylis, J., Smith, S., & Owens, P. (2017). *The globalization of world politics: An introduction to international relations* (7th ed.). Oxford University Press.
- Heywood, A. (2011), *Global politics*. Palgrave Macmillan.
- Basu, R. (Ed.). (2012). *International politics: Concepts, theories and issues*. SAGE Publications India.
- Mansbach, R. W., & Rafferty, K. L. (2008). *Introduction to global politics*. Routledge.
- Morgenthau, H. J. (2006). *Politics among nations: The struggle for power and peace* (7th ed.). McGraw-Hill Education.
- Waltz, K. N. (1979). *Theory of international politics*. Addison-Wesley.
- Weiss, T. G., & Daws, S. (Eds.). (2007). *The Oxford handbook on the United Nations*. Oxford University Press.
- Pease, K.-K. S. (2018). *International organizations: Perspectives on global governance* (6th ed.). Routledge.
- Thakur, R. (2006). *The United Nations, peace and security: From collective security to the responsibility to protect*. Cambridge University Press.
- Barnett, M., & Finnemore, M. (2004). *Rules for the world: International organizations in global politics*. Cornell University Press.
- Dash, K. C. (2008). *Regionalism in South Asia: Negotiating cooperation, institutional structures*. Routledge.
- Haastrup, T. (2013). *Charting transformation through security: Contemporary EU-Africa relations.* Palgrave Macmillan.
- Nugent, N. (2017). *The government and politics of the European Union* (8th ed.). Palgrave Macmillan.
- Kaldor, M. (2013). *New and old wars: Organized violence in a global era* (3rd ed.). Polity Press.

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VOC

Psephology

Course Code:VOCPST01   **Credits-4**

Course Objective

This intensive course aims to equip learners with the knowledge and skills necessary to analyze electoral processes, voter behavior, and election outcomes. It seeks to develop a comprehensive understanding of electoral systems, political campaigns, polling techniques, and statistical tools used in election studies. The course emphasizes practical application, preparing students for careers in election analysis, political consulting, media, and public policy. By fostering critical thinking and data interpretation skills, the program enables students to assess voting trends, design surveys, and provide actionable insights for stakeholders. Through hands-on training and case studies, the course bridges theoretical knowledge with real-world electoral dynamics, empowering learners to contribute meaningfully to the democratic process and political decision-making.

Unit 1: Introduction to Psephology

- Meaning and development of Psephology.
- Elections in India: General Overview, Election Commission of India, Electoral Reforms.
- Voting behaviour – Role of political parties and voter outreach strategies, Role of Media, Evolving Voting Trends in India and Opinion Survey.

Unit 2: Electoral Surveys and its Techniques

- Polls: Meaning, Types, Methods, Significance.
- Pre-Poll and Post-Poll Surveys
- Basics of Electoral Data: Election Commission data, Census data, Media Reports, and Research databases.
- Types of data: demographic breakdowns, voter turnout, and historical patterns.
- Sampling techniques, Preparing questionnaire and Schedule

Unit 3: Psephology and Field Based Data Analysis

- **Case Studies:**Analyze key elections (e.g., Indian General Elections, U.S. Presidential Elections): Interpret election results and voter turnout patterns.
- **Mock Election Setup:**Conduct a small-scale election simulation, including ballot design and counting.

Unit 4: Report Writing

- Report Writing: Using the appropriate structure, Techniques and Tools.

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Course Outcomes

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

CO 1: Explain the meaning, development, and significance of psephology, assess the role of the Election Commission and electoral reforms in India, and analyze factors influencing voting behavior, including political parties, media, and evolving voting trends.

CO 2: Apply various polling methods, design and conduct pre-poll and post-poll surveys, and utilize demographic and historical data through sampling techniques and effective questionnaire preparation.

CO 3: Analyze case studies of key elections, interpret voter turnout patterns and election results, and conduct simulations of electoral processes through mock elections, including ballot design and counting.

CO 4: Develop structured and well-organized reports on electoral analysis using appropriate techniques and tools for effective communication of findings.

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

References

- Ahuja, R. (2001). *Research Methods*. New Delhi: Rawat Publishers.
- Arzheimer, Kai, Jocelyn Evans, Michael S. Lewis-Beck (ed.). (2016).*The SAGE Handbook of Electoral Behaviour*. Sage.
- Fisher, Justin, Edward Fieldhouse, Mark N. Franklin (2017). *The Routledge Handbook of Elections, Voting Behavior and Public Opinion*. Routledge.
- LoannaAtekson and Michael Alvarez (2018).*Oxford Handbook on Polling and Survey Methods*. OUP.
- MacKuen, Michael, George Rabinowitz (ed.) (2003). *Electoral Democracy*. University of Michigan Press.
- Roy, Meenu (2000). *Electoral politics in India: election process and outcomes, voting behaviour and current trends*. Deep& Deep Publications.
- Sabry, Fouad (2024). *Psephology*. One Billion Knowledgeable.

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