






### **CRITERIA 1.1.2**

The Programmes offered by the institution focus on employability/entrepreneurship/ skill development and their course syllabi are QM adequately revised to incorporate contemporary requirements.

## **Programme – B.A. Political Science**

**Color Coding: -**

- 1) EMPLOYABILITY** 
- 2) ENTREPRENEURSHIP** 
- 3) SKILL DEVELOPMENT** 

**Netaji Subhas University  
Pokhari Bhilai Pahari, Jamshedpur**



**B. A. POLITICAL SCIENCE (HONS.)  
UNDERGRADUATE PROGRAMME  
DEPARTMENT OF POLITICAL SCIENCE  
PO, PSO & CO WITH THE DETAILED SYLLABUS**

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Department of Political Science  
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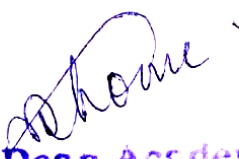
## Preface

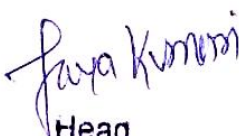
The syllabus book outlines the broad objectives, structure, and content of the B.A. in Political Science program. It serves as a guiding framework, offering both depth and flexibility to accommodate the evolving landscape of political thought, governance, and global affairs. The syllabus is designed to provide a foundational understanding of political theories, institutions, processes, and contemporary issues while fostering critical engagement with historical and emerging political developments.

This course introduces students to key concepts, trends, and debates in areas such as political theory, comparative politics, international relations, public administration, and Indian politics. It explores governance structures, democratic processes, policy-making, and the role of political institutions in shaping societies. By integrating theoretical knowledge with real-world examples and case studies, the program aims to develop analytical and critical thinking skills essential for further academic pursuits, civil services, journalism, law, and related fields.

This preface has been prepared for the B.A. in Political Science program to serve as a reference for students and educators in understanding the scope and direction of the course.

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## 1. Introduction of the School

The School of Arts & Humanities is a distinguished institution dedicated to fostering intellectual growth, creativity, and critical inquiry. Our school provides a dynamic and interdisciplinary academic environment where students engage with diverse fields, including literature, philosophy, history, political science, and cultural studies. Through a curriculum that blends theoretical foundations with analytical and practical applications, we encourage students to explore the complexities of human society, governance, and thought.

Guided by experienced faculty and scholars, students develop a strong foundation in critical thinking, research, and communication skills. They gain a deeper understanding of historical and contemporary issues, preparing them to contribute meaningfully to academic, cultural, and social discourse. Upon graduation, students are well-equipped to pursue careers in public service, media, law, research, civil society, and other professional fields, driven by a commitment to knowledge, ethics, and social responsibility.

## 2. Introduction of the Program

The Bachelor of Arts in Political Science program offers a broad and foundational curriculum designed to equip students with the knowledge, analytical skills, and critical perspectives necessary to understand and engage with political systems, governance, and global affairs. The program provides a strong grounding in political theory, comparative politics, international relations, public administration, and Indian politics, fostering an informed and analytical approach to contemporary political challenges.

Emphasizing critical thinking, research skills, and effective communication, this program nurtures intellectual curiosity and ethical reasoning. It encourages students to actively engage in discussions on democracy, governance, policy-making, and political institutions. The curriculum is structured to prepare students for further studies, competitive examinations, public service, journalism, law, and various professional careers in political and social fields.

This program is designed to produce socially responsible and critically engaged graduates who can contribute meaningfully to academic research, public



administration, policy-making, and civic engagement, with a strong focus on understanding governance structures, political behavior, and societal change.

### 3. Program Educational Objectives (PEO):

PEO1	To provide students with a foundational understanding of the core disciplines of Political Science, including Political Theory, Comparative Politics, International Relations, Public Administration, and Indian Politics.
PEO2	To equip students with critical thinking, analytical skills, and research competencies, enabling them to assess political systems, governance structures, and policy-making processes.
PEO3	To instill the values of democracy, ethical leadership, and responsible citizenship, encouraging active engagement in political and social issues.
PEO4	To foster problem-solving abilities and innovation in analyzing political institutions, public policies, and contemporary global challenges.
PEO5	To prepare students to be socially aware, politically informed, and engaged professionals, capable of contributing to public service, civil society, journalism, and other related fields..

### 4. Program Outcomes (PO):

PO1	<b>Political Science Knowledge:</b> Develop a broad understanding of political theory, comparative politics, international relations, public administration, and Indian politics, and apply this knowledge to analyze political and social issues.
PO2	<b>Critical Thinking and Research:</b> Enhance the ability to evaluate political phenomena, interpret research literature, and use appropriate methodologies to form well-reasoned arguments.

P03	<b>Policy Design and Development:</b> Policy and Governance Analysis Understand governance structures, policy-making processes, and public administration, applying this knowledge to address societal challenges.
P04	<b>Fieldwork and Social Engagement:</b> Fieldwork and Civic Engagement Gain practical exposure through field studies, case studies, and policy evaluations to understand political participation, governance structures, and grassroots movements.
P05	<b>Modern Research Tools and Technology:</b> Use of Digital and Analytical Tools Utilize modern research methodologies, digital tools, and data analysis techniques to assess political trends, governance mechanisms, and public policies.
P06	<b>Politics and Society:</b> Politics and Society Apply political knowledge to analyze social, cultural, and human rights issues, fostering responsible civic engagement.
P07	<b>Environment and Sustainability:</b> Political Awareness and Sustainability Examine the role of politics in environmental governance and sustainable development, promoting awareness of ecological responsibilities.
P08	<b>Ethics and Democratic Values:</b> Ethics and Democratic Values Uphold democratic principles, social justice, human rights, and ethical decision-making in political discourse and practice.
P09	<b>Leadership and Teamwork:</b> Leadership and Teamwork Develop leadership skills and the ability to work in diverse teams in political research, public administration, policy-making, and governance-related activities.
P010	<b>Communication and Public Discourse:</b> Communication and Public Discourse Effectively communicate political ideas, research findings, and policy arguments through well-structured reports, presentations, and discussions.
P011	<b>Governance and Public Administration:</b> Understanding of Indian Politics and Public Administration Demonstrate knowledge of Indian political institutions, governance mechanisms, and public administration, applying these concepts to real-world governance and policymaking.
P012	<b>Life-long Learning:</b> Lifelong Learning and Adaptability Recognize the importance of continuous learning and engagement with evolving political theories, governance practices, and global political trends to remain informed and adaptable in academic and professional careers.

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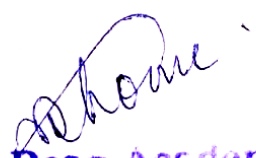
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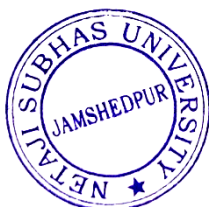
## 5. Program Specific Outcomes (PSO):

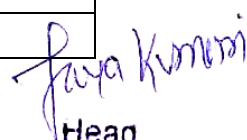
PS01	<b>Advanced Political Understanding:</b> Fundamental Political Understanding Develop a strong grasp of political theories, comparative politics, international relations, and Indian governance, enabling informed political analysis.
PS02	<b>Research and Policy Analysis:</b> Research and Analytical Skills Acquire basic research and analytical skills to examine political and policy-related issues, contributing to academic and policy discussions.
PS03	<b>Governance and Public Affairs:</b> Application in Governance and Public Affairs Apply political science knowledge to real-world governance, administration, and policymaking, preparing for careers in government, civil society, and the private sector.
PS04	<b>Democratic Values and Ethical Engagement:</b> Democratic Engagement and Ethical Leadership Promote democratic values, ethical decision-making, and responsible citizenship, fostering civic participation and social awareness.
PS05	<b>Global and National Political Awareness:</b> Awareness of National and Global Politics Analyze contemporary national and global political developments, including diplomacy, security, international organizations, and political movements, to contribute effectively to academic, administrative, and policy-oriented fields.

## B. A. (Hons.) Political Science Course Summary

Course Name	No. of Courses
Core Course	14
Ability Enhancement course	02
Skill Enhancement course	02
Generic Elective course	04
Discipline Specific Elective Course	04
<b>Total:</b>	<b>26</b>

  
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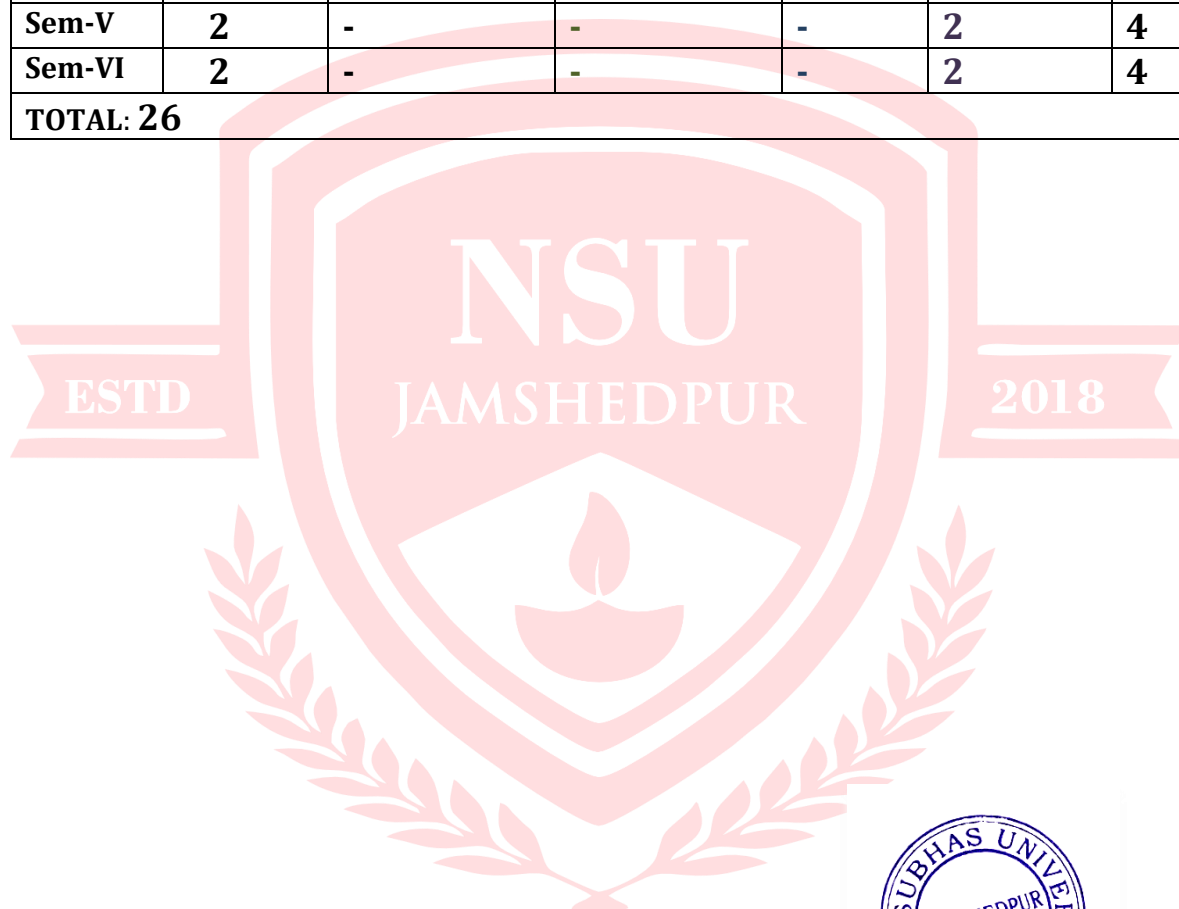


  
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### Semester wise Course Summary

Semester	Core Course	Ability Enhancement course	Skill Enhancement course	Generic Elective course	Discipline Specific Elective	Total
Sem-I	2	1	-	1	-	4
Sem-II	2	1	-	1	-	4
Sem-III	3	-	1	1	-	5
Sem-IV	3	-	1	1	-	5
Sem-V	2	-	-	-	2	4
Sem-VI	2	-	-	-	2	4
TOTAL: 26						



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### Course Content

Semester	Courses	Credits	Examination	Full marks	Pass marks
I	<b>Core Course -1(CC-1)- Introduction to Political Theory</b>	5+1=6	Semester End	70	28
			Internal Assessment	30	12
	<b>Core Course -2(CC-2)-Political Ideas and Concept</b>	5+1=6	Total	100	40
	<b>Generic Elective (GE-1)- History of India-I</b>	5+1=6	Semester End	30	14
			Internal Assessment	20	06
	<b>AECC-1- Eng. Communication/MIL Communication</b>	2	Total	50	20
II	<b>Core Course -3(CC-3)- Ancient Indian Political Thinkers</b>	5+1=6	Semester End	70	28
			Internal Assessment	30	12
	<b>Core Course -4(CC-4)-Modern Indian Political Thinkers</b>	5+1=6	Total	100	40
	<b>Generic Elective (GE-2)- History of India-II</b>	5+1=6	Semester End	50	20
III	<b>Core Course -5(CC-5)- Introduction to Comparative Politics</b>	5+1=6	Semester End	70	28
	<b>Core Course -6(CC-6)-Comparative Government And Politics</b>	5+1=6	Internal Assessment	30	12
			Total	100	40
	<b>Core Course -7(CC-7)- Political Sociology</b>	5+1=6			
	<b>Generic Elective (GE-3)- History of India-III</b>	5+1=6			
	<b>SEC-1- Peace and Conflict Resolution</b>	2	Semester End	50	20

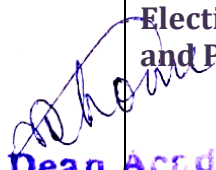
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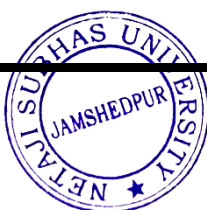
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Semester	Courses	Credits	Examination	Full marks	Pass marks
IV	<b>Core Course -8(CC-8)-Western Political Thought</b>	5+1=6	Semester End	70	28
	<b>Core Course -9(CC-9)-General Public Administration</b>	5+1=6	Internal Assessment	30	12
	<b>Core Course -10(CC-10)-Indian Administration</b>	5+1=6		100	40
	<b>Generic Elective (GE-4)- History of India IV</b>	5+1=6	Total	30	14
	<b>SEC-2- Public Opinion and Survey Research</b>	2	Semester End	30	14
			Internal Assessment	20	06
			Total	50	20
V	<b>Core Course -11(CC-11)-International Relations</b>	5+1=6	Semester End	70	28
	<b>Core Course -12(CC-12)-Constitutional Government of India</b>	5+1=6	Internal Assessment	30	12
	<b>Elective (DSE-1)- Indian National Movement and Constitutional Development</b>	5+1=6		100	40
	<b>Elective (DSE-2)- Political Process In India</b>	5+1=6	Total	30	12
VI	<b>Core Course -13(CC-13)-Political Ideologies</b>	5+1=6	Semester End	70	28
	<b>Core Course -14(CC-14)-India's Foreign Policy</b>	5+1=6	Internal Assessment	30	12
	<b>Elective (DSE-3)- Human Rights in India</b>	5+1=6		100	40
	<b>Elective (DSE-4)- Feminism: Theory and Practice</b>	5+1=6	Total	30	12
			Semester End	70	28
			Internal Assessment	30	12
			Total	100	40

  
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 Total Credit: - 140

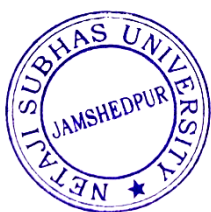


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 Total Marks: -240

# Course Scheme

## Semester-I

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
								Internal Exam	Assignments		
1	CC1	Introduction to Political Science	5	1	0	6	70	20	10	0	100
2	CC2	Political Ideas and Concepts	5	1	0	6	70	20	10	0	100
3	GE1	Government and Politics in Jharkhand	5	1	0	6	70	20	10	0	100
4	AECC1	English Communication/MIL Communication	2	0	0	2	35	10	05	0	50
		<b>Total</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>20</b>				<b>0</b>	<b>350</b>



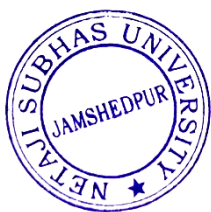
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## Semester-II

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
								Internal Exam	Assignments		
1	CC3	Ancient Indian Political Thinkers	5	1	0	6	70	20	10	0	100
2	CC4	Modern Indian Political Thinkers	5	1	0	6	70	20	10	0	100
3	GE2	International Organization	5	1	0	6	70	20	10	0	100
4	AECC2	Environmental Science	2	0	0	2	35	10	05	0	50
<b>Total</b>			<b>17</b>	<b>3</b>	<b>0</b>	<b>20</b>				<b>0</b>	<b>350</b>



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### Semester-III

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
1	CC5	Introduction to Comparative Politics	5	1	0	6	70	20	10	0	100
2	CC6	Comparative Government and Politics	5	1	0	6	70	20	10	0	100
3	CC7	Political Sociology	5	1	0	6	70	20	10	0	100
4	GE3	Indian Political Economy									
5	SECI	General Knowledge and Computer Applications	2	0	0	2	35	10	05	0	50
<b>Total</b>			<b>22</b>	<b>4</b>	<b>0</b>	<b>26</b>				<b>0</b>	<b>450</b>

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### Semester-IV

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
								Internal Exam	Assignments		
1	CC8	Western Political Thought	5	1	0	6	70	20	10	0	100
2	CC9	General Public Administration	5	1	0	6	70	20	10	0	100
3	CC10	Indian Administration	5	1	0	6	70	20	10	0	100
4	GE4	Gandhian Thought	5	1	0	6	70	20	10	0	100
5	SEC2	Partition and Gender; Social; Political and Economic Aspects	2	0	0	2	35	10	05	0	50
<b>Total</b>			<b>22</b>	<b>4</b>	<b>0</b>	<b>26</b>				<b>0</b>	<b>450</b>


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### Semester-V

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
								Internal Exam	Assignments		
1	CC11	International Relations	5	1	0	6	70	20	10	0	100
2	CC12	Constitutional Government of India	5	1	0	6	70	20	10	0	100
3	DSE1	Indian National Movement and Constitutional Development	5	1	0	6	70	20	10	0	100
4	DSE2	Political Process in India	5	1	0	6	70	20	10	0	100
<b>Total</b>			<b>20</b>	<b>4</b>	<b>0</b>	<b>24</b>				<b>0</b>	<b>400</b>

  
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### Semester-VI

S. No.	Subject Code	Subject	Credit				External Marks Details				
			L	T	P	Total	External Exam	Internal Exam		Practical	Total Marks
1	CC13	Political Ideologies	5	1	0	6	70	20	10	0	100
2	CC14	India's Foreign Policy	5	1	0	6	70	20	10	0	100
3	DSE3	Human Rights in India	5	1	0	6	70	20	10	0	100
4	DSE4	Feminism: Theory and Practice	5	1	0	6	70	20	10	0	100
<b>Total</b>			<b>20</b>	<b>4</b>	<b>0</b>	<b>24</b>				<b>0</b>	<b>400</b>



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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

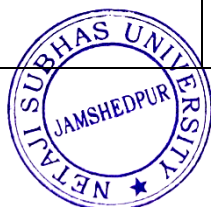
**Semester: I**

**Year: I**

**Session: 2022-25**

1	Course Code	<b>CC-1</b>
2	Course Title	<b>Introduction to Political Theory</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	Basic Knowledge of Political Theory
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. "Understand the Nature and Significance of Political Theory": Explore the foundational concepts and theories that form the basis of political thought, examining their relevance in contemporary political discourse.</li> <li>2. "Critically Analyze Classical and Modern Political Theories": Evaluate key classical theories (like those of Plato, Aristotle, and Machiavelli) and modern theories (such as liberalism, socialism, and feminism), understanding their evolution and implications.</li> <li>3. "Examine the Role of Political Theory in Shaping Political Practices": Investigate how political theories influence the development and implementation of policies, governance structures, and political ideologies in various contexts.</li> <li>4. "Develop Critical Thinking and Analytical Skills": Enhance critical thinking abilities through the analysis of primary texts, debates, and contemporary issues, fostering a deeper understanding of the complexities of political theory and its application.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. "Remember": Students will recall key concepts, definitions, and major thinkers in political theory.</li> </ol>

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		<p>2. "Understand": Students will explain fundamental political theories and their significance in shaping political thought.</p> <p>3. "Apply": Students will use political theories to interpret contemporary political events and governance structures.</p> <p>4. "Analyze": Students will compare different political theories and examine their historical and philosophical contexts.</p> <p>5. "Evaluate": Students will assess the strengths and limitations of political theories in addressing political and societal issues.</p> <p>6. "Create": Students will develop independent arguments and propose new interpretations of political theories.</p>
9	Credit Value	6
10	Total Marks	<b>Max Marks:100</b> <b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CL01	3	2	1	1	1	1	1	1	1	1	1	2
CL02	3	3	2	1	2	2	2	2	2	1	2	2
CL03	2	3	3	2	3	2	2	2	2	2	2	3
CL04	2	3	2	2	3	3	2	3	2	2	3	3
CL05	1	3	2	2	3	3	3	3	3	2	3	3
	2	3	2	2	3	3	3	3	3	3	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CL01	3	2	1	1	1	3
CL02	3	2	2	1	1	3
CL03	2	3	2	2	1	2
CL04	1	2	3	3	2	1
CL05	1	2	3	3	3	1

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

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## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours

Unit	Topics (Course contents)	No. of Hrs
I	What is Political Theory: Nature and Significance	15 Hours
II	Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative	15 Hours
III	Approaches to Political Theory, Critical and Contemporary Perspectives in Political Theory	15 Hours
IV	Nature and Origin of State	15 Hours
V	Functions of the State: Liberalism, Socialism and Welfare State	15 Hours
VI	Rise and Growth of Modern state	15 Hours

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### 1. Textbooks

1. Andrew Heywood – Political Theory: An Introduction (Palgrave Macmillan)
2. O.P. Gauba – An Introduction to Political Theory (Mayur Paperbacks)
3. S.P. Verma – Modern Political Theory (Vikas Publishing)
4. Rajeev Bhargava & Ashok Acharya – Political Theory: An Introduction (Pearson)
5. B.L. Fadia & Kuldeep Fadia – Indian Government and Politics (Sahitya Bhawan)

##### 2. Reference Books

1. John Rawls – A Theory of Justice
2. Robert Dahl – Democracy and Its Critics
3. C.L. Wayper – Political Thought
4. John Hoffman & Paul Graham – Introduction to Political Theory
5. M.P. Jain – Indian Constitutional Law

##### 3. Online Resources

1. Stanford Encyclopedia of Philosophy – [<https://plato.stanford.edu/>] (<https://plato.stanford.edu/>)
2. Internet Encyclopedia of Philosophy – [<https://iep.utm.edu/>] (<https://iep.utm.edu/>)
3. SWAYAM (Government of India) – [<https://swayam.gov.in/>] (<https://swayam.gov.in/>)

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4. E-Pathshala (NCERT & UGC) – [<https://epgp.inflibnet.ac.in/>] (<https://epgp.inflibnet.ac.in/>)
5. JSTOR– [<https://www.jstor.org/>] (<https://www.jstor.org/>)

#### 4. Other Resources

1. Political Science Journals – Indian Journal of Political Science, Economic & Political Weekly (EPW)
2. YouTube Channels – MIT Open Courseware, Crash Course Political Science
3. Government Reports & Documents – Reports from the Election Commission of India, UN, World Bank
4. Coursera

### Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

### Part - F: Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

#### Internal Assessment:

Continuous Internal Assessment (CIA)

Mid Sem Exam - 01 of 30 Marks

The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.

Class Performance-05 Marks

Class Attendance- 05 Marks

Class Assignment – 01 of 05 Marks

#### End Semester Exam (ESE):

Question Paper – **Three section – A, B & C**

Section A: Objective/ Multiple Choice Question: 10 Marks

Section B: Short answer type questions unit wise: 20 Marks

Section C: Descriptive answer type questions: 40 Marks

**Division of ESE Marks according to nature of course**

Theory Course: 70 marks

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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

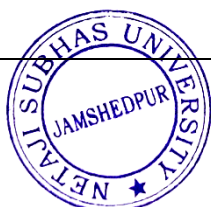
**Semester: I**

**Year: I**

**Session: 2022-25**

1	Course Code	<b>CC2</b>
2	Course Title	<b>Political Ideas and Concept</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	Basic Knowledge of Political Theory
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. "Understand Foundational Political Ideas" – Analyze key political concepts such as liberty, equality, justice, democracy, sovereignty, rights, and power, and their significance in political thought.</li> <li>2. "Examine Historical and Contemporary Perspectives" – Explore how major political thinkers and ideologies have shaped political concepts over time, from classical to modern political theory.</li> <li>3. "Critically Evaluate Political Ideologies" – Assess various political ideologies, including liberalism, socialism, nationalism, feminism, and conservatism, and their impact on governance and society.</li> <li>4. "Apply Political Concepts to Contemporary Issues" – Utilize political ideas and theories to interpret and analyze real-world political structures, movements, and policy debates at national and global levels.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. "Remember" – Recall key political concepts, ideologies, and the contributions of major political thinkers.</li> <li>2. "Understand" – Explain the historical evolution and theoretical foundations of political ideas such as liberty, equality, justice, and democracy.</li> <li>3. "Apply" – Utilize political concepts to interpret contemporary political systems, governance structures, and policy debates.</li> <li>4. "Analyze" – Compare and contrast different political ideologies and evaluate their influence on political institutions and societal movements.</li> <li>5. "Evaluate" – Assess the strengths and limitations of various political theories in addressing real-world political and social challenges.</li> </ol>

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		6. "Create" – Formulate original arguments and perspectives by synthesizing political ideas to propose solutions for contemporary political issues.	
9	Credit Value	6	
10	Total Marks	Max Marks: 100	Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	2	2	1	2	3
CLO2	3	3	2	1	2	3	2	3	2	2	3	3
CLO3	2	3	2	2	3	2	3	2	3	2	3	3
CLO4	2	3	2	2	3	3	2	3	3	2	3	3
CLO5	2	3	2	2	3	3	3	3	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

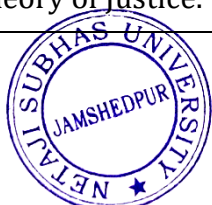
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	2	3	2	1	1	1
CLO2	1	2	3	3	2	1
CLO3	1	2	2	3	3	2
CLO4	1	1	2	2	3	3
CLO5	1	1	1	2	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

#### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Sovereignty: Monism with special reference to Austin's Views; Pluralism with special reference to Laski and MacIver.	15 Hours
II	Equality: Legal, Social, Political and economic Dimensions; Relation between Liberty and Rights.	15 Hours
III	Right: Liberal, Marxist and Laski's Theory of Rights	15 Hours
IV	Justice: Legal, Social, Political and Socio-Economic Dimensions of Justice, Rawl's theory of Justice.	15 Hours



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<b>V</b>	Liberty: Negative and Positive Nature; Marxist's Concept of Liberty.	15 Hours
<b>VI</b>	Democracy: Participatory and Representative.	15 Hours

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### 1. Textbooks (Primary Reading)

1. "Andrew Heywood" – 'Political Theory: An Introduction' (Palgrave Macmillan)
2. "Rajeev Bhargava & Ashok Acharya" – 'Political Theory: An Introduction' (Pearson)
3. "O.P. Gauba" – 'An Introduction to Political Theory' (Macmillan)
4. "Andrew Heywood" – 'Politics' (Palgrave Macmillan)
5. "M.P. Jain" – 'Indian Constitutional Law' (LexisNexis)
6. "D.D. Basu" – 'Introduction to the Constitution of India' (LexisNexis)
7. "Subrata Mukherjee & Sushila Ramaswamy" – 'A History of Political Thought: Plato to Marx' (Prentice-Hall)

#### 2. Reference Books (Additional Reading)

1. "Robert A. Dahl" – 'Democracy and Its Critics' (Yale University Press)
2. "John Rawls" – 'A Theory of Justice' (Harvard University Press)
3. "Will Kymlicka" – 'Contemporary Political Philosophy: An Introduction' (Oxford University Press)
4. "B.L. Fadia & Kuldeep Fadia" – 'Indian Government and Politics' (Sahitya Bhawan)
5. "Norman Barry" – 'An Introduction to Modern Political Theory' (Palgrave Macmillan)
6. "David Held" – 'Models of Democracy' (Stanford University Press)
7. "Jean Jacques Rousseau" – 'The Social Contract'
8. "John Locke" – 'Two Treatises of Government'
9. "Karl Marx & Friedrich Engels" – 'The Communist Manifesto'

#### 3. Other Learning Resources

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### **“A. Journals & Articles”**

1. “Economic and Political Weekly (EPW)” – Leading journal for contemporary political analysis.
2. “The Indian Journal of Political Science” – Published by the Indian Political Science Association (IPSA).
3. “Foreign Affairs” – Covers international relations and global politics.
4. “The Journal of Political Philosophy” – Explores classical and modern political theories.

### **“B. Online Resources & Open Access Materials”**

1. “Stanford Encyclopedia of Philosophy” – (<https://plato.stanford.edu/>)
2. “Project Gutenberg” – Free access to classic political texts. (<https://www.gutenberg.org/>)
3. “Internet Archive” – A digital library with many political science books. (<https://archive.org/>)
4. “UNESCO Digital Library” – Resources on political development and governance.

### **“C. Government & Institutional Websites”**

1. “Election Commission of India” – (<https://eci.gov.in/>)
2. “PRS Legislative Research” – (<https://prsindia.org/>)
3. “United Nations (UN)” – (<https://www.un.org/>)
4. “Lok Sabha & Rajya Sabha Websites” – (<https://loksabha.nic.in/> & <https://rajyasabha.nic.in/>)

### **Part E: Pedagogy**

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

### **Part - F: Assessment and Evaluation**

#### **Suggested Continuous Evaluation Methods:**

Maximum Marks:

100 Marks

Continuous Internal Assessment (CIA):

30 Marks

End Semester Exam (ESE):

70 Marks

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#### **Internal Assessment:**

Continuous Internal  
Assessment (CIA)

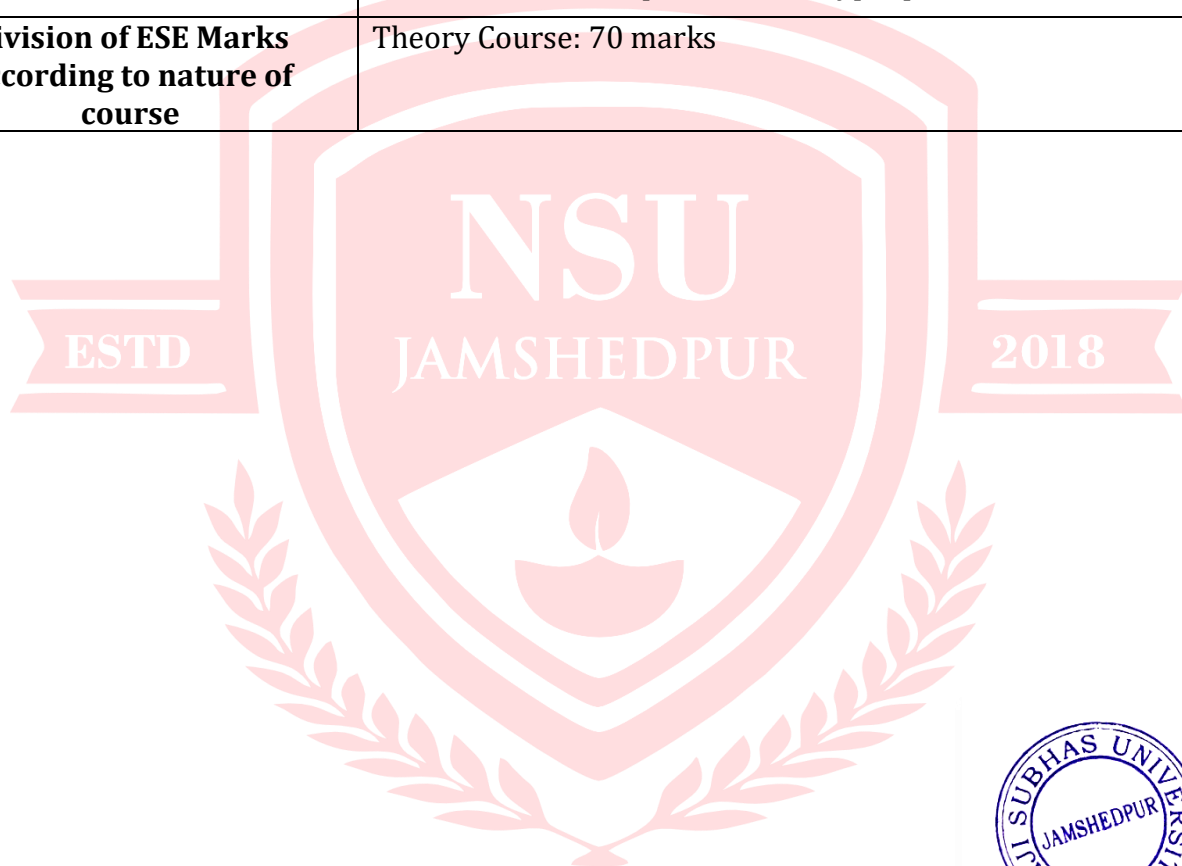
Mid Sem Exam - 01 of 30 Marks

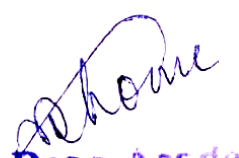
The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.


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	Class Performance-05 Marks
	Class Attendance- 05 Marks
	Class Assignment – 01 of 05 Marks
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks



  
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*Jaya Kumari*  
**Head**  
Department of Political Science  
Netaji Subhas University

## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

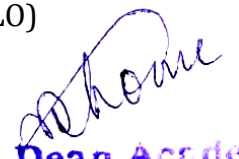
**Program: B.A. Political Science**

**Semester: II**

**Year: I**

**Session: 2022-25**

1	Course Code	<b>CC-3</b>
2	Course Title	<b>Ancient Indian Political Thinkers</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Course (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. "Understanding the Foundations of Indian Political Thought" – To explore the key philosophical and political ideas of ancient Indian thinkers such as Manu, Kautilya, Barani, Abul Fazl, and Buddhist and Jaina scholars, and their relevance to political theory.</li> <li>2. "Analyzing the Evolution of State and Governance" – To examine how ancient Indian political thought conceptualized the state, kingship, governance, justice, and ethics, and how these ideas influenced later political developments in India.</li> <li>3. "Comparative Study with Western Political Thought" – To compare ancient Indian political theories with classical Western political ideas, highlighting similarities, differences, and unique contributions to political philosophy.</li> <li>4. "Relevance to Contemporary Political and Administrative Systems" – To assess the impact of ancient Indian political ideas on modern governance, law, and administration, and their relevance in addressing contemporary socio-political issues.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Recall the fundamental political concepts and theories of ancient Indian thinkers such as Manu, Kautilya, Barani, Abul Fazl, and Buddhist and Jaina scholars.</li> <li>2. <b>Understand</b> – Comprehend the evolution of state, governance, justice, and ethics in ancient Indian political</li> </ol>

  
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thought and their significance in shaping political institutions.

3. **Apply** – Utilize the principles of ancient Indian political thought to interpret historical and contemporary governance models in India.
4. **Analyze** – Examine the similarities and differences between ancient Indian and Western political thought, assessing their unique contributions to political philosophy.
5. **Evaluate** – Critically assess the relevance and applicability of ancient Indian political ideas in addressing contemporary socio-political and administrative challenges.
6. **Create** – Develop original perspectives or frameworks inspired by ancient Indian political thought to propose solutions for modern political and governance issues.

9	Credit Value	6
10	Total Marks	Max Marks: 100 Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	1	2	1	1	2	1	2	3
CLO2	3	3	2	1	2	3	2	2	2	1	2	3
CLO3	3	3	2	2	2	3	2	2	3	2	3	3
CLO4	3	3	2	2	3	3	2	3	3	2	2	3
CLO5	3	3	2	2	3	3	2	3	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	2
CLO2	3	3	2	2	3	2
CLO3	3	3	3	2	3	3
CLO4	3	3	2	3	3	3
CLO5	3	3	2	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

## **PART C: Content of the Course (For Theory Course only)**

### **Total No. of Teaching-learning Hours-**

<b>Unit</b>	<b>Topics (Course contents)</b>	<b>No. of Hours</b>
<b>I</b>	Sources of Indian Political Thought	15 Hours
<b>II</b>	Manu: Social Laws, Rajdharma, Principles of Government and Statecraft	15 Hours
<b>III</b>	Kautilya: Theory of the State	15 Hours
<b>IV</b>	Barani: Ideal Polity	15 Hours
<b>V</b>	Abul Fazl: Governance and Administration	15 Hours
<b>VI</b>	The Buddhist and Jaina Concept of Kingship	15 Hours

## **PART- D**

### **Learning Resources: Text Books, Reference Books and Others**

#### **"Textbooks:"**

1. Altekar, A.S. – 'State and Government in Ancient India'
2. Jayaswal, K.P. – 'Hindu Polity: A Constitutional History of India in Hindu Times'
3. Sharma, R.S. – 'Aspects of Political Ideas and Institutions in Ancient India'
4. Kangle, R.P. – 'The Kautilya Arthashastra (3 Volumes)'
5. Jha, D.N. – 'Ancient India: In Historical Outline'
6. Basham, A.L. – 'The Wonder That Was India'
7. Kosambi, D.D. – 'The Culture and Civilization of Ancient India in Historical Outline'
8. Thapar, Romila – 'Early India: From the Origins to AD 1300'

#### **"Reference Books:"**

1. Majumdar, R.C. – 'Ancient India'
2. Dasgupta, S.N. – 'A History of Indian Philosophy (5 Volumes)'
3. Sharma, R.S. – 'Indian Feudalism'
4. Sen, Amartya – 'The Argumentative Indian: Writings on Indian History, Culture and Identity'

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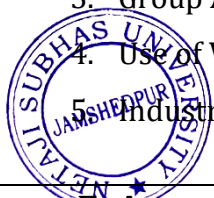
5. Panikkar, K.M. – ‘A Survey of Indian History’
6. Jha, D.N. – ‘Ancient Indian Political Thought and Institutions’
7. Mehta, V.R. – ‘Foundations of Indian Political Thought’
8. Habib, Irfan – ‘The Agrarian System of Mughal India, 1556-1707’ (for medieval political transitions)

#### “Online Resources:”

1. “National Digital Library of India (NDLI)” – [<https://ndl.iitkgp.ac.in>] (<https://ndl.iitkgp.ac.in>)
2. “Internet Archive (for free classical books on Indian political thought)” – [<https://archive.org>] (<https://archive.org>)
3. “Project Gutenberg (for historical texts on Indian philosophy and polity)” – [<https://www.gutenberg.org>] (<https://www.gutenberg.org>)
4. “Stanford Encyclopedia of Philosophy (Indian Philosophy Section)” – [<https://plato.stanford.edu>] (<https://plato.stanford.edu>)
5. “E-PG Pathshala (UGC-sponsored academic resources for Indian Political Thought)” – [<https://epgp.inflibnet.ac.in>] (<https://epgp.inflibnet.ac.in>)
6. “JSTOR (Research Papers on Ancient Indian Political Thought)” – [<https://www.jstor.org>] (<https://www.jstor.org>)
7. “Google Books (for previews and reference materials on Indian Political Thought)” – [<https://books.google.com>] (<https://books.google.com>)
8. “Indian Culture Portal (Ministry of Culture, Government of India)” – [<https://indianculture.gov.in>] (<https://indianculture.gov.in>)

#### Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures



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#### Part - F: Assessment and Evaluation

##### Suggested Continuous Evaluation Methods:

Maximum Marks:

100 Marks


Continuous Internal Assessment (CIA) Head

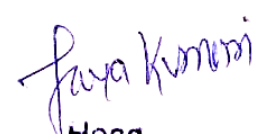
30 Marks

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End Semester Exam (ESE):		70 Marks
<b>Internal Assessment:</b>  Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: II**

**Year: I**

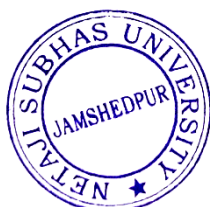
**Session: 2022-25**

1	Course Code	<b>CC-4</b>
2	Course Title	<b>Modern Indian Political Thinkers</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Course</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understanding Core Ideas</b> – To analyze the key political, social, and economic ideas of major modern Indian political thinkers, including their views on nationalism, democracy, social justice, and governance.</li> <li><b>2. Contextualizing Thought</b> – To examine the historical, social, and political contexts that shaped the ideas of thinkers like Raja Ram Mohan Roy, Swami Vivekananda, M.K. Gandhi, B.R. Ambedkar, Jawaharlal Nehru, and others.</li> <li><b>3. Comparative Analysis</b> – To compare and contrast the ideological differences among thinkers, particularly in relation to issues like caste, religion, secularism, statecraft, and economic policies.</li> <li><b>4. Contemporary Relevance</b> – To assess the impact and relevance of these thinkers in present-day Indian politics, governance, and society, exploring how their ideas continue to shape modern political discourse.</li> </ol>

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8	Course Learning Outcomes (CLO)	<b>After completion of this course, the students will be able to –</b> <ol style="list-style-type: none"> <li><b>Remember</b> – Recall the key political ideas and contributions of major modern Indian political thinkers.</li> <li><b>Understand</b> – Explain the historical, social, and political contexts that influenced the development of their ideas.</li> <li><b>Apply</b> – Utilize the insights from these thinkers to interpret contemporary political and social issues in India.</li> <li><b>Analyze</b> – Compare and contrast the ideological perspectives of different thinkers on themes like nationalism, democracy, and social justice.</li> <li><b>Evaluate</b> – Critically assess the relevance and impact of their ideas in shaping modern Indian politics and governance.</li> <li><b>Create</b> – Develop original arguments or perspectives by integrating the ideas of modern Indian political thinkers into contemporary debates and policy discussions.</li> </ol>	
9	Credit Value	6	
10	Total Marks	Max Marks: 100	Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	2	1	1	0	1	2	1	1	2	1	2	2
CLO2	3	2	2	0	2	3	1	2	2	1	2	3
CLO3	3	3	2	1	3	3	2	2	3	2	3	3
CLO4	3	3	2	1	3	3	2	2	3	2	3	3
CLO5	2	3	2	1	3	3	2	3	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	1
CLO2	3	3	2	2	2	3
CLO3	2	3	3	3	3	3
CLO4	2	3	3	3	3	3
CLO5	2	2	3	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped



## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hours
I	Ram Mohan Roy: Civil and Religious Rights	15 Hours
II	Bal Gangadhar Tilak and Swami Vivekananda: Cultural Nationalism	15 Hours
III	Jyotirao Phule: Social Justice	15 Hours
IV	Mahatma Gandhi: Swaraj and Satyagraha	15 Hours
V	M.N. Roy: Socialism and Radical Humanism	15 Hours
VI	Dr. B.R. Ambedkar: Political and Social Ideas	15 Hours

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. **Verma, V.P.** – *Modern Indian Political Thought* (Lakshmi Narain Agarwal, 2009)
2. **Mehta, V.R. & Pantham, Thomas (Eds.)** – *Political Ideas in Modern India: Thematic Explorations* (Sage Publications, 2006)
3. **Gandhi, M.K.** – *Hind Swaraj or Indian Home Rule* (Navjivan Publishing House, 1909)
4. **Ambedkar, B.R.** – *Annihilation of Caste* (Navayana Publishing, 1936)
5. **Nehru, Jawaharlal** – *The Discovery of India* (Penguin India, 1946)

##### Reference Books:

1. **Parekh, Bhikhu** – *Colonialism, Tradition, and Reform: An Analysis of Gandhi's Political Discourse* (Sage, 1999)
2. **Chatterjee, Partha** – *Nationalist Thought and the Colonial World: A Derivative Discourse* (Oxford University Press, 1986)



3. **Singh, Aakash & Mohapatra, Silika (Eds.)** – *Indian Political Thought: A Reader* (Routledge, 2010)
4. **Lohia, Ram Manohar** – *Marx, Gandhi and Socialism* (Nav Hind, 1952)
5. **Chakrabarty, Bidyut & Pandey, Rajendra Kumar** – *Modern Indian Political Thought: Text and Context* (Sage Publications, 2009)

#### Online Resources:

1. **Stanford Encyclopedia of Philosophy** – <https://plato.stanford.edu/> (For discussions on Indian political thought)
2. **Gandhi Heritage Portal** – <https://www.gandhiheritageportal.org/> (For original works of Gandhi)
3. **Ambedkar Archive** – <https://www.mea.gov.in/ambedkar.htm> (For B.R. Ambedkar's writings and speeches)
4. **Project Gutenberg** – <https://www.gutenberg.org/> (For open-access books on Indian political thought)
5. **Indira Gandhi National Open University (IGNOU) e-Gyankosh** – <https://egyankosh.ac.in/> (For study material on Indian thinkers)

#### Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

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Head

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#### Part-F: Assessment and Evaluation

##### Suggested Continuous Evaluation Methods:

Maximum Marks:  
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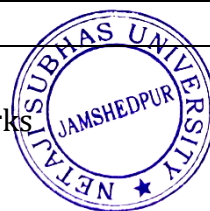
Continuous Internal Assessment (CIA):

End Semester Exam (ESE):

100 Marks

30 Marks

70 Marks

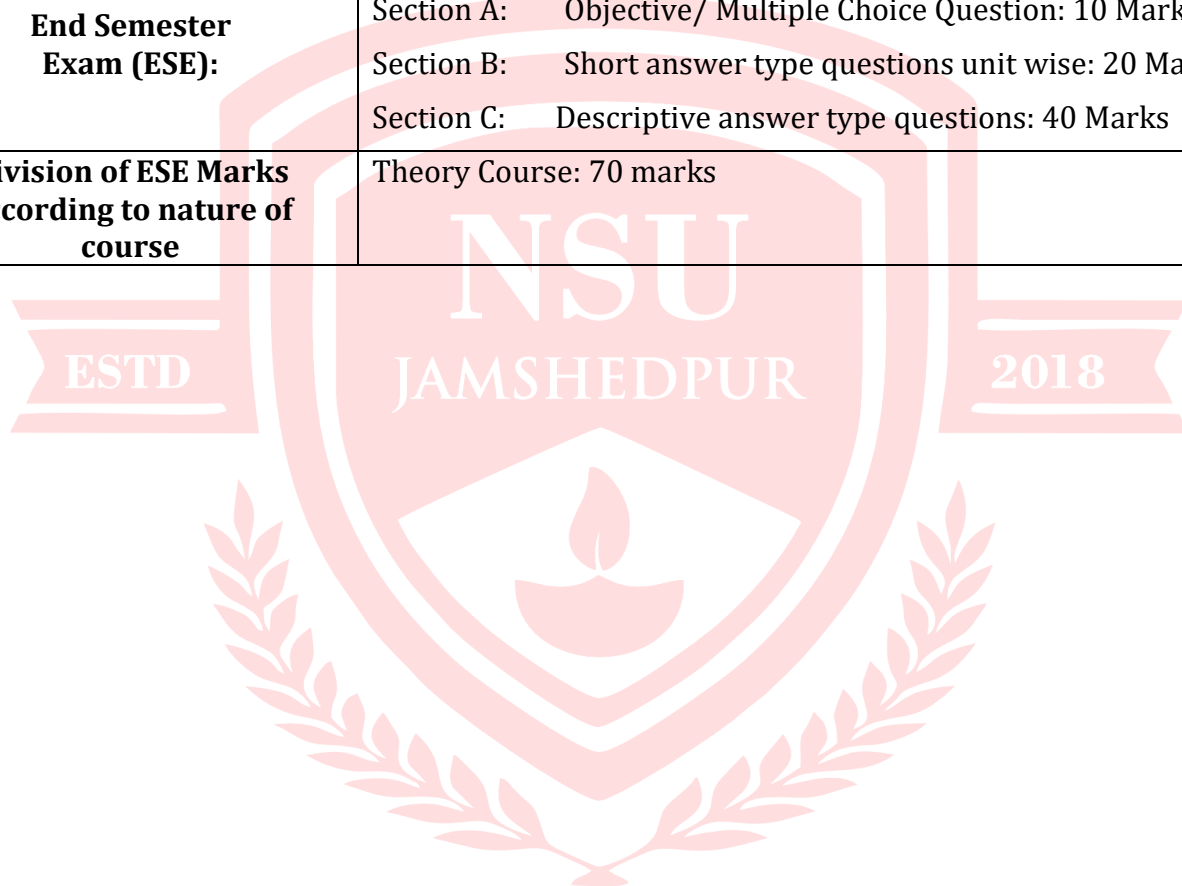



##### Internal Assessment:


Continuous Internal

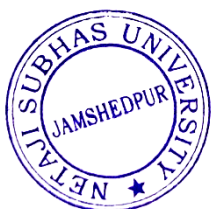
The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to

Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	constitute the Continuous Internal Assessment (CIA) component.
	Class Performance – 05 Marks	
	Class Attendance – 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



  
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## SEMESTER- III



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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

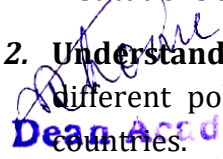
**Semester: III**

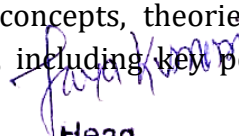
**Year: II**

**Session: 2019-20**

1	Course Code	<b>CC-5</b>
2	Course Title	<b>Introduction to Comparative Politics</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per the Institutional scheme
7	Course Objective (CO)	<p><b>1. Understanding Key Concepts and Approaches</b> – Introduce students to fundamental concepts, theories, and methodologies in comparative politics, including state, democracy, authoritarianism, political institutions, and governance.</p> <p><b>2. Analyzing Political Systems and Institutions</b> – Examine and compare different political systems, structures, and institutions (e.g., legislatures, executives, judiciaries, electoral systems) across diverse countries to understand their functions and impacts.</p> <p><b>3. Comparing Political Processes and Behavior</b> – Analyze how political actors (e.g., political parties, interest groups, civil society) influence governance and policy-making, and explore variations in political participation, political culture, and electoral behavior globally.</p> <p><b>4. Evaluating Contemporary Political Challenges</b> – Assess major political challenges such as democratization, populism, nationalism, globalization, human rights, and development, using a comparative framework to understand their implications in different contexts.</p>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <p><b>1. Remember</b> – Recall fundamental concepts, theories, and approaches in comparative politics, including key political institutions and systems.</p> <p><b>2. Understand</b> – Explain the functions and structures of different political systems and institutions across various countries.</p>



  
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		<p><b>3. Apply</b> – Use comparative methodologies to examine political processes, behaviours, and governance structures in diverse contexts.</p> <p><b>4. Analyze</b> – Compare and contrast political institutions, ideologies, and actors to identify patterns and variations in governance and policy-making.</p> <p><b>5. Evaluate</b> – Assess contemporary political challenges such as democratization, populism, and globalization using a comparative framework.</p> <p><b>6. Create</b> – Develop well-reasoned arguments and case studies that critically engage with comparative political issues and propose potential solutions.</p>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b> <b>Min. Passing Marks: 40</b>

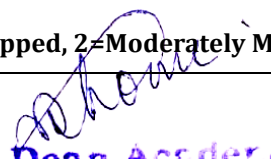
### PART B: Articulation Matrix (CLO - PO) Mapping

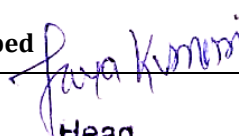
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	1	2	2	2	1	2	2
CLO2	3	2	2	1	2	2	1	3	2	1	2	2
CLO3	2	3	2	2	3	2	2	3	3	2	3	3
CLO4	2	3	2	2	3	2	2	3	3	2	3	3
CLO5	2	3	2	2	3	3	2	3	3	2	3	3

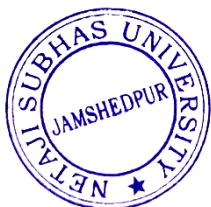
### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	3	2
CLO2	3	2	2	1	3	2
CLO3	2	3	2	3	2	3
CLO4	2	3	3	3	2	3
CLO5	2	2	3	3	2	2

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

  
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**PART C: Content of the Course (For Theory Course only)****Total No. of Teaching-learning Hours-**

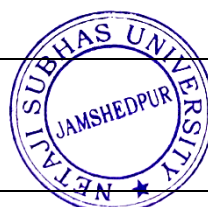
Unit	Topics (Course contents)	No. of Hrs
I	Comparative Politics: Meaning, Nature and Scope	15 Hours
II	Approaches to Study Comparative Politics: Traditional, Political System Analysis, Structural- Functional Analysis and Marxist-Leninist Approach.	15 Hours
III	Beyond Eurocentrism	15 Hours
IV	Nation-state: Historical evolution in Western Europe and postcolonial contexts 'nation' and 'state' debates.	15 Hours
V	Social Movements	15 Hours
VI	Globalization: Globalization and Comparative Politics, Trans-national state, Responses from developed and developing societies.	15 Hours
Note:		

**PART- D****Learning Resources: Text Books, Reference Books and Others****Text Books and Reference books Recommended:****Textbooks:**

1. **Hague, Rod, Martin Harrop, and John McCormick** – *Comparative Government and Politics: An Introduction* (11th Edition, 2019, Red Globe Press).
2. **Almond, Gabriel A., G. Bingham Powell, Kaare Strom, and Russell J. Dalton** – *Comparative Politics Today: A World View* (11th Edition, 2012, Pearson).
3. **Caramani, Daniele (Ed.)** – *Comparative Politics* (5th Edition, 2020, Oxford University Press).
4. **Lijphart, Arend** – *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (2nd Edition, 2012, Yale University Press).

**Reference Books:**

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1. **Newton, Kenneth, and Jan W. Van Deth** – *Foundations of Comparative Politics: Democracies of the Modern World* (3rd Edition, 2016, Cambridge University Press).
2. **Lichbach, Mark Irving, and Alan S. Zuckerman (Eds.)** – *Comparative Politics: Rationality, Culture, and Structure* (2nd Edition, 2009, Cambridge University Press).
3. **Dogan, Mattei, and Dominique Pelassy** – *How to Compare Nations: Strategies in Comparative Politics* (2nd Edition, 1990, Chatham House).
4. **O'Neil, Patrick H.** – *Essentials of Comparative Politics* (7th Edition, 2020, W.W. Norton & Company).

#### Online Resources:

1. **Stanford Encyclopedia of Philosophy** – <https://plato.stanford.edu/> (For conceptual understanding of democracy, governance, and political theories).
2. **Comparative Politics Section of APSA (American Political Science Association)** – <https://connect.apsanet.org/s13/> (For research papers and political science resources).
3. **The London School of Economics and Political Science (LSE) – Blogs on Comparative Politics** – <https://blogs.lse.ac.uk/politicsandpolicy/> (For contemporary issues in comparative politics).
4. **The World Bank – Governance Indicators** – <https://info.worldbank.org/governance/wgi/> (For governance and political system comparisons).
5. **Harvard Kennedy School – Comparative Politics Resources** – <https://www.hks.harvard.edu/> (For case studies and policy discussions).
6. **JSTOR and Google Scholar** – <https://www.jstor.org/> & <https://scholar.google.com/> (For access to academic articles on comparative politics).

#### Part E: Pedagogy

6. Classroom Lectures Hands-on Practical Sessions
7. Group Activities and Collaborative Learning
8. Use of Visual Aids for Demonstration
9. Industrial Visits and Guest Lectures

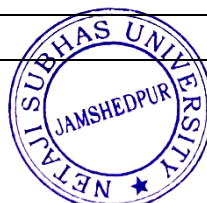
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Head

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#### Part - F: Assessment and Evaluation



**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	

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*Jaya Kumari*  
**Head**  
 Department of Political Science  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: III**

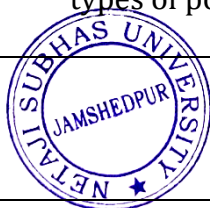
**Year: II**

**Session: 2019-20**

1	Course Code	<b>CC-6</b>
2	Course Title	<b>Comparative Government and Politics</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>Understanding Political Systems</b> – Analyze and compare different forms of government (democracies, authoritarian regimes, and hybrid systems) and their structures, functions, and institutions across various countries.</li> <li><b>Comparative Methodology</b> – Develop skills in using comparative methods to examine political systems, governance patterns, and policy-making processes, identifying similarities and differences across nations.</li> <li><b>Political Culture and Behavior</b> – Explore the role of political culture, ideologies, and social movements in shaping governance, electoral systems, political participation, and state-society relations.</li> <li><b>Global and Regional Perspectives</b> – Assess how historical, economic, and social factors influence governance and policy outcomes, and examine contemporary global political challenges such as democratization, authoritarian resilience, and political development.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>Remember</b> – Recall fundamental concepts, structures, and types of political systems across different countries.</li> </ol>

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**Head**  
 Department of Political Science  
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		<p>2. <b>Understand</b> – Explain the similarities and differences between various forms of government, political institutions, and governance models.</p> <p>3. <b>Apply</b> – Utilize comparative methods to examine political behavior, policy-making processes, and institutional frameworks in different nations.</p> <p>4. <b>Analyze</b> – Critically assess the role of political culture, ideologies, and social movements in shaping governance and state-society relations.</p> <p>5. <b>Evaluate</b> – Assess the effectiveness of different political systems and governance models in addressing global and regional political challenges.</p> <p>6. <b>Create</b> – Develop comparative case studies and propose innovative solutions to contemporary political issues based on cross-national analysis.</p>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b> <b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	1	1	1	2	2	1	2	2	1	3	2
CLO2	3	2	2	1	2	3	1	3	2	1	3	2
CLO3	2	3	2	1	3	3	2	3	3	2	3	3
CLO4	2	3	3	2	3	3	2	3	3	2	3	3
CLO5	2	3	3	2	3	3	3	3	3	2	3	3

Head

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	3	2
CLO2	3	3	2	3	3	3
CLO3	2	3	3	3	2	3
CLO4	2	3	3	3	2	3

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CL05	2	3	3	3	2	3
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3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Socio - Economic bases and Salient Features of the Constitutions: Constitutions of UK, USA, France and Switzerland	15 Hours
II	Forms of Governments: Parliamentary and Presidential, Unitary and Federal, Authoritarian and Democratic	15 Hours
III	Legislature: Composition and Powers of the British Parliament, US Congress, National People's Congress of China.	15 Hours
IV	Executive: British King and Prime Minister, the President of the USA, China and Plural Executive of Switzerland.	15 Hours
V	Judiciary: US Supreme Court and Judicial Review, Judicial system of UK and Federal Judiciary of Switzerland.	15 Hours
VI	Party System and Interest Groups	15 Hours
Note:		

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

#### Textbooks:

- Hague, R., & Harrop, M. (2020). *Comparative Government and Politics: An Introduction* (11th ed.). Palgrave Macmillan.
- Newton, K., & Van Deth, J. W. (2016). *Foundations of Comparative Politics* (3rd ed.). Cambridge University Press.
- Chhibber, R. H. (2018). *Theories of Comparative Politics: The Search for a Paradigm Reconsidered* (2nd ed.). Routledge.





4. Wiarda, H. J. (2013). *Comparative Politics: Approaches and Issues*. Rowman & Littlefield.

#### Reference Books:

1. Almond, G. A., & Powell, G. B. (2003). *Comparative Politics Today: A World View* (8th ed.). Pearson.
2. Lijphart, A. (2012). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (2nd ed.). Yale University Press.
3. Caramani, D. (2020). *Comparative Politics* (5th ed.). Oxford University Press.
4. Linz, J. J., & Stepan, A. (1996). *Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe*. Johns Hopkins University Press.

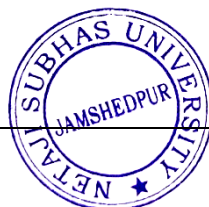
#### Online Resources:

1. **JSTOR** – [www.jstor.org](http://www.jstor.org) (Scholarly articles on comparative politics)
2. **Project MUSE** – [muse.jhu.edu](http://muse.jhu.edu) (Political science journals and books)
3. **Oxford Handbooks Online** – [www.oxfordhandbooks.com](http://www.oxfordhandbooks.com) (Extensive resources on political institutions)
4. **Cambridge Core** – [www.cambridge.org/core](http://www.cambridge.org/core) (Research papers on comparative politics)
5. **The Comparative Study of Electoral Systems (CSES)** – [www.cses.org](http://www.cses.org) (Data on political systems and electoral studies)
6. **World Bank Governance Indicators** – [info.worldbank.org/governance/wgi/](http://info.worldbank.org/governance/wgi/) (Comparative governance data)
7. **The Economist – Democracy Index** – [www.eiu.com](http://www.eiu.com) (Reports on political systems worldwide)

#### Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

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**Part - F: Assessment and Evaluation****Suggested Continuous Evaluation Methods:**

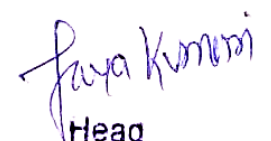
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	

  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: III**

**Year: II**

**Session: 2022-25**

1	Course Code	<b>CC-7</b>
2	Course Title	<b>Political Sociology</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understanding the Relationship between Society and Politics</b> – Analyze how social structures, institutions, and cultural factors shape political behavior, governance, and power dynamics in different societies.</li> <li><b>2. Exploring Key Concepts and Theories</b> – Examine fundamental concepts such as power, authority, legitimacy, political culture, political socialization, and governance, along with classical and contemporary sociological theories in political sociology.</li> <li><b>3. Analyzing Political Participation and Social Movements</b> – Investigate the role of political parties, interest groups, civil society organizations, and social movements in shaping political processes and influencing policy decisions.</li> <li><b>4. Examining the Impact of Social Identities on Politics</b> – Assess how factors like class, caste, gender, ethnicity, and religion interact with political institutions and contribute to political conflicts, participation patterns, and governance structures.</li> </ol>
8	Course Learning Outcomes	<b>After completion of this course, the students will be able to –</b>

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	(CLO)	<p><b>1. Remember</b> – Recall key concepts, theories, and foundational ideas in political sociology, such as power, authority, and political culture.</p> <p><b>2. Understand</b> – Explain the relationship between social structures and political processes, including how social identities like class, caste, and gender influence politics.</p> <p><b>3. Apply</b> – Demonstrate the relevance of political sociology by analyzing real-world cases of political participation, governance, and social movements.</p> <p><b>4. Analyze</b> – Examine the role of political institutions, civil society, and interest groups in shaping political behavior and policy decisions.</p> <p><b>5. Evaluate</b> – Critically assess various political theories and perspectives to determine their applicability to contemporary political and social issues.</p> <p><b>6. Create</b> – Develop original arguments or research projects that explore the interaction between society and politics in different historical and cultural contexts.</p>
9	Credit Value	6
10	Total Marks	Max Marks: 100 Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CL01	3	2	1	1	2	1	1	2	2	1	2	3
CL02	3	3	2	1	2	2	2	3	2	2	3	3
CL03	2	3	3	2	3	2	3	3	3	3	3	3
CL04	2	3	3	2	3	3	3	3	3	3	3	3
CL05	2	3	3	2	3	3	3	3	3	3	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PS01	PS02	PS03	PS04	PS05	PS06
CLO1	3	2	1	1	2	2
CLO2	3	3	2	2	2	3
CLO3	2	3	3	3	3	3
CLO4	2	3	3	3	3	3
CLO5	2	3	3	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

#### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Political Sociology: Meaning, Nature and Scope	15 Hours
II	State and Civil Society	15 Hours
III	Power and Authority	15 Hours
IV	Governance, Government and Governmentality	15 Hours
V	Political Participation.	15 Hours
VI	Political Culture and Political Socialization	15 Hours

Note:

### PART- D

#### Learning Resources: Text Books, Reference Books and Others

##### 1. Textbooks:

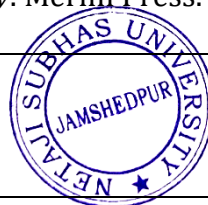
1. Bottomore, T. B. (1993). *Political Sociology*. Pluto Press.
2. Nash, Kate. (2010). *Contemporary Political Sociology: Globalization, Politics, and Power*. Wiley-Blackwell.
3. Runciman, W. G. (1983). *A Treatise on Social Theory: Volume 3 – Applied Social Theory*. Cambridge University Press.
4. Miliband, Ralph. (2009). *The State in Capitalist Society*. Merlin Press.

Department of Political Science

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## 2. Reference Books:

1. Weber, Max. (1946). *From Max Weber: Essays in Sociology*. Oxford University Press.
2. Giddens, Anthony. (1985). *The Nation-State and Violence*. University of California Press.
3. Gramsci, Antonio. (1971). *Selections from the Prison Notebooks*. International Publishers.
4. Lipset, Seymour Martin. (1960). *Political Man: The Social Bases of Politics*. Doubleday.
5. Althusser, Louis. (1971). *Lenin and Philosophy and Other Essays*. Monthly Review Press.
6. Offe, Claus. (1984). *Contradictions of the Welfare State*. MIT Press.
7. Tilly, Charles. (1978). *From Mobilization to Revolution*. Addison-Wesley.

## 3. Online Resources:

1. **Stanford Encyclopedia of Philosophy** – <https://plato.stanford.edu/>
2. **JSTOR** – <https://www.jstor.org/> (Access through institutional login for journal articles on political sociology)
3. **Project Muse** – <https://muse.jhu.edu/> (For scholarly books and articles on sociology and political science)
4. **Coursera** – <https://www.coursera.org/> (Courses on Political Sociology and Social Theory from global universities)
5. **MIT OpenCourseWare (OCW)** – <https://ocw.mit.edu/> (Free sociology and political science lecture materials)
6. **Google Scholar** – <https://scholar.google.com/> (For research articles and citations on political sociology)

## 7. YouTube Channels:

- Department of Political Science (Concepts of power, authority, and political thought)
- Netaji Subhas University
- Crash Course Sociology (Basics of political sociology and social structures)

## Part E: Pedagogy

6. Classroom Lectures

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7. Hands-on Practical Sessions
8. Group Activities and Collaborative Learning
9. Use of Visual Aids for Demonstration
10. Industrial Visits and Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	<b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	

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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: III**

**Year: II**

**Session: 2022-25**

1	Course Code	SEC-1
2	Course Title	Peace and Conflict Resolution
3	Course Type	Theory
4	Course Category	Skill Enhancement Course
5	LTP Structure (Session per week)	L- 2    T-0    P-0
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understand the Nature and Dynamics of Conflict:</b> Analyze the causes, types, and impacts of conflicts at various levels—individual, societal, national, and international.</li> <li><b>2. Explore Theories and Approaches to Peace:</b> Examine key peacebuilding theories, methods, and frameworks used in conflict resolution and transformation.</li> <li><b>3. Develop Practical Conflict Resolution Skills:</b> Equip students with negotiation, mediation, and reconciliation techniques for real-world application.</li> <li><b>4. Promote Ethical and Sustainable Peacebuilding:</b> Foster awareness of human rights, social justice, and sustainable peace strategies in diverse socio-political contexts.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember:</b> Identify fundamental concepts, theories, and key actors involved in peace and conflict studies.</li> <li><b>2. Understand:</b> Explain the causes of conflicts and various strategies for peacebuilding and conflict resolution.</li> <li><b>3. Apply:</b> Demonstrate negotiation, mediation, and conflict resolution techniques in case studies and simulations.</li> <li><b>4. Analyze:</b> Critically examine historical and contemporary conflicts to assess patterns and resolution methods.</li> <li><b>5. Evaluate:</b> Assess the effectiveness of different peacebuilding strategies and policies in diverse contexts.</li> <li><b>6. Create:</b> Design innovative frameworks and solutions for sustainable peace and conflict resolution.</li> </ol>
9	Credit Value	2
10	Total Marks	Max Marks: 50
		Min. Passing Marks: 20

**PART B: Articulation Matrix (CLO - PO) Mapping**

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CLO1	3	3	2	1	2	2	1	2	2	1	3	2
CLO2	3	3	3	2	3	3	1	3	2	2	3	3
CLO3	2	3	3	3	3	3	2	3	3	2	3	3
CLO4	1	3	3	3	3	3	2	3	3	3	3	3
CLO5	2	2	3	3	3	3	3	3	3	3	3	3

**Articulation Matrix (CLO - PSO) Mapping:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	3	3
CLO2	3	3	3	2	3	3
CLO3	2	3	3	3	3	2
CLO4	1	3	3	3	3	1
CLO5	2	2	3	3	3	2

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

**PART C: Content of the Course (For Theory Course only)****Total No. of Teaching-learning Hours-**

Unit	Topics (Course contents)	No. of Hrs
I	Understanding Peace – Coercive and Non-Coercive Approaches, Culture of Peace.	8
II	The problem of War: Causes, Types, Attributes and Theories of War.	8
III	Concept, Nature and Causes, Methods of Conflict Resolution.	8
IV	Agencies of Conflict Resolution, UN Peace Keeping, Peace Building, Peace Education, Adjudication, Role of Shanti Sena, Track-II Diplomacy, etc.	8

Note:



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## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Textbooks:

1. **Ramsbotham, O., Woodhouse, T., & Miall, H. (2016).** *Contemporary Conflict Resolution*. Polity Press.
2. **Burton, J. (1990).** *Conflict: Resolution and Prevention*. Macmillan.
3. **Barash, D. P., & Webel, C. (2013).** *Peace and Conflict Studies*. SAGE Publications.

#### Reference Books:

1. **Galtung, J. (1996).** *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. SAGE Publications.
2. **Richmond, O. P. (2014).** *Failed Statebuilding: Intervention, the State, and the Dynamics of Peace Formation*. Yale University Press.
3. **Jeong, H. (2008).** *Understanding Conflict and Conflict Analysis*. SAGE Publications.

#### Online Resources:

1. **United Nations Peacekeeping:** <https://peacekeeping.un.org>
2. **The Peace Research Institute Oslo (PRIO):** <https://www.prio.org>
3. **U.S. Institute of Peace (USIP):** <https://www.usip.org>
4. **International Crisis Group:** <https://www.crisisgroup.org>

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

50 Marks

Continuous Internal Assessment (CIA):

15 Marks

End Semester Exam (ESE):

35 Marks

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Head

Department of Political Science

#### Internal Assessment:

Continuous Internal Assessment (CIA)

Mid Sem Exam - 01 of 10 Marks

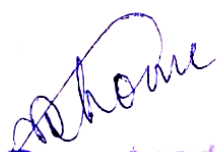
Sessional Viva Voce- 01 of 5 Marks

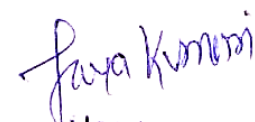
Assignment – 01 of 5 Marks

Netaji Subhas University maintained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 15 marks to constitute the Continuous


	Internal Assessment (CIA) component
	Class Performance-10 Marks
End Semester Exam (ESE):	Question Paper – Three section – A, B & C Section A: Objective/ Multiple Choice Question 5 Marks Section B: Short answer type questions unit wise 10 Marks Section C: Descriptive answer type questions 20 Marks
Division of ESE Marks according to nature of course	Theory Course: 35 marks




  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

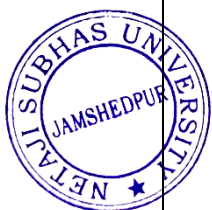
**Program: B.A Political Science**

**Semester: IV**

**Year: II**

**Session: 2022-25**

1	Course Code	<b>CC-8</b>
2	Course Title	<b>Western Political Thought</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To introduce students to the foundational ideas of Western political philosophy and its evolution from ancient to modern times.</li> <li>2. To analyze the contributions of key political thinkers and their impact on political systems and ideologies.</li> <li>3. To develop critical thinking by comparing different political theories and their contemporary relevance.</li> <li>4. To enhance the ability to apply theoretical frameworks to understand current political phenomena.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Identify key thinkers, texts, and concepts in Western political thought.</li> <li>2. <b>Understand</b> – Explain the core ideas and arguments of major political philosophers.</li> <li>3. <b>Apply</b> – Use political theories to interpret contemporary political structures and ideologies.</li> <li>4. <b>Analyze</b> – Compare and contrast different political theories and their historical impact.</li> </ol>



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		<b>5. Evaluate</b> – Assess the relevance and limitations of classical and modern political ideas.  <b>6. Create</b> – Formulate original arguments using insights from Western political thought.
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b> <b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	2	1	1	2	3
CLO2	3	3	2	1	3	3	2	2	2	1	2	3
CLO3	2	3	2	2	3	3	3	2	3	2	2	2
CLO4	1	3	3	3	2	3	2	3	3	3	3	3
CLO5	1	3	3	2	3	2	2	3	3	3	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	3	2
CLO2	3	3	2	2	3	3
CLO3	2	3	3	2	2	3
CLO4	2	3	3	3	2	3
CLO5	1	2	3	3	1	2

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

#### Total No. of Teaching-learning Hours

Unit	Topics (Course contents)	No. of Hrs
I	Plato: Justice, Education, Communism and Ideal State.	15 Hours
II	Aristotle: Nature and Purpose of State, Slavery, Citizenship and Revolution.	15 Hours
III	Machiavelli: Republicanism	15 Hours
IV	Karl Marx: The State and Class Struggle	15 Hours

<b>V</b>	Hobbes, Locke, Rousseau: The Social Contract Theory	15 Hours
<b>VI</b>	J. S. Mill: Liberty, Representative Government	15 Hours
Note:		

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. Sabine, George H. – *A History of Political Theory*
2. Wayper, C.L. – *Political Thought*
3. Mukherjee, Subrata & Ramaswamy, Sushila – *A History of Political Thought: Plato to Marx*
4. Barker, Ernest – *Greek Political Theory*
5. Popper, Karl – *The Open Society and Its Enemies*

##### Reference Books:

1. Strauss, Leo & Cropsey, Joseph (Eds.) – *History of Political Philosophy*
2. Skinner, Quentin – *Foundations of Modern Political Thought*
3. Berlin, Isaiah – *Four Essays on Liberty*
4. Wolin, Sheldon – *Politics and Vision: Continuity and Innovation in Western Political Thought*

##### Online Resources:

1. Stanford Encyclopedia of Philosophy – <https://plato.stanford.edu>
2. Internet Encyclopedia of Philosophy – <https://iep.utm.edu>
3. MIT OpenCourseWare – Political Philosophy – <https://ocw.mit.edu/courses/political-science>
4. Harvard Open Courses on Political Thought – <https://online-learning.harvard.edu>

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

## Part - F: Assessment and Evaluation

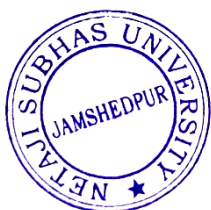
### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b>	
	Section A: Objective/ Multiple Choice Question: 10 Marks	
	Section B: Short answer type questions unit wise: 20 Marks	
	Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: IV**

**Year: II**

**Session: 2019-20**

1	Course Code	<b>CC-9</b>
2	Course Title	<b>General Public Administration</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To introduce the fundamental concepts, principles, and theories of public administration.</li> <li>2. To develop an understanding of the structure, functions, and processes of public administration in different governmental contexts.</li> <li>3. To equip students with the ability to apply administrative theories and models to real-world governance and policy-making.</li> <li>4. To enhance analytical and critical thinking skills for evaluating public administration practices and proposing innovative solutions.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Recall the key concepts, theories, and principles of public administration.</li> <li>2. <b>Understand</b> – Explain the role and functions of public administration in governance and policy-making.</li> <li>3. <b>Apply</b> – Utilize administrative theories and models in analyzing real-world administrative challenges.</li> </ol>



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4. **Analyze** – Examine the structure, processes, and challenges of public administration in different governmental contexts.
5. **Evaluate** – Assess the effectiveness of administrative policies and governance models in addressing public issues.
6. **Create** – Develop innovative solutions and strategies for improving public administration and governance.

9	Credit Value	6
10	Total Marks	Max Marks: 100
		Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	-	1	2	1	1	2	1	2	3
CLO2	3	3	2	1	2	3	2	2	3	1	3	3
CLO3	2	3	2	2	3	3	3	2	3	2	3	3
CLO4	2	3	2	1	3	3	2	3	3	2	3	3
CLO5	2	3	2	1	3	3	2	3	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	3	2
CLO2	3	3	2	2	3	3
CLO3	2	3	3	3	2	3
CLO4	2	3	3	3	2	3
CLO5	2	3	3	3	2	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

Total No. of Teaching Learning Hours		
Unit	Topics (Course contents)	No. of Hrs
I	Public Administration: Meaning, Nature and Scope.	15 Hours



II	Approaches to the Study of Public Administration.	15 Hours
III	Organization: Principles and Bases.	15 Hours
IV	Financial Administration: Budget And Audit.	15 Hours
V	Control Over Administration: Legislative And Judicial.	15 Hours
VI	Emerging Values: New Public Administration and New Public Management, Good governance and development, Globalization	15 Hours

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. **Nicholas Henry** – *Public Administration and Public Affairs* (Routledge, Latest Edition)
2. **M.P. Sharma & B.L. Sadana** – *Public Administration in Theory and Practice* (Kitab Mahal, Latest Edition)
3. **Mohit Bhattacharya** – *New Horizons of Public Administration* (Jawahar Publishers, Latest Edition)
4. **Fadia & Fadia** – *Public Administration: Administrative Theories and Concepts* (Sahitya Bhawan, Latest Edition)
5. **L.D. White** – *Introduction to the Study of Public Administration* (Macmillan, Classic Edition)

##### Reference Books:

1. **Dwight Waldo** – *The Administrative State* (Routledge, Classic Edition)
2. **Woodrow Wilson** – *The Study of Administration* (Political Science Quarterly, 1887)
3. **Frederick Taylor** – *Principles of Scientific Management* (Harper & Brothers, 1911)

4. **Max Weber** – *Bureaucracy and Modern Society* (Oxford University Press)
5. **Herbert Simon** – *Administrative Behavior* (Free Press, Latest Edition)
6. **R.K. Sapru** – *Administrative Theories and Management Thought* (PHI Learning, Latest Edition)

#### Online Resources:

##### 1. MOOCs & Open Courseware:

- Swayam (<https://swayam.gov.in/>) – Courses on Public Administration and Governance
- NPTEL (<https://nptel.ac.in/>) – Courses on Administrative Theory and Practice
- edX (<https://www.edx.org/>) – Public Administration and Policy courses from global universities
- Coursera (<https://www.coursera.org/>) – Public Policy and Governance courses

##### 2. Journals & Research Papers:

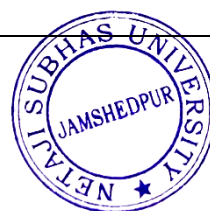
- Public Administration Review (PAR) – <https://www.aspanet.org/>
- Indian Journal of Public Administration (IJPA) – <https://ijpa.in/>
- Journal of Public Administration Research and Theory (JPART) – <https://academic.oup.com/jpart>

##### 3. Government and Institutional Websites:

- Department of Administrative Reforms and Public Grievances (DARPG), India – <https://darpg.gov.in/>
- United Nations Public Administration Network (UNPAN) – <https://publicadministration.un.org/>
- World Bank - Governance and Public Sector Management – <https://www.worldbank.org/en/topic/governance>

#### Part E: Pedagogy

6. Classroom Lectures
7. Hands-on Practical Sessions
8. Group Activities and Collaborative Learning
9. Use of Visual Aids for Demonstration



## 10. Industrial Visits and Guest Lectures

### Part - F: Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

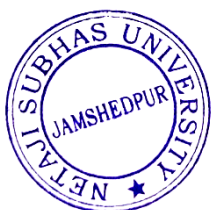
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	

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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: IV**

**Year: II**

**Session: 2019-20**

1	Course Code	<b>CC-10</b>
2	Course Title	<b>Indian Administration</b>
3	Course Type	<b>Theory</b>
4	Course Category	Discipline Specific Core (DSC)
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To provide a comprehensive understanding of the evolution, structure, and functioning of Indian Administration.</li> <li>2. To analyze the role of various institutions and actors in governance and public administration in India.</li> <li>3. To evaluate key administrative challenges, reforms, and policy-making processes in Indian Administration.</li> <li>4. To develop critical and analytical skills to assess administrative efficiency, accountability, and responsiveness in governance.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember:</b> Identify the historical evolution, structure, and key features of Indian Administration.</li> <li>2. <b>Understand:</b> Explain the role of various institutions, governance mechanisms, and administrative processes in India.</li> <li>3. <b>Apply:</b> Use theoretical knowledge to examine administrative challenges and policy implementation in India.</li> <li>4. <b>Analyze:</b> Critically assess governance structures, public policies, and administrative reforms in India.</li> </ol>



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		<p><b>5. Evaluate:</b> Compare and evaluate different administrative models, challenges, and policy frameworks in the Indian context.</p> <p><b>6. Create:</b> Develop innovative solutions to improve administrative efficiency, accountability, and governance in India.</p>	
9	Credit Value	6	
10	Total Marks	<b>Max Marks: 100</b>	<b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	2	1	2	2	1	2	2	1	2	2
CLO2	2	3	3	2	3	2	1	2	3	1	2	3
CLO3	2	3	3	2	3	2	2	3	3	2	2	2
CLO4	1	3	3	3	2	2	2	3	2	2	3	3
CLO5	1	2	2	3	2	3	3	2	3	3	3	2

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	2	3
CLO2	2	3	3	2	3	2
CLO3	2	3	3	2	2	2
CLO4	1	3	3	3	2	1
CLO5	1	2	2	3	3	1

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

#### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Indian Administration: Evolution during British Rule and its legacies	15 Hours
II	Structure Of Administration: Central Secretariat and State Secretariat.	15 Hours
III	Centre-State Relations: Legislative, Administrative and Financial	15 Hours

IV	<b>Local Self-Government: Rural and Urban.</b>	15 Hours
V	<b>Issues In Administration: Generalist Vs. Specialists, Committed Bureaucracy, Redressal of Public Grievances</b>	15 Hours
VI	<b>Public Services: Union Public Service Commission, Central and State Services</b>	15 Hours

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Textbooks:

1. "Arora, Ramesh K., & Goyal, Rajni" – 'Indian Public Administration: Institutions and Issues' (New Delhi: New Age International, Latest Edition).
2. "Maheshwari, S.R." – 'Indian Administration' (New Delhi: Orient Blackswan, Latest Edition).
3. "Sharma, M.P., & Sadana, B.L." – 'Public Administration in Theory and Practice' (New Delhi: Kitab Mahal, Latest Edition).
4. "Basu, Rumki" – 'Public Administration: Concepts and Theories' (New Delhi: Sterling Publishers, Latest Edition).
5. "Avasthi, A., & Maheshwari, S.R." – 'Public Administration' (Agra: Lakshmi Narain Agarwal, Latest Edition).

#### Reference Books:

1. "Goel, S.L." – 'Public Administration: Theory and Practice' (Deep & Deep Publications, Latest Edition).
2. "Fadia, B.L., & Fadia, Kuldeep" – 'Indian Administration' (Sahitya Bhawan Publications, Latest Edition).
3. "Singh, Hoshier, & Singh, Mohinder" – 'Public Administration in India: Theory and Practice' (New Delhi: Pearson, Latest Edition).
4. "Bhattacharya, Mohit" – 'Restructuring Public Administration: Essays in Rehabilitation' (New Delhi: Jawahar Publishers).
5. "Nicholas Henry" – 'Public Administration and Public Affairs' (Pearson, Latest Edition).

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### Government Reports & Documents:

1. "Second Administrative Reforms Commission (ARC) Reports" (Various Reports on Governance and Administration).
2. "Reports of the Finance Commission of India" (Latest Editions).
3. "Economic Survey of India" (Annual Publication by the Ministry of Finance, Government of India).
4. "NITI Aayog Reports on Governance and Policy Implementation".
5. "Ministry of Personnel, Public Grievances and Pensions Reports" (Government of India).

### Journals & Articles:

1. "Indian Journal of Public Administration" (Published by the Indian Institute of Public Administration).
2. "Administrative Change" (Journal of Public Administration).
3. "Economic and Political Weekly (EPW)" – Articles on Indian governance and policy issues.
4. "Public Administration Review (PAR)" – International perspectives on governance and public administration.
5. "Lok Sabha & Rajya Sabha Debates" (Government Publications on policy discussions and governance).

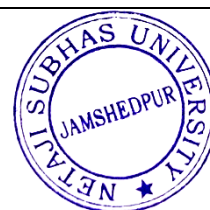
### Online Resources & Websites:

1. "Department of Administrative Reforms & Public Grievances (DARPG)" – [<https://darpg.gov.in/>](<https://darpg.gov.in/>)
2. "NITI Aayog Official Website" – [<https://www.niti.gov.in/>](<https://www.niti.gov.in/>)
3. "Ministry of Home Affairs" – [<https://www.mha.gov.in/>](<https://www.mha.gov.in/>)
4. "PRS Legislative Research" – [<https://prsindia.org/>](<https://prsindia.org/>)
5. "National Informatics Centre (NIC)" – [<https://www.nic.in/>](<https://www.nic.in/>)

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1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration



## 5. Industrial Visits and Guest Lectures

### Part - F: Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b>	
	Section A: Objective/ Multiple Choice Question: 10 Marks	
	Section B: Short answer type questions unit wise: 20 Marks	
	Section C: Descriptive answer type questions: 40 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



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## UNDERGRADUATE COURSE CURRICULUM


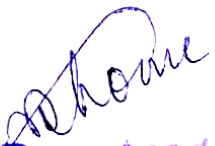

### PART-A: Introduction

#### Program:

**Semester: IV**

**Year: II**

**Session: 2022-25**

1	Course Code	<b>SEC-2</b>
2	Course Title	<b>Public Opinion and Survey Research</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Skill Enhancement Course</b>
5	LTP Structure (Session per week)	<b>L-2 T-0 P-0</b>
6	Pre-requisite (if, any)	<b>As per Institutional scheme</b>
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To introduce students to the concept, significance, and impact of public opinion in political decision-making and policy formulation.</li> <li>2. To equip students with fundamental knowledge of survey research methods, including sampling, data collection, and analysis techniques.</li> <li>3. To develop students' ability to critically evaluate public opinion polls and survey research outcomes.</li> <li>4. To enable students to design and conduct basic survey research projects, applying ethical and methodological best practices.</li> </ol>
8	Course Learning Outcomes (CLO)   <b>Dean Academics</b>	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Define and recall fundamental concepts related to public opinion and survey research.</li> <li>2. <b>Understand</b> – Explain the role of public opinion in governance and policy-making and the methodology of survey research.</li> <li>3. <b>Apply</b> – Implement survey research techniques in real-world political and social contexts.</li> <li>4. <b>Analyze</b> – Assess the reliability and validity of survey research data and public opinion polls.</li> <li>5. <b>Evaluate</b> – Critically review and interpret survey findings to make informed conclusions.</li> <li>6. <b>Create</b> – Design and execute a survey research project on a relevant socio-political issue.</li> </ol>  <b>Head</b>
9	Credit Value	<b>2</b>
10	Total Marks	<b>Max Marks: 50</b>
		<b>Min. Passing Marks: 20</b>

## PART B: Articulation Matrix (CLO - PO) Mapping

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CLO1	3	2	1	1	2	2	1	1	2	1	1	3
CLO2	3	3	2	1	3	2	1	2	2	2	1	3
CLO3	2	3	3	2	3	2	2	2	3	2	2	3
CLO4	2	3	3	3	3	2	2	2	3	2	2	3
CLO5	2	3	3	3	3	3	2	2	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	3
CLO2	3	3	2	1	3	3
CLO3	2	3	3	2	3	3
CLO4	2	3	3	3	3	3
CLO5	2	3	3	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Introduction to the course	6
II	Measuring Public Opinion with Surveys: Representation and sampling	6
III	Survey Research	6
IV	Quantitative Data Analysis	6
V	Interpreting polls	6

Note:



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## PART- E

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. Asher, H. (2012). *Polling and the Public: What Every Citizen Should Know*. CQ Press.
2. Converse, J. M., & Presser, S. (1986). *Survey Questions: Handcrafting the Standardized Questionnaire*. Sage.
3. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.
4. Fowler, F. J. (2013). *Survey Research Methods*. Sage Publications.

##### Reference Books:

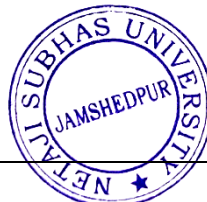
1. Lippmann, W. (1997). *Public Opinion*. Free Press.
2. Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
3. Bryman, A. (2015). *Social Research Methods*. Oxford University Press.

##### Online Resources:

1. Harvard Kennedy School: Public Opinion Research – <https://www.hks.harvard.edu>
2. Pew Research Center: Survey Methods – <https://www.pewresearch.org>
3. World Bank Open Data for Surveys – <https://data.worldbank.org>
4. Coursera Course on Public Opinion and Survey Research – <https://www.coursera.org>

## Part F: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures



## Part - G: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

Continuous Internal Assessment (CIA):

End Semester Exam (ESE):

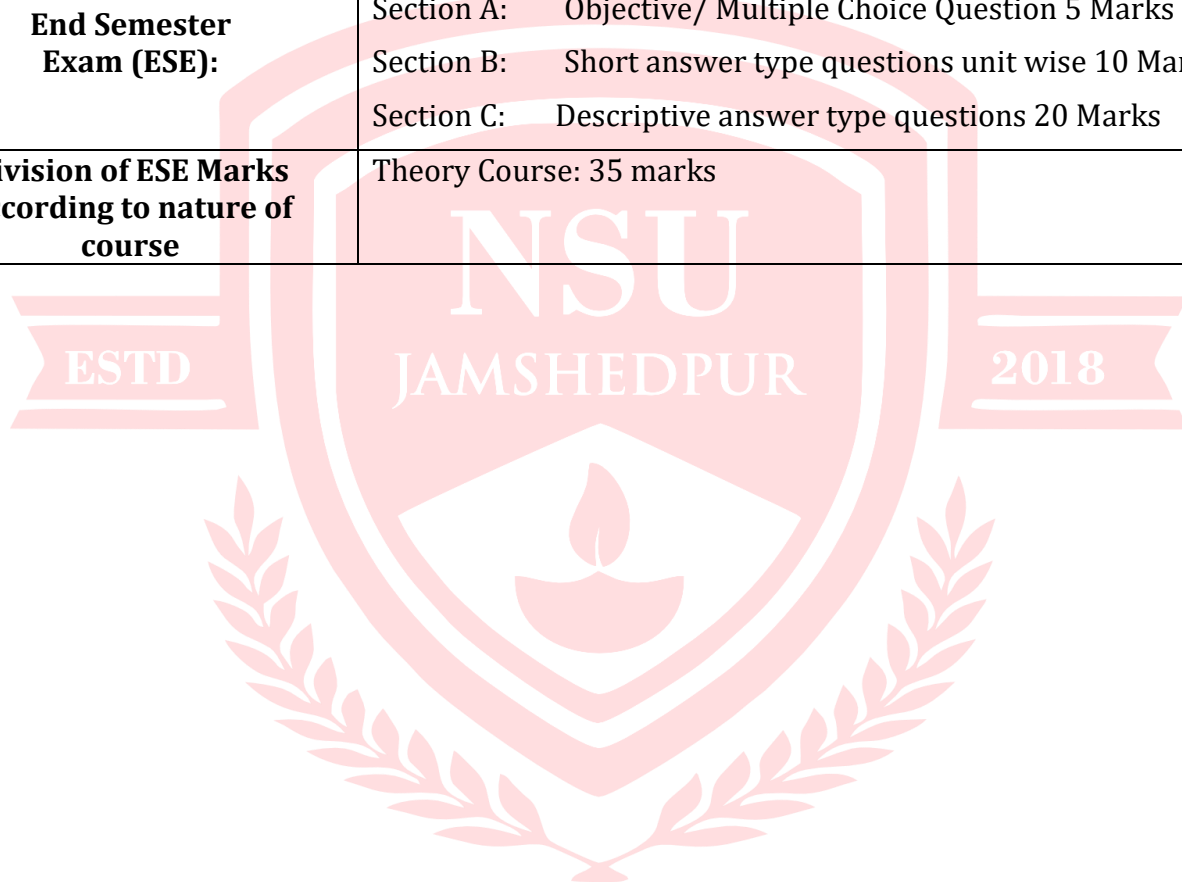
50 Marks

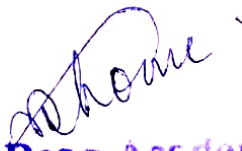
Head 15 Marks

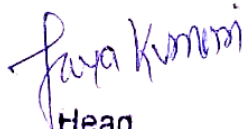
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<b>Internal Assessment:</b>  Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 10 Marks Sessional Viva Voce- 01 of 5 Marks Assignment – 01 of 5 Marks	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question 5 Marks Section B: Short answer type questions unit wise 10 Marks Section C: Descriptive answer type questions 20 Marks	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 35 marks	




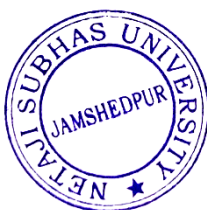
  
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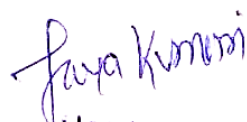
  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: V**

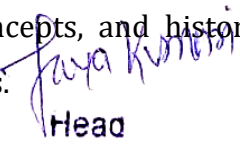
**Year: III**

**Session: 2019-20**

1	Course Code	<b>CC-11</b>
2	Course Title	<b>International Relations</b>
3	Course Type	<b>Theory</b>
4	Course Category	Discipline Specific Core (DSC)
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understanding Theoretical Foundations</b> – To introduce students to key theories and approaches in International Relations, including Realism, Liberalism, Constructivism, and Critical Theories, and their application in analyzing global events.</li> <li><b>2. Analyzing Global Political Structures</b> – To examine the role of state and non-state actors, international organizations, and global governance mechanisms in shaping international politics.</li> <li><b>3. Exploring Contemporary Global Issues</b> – To critically assess pressing international issues such as security dilemmas, international conflict, globalization, climate change, human rights, and international trade.</li> <li><b>4. Developing Analytical and Research Skills</b> – To equip students with the ability to analyze international events, assess foreign policy decisions, and apply theoretical knowledge to real-world case studies in global politics.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember</b> – Recall key theories, concepts, and historical developments in International Relations.</li> <li><b>2. Understand</b> – Explain the role of state and non-state actors, international organizations, and global governance mechanisms in shaping world politics.</li> </ol>



  
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3. **Apply** – Use theoretical approaches to interpret and assess contemporary global issues such as security, trade, and diplomacy.
4. **Analyze** – Examine international conflicts, foreign policies, and geopolitical strategies through a critical lens.
5. **Evaluate** – Assess the effectiveness of global institutions, international agreements, and foreign policy decisions in addressing global challenges.
6. **Create** – Develop well-reasoned arguments, policy proposals, and research-based solutions to complex international problems.

9	Credit Value	6
10	Total Marks	Max Marks: 100
		Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	2	2	1	2	3
CLO2	3	3	2	1	2	3	1	3	3	1	2	3
CLO3	2	3	2	2	3	2	3	3	3	2	3	2
CLO4	2	3	2	2	3	2	2	3	3	2	3	3
CLO5	2	3	2	1	3	3	2	3	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	2	2	1
CLO2	3	3	2	2	2	1
CLO3	2	3	3	3	2	2
CLO4	2	3	3	3	3	2
CLO5	2	2	3	3	3	3

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3=Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped  
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## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Studying International Relations: Theoretical perspectives (Realism and Neo-realism, Liberalism and Neo-liberalism, World Systems, Feminism)	15 Hours
II	World War I and World War II: Causes and Consequences	15 Hours
III	Rise of Fascism/ Nazism	15 Hours
IV	United Nations Organization: Structure and Principles, Collective Security, Arms Race and Disarmament	15 Hours
V	Cold War and Post-Cold war	15 Hours
VI	Contemporary World Issues: Environmental Issues, Poverty, Inequality, International Terrorism	15 Hours

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. "Baylis, John, Patricia Owens, and Steve Smith" - "The Globalization of World Politics: An Introduction to International Relations' (Oxford University Press, 2020).
2. "Goldstein, Joshua S., and Jon C. Pevehouse" - 'International Relations' (Pearson, 2022).
3. "Morgenthau, Hans J., and Kenneth W. Thompson" - 'Politics Among Nations: The Struggle for Power and Peace' (McGraw-Hill, 2005).
4. "Jackson, Robert, and Georg Sørensen" - 'Introduction to International Relations: Theories and Approaches' (Oxford University Press, 2022).
5. "Viotti, Paul R., and Mark V. Kauppi" - 'International Relations Theory: Realism, Pluralism, Globalism, and Beyond' (Pearson, 2020).

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1. "Waltz, Kenneth N." – 'Theory of International Politics' (McGraw-Hill, 1979).
2. "Keohane, Robert O., and Joseph S. Nye" – 'Power and Interdependence' (Pearson, 2011).
3. "Dunne, Tim, Milja Kurki, and Steve Smith (Eds.)" – 'International Relations Theories: Discipline and Diversity' (Oxford University Press, 2021).
4. "Huntington, Samuel P." – 'The Clash of Civilizations and the Remaking of World Order' (Simon & Schuster, 1996).
5. "Fukuyama, Francis" – 'The End of History and the Last Man' (Free Press, 1992).
6. "Tickner, J. Ann" – 'Gender in International Relations: Feminist Perspectives on Achieving Global Security' (Columbia University Press, 1992).
7. "Mearsheimer, John J." – 'The Tragedy of Great Power Politics' (W.W. Norton & Company, 2014).

### Online Resources

"Journals and Research Databases"

1. "Journal of International Affairs" – [<https://jia.sipa.columbia.edu/>](<https://jia.sipa.columbia.edu/>)
2. "Foreign Affairs" – [<https://www.foreignaffairs.com/>](<https://www.foreignaffairs.com/>)
3. "World Politics (Cambridge University Press)" – [<https://www.cambridge.org/core/journals/world-politics>](<https://www.cambridge.org/core/journals/world-politics>)
4. "International Security (MIT Press)" – [<https://direct.mit.edu/isec>](<https://direct.mit.edu/isec>)
5. "Global Policy Journal" – [<https://www.globalpolicyjournal.com/>](<https://www.globalpolicyjournal.com/>)

### Websites and Think Tanks

1. "United Nations (UN)" – [<https://www.un.org/>](<https://www.un.org/>)
2. "Council on Foreign Relations (CFR)" – [<https://www.cfr.org/>](<https://www.cfr.org/>)
3. "The Brookings Institution" – [<https://www.brookings.edu/>](<https://www.brookings.edu/>)
4. "Carnegie Endowment for International Peace" – [<https://carnegieendowment.org/>](<https://carnegieendowment.org/>)
5. "The Wilson Center" – [<https://www.wilsoncenter.org/>](<https://www.wilsoncenter.org/>)

### Online Courses and Lecture Series

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1. "Harvard Online Course: International Relations Theory" – [<https://online-learning.harvard.edu/>](<https://online-learning.harvard.edu/>)
2. "Yale University Open Courses – International Security" – [<https://oyc.yale.edu/political-science/plsc-376>](<https://oyc.yale.edu/political-science/plsc-376>)
3. "MIT OpenCourseWare – International Relations" – [<https://ocw.mit.edu/courses/political-science/>](<https://ocw.mit.edu/courses/political-science/>)
4. "EdX & Coursera – International Relations Courses" – [<https://www.edx.org/course/subject/political-science>](<https://www.edx.org/course/subject/political-science>)&  
[<https://www.coursera.org/browse/politics-governance>](<https://www.coursera.org/browse/politics-governance>)


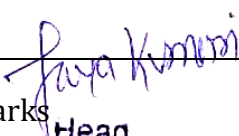
### Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

### Part - F: Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:


Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

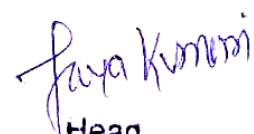
<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	 Head
	Class Assignment – 01 of 05 Marks	



<b>End Semester Exam (ESE):</b>	<b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks



  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: V**

**Year: III**

**Session: 2019-20**

1	Course Code	<b>CC-12</b>
2	Course Title	<b>Constitutional Government of India</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understanding Constitutional Foundations</b> – To familiarize students with the historical evolution, philosophy, and key features of the Indian Constitution, including its Preamble, Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties.</li> <li><b>2. Analyzing Institutional Framework</b> – To examine the structure, powers, and functions of the three organs of government—Legislature, Executive, and Judiciary—along with their interrelationships and checks and balances.</li> <li><b>3. Exploring Federalism and Governance</b> – To study the nature of Indian federalism, center-state relations, local governance, and constitutional provisions related to decentralization and cooperative federalism.</li> <li><b>4. Assessing Constitutional Dynamics and Challenges</b> – To evaluate constitutional amendments, judicial interpretations, and contemporary issues such as democracy, fundamental rights, social justice, and emerging challenges in governance.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember</b> – Recall the fundamental concepts, historical evolution, and key features of the Indian Constitution, including its principles and provisions.</li> <li><b>2. Understand</b> – Explain the structure, powers, and functions of the Legislature, Executive, and Judiciary, along with their roles in governance.</li> <li><b>3. Apply</b> – Use constitutional provisions and judicial interpretations to analyze real-world governance issues, federal disputes, and rights-based challenges.</li> <li><b>4. Analyze</b> – Examine the functioning of constitutional institutions, center-state relations, and the impact of constitutional amendments on governance.</li> </ol>



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		<p><b>5. Evaluate</b> – Critically assess the effectiveness of constitutional provisions in ensuring democracy, social justice, and good governance in contemporary India.</p> <p><b>6. Create</b> – Develop reasoned arguments, policy recommendations, or reform proposals addressing emerging constitutional and governance challenges.</p>	
9	Credit Value	6	
10	Total Marks	<b>Max Marks: 100</b>	<b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	-	-	2	-	1	2	-	3	2
CLO2	3	3	2	-	-	3	-	2	2	-	3	2
CLO3	2	3	2	-	3	3	2	2	3	2	3	3
CLO4	2	3	2	1	3	3	2	2	3	2	3	3
CLO5	2	3	2	2	3	3	2	2	3	2	3	3

### Articulation Matrix (CLO - PSO) Mapping:

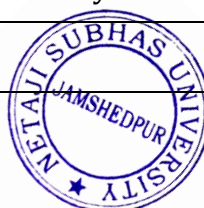
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	3	2
CLO2	3	3	2	2	3	3
CLO3	2	3	3	3	2	3
CLO4	2	3	3	3	2	3
CLO5	2	2	3	3	2	2

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

#### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	The Formation of the Constituent Assembly; the philosophy of the Constitution	15 Hours
II	The Constitution: Preamble and Basic Features.	15 Hours
III	Fundamental Rights and Directive Principles of State Policy.	15 Hours
IV	The Legislature	15 Hours



<b>V</b>	The Executive	15 Hours
<b>VI</b>	Judiciary: Supreme Court and Judicial Activism.	15 Hours
Note:		

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### *Text Books and Reference books Recommended:*

##### Textbooks

1. "D.D. Basu" – 'Introduction to the Constitution of India' (LexisNexis, Latest Edition)
2. "M. P. Jain" – 'Indian Constitutional Law' (LexisNexis, Latest Edition)
3. "Granville Austin" – 'The Indian Constitution: Cornerstone of a Nation' (Oxford University Press)
4. "Subhash C. Kashyap" – 'Our Constitution' (National Book Trust)
5. "B. K. Sharma" – 'Introduction to the Indian Constitution' (Prentice Hall)

##### Reference Books

1. "V.N. Shukla" – 'Constitution of India' (Eastern Book Company)
2. "Granville Austin" – 'Working a Democratic Constitution: The Indian Experience' (Oxford University Press)
3. "Madhav Khosla" – 'The Indian Constitution: A Short Introduction' (Oxford University Press)
4. "Arvind P. Datar" – 'Commentary on the Constitution of India' (LexisNexis)
5. "Pylee M.V." – 'Constitutional Government in India' (S. Chand & Company)
6. "Upendra Baxi" – 'The Indian Supreme Court and Politics' (Eastern Book Company)
7. "Bipan Chandra" – 'India Since Independence' (Penguin Books)

##### Online Resources

1. "Government of India Official Websites":

- Ministry of Law and Justice: [<https://lawmin.gov.in>](<https://lawmin.gov.in>)
- Legislative Department: [<https://legislative.gov.in>](<https://legislative.gov.in>)
- National Portal of India: [<https://www.india.gov.in>](<https://www.india.gov.in>)

2. "Legal and Constitutional Databases":

- Supreme Court of India Judgments: [<https://main.sci.gov.in>](<https://main.sci.gov.in>)
- High Court Websites (for landmark judgments)
- Indian Kanoon (Legal Database): [<https://indiankanoon.org>](<https://indiankanoon.org>)

### 3. “Academic and Research Portals”:

- EPW (Economic & Political Weekly): [<https://www.epw.in>](<https://www.epw.in>)
- JStor: [<https://www.jstor.org>](<https://www.jstor.org>)
- Oxford Scholarship Online:  
[<https://www.oxfordscholarship.com>](<https://www.oxfordscholarship.com>)
- National Digital Library of India (NDLI): [<https://ndl.iitkgp.ac.in>](<https://ndl.iitkgp.ac.in>)

### 4. “MOOCs & Online Courses”:

- SWAYAM (Government of India’s Learning Platform):  
[<https://swayam.gov.in>](<https://swayam.gov.in>)
- Coursera & EdX (Courses on Indian Constitution & Governance)
- PRS Legislative Research: [<https://prsindia.org>](<https://prsindia.org>)

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

100 Marks

Continuous Internal Assessment (CIA):

30 Marks

End Semester Exam (ESE):

70 Marks

Internal Assessment:

Continuous Internal  
Assessment (CIA)

Department of Political Science  
Netaji Subhas University  
Mid Sem Exam - 01 of 30 Marks

The total marks obtained in  
the Mid-Semester Exam, will  
be scaled down to 15 marks to  
constitute the Continuous

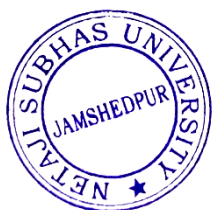
	Internal Assessment (CIA) component.
	Class Performance-05 Marks
	Class Attendance- 05 Marks
	Class Assignment – 01 of 05 Marks
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks

### UNDERGRADUATE COURSE CURRICULUM

#### PART-A: Introduction

**Program: B.A. Political Science**

<b>Semester: V</b>		<b>Year: III</b>	<b>Session: 2022-25</b>
1	Course Code	<b>DSE-1</b>	
2	Course Title	<b>Indian National Movement and Constitutional Development</b>	
3	Course Type	<b>Theory</b>	
4	Course Category	<b>Discipline Specific Elective</b>	
5	LTP Structure (Session per week)	<b>L-5 T- 1 P-0</b>	
6	Pre-requisite (if, any)	As per Institutional scheme	
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To provide a comprehensive understanding of the historical evolution of the Indian National Movement and its impact on the making of the Indian Constitution.</li> <li>2. To analyze the socio-political and economic factors that shaped constitutional development in India.</li> <li>3. To develop critical insights into the role of key leaders, organizations, and ideologies in the struggle for independence and constitutional reforms.</li> </ol>	



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 Netaji Subhas University, Jamshedpur, Jharkhand



		4. To evaluate the relevance of constitutional provisions and democratic institutions in contemporary India.
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember</b> – Recall significant events, acts, and movements that contributed to India's independence and constitutional development.</li> <li><b>2. Understand</b> – Explain the ideological underpinnings and constitutional reforms that shaped modern India.</li> <li><b>3. Apply</b> – Use historical and constitutional knowledge to interpret contemporary political and legal issues.</li> <li><b>4. Analyze</b> – Examine the role of various leaders, socio-political movements, and colonial policies in shaping India's constitutional framework.</li> <li><b>5. Evaluate</b> – Assess the strengths, weaknesses, and implications of constitutional developments on Indian democracy.</li> <li><b>6. Create</b> – Formulate new perspectives on the evolution of the Indian political system by integrating historical insights with modern democratic challenges.</li> </ol>
9	Credit Value	6
10	Total Marks	Max Marks: 100
		Min. Passing Marks: 40

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	1	2	1	1	2
CLO2	3	3	2	2	3	3	2	2	3	2	2	3
CLO3	2	3	3	2	3	3	2	3	3	3	2	3
CLO4	2	3	3	3	3	3	3	3	3	2	2	3
CLO5	1	3	3	3	3	3	3	3	3	3	3	3

### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	1
CLO2	3	3	2	2	3	2
CLO3	2	3	3	3	3	3
CLO4	2	3	3	3	3	3
CLO5	3	3	3	3	3	3

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Netaji Subhas University

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Indian National Movement: The Moderate Phase, The Extremist and Revolutionary Phase and the Gandhian Phase	15
II	Morley-Minto Reform Act of 1909	15
III	The Montague- Chelmsford Act of 1919	15
IV	The Government of India Act 1935	15
V	Social Movements: the women's question, the caste question, peasant, tribals and workers movements	15
VI	Decolonization and the Nationalist legacies	15

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. Bipan Chandra – *India's Struggle for Independence*
2. Granville Austin – *The Indian Constitution: Cornerstone of a Nation*
3. D. D. Basu – *Introduction to the Constitution of India*
4. Sumit Sarkar – *Modern India: 1885–1947*

##### Reference Books

1. Sekhar Bandyopadhyay – *From Plassey to Partition: A History of Modern India*
2. M. V. Pylee – *Constitutional Government in India*
3. Anil Seal – *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*
4. Paul R. Brass – *The Politics of India since Independence*

##### Online Resources

1. National Archives of India – <https://nationalarchives.nic.in/>

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Head

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2. **Constitution of India (Legislative Department)** – <https://legislative.gov.in/>
3. **NCERT Textbooks** – <https://ncert.nic.in/>
4. **Indira Gandhi Institute of Development Research (IGIDR)** – <https://www.igidr.ac.in/>

**PRS Legislative Research** – <https://prsindia.org/>



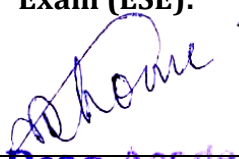
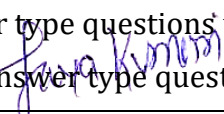
## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

<b>Internal Assessment:</b>  Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce- 01 of 20 Marks Assignment – 01 of 10 Marks	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>  	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question 10 Marks Section B: Short answer type questions unit wise 20 Marks Section C: Descriptive answer type questions 40 Marks	
<b>Division of ESE Marks according to nature of course</b>  	Theory Course: 70 marks <b>Head</b> <b>Department of Political Science</b> <b>Netaji Subhas University</b>	

## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

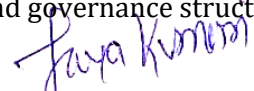
**Semester: V**

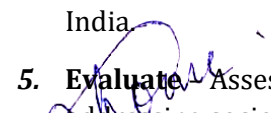
**Year: III**

**Session: 2022-25**

1	Course Code	<b>DSE-2</b>
2	Course Title	<b>Political Process In India</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Elective</b>
5	LTP Structure (Session per week)	<b>L- 5    T-1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To analyze the historical evolution of the Indian National Movement and its impact on constitutional development.</li> <li>2. To understand the role of key leaders, movements, and ideologies in shaping India's political and constitutional framework.</li> <li>3. To examine the constitutional debates and legislative reforms leading to the framing of the Indian Constitution.</li> <li>4. To evaluate the post-independence developments in constitutional governance and their relevance in contemporary India.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Recall the key events, leaders, and phases of the Indian National Movement and constitutional development.</li> <li>2. <b>Understand</b> – Comprehend the ideological foundations, political strategies, and legal frameworks influencing India's constitutional evolution.</li> <li>3. <b>Apply</b> – Utilize historical and constitutional knowledge to interpret contemporary legal and political issues in India.</li> <li>4. <b>Analyze</b> – Examine the relationship between nationalist movements, constitutional debates, and governance structures in India.</li> <li>5. <b>Evaluate</b> – Assess the effectiveness of constitutional provisions in addressing socio-political challenges and promoting democracy in India.</li> <li>6. <b>Create</b> – Develop research-based arguments or projects exploring the impact of the Indian National Movement on modern governance and legal structures.</li> </ol>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b>
		<b>Min. Passing Marks: 40</b>



  
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 Netaji Subhas University  
 Jamshedpur, Jharkhand

  
**Dr. Anshu**  
 Dean Academics  
 Netaji Subhas University  
 Jamshedpur, Jharkhand

**PART B: Articulation Matrix (CLO - PO) Mapping**

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CLO1	3	2	2	1	2	1	1	2	2	1	2	2
CLO2	3	3	2	2	2	2	1	3	2	1	2	3
CLO3	2	3	3	2	2	2	2	2	3	2	2	2
CLO4	2	3	2	3	2	2	2	3	2	2	2	2
CLO5	2	3	2	2	3	3	2	3	2	3	2	2

**Articulation Matrix (CLO - PSO) Mapping:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	2	2
CLO2	3	3	2	2	3	3
CLO3	2	3	3	2	2	3
CLO4	2	3	2	3	3	3
CLO5	2	3	2	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

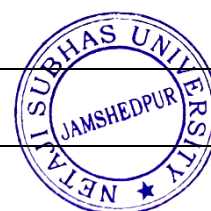
**PART C: Content of the Course (For Theory Course only)****Total No. of Teaching-learning Hours-**

Unit	Topics (Course contents)	No. of Hrs
I	Political Parties and Party System.	15
II	Voting Behaviour in India: Nature and Determinants	15
III	Religion And Politics: Debates on Secularism and Communalism	15
IV	Caste in Politics and interactions of caste with class and gender	15
V	Regional Aspirations and Accommodation of Diversity	15
VI	Changing nature of Indian State	15

Note:

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Netaji Subhas University  
Jamshedpur, Jharkhand

Head  
Department of Political Science  
Netaji Subhas University



## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. Bipan Chandra – *India's Struggle for Independence*
2. Granville Austin – *The Indian Constitution: Cornerstone of a Nation*
3. D.D. Basu – *Introduction to the Constitution of India*

##### Reference Books

1. R. Bhargava – *Politics and Ethics of the Indian Constitution*
2. Sumit Sarkar – *Modern India (1885-1947)*
3. M.V. Pylee – *Constitutional History of India*

##### Online Resources

1. **National Digital Library of India (NDLI)** - <https://ndl.iitkgp.ac.in>
2. **University Grants Commission (UGC) ePathshala** - <https://epgp.inflibnet.ac.in>
3. **PRS Legislative Research** - <https://www.prsindia.org>
4. **Government of India's Constitution Portal** - <https://www.indiacode.nic.in>

## Part F: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - G: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

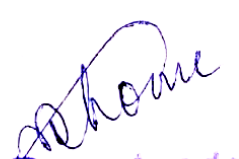
End Semester Exam (ESE): 70 Marks

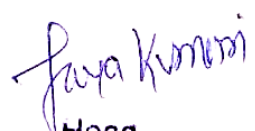
<p><b>Dean Academics</b> <b>Internal Assessment:</b> Continuous Internal Assessment (CIA)</p>	<p>Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce - 01 of 20 Marks Assignment - 01 of 10 Marks <b>Department of Political Science</b> <b>Netaji Subhas University</b></p>	<p>The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA)</p>
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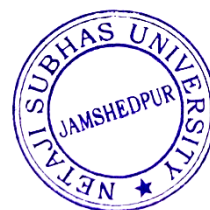


	component.
	Class Performance-10 Marks
<b>End Semester Exam (ESE):</b>	<p>Question Paper – <b>Three section – A, B &amp; C</b></p> <p>Section A: Objective/ Multiple Choice Question</p> <p>Section B: Short answer type questions unit wise</p> <p>Section C: Descriptive answer type questions</p>
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks

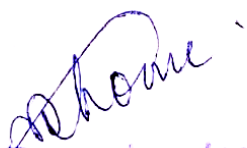


  
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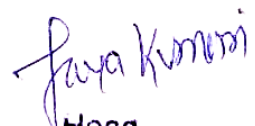
  
**Head**  
 Department of Political Science  
 Netaji Subhas University





  
**Dean Academics**  
Netaji Subhas University  
Jamshedpur, Jharkhand



  
**Head**  
Department of Political Science  
Netaji Subhas University

## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: VI**

**Year: III**

**Session: 2019-20**

1	Course Code	<b>CC-13</b>
2	Course Title	<b>Political Ideologies</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Core (DSC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T- 1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understand the Foundations of Political Ideologies</b> – Examine the historical evolution, core principles, and key thinkers associated with major political ideologies such as Liberalism, Socialism, Communism, Nationalism, Feminism, and Conservatism.</li> <li><b>2. Analyze the Impact of Ideologies on Political Systems</b> – Explore how different ideologies shape governance structures, policies, and political movements across various historical and contemporary contexts.</li> <li><b>3. Evaluate Contemporary Relevance and Challenges</b> – Assess the relevance of traditional ideologies in the modern world, including debates on the decline of ideology, the rise of populism, and the influence of globalization on ideological transformations.</li> <li><b>4. Develop Critical Thinking and Comparative Analysis</b> – Foster the ability to compare, contrast, and critically analyze competing ideologies, understanding their strengths, limitations, and implications for democracy, human rights, and social justice.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember</b> – Identify and recall key concepts, thinkers, and historical developments of major political ideologies.</li> <li><b>2. Understand</b> – Explain the core principles, philosophical foundations, and evolution of political ideologies in different socio-political contexts.</li> <li><b>3. Apply</b> – Demonstrate how political ideologies influence governance, policies, and political movements in contemporary and historical settings.</li> <li><b>4. Analyze</b> – Compare and contrast different ideologies, assessing their similarities, differences, and impact on political structures and societies.</li> </ol>



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*Pooja Kumari*  
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		<p>5. <b>Evaluate</b> – Critically assess the strengths, limitations, and modern relevance of political ideologies in addressing global and national challenges.</p> <p>6. <b>Create</b> – Formulate reasoned arguments, policy perspectives, or alternative ideological frameworks based on interdisciplinary insights and critical thinking.</p>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b> <b>Min. Passing Marks: 40</b>

### PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	2	1	1	1	1	1	1	2	2	1	2	2
CLO2	3	2	1	1	1	2	1	2	3	1	2	2
CLO3	3	3	2	1	2	2	2	2	3	2	3	2
CLO4	3	3	2	1	2	2	2	3	3	2	3	3
CLO5	3	3	2	1	3	3	2	3	3	2	3	3

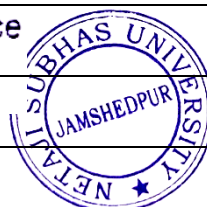
### Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	3
CLO2	3	3	2	2	3	3
CLO3	2	3	3	2	3	2
CLO4	2	3	3	3	3	2
CLO5	2	3	3	3	3	2

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

### PART C: Content of the Course (For Theory Course only)

Total No. of Teaching-learning Hours-		
Unit	Topics (Course contents)	No. of Hrs
I	Political Ideologies: Why they matter? Beyond Ideology?	15 Hours
II	Liberalism And Neo-Liberalism	15 Hours
III	Socialism and Communism	15 Hours
IV	Nationalism	15 Hours
V	Feminism	15 Hours



VI	Religion, Politics and Fundamentalism	15 Hours
Note:		

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### 1. Textbooks

1. Heywood, Andrew. Political Ideologies: An Introduction. Red Globe Press, 2021.
2. Ball, Terence, Richard Dagger, and Daniel I. O'Neill. Political Ideologies and the Democratic Ideal. Routledge, 2020.
3. Freedman, Michael. Ideologies and Political Theory: A Conceptual Approach. Oxford University Press, 1996.
4. Vincent, Andrew. Modern Political Ideologies. Wiley, 2010.
5. McLellan, David. Ideology. Taylor & Francis, 1995.

#### 2. Reference Books

1. Goodwin, Barbara. Using Political Ideas. Wiley, 2014.
2. Adams, Ian. Political Ideology Today. Manchester University Press, 2002.
3. Scruton, Roger. A Dictionary of Political Thought. Macmillan, 2019.
4. Laski, Harold J. The Rise of European Liberalism. George Allen & Unwin, 1936.
5. Harrison, Kevin, and Tony Boyd. Understanding Political Ideas and Movements. Manchester University Press, 2003.

#### 3. Online Resources

1. Stanford Encyclopedia of Philosophy - <https://plato.stanford.edu/>
2. Internet Encyclopedia of Philosophy - <https://iep.utm.edu/>
3. Marxists Internet Archive - <https://www.marxists.org/>
4. Oxford Handbooks Online - Political Science - <https://www.oxfordhandbooks.com/>
5. Cambridge Core - Political Theory & Ideologies - <https://www.cambridge.org/core>
6. Project Gutenberg (Classical Political Texts) - <https://www.gutenberg.org/>
7. JSTOR (Academic Articles on Political Ideologies) - <https://www.jstor.org/>



## 8. MOOCs & Online Courses:

- Coursera: <https://www.coursera.org/>
- edX: <https://www.edx.org/>
- SWAYAM (Indian Government's E-Learning Platform): <https://swayam.gov.in/>

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 30 Marks	The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-05 Marks	
	Class Attendance- 05 Marks	
	Class Assignment – 01 of 05 Marks	
<b>End Semester Exam (ESE):</b> Division of ESE Marks according to nature of course	Question Paper – <b>Three section – A, B &amp; C</b>	
	Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks	
	Theory Course: 70 marks	



## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: VI**

**Year: III**

**Session: 2019-20**

1	Course Code	<b>CC-14</b>
2	Course Title	<b>India's Foreign Policy</b>
3	Course Type	<b>Theory</b>
4	Course Category	Discipline Specific Core (DSC)
5	LTP Structure (Session per week)	<b>L- 4    T-2    P-</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Understanding the Foundations</b> – To examine the historical evolution, principles, and objectives of India's foreign policy, including its ideological foundations and key doctrines.</li> <li><b>2. Analyzing Policy Determinants</b> – To explore the domestic and international factors shaping India's foreign policy, including political leadership, economic interests, security concerns, and global power dynamics.</li> <li><b>3. Assessing Bilateral and Multilateral Relations</b> – To critically analyze India's engagements with major global powers, neighboring countries, and multilateral organizations like the UN, BRICS, and SAARC.</li> <li><b>4. Evaluating Contemporary Challenges and Strategies</b> – To assess India's responses to emerging global issues such as regional conflicts, climate change, economic globalization, and strategic partnerships in a multipolar world.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li><b>1. Remember</b> – Recall the fundamental principles, historical evolution, and key doctrines of India's foreign policy.</li> <li><b>2. Understand</b> – Explain the domestic and international determinants that shape India's foreign policy decisions.</li> <li><b>3. Apply</b> – Demonstrate knowledge of India's foreign policy by analyzing case studies of its bilateral and multilateral engagements.</li> <li><b>4. Analyze</b> – Examine the strategic, economic, and geopolitical factors influencing India's relations with major global and regional actors.</li> <li><b>5. Evaluate</b> – Assess India's foreign policy strategies in response to contemporary global challenges and diplomatic trends.</li> <li><b>6. Create</b> – Develop policy recommendations or strategic frameworks to address future challenges in India's foreign relations.</li> </ol>
9	Credit Value	6
10	Total Marks	Max Marks: 100 Min. Passing Marks: 40



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**Jamshedpur, Jharkhand**      **Jamshedpur, Jharkhand**

## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	-	1	2	-	2	2	-	2	3
CLO2	3	3	2	-	2	3	-	3	2	-	2	3
CLO3	2	3	3	-	3	2	3	3	3	3	2	3
CLO4	3	3	2	-	3	2	2	3	3	2	3	3
CLO5	3	3	2	-	3	3	2	3	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	2	1	1
CLO2	3	3	2	3	2	1
CLO3	2	3	3	3	2	3
CLO4	2	3	3	2	3	2
CLO5	2	2	3	3	3	3

ESTD

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

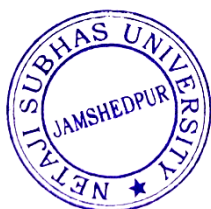
2018

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	India's Foreign Policy: Principles, Objectives and Determinants	15 Hours
II	India's Policy of Non-Alignment: Role and Relevance.	15 Hours
III	Relations With UNO and Regional Organizations (SAARC And ASEAN)	15 Hours
IV	India And Its Neighbor: China, Pakistan and Nepal.	15 Hours
V	India and Major Powers: U.S. And Russia (Cold War to Post-Cold War)	15 Hours
VI	Security Challenges and Nuclear Policy of India	15 Hours

Note:



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*Jaya Kumari*  
**Head**  
 Department of Political Science  
 Netaji Subhas University

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### *Text Books and Reference books Recommended –*

##### Textbooks

1. "V.P. Dutt" – 'India's Foreign Policy' (New Delhi: Vikas Publishing House)
2. "Rajiv Sikri" – 'Challenge and Strategy: Rethinking India's Foreign Policy' (Sage Publications, 2009)
3. "C. Raja Mohan" – 'Crossing the Rubicon: The Shaping of India's New Foreign Policy' (Penguin Books, 2003)
4. "Shashi Tharoor" – 'Pax Indica: India and the World of the 21st Century' (Penguin India, 2012)
5. "Sumit Ganguly" – 'India's Foreign Policy: Retrospect and Prospect' (Oxford University Press, 2010)
6. "Muchkund Dubey" – 'India's Foreign Policy: Coping with the Changing World' (Pearson, 2012)
7. "Appadorai and M.S. Rajan" – 'India's Foreign Policy and Relations' (South Asian Publishers, 1985)

##### Reference Books

1. "Sreeram Chaulia & Seema Sirohi" – 'Modi Doctrine: The Foreign Policy of India's Prime Minister' (Bloomsbury India, 2016)
2. "C. Raja Mohan" – 'Modi's World: Expanding India's Sphere of Influence' (HarperCollins India, 2015)
3. "David Malone" – 'Does the Elephant Dance?: Contemporary Indian Foreign Policy' (Oxford University Press, 2011)
4. "J.N. Dixit" – 'Indian Foreign Policy and Its Neighbours' (Gyan Publishing House, 2001)
5. "Harsh V. Pant" – 'Indian Foreign Policy: An Overview' (Manchester University Press, 2016)
6. "Walter Andersen & Shridhar Damle" – 'RSS: A View to the Inside' (Penguin, 2018)
7. "Kanti Bajpai & Harsh V. Pant" – 'India's National Security: A Reader' (Oxford University Press, 2013)

##### Online Resources

1. "Ministry of External Affairs (MEA), Government of India" –  
[[www.mea.gov.in/](http://www.mea.gov.in/)] (<https://www.mea.gov.in/>)

2. "Institute for Defence Studies and Analyses (IDSA)" – [www.idsa.in](https://www.idsa.in/)
3. "Observer Research Foundation (ORF)" – [www.orfonline.org](https://www.orfonline.org/)
4. "World Bank India Country Overview" – [www.worldbank.org/en/country/india](https://www.worldbank.org/en/country/india)
5. "United Nations India" – [www.un.org.in](https://www.un.org.in/)
6. "South Asian Journal" – [www.southasianjournal.net](http://www.southasianjournal.net/)
7. "The Diplomat – India Section" – [www.thediplomat.com](https://thediplomat.com/)
8. "E-Books and Journals"
9. 'Indian Foreign Affairs Journal (IFA)' – [www.associationdiplomats.org](http://www.associationdiplomats.org)
10. 'Economic and Political Weekly (EPW)' – [www.epw.in](https://www.epw.in/)
11. 'International Affairs Journal – Chatham House' – [www.chathamhouse.org](https://www.chathamhouse.org/)
12. 'Foreign Affairs Journal' – [www.foreignaffairs.com](https://www.foreignaffairs.com/)

ESTD

JAMSHEDPUR

2018

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Industrial Visits and Guest Lectures

## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

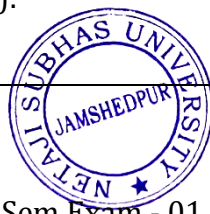
Continuous Internal Assessment (CIA):

End Semester Exam (ESE):

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Continuous Internal  
Assessment (CIA)



Mid Sem Exam - 01 of 30 Marks

100 Marks

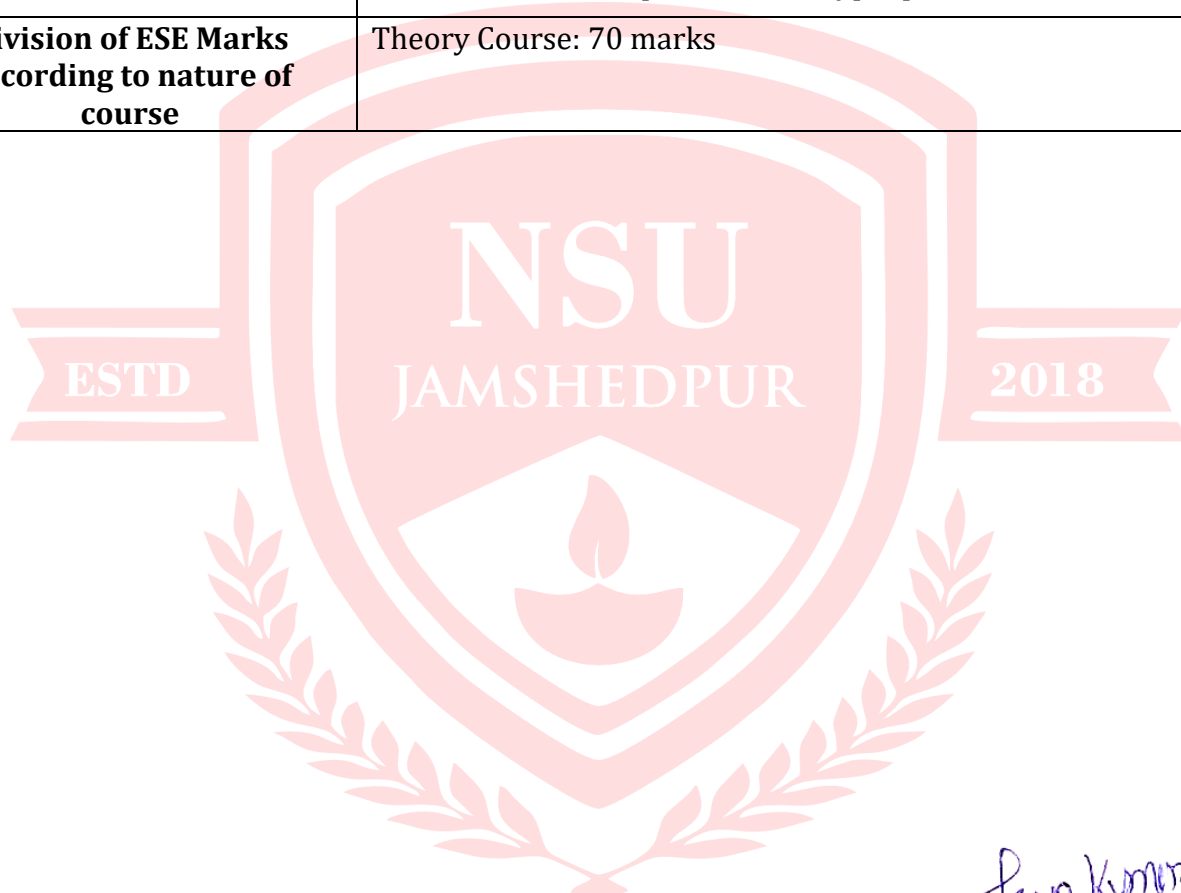
30 Marks

70 Marks

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The total marks obtained in the Mid-Semester Exam, will be scaled down to 15 marks to constitute the Continuous Internal Assessment (CIA) component.

	Class Performance-05 Marks
	Class Attendance- 05 Marks
	Class Assignment – 01 of 05 Marks
<b>End Semester Exam (ESE):</b>	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question: 10 Marks Section B: Short answer type questions unit wise: 20 Marks Section C: Descriptive answer type questions: 40 Marks
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks



*Jaya Kumari*  
Head

Department of Political Science  
Netaji Subhas University

*Shome*  
**Dean Academics**  
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Jamshedpur, Jharkhand



## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: VI**

**Year: III**

**Session: 2022-25**

1	Course Code	<b>DSE-3</b>
2	Course Title	<b>Human Rights in India</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Elective Course (DSEC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T-1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To provide a comprehensive understanding of the concept, evolution, and significance of human rights in India.</li> <li>2. To analyze the constitutional provisions, legal framework, and institutional mechanisms for human rights protection in India.</li> <li>3. To examine key human rights issues in India, such as caste, gender-based violence, tribal rights, and freedom of expression.</li> <li>4. To develop critical thinking and advocacy skills to engage with human rights discourse and policy-making in India.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Identify the fundamental concepts, historical evolution, and legal framework of human rights in India.</li> <li>2. <b>Understand</b> – Explain the role of constitutional provisions, laws, and institutions in safeguarding human rights.</li> <li>3. <b>Apply</b> – Utilize human rights frameworks to analyze real-world cases and contemporary issues in India.</li> <li>4. <b>Analyze</b> – Critically examine human rights challenges and the effectiveness of legal and policy interventions.</li> <li>5. <b>Evaluate</b> – Assess the impact of judicial decisions, governmental policies, and activism on human rights protection in India.</li> <li>6. <b>Create</b> – Develop innovative strategies, advocacy tools, and policy recommendations to promote human rights in India.</li> </ol>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b>
		<b>Min. Passing Marks: 40</b>

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**Department of Political Science**  
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## PART B: Articulation Matrix (CLO - PO) Mapping

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CLO1	3	2	2	1	1	2	1	2	2	1	2	3
CLO2	3	3	3	2	2	3	1	3	2	1	3	3
CLO3	2	3	3	3	3	2	2	3	3	2	3	2
CLO4	1	3	3	3	2	2	3	2	2	2	3	3
CLO5	2	3	2	3	3	3	2	3	3	2	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	2	3
CLO2	3	3	3	2	3	3
CLO3	2	3	3	3	2	3
CLO4	1	2	3	3	3	3
CLO5	2	3	3	3	3	3

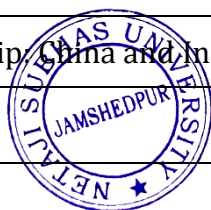
3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Human Rights: Various Meanings	15
II	Institutionalization: Universal Declaration of Human Rights and National Human Rights Commission (India)	15
III	Caste and Race: South Africa and India	15
IV	Gender and Violence: India and Pakistan	15
V	Adivasis/Aboriginals and the Land Question: Australia and India	15
VI	Surveillance and Censorship: China and India	15

Note:



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## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. Baxi, Upendra. *The Future of Human Rights*. Oxford University Press, 2012.
2. Basu, Durga Das. *Human Rights in Constitutional Law*. LexisNexis, 2019.
3. Jayawickrama, Nihal. *The Judicial Application of Human Rights Law: National, Regional, and International Jurisprudence*. Cambridge University Press, 2017.

##### Reference Books

1. Iyer, V.R. Krishna. *Human Rights and Inhuman Wrongs*. B.R. Publishing, 2005.
2. Mishra, R.C. *Human Rights in India: Problems and Perspectives*. Concept Publishing, 2014.
3. Mohapatra, Arun. *Human Rights, Justice and Constitutional Empowerment*. Regal Publications, 2020.

##### Online Resources

1. **National Human Rights Commission (India)** – <https://nhrc.nic.in>
2. **United Nations Human Rights Office** – <https://www.ohchr.org>
3. **Amnesty International India** – <https://amnesty.org.in>
4. **EPG Pathshala (UGC)** – Modules on Human Rights: <https://epgp.inflibnet.ac.in>
5. **Legal Information Institute (India)** – <https://www.liiofindia.org>

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - G: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

Continuous Internal Assessment (CIA):

End Semester Exam (ESE):

100 Marks

30 Marks

70 Marks

Internal Assessment:

Continuous Internal Assessment (CIA)

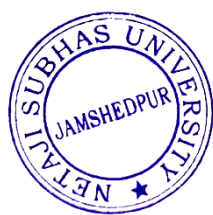
Mid Sem Exam- 01 of 20 Marks  
Sessional Viva Voce- 01 of 20 Marks  
Assignment – 01 of 10 Marks

The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA)

	component.
	Class Performance-10 Marks
<b>End Semester Exam (ESE):</b>	<p>Question Paper – <b>Three section – A, B &amp; C</b></p> <p>Section A: Objective/ Multiple Choice Question</p> <p>Section B: Short answer type questions unit wise</p> <p>Section C: Descriptive answer type questions</p>
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks



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*[Signature]*  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

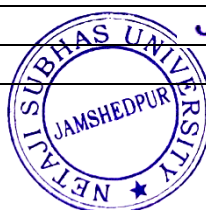
**Semester: VI**

**Year: III**

**Session: 2022-25**

1	Course Code	<b>DSE-4</b>
2	Course Title	<b>Feminism: Theory and Practice</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>Discipline Specific Elective Course</b>
5	LTP Structure (Session per week)	<b>L-5 T-1 P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To introduce students to key feminist theories and their evolution in political thought.</li> <li>2. To analyze the intersection of gender with caste, class, race, and other social structures.</li> <li>3. To explore feminist movements and their impact on social and political institutions.</li> <li>4. To develop critical thinking and practical applications of feminist theories in contemporary issues.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember</b> – Identify key feminist theories, thinkers, and movements.</li> <li>2. <b>Understand</b> – Explain the evolution of feminist thought and its impact on political and social structures.</li> <li>3. <b>Apply</b> – Utilize feminist frameworks to analyze real-world gender issues.</li> <li>4. <b>Analyze</b> – Examine the intersectionality of gender with caste, class, race, and power structures.</li> <li>5. <b>Evaluate</b> – Assess the effectiveness of feminist movements and policies in addressing gender inequalities.</li> <li>6. <b>Create</b> – Develop innovative approaches to gender justice in contemporary society.</li> </ol>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b>
		<b>Min. Passing Marks: 40</b>

Department of Political Science  
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*Dr. Anurag Kumar*  
Dean, Academic  
Netaji Subhas University  
Jamshedpur, Jharkhand

## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	2	1	2	2	1	3	2	1	3	2
CLO2	3	3	2	1	2	3	2	3	3	2	3	2
CLO3	2	3	3	1	3	3	2	2	3	3	3	2
CLO4	2	3	3	2	3	3	3	3	3	2	3	3
CLO5	1	3	2	3	3	3	2	3	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	2	2	3
CLO2	3	3	2	3	3	3
CLO3	2	3	3	3	3	3
CLO4	2	3	3	3	3	3
CLO5	1	3	3	3	3	3

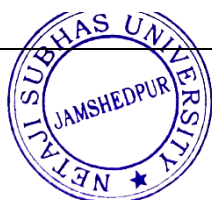
ESTD 3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped 2018

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Distinction between sex and gender, Biologism and Social Constructivism	15
II	Patriarchy and Feminism	15
III	Theoretical foundation: Liberal; Socialist; Marxist; Radical Feminism; New Feminist ideas	15
IV	Traditional historiography and Feminist critiques.	15
V	Social reform movements and position of women: Indian context.	15
VI	Gender relations in family: consumption; entitlement; property rights.	15

Note:



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## PART- E

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. **Tong, Rosemarie Putnam.** *Feminist Thought: A More Comprehensive Introduction*. Routledge, 2009.
2. **Butler, Judith.** *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
3. **Firestone, Shulamith.** *The Dialectic of Sex: The Case for Feminist Revolution*. William Morrow, 1970.
4. **hooks, bell.** *Feminism is for Everybody: Passionate Politics*. South End Press, 2000.

##### Reference Books:

1. **Beauvoir, Simone de.** *The Second Sex*. Vintage Books, 1949.
2. **Spivak, Gayatri Chakravorty.** *Can the Subaltern Speak?* Harvard University Press, 1988.
3. **Mohanty, Chandra Talpade.** *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Duke University Press, 2003.
4. **Ahmed, Leila.** *Women and Gender in Islam: Historical Roots of a Modern Debate*. Yale University Press, 1992.

##### Online Resources:

1. Stanford Encyclopedia of Philosophy – <https://plato.stanford.edu/entries/feminism/>
2. JSTOR – [www.jstor.org](http://www.jstor.org) (Search for feminist theory and practice)
3. Feminist Frequency (YouTube & Blog) – <https://feministfrequency.com/>
4. Coursera Course: *Feminism and Social Justice* by University of California, Santa Cruz – <https://www.coursera.org/learn/feminism-social-justice>

## Part F: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - G: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks


End Semester Exam (ESE): 70 Marks

Department of Political Science Internal Assessment: Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce- 01 of 20 Marks Assignment – 01 of 10 Marks	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled
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		down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>	<b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question Section B: Short answer type questions unit wise Section C: Descriptive answer type questions	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks Practical Course: 70 Marks / 100 Marks (Theory + Practical) Course: 50 + 20 Marks	



  
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 Department of Political Science  
 Netaji Subhas University



## **General Elective Courses**

## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: I**

**Year: I**

**Session: 2022-25**

1	Course Code	<b>GE1</b>
2	Course Title	<b>Gandhi and the Contemporary World</b>
3	Course Type	<b>Theory/Practical/Theory + Practical</b>
4	Course Category	<b>General Elective Course (GEC)</b>
5	LTP Structure (Session per week)	<b>L- 5    T-1    P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li><b>1. Explore</b> Gandhi's philosophical, social, political, and economic ideas and their relevance in contemporary global issues.</li> <li><b>2. Analyze</b> Gandhi's contributions to movements for non-violence, human rights, democracy, and environmental sustainability.</li> <li><b>3. Examine</b> the influence of Gandhian thought on contemporary political movements, social activism, and governance.</li> <li><b>4. Evaluate</b> the adaptability of Gandhian principles in addressing present-day challenges like inequality, conflict resolution, and sustainable development.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li><b>1. Remember:</b> Recall key Gandhian concepts such as Satyagraha, Swaraj, Ahimsa, and Trusteeship.</li> <li><b>2. Understand:</b> Explain the relevance of Gandhian ideas in contemporary social and political contexts.</li> <li><b>3. Apply:</b> Utilize Gandhian principles in addressing contemporary global challenges like environmental crises, human rights, and governance issues.</li> <li><b>4. Analyze:</b> Critically examine the strengths and limitations of Gandhian philosophy in different socio-political and economic settings.</li> <li><b>5. Evaluate:</b> Assess the effectiveness of Gandhi's ideas in contemporary movements and policy-making.</li> <li><b>6. Create:</b> Develop innovative solutions to modern issues based on Gandhian principles of non-violence, self-sufficiency, and ethical leadership.</li> </ol>
9	Credit Value	6
10	Total Marks	<div>Max Marks: 100</div> <div>Min. Passing Marks: 40</div>

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## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	1	2	1	1	2	1	1	2
CLO2	3	3	2	1	2	2	1	1	2	1	2	3
CLO3	2	3	2	2	3	3	2	2	3	2	3	3
CLO4	2	3	3	3	3	3	3	3	3	2	3	3
CLO5	1	2	3	3	3	3	3	3	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	1	2	2
CLO2	3	3	2	2	2	3
CLO3	2	3	3	3	3	3
CLO4	2	3	3	3	3	3
CLO5	1	2	3	3	3	3

ESTD

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

2018

## PART C: Content of the Course (For Theory Course only)

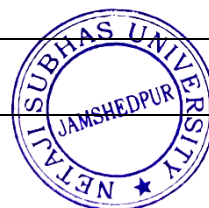
### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Gandhi on Modern Civilization and Ethics of Development a. Conception of Modern Civilisation and Alternative Modernity b. Critique of Development: Narmada Bachao Andolan	10
II	Gandhian Thought: Theory and Action a. Theory of Satyagraha b. Satyagraha in Action. i. Peasant Satyagraha: Kheda and the Idea of Trusteeship ii. Temple Entry and Critique of Caste iii. Social Harmony: 1947 and Communal Unity	10
III	Gandhi's Legacy: a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King) b) The Pacifist Movement c) Women's Movements d) Gandhigiri: Perceptions in Popular Culture	10
IV	Gandhi and the Idea of Political: a) Swaraj b) Swadeshi	10

Note:

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Jamshedpur, Jharkhand



## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. **M.K. Gandhi**, *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House.
2. **Raghavan Iyer**, *The Moral and Political Thought of Mahatma Gandhi*, Oxford University Press.
3. **Bhikhu Parekh**, *Gandhi's Political Philosophy: A Critical Examination*, Palgrave Macmillan.

##### Reference Books

4. **Anthony J. Parel**, *Gandhi's Philosophy and the Quest for Harmony*, Cambridge University Press.
5. **Dennis Dalton**, *Mahatma Gandhi: Nonviolent Power in Action*, Columbia University Press.
6. **Rajmohan Gandhi**, *Gandhi: The Man, His People, and the Empire*, University of California Press.

##### Online Resources

7. **Gandhi Heritage Portal** - <https://www.gandhiheritageportal.org>
8. **The Collected Works of Mahatma Gandhi** (Government of India) - <https://www.mkgandhi.org>
9. **Stanford Encyclopedia of Philosophy: Gandhi** - <https://plato.stanford.edu>

## Part F: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

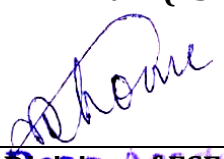
## Part - G: Assessment and Evaluation

#### Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

<b>Internal Assessment:</b>  Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce- 01 of 20 Marks Assignment – 01 of 10 Marks	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>  	Question Paper – <b>Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question Section B: Short answer type questions unit wise Section C: Descriptive answer type questions	
<b>Decision of ESE Marks</b> According to nature of course	Theory Course - 70 Marks Department of Political Science Netaji Subhas University	



## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: I**

**Year: I**

**Session: 2022-25**

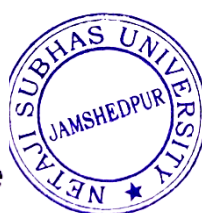
1	Course Code	<b>GE2</b>
2	Course Title	<b>Understanding Ambedkar</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>General Elective Course (GEC)</b>
5	LTP Structure (Session per week)	<b>L-5 T-1 P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To explore Ambedkar's life, philosophy, and his contributions to Indian society, politics, and law.</li> <li>2. To critically examine Ambedkar's role in social justice, caste annihilation, and constitutional development in India.</li> <li>3. To analyze the contemporary relevance of Ambedkar's ideas in socio-political and economic contexts.</li> <li>4. To develop analytical and research skills for understanding Ambedkar's works in an interdisciplinary manner.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember:</b> Recall key events, ideas, and contributions of Dr. B.R. Ambedkar in Indian history and constitutional development.</li> <li>2. <b>Understand:</b> Explain Ambedkar's critique of caste, religion, and social structures and his vision for an egalitarian society.</li> <li>3. <b>Apply:</b> Utilize Ambedkar's principles in analyzing contemporary social justice movements and policy frameworks.</li> <li>4. <b>Analyze:</b> Critically assess the relevance of Ambedkar's thoughts in addressing issues of caste, gender, and economic disparity in modern India.</li> <li>5. <b>Evaluate:</b> Compare and contrast Ambedkar's ideas with other social and political thinkers, assessing their impact on governance and social reform.</li> <li>6. <b>Create:</b> Develop research projects, policy recommendations, or advocacy strategies inspired by Ambedkar's philosophy to address social inequalities.</li> </ol>
9	Credit Value	6
10	Total Marks	<b>Max Marks: 100</b>
		<b>Min. Passing Marks: 40</b>

**Dean Academics**

Netaji Subhas University  
Jamshedpur, Jharkhand

*Jaya Kumari*  
Head

Department of Political Science  
Netaji Subhas University





## PART B: Articulation Matrix (CLO - PO) Mapping

	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
CLO1	3	2	2	1	2	3	1	2	2	1	3	2
CLO2	3	3	2	1	3	3	2	3	2	1	3	2
CLO3	2	3	3	2	3	3	2	3	2	2	3	3
CLO4	3	3	2	2	3	3	3	3	3	2	3	3
CLO5	3	3	2	1	3	3	2	3	3	2	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	3	2	1	2	3
CLO2	3	3	3	2	3	3
CLO3	2	3	3	3	3	3
CLO4	3	3	3	3	3	3
CLO5	3	3	3	2	3	3

ESTD

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

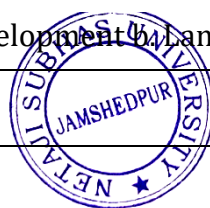
2018

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Introducing Ambedkar: a. Approach to Study Polity, History, Economy, Religion and Society	10
II	Caste and Religion: a. Caste, Untouchability and Critique of Hindu Social Order b. Religion and Conversion	10
III	Women's Question: a. Rise and Fall of Hindu Women b. Hindu Code Bill	10
IV	Political Vision: a. Nation and Nationalism b. Democracy and Citizenship	10
V	Constitutionalism: a. Rights and Representations b. Constitution as an Instrument of Social Transformation	10
VI	Economy and Class Question: a. Planning and Development b. Land and Labor	10

Note: Netaji Subhas University  
Jamshedpur, Jharkhand



## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### *Text Books and Reference books Recommended:*

##### Textbooks

1. **B.R. Ambedkar, "Annihilation of Caste"** – Critical text on caste and social justice.
2. **B.R. Ambedkar, "The Problem of the Rupee: Its Origin and Its Solution"** – Economic thought of Ambedkar.
3. **B.R. Ambedkar, "The Buddha and His Dhamma"** – Insights into Ambedkar's religious philosophy.
4. **Valerian Rodrigues (Ed.), "The Essential Writings of B.R. Ambedkar"** – Compilation of Ambedkar's key writings.

##### Reference Books

1. **Gail Omvedt, "Ambedkar: Towards an Enlightened India"** – A comprehensive analysis of Ambedkar's philosophy.
2. **Akeel Bilgrami (Ed.), "Democratic Transformation and the Vernacular Public Arena in India"** – Contextualizing Ambedkar in Indian democracy.
3. **Christophe Jaffrelot, "Dr. Ambedkar and Untouchability: Analysing and Fighting Caste"** – Political biography of Ambedkar.

##### Online Resources

1. **Columbia University Digital Library** – Access to Ambedkar's thesis and early works.
2. **Ambedkar Foundation, Ministry of Social Justice and Empowerment (India)** – Official documents and research on Ambedkar.
3. **YouTube Lectures (e.g., Harvard Lectures on Ambedkar, IGNOU Lectures on Dalit Politics)** – Expert discussions on Ambedkar's contributions.

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures



## Part - F: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:

100 Marks

Continuous Internal Assessment (CIA):

30 Marks

End Semester Exam (ESE):

70 Marks

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*Jaya Kumar*  
**Head**

Department of Political Science  
Netaji Subhas University

#### Internal Assessment:

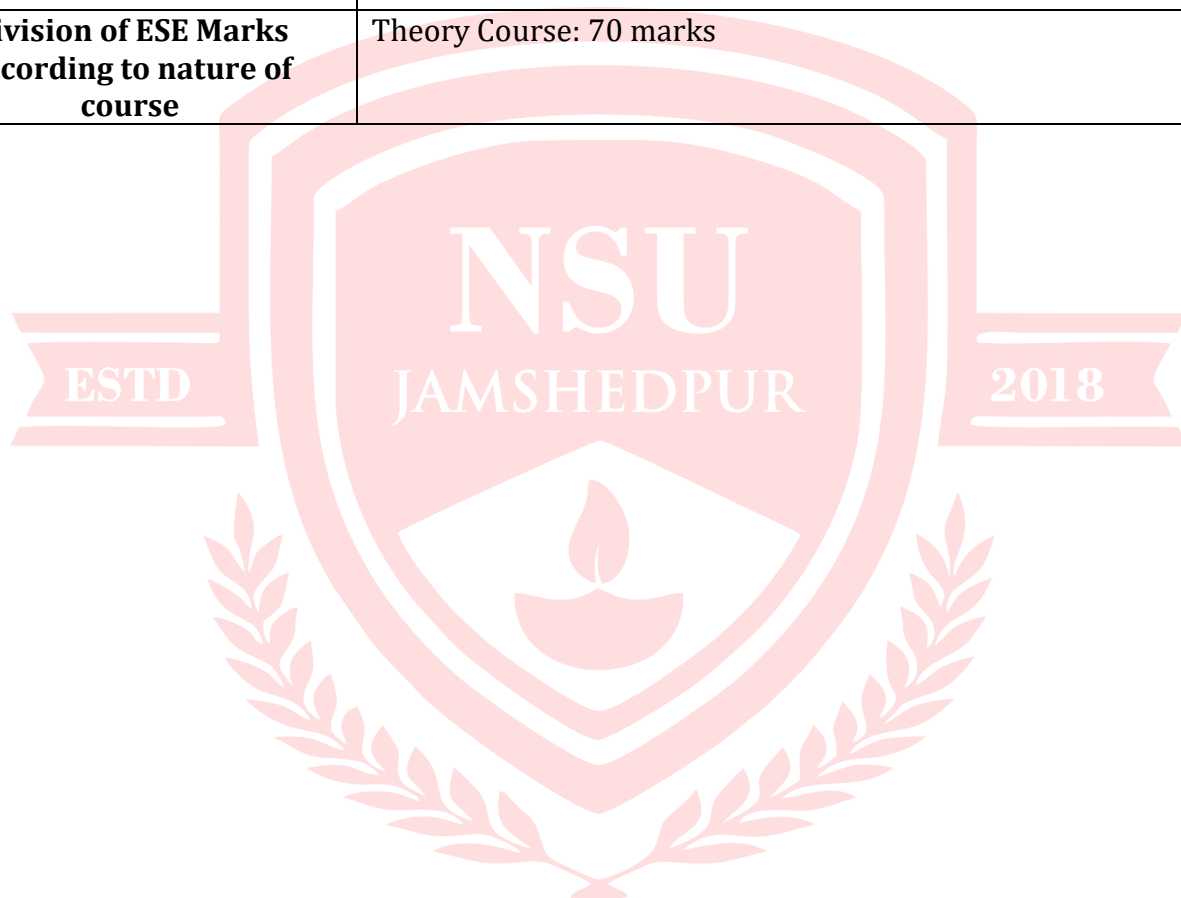
Continuous Internal

Mid Sem Exam - 01 of 20 Marks

Sessional Viva Voce- 01 of 20 Marks

The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and

Assessment (CIA)	Assignment – 01 of 10 Marks	Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>	<b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question Section B: Short answer type questions unit wise Section C: Descriptive answer type questions	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



*[Signature]*  
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 Netaji Subhas University  
 Jamshedpur, Jharkhand

*[Signature]*  
**Head**  
 Department of Political Science  
 Netaji Subhas University

## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: III**

**Year: II**

**Session: 2022-25**

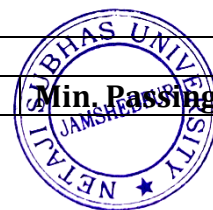
1	Course Code	<b>GE3</b>
2	Course Title	<b>Governance: Issues and Challenges</b>
3	Course Type	<b>Theory</b>
4	Course Category	<b>General Elective Course (GEC)</b>
5	LTP Structure (Session per week)	<b>L-5 T-6 P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To develop a comprehensive understanding of governance concepts, institutions, and frameworks at local, national, and global levels.</li> <li>2. analyze the key issues and challenges in governance, including corruption, accountability, transparency, and public participation.</li> <li>3. To assess the impact of governance on policy implementation, service delivery, and socio-economic development.</li> <li>4. To explore innovative governance models, reforms, and best practices for improving governance efficiency and effectiveness.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember:</b> Recall key governance concepts, institutions, and challenges.</li> <li>2. <b>Understand:</b> Explain the significance of governance frameworks and their role in policy and administration.</li> <li>3. <b>Apply:</b> Use governance principles to assess real-world governance issues and policy implementation.</li> <li>4. <b>Analyze:</b> Critically examine governance challenges such as corruption, accountability, and public participation.</li> <li>5. <b>Evaluate:</b> Assess the effectiveness of governance reforms and models in addressing contemporary governance issues.</li> <li>6. <b>Create:</b> Develop innovative governance solutions and policy recommendations for improving governance outcomes.</li> </ol>
9	Credit Value	6
10	Total Marks	Max Marks: 100 Min. Passing Marks: 40

*Shome*  
**Dean Academics**

Netaji Subhas University  
Jamshepur, Jharkhand

*P. K. Kumari*  
**Head**

Department of Political Science  
Netaji Subhas University



## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	2	2	1	3	2
CLO2	3	3	2	1	2	2	2	2	3	2	3	2
CLO3	3	3	3	2	3	2	2	2	3	2	3	3
CLO4	3	3	3	2	3	3	2	3	3	2	3	3
CLO5	3	3	3	2	3	3	3	3	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	2	2	3
CLO2	3	3	2	2	3	3
CLO3	3	3	3	3	3	3
CLO4	3	3	3	3	3	3
CLO5	3	3	3	3	3	3

3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	GOVERNMENT AND GOVERNANCE: CONCEPTS Role of State In The Era Of Globalisation State, Market and Civil Society	10
II	GOVERNANCE AND DEVELOPMENT: Changing Dimensions of Development Strengthening Democracy through Good Governance	10
III	3. ENVIRONMENTAL GOVERNANCE: Human-Environment Interaction Green Governance: Sustainable Human Development	10
IV	4. LOCAL GOVERNANCE: Democratic Decentralisation People's Participation In Governance	10
V	GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES: Public Service Guarantee Acts, Electronic Governance, Citizens Charter & Right to Information Corporate Social Responsibility	10

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks:

1. Bevir, M. (2013). *A Theory of Governance*. University of California Press.
2. Pierre, J., & Peters, B. G. (2020). *Governance, Politics, and the State*. Palgrave Macmillan.
3. Stoker, G. (2018). *Why Politics Matters: Making Democracy Work*. Palgrave.

##### Reference Books:

1. Rhodes, R. A. W. (2017). *Understanding Governance: Policy Networks, Governance, Reflexivity and Accountability*. Open University Press.
2. Heywood, A. (2021). *Political Theory: An Introduction*. Palgrave Macmillan.
3. Fukuyama, F. (2014). *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. Farrar, Straus and Giroux.

##### Online Resources:

1. **World Bank Governance Indicators** – <https://www.worldbank.org/en/topic/governance>
2. **United Nations e-Government Reports** – <https://publicadministration.un.org/egovkb>
3. **OECD Governance Publications** – <https://www.oecd.org/governance/>
4. **Indian Government Governance Portal** – <https://governance-india.gov.in/>

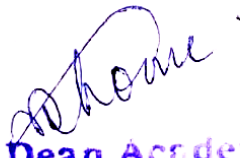

## Part F: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

## Part - G: Assessment and Evaluation

### Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

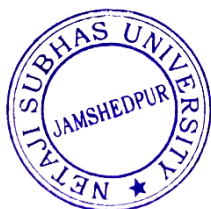
<b>Internal Assessment:</b>  Continuous Internal Assessment (CIA)   <b>Dean Academics</b> <b>Netaji Subhas University</b> <b>Jamshedpur, Jharkhand</b> <b>End Semester Exam (ESE):</b>	Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce- 01 of 20 Marks Assignment – 01 of 10 Marks   <b>Head</b>	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Department of Political Science <b>Netaji Subhas University</b>	Class Performance-10 Marks  <b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question Section B: Short answer type questions unit wise Section C: Descriptive answer type questions




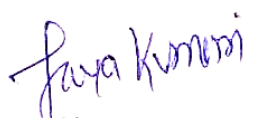


**Division of ESE Marks  
according to nature of  
course**

Theory Course: 70 marks



  
**Dean Academics**  
Netaji Subhas University  
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**Head**  
Department of Political Science  
Netaji Subhas University

## UNDERGRADUATE COURSE CURRICULUM

### PART-A:


**Program: Introduction B.A Political Science**

**Semester: IV**

**Year: II**

**Session: 2022-25**

1	Course Code	<b>GE4</b>
2	Course Title	<b>Politics of Globalization</b>
3	Course Type	<b>Theory/Practical/Theory + Practical</b>
4	Course Category	<b>General Elective Course (GEC)</b>
5	LTP Structure (Session per week)	<b>L-5 T-1 P-0</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To examine the historical evolution, key concepts, and theoretical perspectives of globalization.</li> <li>2. To understand the political, economic, and cultural dimensions of globalization and their impact on state sovereignty and governance.</li> <li>3. To analyze the role of international institutions, multinational corporations, and civil society in shaping global political dynamics.</li> <li>4. To evaluate contemporary challenges of globalization, including inequality, environmental issues, migration, and the digital divide.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to -</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember:</b> Identify key concepts, historical developments, and theoretical perspectives related to globalization.</li> <li>2. <b>Understand:</b> Explain the political, economic, and cultural implications of globalization on state sovereignty and governance.</li> <li>3. <b>Apply:</b> Use globalization theories to assess real-world cases of international institutions, multinational corporations, and transnational movements.</li> <li>4. <b>Analyze:</b> Examine the interplay between globalization and national policies, focusing on power dynamics, governance, and resistance.</li> <li>5. <b>Evaluate:</b> Critically assess the impact of globalization on contemporary global challenges such as inequality, climate change, and migration.</li> <li>6. <b>Create:</b> Develop well-reasoned arguments or policy recommendations addressing globalization's challenges and opportunities.</li> </ol>
9	Credit Value	6
10	Total Marks	<p><b>Max Marks: 100</b></p> <p><b>Min. Passing Marks: 40</b></p>

  
**Dean Academics**  
 Netaji Subhas University  
 Jamshedpur, Jharkhand

Head

Department of Political Science  
 Netaji Subhas University

## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	1	2	1	3	1	1	2	2
CLO2	3	3	2	1	2	3	2	3	2	1	3	3
CLO3	2	3	2	2	3	3	2	3	2	2	2	3
CLO4	3	3	3	2	3	3	2	3	3	2	3	3
CLO5	3	3	3	2	3	3	2	3	3	3	3	3

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	1	2	2	3
CLO2	3	3	2	3	3	3
CLO3	2	3	2	3	3	2
CLO4	3	3	3	3	3	3
CLO5	3	3	3	3	3	3

ESTD 3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped 2018

## PART C: Content of the Course (For Theory Course only)

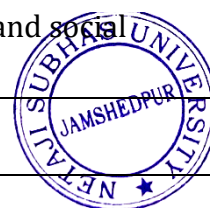
### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	Concept of Globalisation: Globalisation debate; for and against.	10
II	Approaches to understanding globalisation: a. Liberal approach b. Radical approach	10
III	International Institutions/Regimes a. World Bank b. International Monetary Fund c. The World Trade Organisation	10
IV	Issues in Globalisation: Alternative Perspectives on its nature and character, critical dimensions: economic, political and cultural	10
V	Globalisation and democracy: State, sovereignty and the civil society	10
VI	Globalisation and Politics in developing countries a. Globalisation and social movements	10

Note:

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Jamshedpur, Jharkhand



## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### Text Books and Reference books Recommended:

##### Textbooks

1. Baylis, J., Smith, S., & Owens, P. (2020). *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
2. Scholte, J. A. (2017). *Globalization: A Critical Introduction*. Palgrave Macmillan.
3. Held, D., & McGrew, A. (2007). *Globalization/Anti-Globalization: Beyond the Great Divide*. Polity Press.

##### Reference Books

1. Stiglitz, J. (2002). *Globalization and Its Discontents*. W.W. Norton & Company.
2. Steger, M. B. (2020). *Globalization: A Very Short Introduction*. Oxford University Press.
3. Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalization*. University of Minnesota Press.

##### Online Resources

1. United Nations – *Globalization and Sustainable Development* ([www.un.org](http://www.un.org))
2. World Trade Organization (WTO) – *Trade and Globalization* ([www.wto.org](http://www.wto.org))
3. World Economic Forum – *The Future of Globalization* ([www.weforum.org](http://www.weforum.org))
4. Stanford Encyclopedia of Philosophy – *Global Justice and Globalization* (<https://plato.stanford.edu>)
5. Coursera – *Globalization and Global Governance* (Courses by Yale University, LSE, etc.)

## Part E: Pedagogy

1. Classroom Lectures
2. Hands-on Practical Sessions
3. Group Activities and Collaborative Learning
4. Use of Visual Aids for Demonstration
5. Guest Lectures

*Jaya Kumari*  
Head

Department of Political Science  
Netaji Subhas University

## Part - F: Assessment and Evaluation

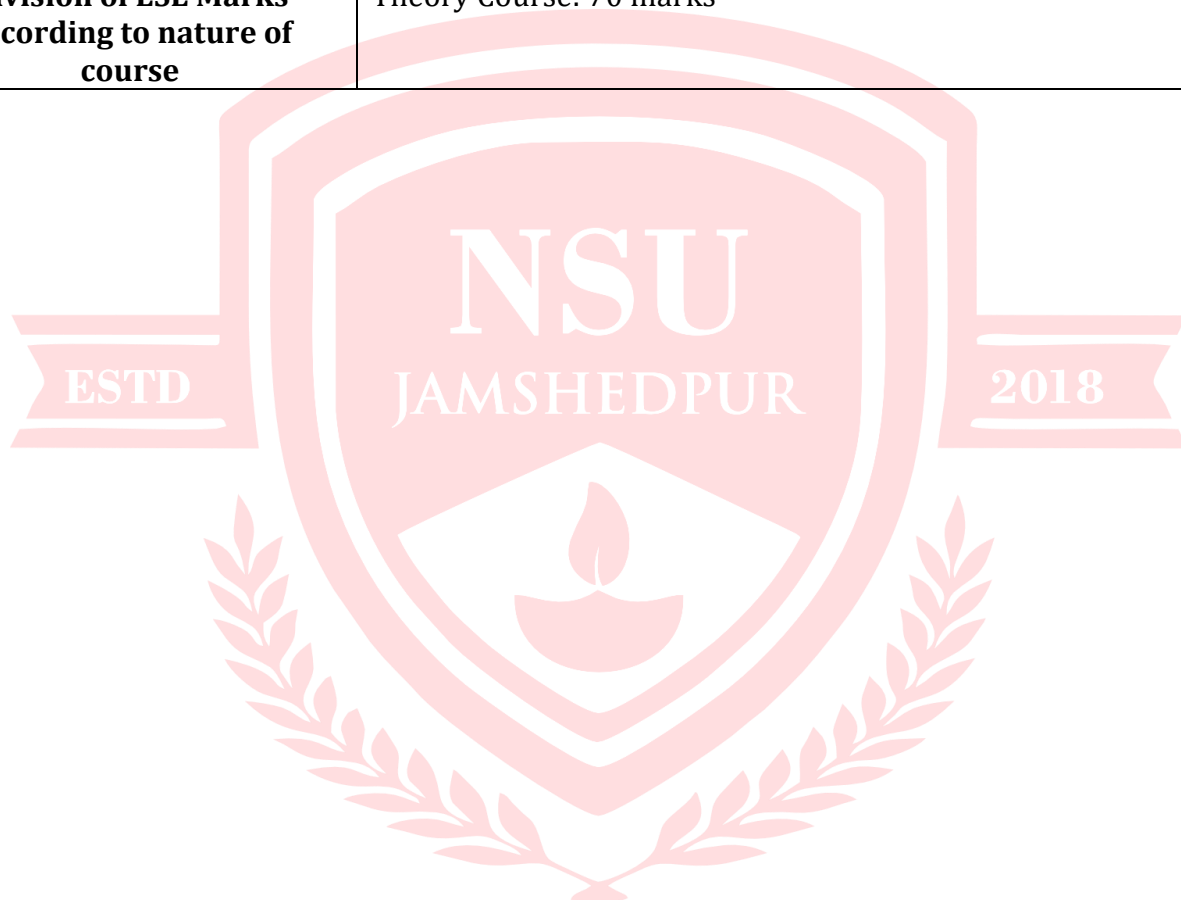
### Suggested Continuous Evaluation Methods:

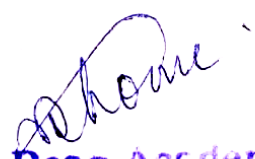
Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

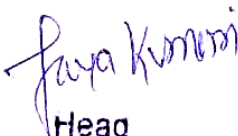


<b>Internal Assessment:</b> Continuous Internal Assessment (CIA)	Mid Sem Exam - 01 of 20 Marks Sessional Viva Voce- 01 of 20 Marks Assignment – 01 of 10 Marks	The total marks obtained in the Mid-Semester Exam, Sessional Viva Voce, and Assignment will be scaled
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		down to 20 marks to constitute the Continuous Internal Assessment (CIA) component.
	Class Performance-10 Marks	
<b>End Semester Exam (ESE):</b>	<b>Question Paper – Three section – A, B &amp; C</b> Section A: Objective/ Multiple Choice Question Section B: Short answer type questions unit wise Section C: Descriptive answer type questions	
<b>Division of ESE Marks according to nature of course</b>	Theory Course: 70 marks	



  
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 Head  
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## UNDERGRADUATE COURSE CURRICULUM

### PART-A: Introduction

**Program: B.A. Political Science**

**Semester: VI**

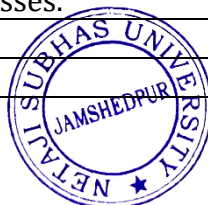
**Year: III**

**Session: 2022-25**

1	Course Code	<b>VAC01</b>
2	Course Title	<b>Election Management</b>
3	Course Type	<b>Theory + Practical</b>
4	Course Category	<b>Value Added Course</b>
5	LTP Structure (Session per week)	<b>L-2    T-0    P-1</b>
6	Pre-requisite (if, any)	As per Institutional scheme
7	Course Objective (CO)	<p>The main objectives of this course are to-</p> <ol style="list-style-type: none"> <li>1. To provide a comprehensive understanding of the principles, processes, and institutions involved in election management.</li> <li>2. To analyze the role of election management bodies, legal frameworks, and technology in ensuring free and fair elections.</li> <li>3. To develop practical skills in planning, organizing, and executing various aspects of electoral processes.</li> <li>4. To critically assess challenges in election management, including electoral integrity, voter participation, and political financing.</li> </ol>
8	Course Learning Outcomes (CLO)	<p><b>After completion of this course, the students will be able to –</b></p> <ol style="list-style-type: none"> <li>1. <b>Remember:</b> Recall key concepts, legal provisions, and institutional frameworks of election management.</li> <li>2. <b>Understand:</b> Explain the roles and responsibilities of election management bodies and the significance of electoral integrity.</li> <li>3. <b>Apply:</b> Demonstrate the ability to design and implement election procedures, including voter registration, polling, and counting.</li> <li>4. <b>Analyze:</b> Examine the impact of electoral laws, political dynamics, and emerging technologies on election management.</li> <li>5. <b>Evaluate:</b> Assess the effectiveness of election management practices in ensuring transparency, inclusiveness, and fairness.</li> <li>6. <b>Create:</b> Develop innovative strategies and policy recommendations to enhance the efficiency and credibility of electoral processes.</li> </ol>
9	Credit Value	2
10	Total Marks	<b>Max Marks: 50</b>
		<b>Min. Passing Marks: 20</b>

*Dr. Home*  
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**Head**

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Netaji Subhas University



## PART B: Articulation Matrix (CLO - PO) Mapping

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CLO1	3	2	1	1	2	2	1	1	2	1	3	3
CLO2	3	3	2	1	2	2	1	2	2	2	3	3
CLO3	2	3	2	3	3	2	2	2	2	3	3	2
CLO4	2	3	2	2	3	3	2	2	3	3	3	3
CLO5	1	3	2	3	3	3	3	2	3	3	3	2

## Articulation Matrix (CLO - PSO) Mapping:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CLO1	3	2	2	1	3	2
CLO2	3	3	2	2	3	2
CLO3	2	3	3	3	3	2
CLO4	2	3	3	3	3	3
CLO5	1	3	3	3	3	3

ESTD 3= Strongly Mapped, 2=Moderately Mapped, 1=Slightly Mapped 2018

## PART C: Content of the Course (For Theory Course only)

### Total No. of Teaching-learning Hours-

Unit	Topics (Course contents)	No. of Hrs
I	<b>Fundamentals of Election Management</b> <ul style="list-style-type: none"> <li>Principles of electoral democracy and types of electoral systems</li> <li>Legal framework: Constitution, Election Commission of India (ECI), and Representation of the People Act</li> <li>Election process: Voter registration, nomination, campaigning, polling, and counting</li> </ul>	12
II	<b>Practical Aspects of Election Training</b> <ul style="list-style-type: none"> <li>Election planning, logistics, and code of conduct enforcement</li> <li>Role of political parties, media, and election observers</li> <li>Hands-on training: EVM &amp; VVPAT handling, mock polling, and conflict resolution</li> </ul>	18
III	<b>Challenges and Innovations in Elections</b> <ul style="list-style-type: none"> <li>Electoral reforms, technology in elections, and voter awareness campaigns</li> <li>Addressing malpractices: Money power, muscle power, and fake news</li> <li>Case studies: Landmark elections and best practices in India and abroad</li> </ul>	06

Note:

## PART- D

### Learning Resources: Text Books, Reference Books and Others

#### *Text Books and Reference books Recommended:*

##### Textbooks:

1. **Andrew Heywood** – *Politics* (Macmillan, Latest Edition)
2. **G. Austin** – *The Indian Constitution: Cornerstone of a Nation* (Oxford University Press)
3. **B.L. Fadia & Kuldeep Fadia** – *Indian Government and Politics* (Sahitya Bhawan Publications)
4. **M.P. Singh & Himanshu Roy** – *Indian Political System* (Pearson)
5. **Samuel P. Huntington** – *Political Order in Changing Societies*

##### Reference Books:

1. **E.E. Schattschneider** – *Party Government*
2. **S.C. Kashyap** – *Electoral Reforms in India*
3. **Paul R. Brass** – *The Politics of India Since Independence*
4. **C.P. Bhambhri** – *Indian Politics Since Independence*
5. **R. Dahl** – *Polyarchy: Participation and Opposition*

##### Online Resources:

1. **Election Commission of India (ECI):** <https://eci.gov.in>
2. **National Voter Service Portal (NVSP):** <https://www.nvsp.in>
3. **PRS Legislative Research:** <https://www.prsindia.org>
4. **Lok Sabha and Rajya Sabha Websites:** <https://loksabha.nic.in>, <https://rajyasabha.nic.in>
5. **United Nations Electoral Assistance Division (UNEAD):** <https://www.un.org/en/global-issues/elections>

## Part E: Pedagogy

1. Experiential Learning
2. Case Study Method
3. Interactive Lectures & Discussions
4. Field Visits & Expert Talks
5. Project-Based Learning (PBL)



## Part - F: Assessment and Evaluation

Division of Marks according  
to nature of course

Theory Course: 35 marks  
Practical Course: 15 Marks / 50 Marks  
(Theory + Practical) Course: 50 Marks

