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**NEP FYUGP CURRICULUM**  
**POLITICAL SCIENCE HONOURS/**  
**POLITICAL SCIENCE HONOURS WITH RESEARCH PROGRAMME**  
**SUBJECT CODE = 11**

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**FOR UNDERGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI**



Implemented w.e.f.  
Academic Session 2025-26 & onwards



# UNIVERSITY DEPARTMENT OF POLITICAL SCIENCE

RANCHI UNIVERSITY, RANCHI

Ref:.....

Date:.....

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(U.G. Syllabus for session 2025 onwards)

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## Table of Contents

<b>HIGHLIGHTS OF FYUGP CURRICULUM .....</b>	<b>1</b>
PROGRAMME DURATION .....	1
ELIGIBILITY .....	1
ADMISSION PROCEDURE .....	1
VALIDITY OF REGISTRATION .....	1
ACADEMIC CALENDAR .....	1
PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME .....	1
CREDIT OF COURSES .....	2
CHANGE OF MAJOR OR MINOR COURSES .....	2
CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT .....	2
PROMOTION CRITERIA .....	2
PUBLICATION OF RESULTS .....	3
<b>COURSE STRUCTURE FOR FYUGP ‘HONOURS/ RESEARCH/ PG DIPLOMA’ .....</b>	<b>4</b>
<i>Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 164].....</i>	<i>4</i>
<i>Table 2: Options for Elective Minor Courses .....</i>	<i>5</i>
<i>Table 3: Credit Distribution in Elective Minor Courses during the Four Years of FYUGP .....</i>	<i>6</i>
<b>COURSES OF STUDY FOR FOUR-YEAR UNDERGRADUATE PROGRAMME .....</b>	<b>7</b>
<i>Table 4: Semester-wise Course Code and Credit Points for Single Major during the First Three Years of FYUGP .....</i>	<i>7</i>
<i>Table 5A: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (Honours with Research).....</i>	<i>8</i>
<i>Table 5B: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (Honours).....</i>	<i>8</i>
<i>Table 5C: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor’s Degree (with Postgraduate Diploma) .....</i>	<i>8</i>
<b>AIMS OF BACHELOR’S DEGREE PROGRAMME IN POLITICAL SCIENCE .....</b>	<b>9</b>
<b>PROGRAM LEARNING OUTCOMES .....</b>	<b>10</b>
<b>SEMESTER WISE COURSES IN POLITICAL SCIENCE HONOURS.....</b>	<b>11</b>
<i>Table 6: Semester-wise Course Code and Credit Points of Major Courses in Political Science .....</i>	<i>11</i>
<i>Table 7: Semester-wise Course Code and Credit Points of Minor Courses in Political Science .....</i>	<i>12</i>
<b>INSTRUCTION TO QUESTION SETTER .....</b>	<b>13</b>
<b>FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS.....</b>	<b>14</b>
<b>SEMESTER I .....</b>	<b>17</b>
I. MAJOR COURSE–MJ 1: POLITICAL THEORY .....	17
II. SKILL ENHANCEMENT COURSE- SEC 1: MANAGING ELECTIONS AND ELECTION CAMPAIGN.....	18
<b>SEMESTER II .....</b>	<b>20</b>
I. MAJOR COURSE- MJ 2: WESTERN POLITICAL THOUGHT.....	20
II. SKILL ENHANCEMENT COURSE- SEC 2: PUBLIC POLICY MANAGEMENT .....	21
<b>SEMESTER III .....</b>	<b>23</b>
I. MAJOR COURSE- MJ 3: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT .....	23
II. MAJOR COURSE–MJ 4: INDIAN GOVERNMENT AND POLITICS.....	24
III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES .....	25

<b>SEMESTER IV .....</b>	<b>26</b>
I. MAJOR COURSE- MJ 5: IKS & INDIAN POLITICAL THOUGHT .....	26
II. MAJOR COURSE- MJ 6: PUBLIC ADMINISTRATION .....	27
III. MAJOR COURSE–MJ 7: COMPARATIVE GOVERNMENT AND POLITICS .....	28
<b>SEMESTER V .....</b>	<b>29</b>
I. MAJOR COURSE- MJ 8: INTERNATIONAL POLITICS .....	29
II. MAJOR COURSE- MJ 9: POLITICAL IDEOLOGY .....	30
III. MAJOR COURSE- MJ 10: HUMAN RIGHTS IN INDIA .....	31
IV. MAJOR COURSE–MJ 11: PERSPECTIVES ON INTERNATIONAL RELATIONS .....	32
<b>SEMESTER VI .....</b>	<b>33</b>
I. MAJOR COURSE- MJ 12: PUBLIC POLICY AND ADMINISTRATION IN INDIA .....	33
II. MAJOR COURSE- MJ 13: FOREIGN POLICY OF INDIA .....	34
III. MAJOR COURSE- MJ 14: INTERNATIONAL ORGANIZATION .....	35
IV. MAJOR COURSE–MJ 15: FEDERALISM IN INDIA .....	36
<b>SEMESTER VII .....</b>	<b>37</b>
I. MAJOR COURSE- MJ 16: RESEARCH METHODOLOGY .....	37
II. MAJOR COURSE- MJ 17: GLOBAL POLITICS .....	38
III. MAJOR COURSE–MJ 18: POLITICAL PROCESS IN INDIA .....	39
IV. ADVANCED MAJOR COURSE- AMJ 1: ACADEMIC WRITING AND COMMUNICATION SKILL .....	40
(ONLY FOR HONS DEGREE) .....	40
OR RESEARCH COURSES- RC 1: (IN LIEU OF AMJ 1) RESEARCH PLANNING & TECHNIQUES .....	41
(ONLY FOR HONS WITH RESEARCH DEGREE) .....	41
<b>SEMESTER VIII .....</b>	<b>42</b>
I. MAJOR COURSE- MJ 19: POLITICAL SOCIOLOGY .....	42
II. MAJOR COURSE–MJ 20: LOCAL SELF GOVERNMENT IN INDIA .....	43
III. ADVANCED MAJOR COURSE- AMJ 2: STATE POLITICS IN INDIA .....	44
(ONLY FOR HONS DEGREE) .....	44
IV. ADVANCED MAJOR COURSE- AMJ 3: POLITICAL PROCESS IN JHARKHAND .....	45
(ONLY FOR HONS DEGREE) .....	45
OR RESEARCH COURSES- RC 2: (IN LIEU OF AMJ 2 & AMJ 3) RESEARCH/ PROJECT DISSERTATION/ RESEARCH INTERNSHIP/ FIELD WORK .....	46
(ONLY FOR HONS WITH RESEARCH DEGREE) .....	46
<b>ASSOCIATED CORE COURSE- MN A EITHER MAY BE OPTED IN SEM-I OR SEM-II.....</b>	<b>47</b>
ASSOCIATED CORE COURSE- MN A: INTRODUCTORY POLITICAL SCIENCE .....	47
<b>MINOR COURSE-B .....</b>	<b>48</b>
MINOR COURSE- MN B: NATIONALISM IN INDIA .....	48
<b>MINOR COURSE-C .....</b>	<b>49</b>
MINOR COURSE- MN C: THE INDIAN CONSTITUTION .....	49
<b>MINOR COURSE-D .....</b>	<b>50</b>
MINOR COURSE- MN D: UNDERSTANDING GANDHI AND AMBEDKAR .....	50
<b>MINOR COURSE-E .....</b>	<b>51</b>
MINOR COURSE- MN E: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT .....	51
<b>MINOR COURSE-F.....</b>	<b>52</b>

MINOR COURSE- MN F: HUMAN RIGHTS IN INDIA .....	52
<b>MINOR COURSE-G .....</b>	<b>53</b>
MINOR COURSE- MN G: POLITICAL PROCESS IN JHARKHAND .....	53

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## HIGHLIGHTS OF FYUGP CURRICULUM

### PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from the **1<sup>st</sup> of July**.

### ELIGIBILITY

- The selection for admission will be primarily based on the availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in the Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if the Marks of the Major subject is not available. Reservation norms of the Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of 75% overall marks or 7.5 CGPA or higher.
- Other eligibility criteria, including those for multiple entry, will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

### ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

### VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for a maximum of **Seven years** from the date of registration.

### ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the University to maintain uniformity in the UG Honours/ Honours with Research Programmes and PG Diploma Programmes, running in the colleges under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December**, and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include Admission, coursework, conduct of examination and declaration of results, including semester break.
- To undergo an 8-week summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
  - a) **Odd Semester: From the first Monday of August to the third Saturday of December**
  - b) **Even Semester: From the first Monday of January to the third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have  $90/6 = 15$  teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year, the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavours to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change, prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

### PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry

options within this period, with appropriate certifications such as:

- UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study, provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semesters.,
- UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during the first year or second year summer term, in addition to 9 credits from skill-based courses earned during the first, second, and third semester.
- Bachelor's Degree after a 3-year (6 semesters) programme of study,
- Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
- Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking a 12-credit Research component in the fourth year of FYUGP.

### CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.
 

<b>One credit for Theory</b>	= <u>15 Hours of Teaching</u>
<b>One credit for Practicum</b>	= <u>30 Hours of Practical work</u>
<b>One credit for Internship</b>	= <u>02 Weeks of Practical experience</u>
- b) For credit determination, instruction is divided into three major components:
 

**Hours (L)** – Classroom Hours of one hour duration.

**Tutorials (T)** – Special, elaborate instructions on specific topics of one hour duration

**Practical (P)** – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

**Internship – For the Exit option after any academic year of a Four-year U.G. Programme for the award of U.G. Certificate, U.G. Diploma, U.G. Degree (Level 4.5, 5 or 5.5 respectively),** Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

### CHANGE OF MAJOR OR MINOR COURSES

- The change of Major or Minor courses may be allowed only once after the Second Semester and before the third Semester in the FYUG Programme, depending on the provisions laid by the FYUGP and the conditions laid by the Institution. **However, the student must clear the papers (Mid Sem & End Sem both) from the previous semesters of the new subject opted in the next Examination of the coming session.**

### CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT

- Students' final marks and the result will be based on the marks obtained in the Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in the Semester internal and End Semester University Examination. However, students must pass in Theory and Practical Examinations separately.

### PROMOTION CRITERIA

**First degree programme with a single major (160+4=164 credits):**

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 14 papers. It is further necessary

- to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-II.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum of 20 papers out of the total 26 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester-IV.
  - v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum of 27 papers out of the total 36 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 5 papers in Semester VI.
  - vi. However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

**First degree programme with dual major (192+4=196 credits):**

- i. Please refer to the FYUGP Regulations for the detailed provisions of Double Major and Dual Degrees.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 15 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 8 papers in Semester-II.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 20 papers out of the total 27 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-IV.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 28 papers out of the total 37 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester VI.
- vi. However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

**PUBLICATION OF RESULTS**

- The examination result shall be notified by the Controller of Examinations of the University in different newspapers and the same is to be posted also on the University website.
- If a student is found indulging in any malpractice/ unfair means during an examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of the next session, and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination to clear the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination to clear the backlog.

Regulations related to any concern not mentioned above shall be guided by the Regulations of the Ranchi University for FYUGP.

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## COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH/ PG DIPLOMA'

Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 164]

Academic Level	Level of Courses	Semester	MJ: Discipline Specific Courses – Core or Major (80)	AC: Associated core courses from discipline/ Interdisciplinary/ vocational (8)		ELC: Elective courses may be opted from four paths [Follow table 2] (24)	MDC: Multidisciplinary Courses (From a pool of Courses) (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IKS: (i) Indian Knowledge System (2) & SA: (ii) Social awareness (2)	RC: Research Courses (4+8)/ AMJ: Advanced Courses instead of Research (4+4+4)/ PGD: PG Diploma Level 6 (4+4+4)	Total Credits	IAP; Internship/Apprenticeship/ Project/ Vocational course/ Dissertation (4) In between Sem I to Sem-VI	
	1	2	3 (Major- 80)	4 (Minor-32)			5	6	7	8	9	10	11	12	13
Level 4.5	Level 100-199: Foundation or Introductory courses	I	4	4	---	---	3	2	3	2	2	---	---	20	4
		II	4	---	4	---	3	2	3	2	2	---	---	20	
		Exit Point: Undergraduate Certificate provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)													
Level 5	Level 200-299: Intermediate-level courses	III	4+4	---		4	3	2	3	---	---	---	---	20	
		IV	4+4+4	---		4	---	2	---	2	---	---	---	20	
		Exit Point: Undergraduate Diploma provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)													
Level 5.5	Level 300-399: Higher-level courses	V	4+4+4+4	---		4	---	---	---	---	---	---	---	20	
		VI	4+4+4+4	---		4	---	---	---	---	---	---	---	20	
		Exit Point: Bachelor's Degree with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)													
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4+4+4	---		4	---	---	---	---	---	4	4	20	---
		VIII	4+4	---		4	---	---	---	---	---	8	4+4	20	
		Exit Point: Bachelor's Degree with Honours/ Honours with Research/ PG Diploma Level 6													164

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project.

Implemented from Academic Session 2025-26 & onwards

**Table 2: Options for Elective Minor Courses**

<b>Path A</b>	<b>Path B</b>	<b>Path C</b>	<b>Path D</b>
<b>ELC-A;</b> Elective courses from Interdisciplinary Subjects 1 & 2 (24)	<b>ELC-B;</b> Elective courses from discipline (24)	<b>ELC-C;</b> Elective courses from vocational (24)	<b>ELC-D;</b> Elective courses from discipline for Double Major (48)
<p>This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.</p> <p>If students pursuing FYUGP are awarded a UG Degree in a Major discipline, they are eligible to mention their core competencies in other disciplines of their choice if they have earned 12 credits each from pathway courses of two particular disciplines.</p> <p>In the first three years of FYUGP, this pathway is composed of one Major discipline with 60 credits from 15 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.</p> <p>In this pathway, if the students choose one of the two disciplines for 12 credits in one discipline then they should choose a different discipline for the other 12 credits.</p> <p>If the students continue to the fourth year of FYUGP, the students need to earn an additional 4 credits in both disciplines.</p>	<p>This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a focus on one discipline (Major) and relatively less focus on the other (Minor).</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in another discipline of their choice, if they earn a minimum of 24 credits from the courses in the Minor discipline.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the Minor discipline, to be eligible for a UG Degree (Honours) with a Major and a Minor. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Minor discipline.</p>	<p>This pathway may be recommended to those students who wish for exposure to a vocational discipline in addition to the in-depth study in the Major discipline.</p> <p>The credit requirements for Major and Vocational Minor disciplines in this pathway are the same as those for Major with Minor pathway, except that the Minor courses are in a vocational discipline.</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in vocational discipline of their choice, if they earn a minimum of 24 credits from the Vocational courses.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the vocational discipline. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Vocational discipline.</p>	<p>To secure the required minimum credits in each discipline, students who wish to opt for a Double Major should include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses, and Value-Added Courses offered by the respective Major disciplines.</p> <p>The Double Major pathway is extended to the fourth year. Shifting to a double major from a minor in the third semester will be allowed subject to clearance of the courses of double major (not studied earlier) in succeeding sessions.</p> <p>In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours)/ UG Degree (Honours with Research) in A or B.</p> <p>If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 16 credits of 300-399 level in Major B through mandatory online courses. The institution will not provide the courses in physical mode in the fourth year of this segment.</p>

**Table 3: Credit Distribution in Elective Minor Courses during the Four Years of FYUGP**

Academic Level	Level of Courses	Semester	Path A ELC; Elective courses from Interdisciplinary Subjects 1 & 2 (24)		Path B ELC; Elective courses from the discipline (24)	Path C ELC; Elective courses from vocational (24)	Path D ELC; Elective courses from the discipline for Double Major (64)
	1	2	3A. Subject 1	3B. Subject 2	4	5	6
Level 4.5	Level 100-199: Foundation or Introductory courses	I	---	---	---	---	4+4
		II	---	---	---	---	4+4
		Exit Point: Bachelor's Degree with Hons. with Research					
Level 5	Level 200-299: Intermediate-level courses	III	4	---	4	4	4+4
		IV	---	4	4	4	4+4
		Exit Point: Bachelor's Degree with Hons.					
Level 5.5	Level 300-399: Higher-level courses	V	4	---	4	4	4+4
		VI	---	4	4	4	4+4
		Exit Point: P.G. Diploma Degree					
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4	---	4	4	4+4
		VIII	---	4	4	4	4+4
		Exit Point: (A) Bachelor's Degree with Hons. with Research/ (B) Bachelor's Degree with Hons./ (C) P.G. Diploma Degree					

**COURSES OF STUDY FOR FOUR-YEAR UNDERGRADUATE PROGRAMME** 2025 onwards**Table 4: Semester-wise Course Code and Credit Points for Single Maor during the First Three Years of FYUGP**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
<b>I</b>	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language Hindi/ English)	2	<b>7 Papers</b> (20 credits)
	VAC-1	Value Added Course-1	2	
	IKS-1	Indian Knowledge System-1	2	
	SEC-1	Skill Enhancement Course-1	3	
	MDC-1	Multi-disciplinary Course-1	3	
	AC-1	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-1	Major paper 1 (Disciplinary/ Interdisciplinary Major)	4	
<b>II</b>	AEC-2	Language and Communication Skills (MIL-1; Modern Indian language English/ Hindi)	2	<b>7 Papers</b> (20 credits)
	VAC-2	Value Added Course-2	2	
	SA	Social Awareness Activities	2	
	SEC-2	Skill Enhancement Course-2	3	
	MDC-2	Multi-disciplinary Course-2	3	
	AC-2	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-2	Major paper 2 (Disciplinary/ Interdisciplinary Major)	4	
<b>III</b>	AEC-3	Language and Communication Skills (MIL-2; MIL including TRL)	2	<b>6 Papers</b> (20 credits)
	SEC-3	Skill Enhancement Course-3	3	
	MDC-3	IK as a Multi-disciplinary Course-3	3	
	ELC-1	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-3	Major paper 3 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-4	Major paper 4 (Disciplinary/ Interdisciplinary Major)	4	
<b>IV</b>	AEC-4	Language and Communication Skills (MIL-2; MIL including TRL)	2	<b>6 Papers</b> (20 credits)
	VAC-3	Value Added Course-3	2	
	ELC-2	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-5	Major paper 5 (Disciplinary/ Interdisciplinary Major having IKS)	4	
	MJ-6	Major paper 6 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-7	Major paper 7 (Disciplinary/ Interdisciplinary Major)	4	
<b>V</b>	ELC-3	Elective courses from discipline/ Interdisciplinary/ vocational	4	<b>5 Papers</b> (20 credits)
	MJ-8	Major paper 8 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-9	Major paper 9 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-10	Major paper 10 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-11	Major paper 11 (Disciplinary/ Interdisciplinary Major)	4	
<b>VI</b>	ELC-4	Elective courses from discipline/ Interdisciplinary/ vocational	4	<b>5 Papers</b> (20 credits)
	MJ-12	Major paper 12 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-13	Major paper 13 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-14	Major paper 14 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-15	Major paper 15 (Disciplinary/ Interdisciplinary Major)	4	
<b>Total Credits, excluding one Internship (IAP) of 4 credits =</b>			<b>120</b>	<b>120</b>

**Note:** It is mandatory to take One Internship of 4 credits in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

**Table 5A: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours with Research)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII A	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Research Methodology)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	RC-1	Research proposal – Planning & Techniques (Disciplinary/Interdisciplinary Major)	4	
VIII A	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	4 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	RC-2	Research Internship/Field Work/Project/Dissertation/Thesis	8	
Total Credits, excluding one Internship of 4 credits =			160	160

**Table 5B: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII B	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4	
VIII B	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

**Table 5C: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (with Postgraduate Diploma)**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII C	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	JOC-1	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
VIII C	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	JOC-2	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
	JOC-3	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

**AIMS OF BACHELOR'S DEGREE PROGRAMME IN POLITICAL SCIENCE**

**The broad aims of the bachelor's degree programme in Political Science are:**

1. The main objective of the course is to provide a comprehensive understanding of the discipline to the students who join at the undergraduate level in the University and Colleges of Jharkhand, India.
2. The students who join these courses are not necessarily trained in the fundamentals of the discipline, as they come from diverse disciplinary backgrounds.
3. The program aims at making them understand the fundamental concepts, theories, perspective sand ideological discourses in Political Science.
4. This will enable them to explain and evaluate the functioning of political systems and governments of diverse kinds along with their respective institutions, structures, and ideologies. Building a better society to live in has been a perennial question which all the disciplines of knowledge have pondered over and worked on, including Political Science.
5. The aim of the course is to expose the students to the diverse political philosophies, from the ancient to modern times, and the manner in which they have envisioned and engaged with the issues of rights, liberty, equality, justice, citizenship, constitution and constitutionalism.
6. The objective is also to train the students in understanding the public administrative system and public policy science. The course also exposes the students to interdisciplinary modules to demonstrate the interconnectedness of the discipline with other subjects and areas which do not essentially comprise the core of Political Science
7. The objective is also to understand the national interests of India in a comprehensive manner and assess the Indian endeavors and responses to emerging challenges and issues in a fluid and dynamic global scenario.
8. The course has been designed in such a way that every student is equipped with certain practical skills which can be used for seeking gainful employment if one exits after completing graduation.
9. The aim is also to train the students in research design and application of tools and techniques for empirical and normative research.
10. A concerted effort shall be made to provide knowledge and skill to the students so that they are able to pursue further studies in Political Science in related areas or multidisciplinary areas that can be helpful for self-employment/entrepreneurship.

**PROGRAM LEARNING OUTCOMES**

**The broad aim of the bachelor's degree programme in Political Science is to acquire Knowledge and Understanding as follows:**

1. The students who opt for Bachelor's Degree Programme in Political Science generally are the ones who wish to get exposed to the core of several disciplines instead of moving towards specialization in one.
2. As the students are from a diverse disciplinary background, the course has been designed to teach them the core areas of Political Science such as political theory, Indian constitution and international relations.
3. aim is not just to impart factual and theoretical information but also to develop critical thinking on political issues and phenomena.
4. The course contains a mixed bag of discipline-centric, interdisciplinary and skill-based modules. This will lay a strong foundation enabling students to pursue higher studies and research in the discipline as well as skills and techniques to get employment.
5. The course module seeks to enlighten the students about the functioning of the Indian Political System and how India manages its broad national interests in global politics.
6. The objective of the course is to educate students so that they become informed, reflective, active and responsible citizens of India.

**SEMESTER WISE COURSES IN POLITICAL SCIENCE HONOURS****2025 onwards****Table 6: Semester-wise Course Code and Credit Points of Major Courses in Political Science**

Semester	Courses		Examination Structure			
	Code	Courses in NEP FYUGP Syllabus of Political Science Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
<b>I</b>	MJ-1	Political Theory	4	25	75	---
	SEC-1	Managing Elections and Election Campaign	3	---	75	---
<b>II</b>	MJ-2	Western Political Thought	4	25	75	---
	SEC-2	Public Policy Management	3	---	75	---
<b>III</b>	MJ-3	Indian National Movement and Constitutional Development	4	25	75	---
	MJ-4	Indian Government and Politics	4	25	75	---
	SEC-3	Elementary Computer Application Softwares	3	---	75	---
<b>IV</b>	MJ-5	IKS & Indian Political Thought	4	25	75	---
	MJ-6	Public Administration	4	25	75	---
	MJ-7	Comparative Government and Politics	4	25	75	---
<b>V</b>	MJ-8	International Politics	4	25	75	---
	MJ-9	Political Ideology	4	25	75	---
	MJ-10	Human Rights in India	4	25	75	---
	MJ-11	Perspectives on International Relations	4	25	75	---
<b>VI</b>	MJ-12	Public Policy and Administration in India	4	25	75	---
	MJ-13	Foreign Policy of India	4	25	75	---
	MJ-14	International Organization	4	25	75	---
	MJ-15	Federalism in India	4	25	75	---
<b>VII</b>	MJ-16	Research Methodology	4	25	75	---
	MJ-17	Global Politics	4	25	75	---
	MJ-18	Political Process in India	4	25	75	---
	AMJ-1/	Academic Writing and Communication Skill	4	25	75	---
	RC-1	Research Planning & Techniques	4	25	75	---
<b>VIII</b>	MJ-19	Political Sociology	4	25	75	---
	MJ-20	Local Self Government in India	4	25	75	---
	AMJ-2	State Politics in India	4	25	75	---
	AMJ-3/	Political Process in Jharkhand	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	50	---	150

\* It is mandatory to take Either One Internship of 4 credits or Two Internships of 2 credits each in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.



**Table 7: Semester-wise Course Code and Credit Points of Minor Courses in Political Science**

Courses		Examination Structure			
Code	Minor Courses in NEP FYUGP Syllabus of Political Science Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
MN-A	Introductory Political Science	4	25	75	---
MN-B	Nationalism in India	4	25	75	---
MN-C	The Indian Constitution	4	25	75	---
MN-D	Understanding Gandhi and Ambedkar	4	25	75	---
MN-E	Indian National Movement and Constitutional Development	4	25	75	---
MN-F	Human Rights in India	4	25	75	---
MN-G	Political Process in Jharkhand	4	25	75	---

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## INSTRUCTION TO QUESTION SETTER

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### SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/Institution or University level depending upon the nature of course in the curriculum.

#### **A. (SIE 10+5=15 marks):**

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

#### **B. (SIE 20+5=25 marks):**

There will be two group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

**Conversion of Attendance into score may be as follows:**

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

### END SEMESTER UNIVERSITY EXAMINATION (ESE):

#### **A. (ESE 50 marks):**

There will be two group of questions. **Group A is compulsory** which will contain one question. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

#### **B. (ESE 60 marks):**

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

#### **C. (ESE 75 marks):**

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.

#### **D. (ESE 100 marks):**

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type six questions of twenty marks each, out of which any four are to answer.

**FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS****Question format for 15 Marks:**

<b>F.M. =15</b>	<b>Subject/ Code</b> <b>Time = 1 Hr.</b>	<b>Exam Year</b>
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.	i. .... ii. .... iii. .... iv. .... v. ....	[5x1=5]
<b><u>Group B</u></b>		
2. ....		[10]
3. ....		[10]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

**Question format for 20 Marks:**

<b>F.M. =20</b>	<b>Subject/ Code</b> <b>Time = 1 Hr.</b>	<b>Exam Year</b>
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.	i. .... ii. .... iii. .... iv. .... v. ....	[5x1=5]
2. ....		[5]
<b><u>Group B</u></b>		
3. ....		[10]
4. ....		[10]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 50 Marks:**

Subject/ Code		Exam Year
F.M. =50	Time = 1.5 Hrs.	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i. ....		
ii. ....		
iii. ....		
iv. ....		
v. ....		
<b><u>Group B</u></b>		
2. ....		[15]
3. ....		[15]
4. ....		[15]
5. ....		[15]
6. ....		[15]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 60 Marks:**

Subject/ Code		Exam Year
F.M. =60	Time = 3 Hrs.	
<b>General Instructions:</b>		
vi. <b>Group A</b> carries very short answer-type compulsory questions. vii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> . viii. Answer in your own words as far as practicable. ix. Answer all subparts of a question in one place. x. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
7.		[5x1=5]
vi. ....		
vii. ....		
viii. ....		
ix. ....		
x. ....		
8. ....		[5]
9. ....		[5]
<b><u>Group B</u></b>		
10. ....		[15]
11. ....		[15]
12. ....		[15]
13. ....		[15]
14. ....		[15]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 75 Marks:**

Subject/ Code		Exam Year
<b>F.M. =75</b>	<b>Time = 3 Hrs.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i. ....		
ii. ....		
iii. ....		
iv. ....		
v. ....		
2. ....		[5]
3. ....		[5]
<b><u>Group B</u></b>		
4. ....		[15]
5. ....		[15]
6. ....		[15]
7. ....		[15]
8. ....		[15]
9. ....		[15]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

**Question format for 100 Marks:**

Subject/ Code		Exam Year
<b>F.M. =100</b>	<b>Time = 3 Hrs.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer-type compulsory questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
<b><u>Group A</u></b>		
1.		[10x1=10]
i. ....	vi. ....	
ii. ....	vii. ....	
iii. ....	viii. ....	
iv. ....	ix. ....	
v. ....	x. ....	
2. ....		[5]
3. ....		[5]
<b><u>Group B</u></b>		
4. ....		[20]
5. ....		[20]
6. ....		[20]
7. ....		[20]
8. ....		[20]
9. ....		[20]
<b>Note:</b> There may be subdivisions in each question asked in the Theory Examination.		

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**SEMESTER I**

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**I. MAJOR COURSE –MJ 1:  
POLITICAL THEORY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives:**

1. The course has been designed to introduce key concepts in politics to the students in order to sharpen their understanding of political discourses and the ability to make scientific enquiry into political phenomena and political questions.
2. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful.
3. Contemporary debates on key concepts and theories shall allow the students to understand the expanding horizons of the discipline.

**Learning Outcomes:**

1. The course shall enable a solid understanding of theoretical aspects of the discipline.
2. The different traditions and approaches of Political Theory shall enable a better understanding of the various nuances of the discipline of Political Science.
3. The course shall also train the students to critically analyse political phenomena through the conduit of political theory.
4. The students shall be able to familiarize themselves with contemporary debates in democracy and the changing role of the state.

**Course Content****UNIT I**

1. Meaning Nature and Significance of Political theory
2. Traditions of Political Theory: Liberal and Marxist
3. Different Approaches of Political Theory
  - a. Normative Approach
  - b. Empirical Approach
4. Critical and Contemporary Perspectives in Political theory
  - a. Feminist
  - b. Post-Modern

**UNIT II**

- 1 Democracy
  - a. Theories of Democracy and Contemporary Debates
  - b. Elitist v/s Pluralist Theory

**Reference Books:**

1. S.P. Verma- Modern Political Theory
  2. Sushila Ramaswamay – Political Theory
  3. O.P. Gauba, Political Ideas and Ideologies
  4. Ernest Barker– Principles of Social and Political Theory
  5. R. Dhal- Modern Political Analysis
  6. Rajiv Bharghava and Ashoka Acharya- Political Theory: An Introduction
  7. Norman P. Barry – An Introduction to Modern Political Theory
-

## II. SKILL ENHANCEMENT COURSE- SEC 1: MANAGING ELECTIONS AND ELECTION CAMPAIGN

<b>Marks: 75 (ESE: 3Hrs) = 75</b>	<b>Pass Marks: Th (ESE) = 30</b>
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(Credits: Theory-03) **45 Hours****Course Objectives:**

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India.

1. Elections and their nature have changed significantly with the support of social media and new technologies.
2. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it.
3. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal.
4. This module exposes the students to the techniques of man and material resources to manage the elections.

**Learning Outcomes:**

1. They will learn about how to file election nominations and the technical issues involved in it.
2. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.
3. They will be made aware of the role of new media and technology involved in election campaign.
4. They will get to know about the required skills for media management during the elections.
5. They will be able to answer what are debates on state funding of political parties in elections.

**Contents:****UNIT I: Electoral Democracy and Management of Elections**

- a. Electoral Democracy: A Theoretical Perspective
- b. How Crucial is Management of Elections?

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

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

**UNIT III: Management of Election Campaign**

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

**UNIT IV: Media Management**

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

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

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

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

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

**Suggested Readings:**

1. Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19(3), pp. 379-396.
2. Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
3. Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86(2), pp. 93-106. 61
4. Hauser, W., & Singer, W. (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26(9), pp. 941-958.
5. Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34(34/35), pp. 2393-2399.
6. Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1447-1449.
7. Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates:
8. A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47(2), pp.135-157.

Implemented from Academic Session 2025-26 &amp; onwards

9. Herrnson, P. (1988). The Importance of Party Campaigning. *Polity*, 20(4), pp. 714-719.
  10. West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
  11. Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64(3), pp. 721-740.
  12. Kahn, K., & Kenney, P. (1999). Do Negative Campaigns Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889. 62
  13. Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64(4), pp. 481-506.
  14. Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. *Foreign Affairs*, 90(1), pp. 28-41.
  15. Newton, K. (1999). Mass Media Effects: Mobilization or Media Malaise? *British Journal of Political Science*, 29(4), pp. 577-599.
  16. Carlisle, J., & Patton, R. (2013). Is Social Media Changing How We Understand Political Engagement? An Analysis of Facebook and the 2008 Presidential Election. *Political Research Quarterly*, 66(4), pp. 883-895.
  17. Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. *The Journal of Economic Perspectives*, 31(2), pp. 211-235.
  18. Samuels, D. (2001). Does Money Matter? Credible Commitments and Campaign Finance in New Democracies: Theory and Evidence from Brazil. *Comparative Politics*, 34(1), pp. 23-42.
  19. George, H. (1883). Money in Elections. *The North American Review*, 136(316), pp. 201-211.
  20. Jain, S. (2001). State Funding Of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43(4), pp. 500-511. 63
  21. Dolly, A. (2000). State Funding of Elections: Some Posers. *Economic and Political Weekly*, 35(37), pp. 3283-3286.
  22. Kumar, B. V. (1999). Funding of Elections: Case for Institutionalised Financing. *Economic and Political Weekly*, 34(28), pp. 1884-1888.
  23. Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3:3, pp. 229-254.
  24. Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
  25. Bowman, L., & Boynton, G. (1966). Recruitment Patterns among Local Party Officials: A Model and some Preliminary Findings in Selected Locales. *The American Political Science Review*, 60(3), pp. 667-676.
  26. Part, I. The Need for Greater Party Responsibility. (1950). *The American Political Science Review*, 44(3), pp. 15-36.
  27. Ackerman, B., & Ayres, I. (2006). The Secret Refund Booth. *The University of Chicago Law Review*, 73(4), pp. 1107-1129.
  28. Ayres, I., & Bulow, J. (1998). The Donation Booth: Mandating Donor Anonymity to Disrupt the Market for Political Influence. *Stanford Law Review*, 50(3), pp. 837-891.
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## SEMESTER II

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### I. MAJOR COURSE- MJ 2: WESTERN POLITICAL THOUGHT

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objectives:

1. The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of Political Science.
2. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. This course examines the ideas of some of the prominent classical political thinkers including Plato, Aristotle, St. Thomas Aquinas and St. Augustine who influenced political thinking.
3. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times. The course seeks to trace those ideas and traditions and critically examine them.

#### Course Learning Outcomes:

1. The course shall ensure a firm grounding of the students in political thought which is bound to lead to conceptual clarity.
2. The course shall enable the students to have a fair degree of knowledge about historicity which shall enrich their learning and analytical skills.
3. The increased degree of familiarity with this particular set of scholars is bound to be extremely beneficial when a comparative study is undertaken in relation to modern thinkers as well as Indian political thinkers.

#### **Course Content**

##### **UNIT - I**

1. Plato – Ideal State, Philosopher King. Theory of Justice and Education, Communism.
2. Aristotle – State, Revolution, Citizenship, Slavery

##### **UNIT - II**

1. St. Thomas Aquinas
2. St. Augustine

##### **UNIT - III**

1. Machiavelli
2. Hobbes, Locke & Rousseau

##### **UNIT - IV**

1. J.S. Mill
2. Karl Marx

#### **Reference Books:**

1. J.P. Suda- History of Political Thought
  2. Sukhbir Singh- History of Political Thought
  3. E. Barker -The Political Thought of Plato and Aristotle
  4. B. Nelson- Western Political Thought
  5. S. Mukherjee and Ramaswami - A History of Political Thought
  6. Shefali Jha- Western Political Thought
  7. J.C. Johari- Political Thought Ancient and Medieval
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## II. SKILL ENHANCEMENT COURSE- SEC 2: PUBLIC POLICY MANAGEMENT

<b>Marks: 75 (ESE: 3Hrs) = 75</b>	<b>Pass Marks: Th (ESE) = 30</b>
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(Credits: Theory-03) **45 Hours****Course Objectives:**

The purpose of the paper is to provide conceptual as well as practical skills to the students to manage the public policies.

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

**Learning Outcomes:**

The student will be able to

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

**Contents:****UNIT I: Introduction to Public Policy Management**

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

**UNIT II: Public Policy Implementation**

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

**UNIT III: Public Policy Monitoring**

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

**UNIT IV: Methods of Policy Evaluation**

- a. Some Basics in Applied Economics and Statistics
- b. Cost-Benefit Analysis
- c. Cost-Effectiveness Analysis
- d. Policy Alternative

**Suggested Readings:**

1. Hill, M. (Ed.). (2014). Studying public policy: An international approach. Clifton, Bristol, UK; Chicago, IL, USA: Bristol University Press.
2. Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.), Comparative Policy Studies. Research Methods Series. Palgrave Macmillan, London.
3. Keeney, R. L. (2004). Framing public policy decisions. International Journal of Technology Policy and Management, 4(4), pp. 95-115.
4. Knoepfel, P., Larrue, C., Varone, F., & Hill, M. (2007). Public policy analysis. Bristol: Bristol University Press.
5. Maheshwari, S., & Maheshwari, S. (1987). Public Policy Making in India. The Indian Journal of Political Science, 48(3), pp. 336-353.
6. Stout, M. (2011). In Search of a Holistic Public Policy Theory Primer. Public Administration Review, 71(2), pp. 322-326.
7. Attewell, P., & Gerstein, D. (1979). Government Policy and Local Practice. American Sociological Review, 44(2), pp. 311-327.
8. Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. The Indian Journal of Political Science, 69(3), pp. 457-472.
9. Benjamin, B. R. (1984). Strong Democracy. Berkley: University of California Press.
10. Hays, R. A. (1985). Perceptions of Success or Failure in Program Implementation:
11. Larson, J. S. (1980). Why Government Programs Fail: Improving Policy Implementation. New York: Praeger.
12. Lipsky, M. (1980). Street-Level Bureaucracy: Dilemmas of the Individual in Public Services. New York: Russell Sage Foundation.
13. Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. Public Administration Review, 46(5), pp. 423-431.

14. Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review*, 71(6), pp. 968-970.
  15. Kresnaliyska, G. (2015). Public Policies □ A Modern Tool of Good Governance, *American International Journal of Contemporary Research*, (5)5, pp. 43-47.
  16. Monitoring government policies: A toolkit for civil society organizations in Africa. Available at <https://www.internationalbudget.org/wp-content/uploads/Monitoring- Government-Policies.pdf>.
  17. Blum, J., Damsgaard, A., & Sullivan, P. (1980). Cost-Benefit Analysis. *Proceedings of the Academy of Political Science*, 33(4), pp. 137-147.
  18. Gregory, R., & Keeney, R. (1994). Creating Policy Alternatives Using Stakeholder Values. *Management Science*, 40(8), pp. 1035-1048.
  19. Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost- Effectiveness Analyses in Education. *Review of Educational Research*, 72(1), pp. 1-30.
  20. Patton, C. V., & Sawicki, D. S. (1986). The Need for Simple Methods of Policy Analysis and Planning. In Patton, C. V. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall.
  21. Schoenefeld, J., & Jordan, A. (2017). Governing policy evaluation? Towards a new typology. *Evaluation*, 23(3), pp. 274□293.
  22. Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (And Almost as Many Answers). *Columbia Law Review*, 114(1), pp. 167-211.
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## SEMESTER III

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### I. MAJOR COURSE- MJ 3:

### INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objectives:

1. The aim of the course is to introduce to the students the Indian National Movement as an important building bloc in the making of Modern India.
2. The course aims at making the students aware of the richness of historical data and the plurality of perspectives that have developed on the premises of the national movement.
3. Through a survey of the course, the students will be sensitized to the complex process through which modern politics was introduced in India.

#### Course Learning Outcomes:

1. The students will be able to identify the causes that led to the rise of Nationalism in India
2. The students shall be able to discuss the various stages of the National Movement in India.
3. The students will be able to understand the underpinnings of Indian nationalism which developed as a concept during the Indian Independence movement due to the excesses of British rule.
4. It will enable them to understand that Indian nationalism is inclusive of all types of people of India, despite their ethnic, linguistic and religious backgrounds and how it continues to strongly influence the politics of India.

#### **Course Content**

##### **UNIT I**

1. Indian National Movement: The Liberal Phase
2. Indian National Movement: The Extremist and Revolutionary Phase

##### **UNIT II**

1. The Gandhian Phase: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.

##### **UNIT III**

1. Morley-Minto Reform Act of 1909 and Montague Chelmsford Act of 1919
2. Simon Commission and Government of India Act of 1935- Main Provisions
3. Indian Independence Act of 1947 - Main Provisions

#### **Reference Books:**

1. B.L. Fadia - Indian Government and Politics
  2. Bidyut Chakrabarty - Indian Government and Politics
  3. K.K. Ghai- Indian Government and Politics
  4. M.P. Sharma -Indian National Movement and Constitutional Development
  5. S. Chand- Constitutional Development and National Movement of India
  6. A.P. Avasthi – Indian Government and Politics
  7. Irfan Habib- A People's History of India- The National Movement- Part 2: The Struggle for Freedom, 1919-1947
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## II. MAJOR COURSE –MJ 4: INDIAN GOVERNMENT AND POLITICS

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

### **Course Objectives:**

1. The course shall aim to provide a guideline of the normative and empirical premises of the Indian Constitution.
2. The aim of the course is to provide a comprehensive understanding of the working of the Indian Government.
3. The challenges faced by the Indian polity shall also be discussed so that the gap between formulation and implementation can be gauged.

### **Course Learning Outcomes:**

1. Comprehension about the values and philosophy of the constitution will help the students to have a far-sighted vision in the course of discussing matters relevant to the state.
2. A clear understanding of the structure and functions of the various organs of the government shall lead to better understanding of the Indian polity.
3. A thorough discussion about the issues confounding the Indian polity shall help students find viable solutions for a better future.

### **Course Content**

#### **UNIT I**

1. Indian Constitution: Salient Features and Basic Structure of the Indian constitution.
2. Preamble
3. Fundamental Rights and Duties, Directive Principles of State Policy

#### **UNIT II**

1. Union Executive: President and Prime Minister, Council of Ministers
2. Union Legislature: Lok Sabha and Rajya Sabha
3. State Government: Governor and Chief Minister, Council of Ministers

#### **UNIT III**

1. Supreme Court and High Court – Composition and Functions, Judicial Review/Activism
2. Amendment Process of Indian constitution.

#### **UNIT IV**

1. Issues in Indian Politics: Caste, Religion, Region, Language, Reservation and Naxalism

### **Reference Books:**

1. R. Thakur-The Government and Politics in India,
  2. D.D. Basu - An Introduction to the Constitution of India
  3. D.D. Basu and B. Parekh - Crisis Change in Contemporary India
  4. Bidyut Chakrabarty and Rajendra Pandey- Indian Government and Politics
  5. Peu Ghosh – Indian Government and Politics
  6. A. P. Avasthi – Indian Government and Politics
  7. K.K. Ghai- Indian Government and Politics
  8. M. Laxmikant- Indian Polity
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### III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES

<b>Marks: 75 (ESE: 3Hrs) = 75</b>	<b>Pass Marks: Th (ESE) = 30</b>
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#### A Common Syllabus for FYUGP

(Credits: Theory-03) **45 Hours**

##### Instruction to Question Setter

There will be **objective type test** consisting of **Seventy-five questions of 1 mark each**. Students are required to mark their answer on **OMR Sheet** provided by the University.

##### Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices.

- 1. Basic Concept of Computer:** What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Hours)**
- 2. Concepts of Hardware:** Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Hours)**
- 3. Operating system:** Operating System, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**
- 4. Concept of Software:** What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**
- 5. Internet & its uses:** Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**
- 6. Microsoft Word:** Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**
- 7. Microsoft Excel (Spreadsheet):** Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**
- 8. Microsoft Power Point (Presentation Package):** Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration **(5 Hours)**
- 9. Digital Education:** Introduction & Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

##### Reference Books

1. Nishit Mathur, *Fundamentals of Computer*, APH publishing corporation (2010)
2. Neeraj Singh, *Computer Fundamentals (Basic Computer)*, T Balaji, (2021)
3. Joan Preppernau, *Microsoft Power Point 2016 step by step*, Microsoft press (2015)
4. Douglas E Corner, *The Internet Book* 4<sup>th</sup> Edition, prentice –Hall (2009)
5. Wallace Wang, *Microsoft Office 2019*, Wiley (January 2018)
6. Noble Powell, *Windows 11 User Guide For Beginners and Seniors*, ASIN, (October 2021)

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## SEMESTER IV

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### I. MAJOR COURSE- MJ 5: IKS & INDIAN POLITICAL THOUGHT

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objectives:

1. Incorporating Indian Knowledge Systems in Political Science.
2. To use ancient Indian wisdom and traditional knowledge to address contemporary and emerging challenges in governance, polity and social wellness.
3. Develop, bhartiya dristi among students by Indian Philosophy and Ethics in Politics specially.
4. To acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers and political thinkers.
5. The course aims to provide a comprehensive understanding of Indian thinkers from ancient to modern period.
6. To promote discussions on Indian sages and philosophers especially on politics and governance at global and local levels.

#### Course Learning Outcomes:

1. The student will be able to understand the ancient political institutions and governance.
2. The students will come to know about the sources of ancient Indian political thought and the ideas of individual sages, political thinkers and philosophers on politics and functioning of governance.
3. The students will be able to interlink the themes of the functioning of the monarchy in ancient period of India and its impact on recent Indian Polity.
4. The students will be able to explain the trajectory of ideas on key political issues and institutions of ancient India and their proponents.
5. It will promote Ancient Indian Political knowledge at global level and able to address global challenges.

#### **Course Content**

##### **UNIT I:**

1. Manu- Manusmriti – Theory of Kinship principles of Jurisprudence.
2. Kautilya – Saptang and Mandal Theory

##### **UNIT II:**

1. Mahatma Gandhi Ahinsa, Satya and Satyagraha, Gram Swara
2. B.R. Ambedkar – Social Democracy & Political and Social Ideas

##### **UNIT III:**

1. Lohia – 4 pillars of Democracy & Decentralization
2. J.P. Narayan – Total Revolution & Party less Democracy.

##### **UNIT IV:**

1. Deen Dayal Upadhyaya: Integral Humanism and V.D. Savarkar: Hindutva and Social Reforms

#### Reference Books:

1. भारतीय राजनीतिक चिंतक-पुखराज जैन
  2. भारतीय राजनीतिक विचारक-जे.पी.सूद
  3. भारतीय राजनीतिक विचारक-डॉ.इकबाल नारायण
  4. भारतीय राजनीतिक विचारक-पी.के.त्यागी
  5. Ram Ratan and Ruchi Tyagi - Indian Political Thought
  6. S.P. Verma - Modern Indian Political Thought
  7. R.C. Gupta - Indian Political Thought
  8. K. Rao - New Ideas on Administration
  9. M.N. Dutt - Manusmriti
  10. Dhananjay Keer -Veer Savarkar
  11. V.D. Savarkar -Hindutva
  12. V.V. Nene -Pt. Deen Dayal Upadhyaya- Ideology and Perception, Part-2 Integral Humanism,
  13. Swaroop- Deendayal Upadhyay's Integral Humanism
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## II. MAJOR COURSE- MJ 6: PUBLIC ADMINISTRATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

### Course Objectives:

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

### Course Learning Outcomes:

1. The students will be able to clearly distinguish between public administration and private administration.
2. They will be able to explain the journey of the discourse in public administration in the sense that how the old public administration view was contested by the idea of New Public Administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.
3. Students will acquire knowledge about Theories of Scientific Management.
4. They will be able to explain the principles of organization and concepts of bureaucracy, recruitment, promotion, training, morale in Civil Services, leadership and conflict management in the organization and issues of corruption in public life.

### **Course Content**

#### **UNIT I**

1. Meaning, Nature, Scope and Development of Public Administration
2. Theory of Scientific Management- Taylor and Fayol

#### **UNIT II**

1. Principles of Organization: Hierarchy, Centralization Versus Decentralization, Span of control, Unity of Command
2. Bureaucracy: Concept, Characteristics and Demerits, Recruitment, Promotion, Training, and Morale in Civil Service.

#### **UNIT III**

1. Local Self Government: Urban and Rural Bodies

### **Reference Books:**

1. A. Avasthi and S.N. Maheshwari - Public Administration
  2. T.N. Chaturvedi - Contemporary Administration,
  3. F.W. Taylor – The Principles of Scientific Management
  4. B.L. Fadia and K. Fadia- Public Administration
  5. M. Laxmikant- Public Administration
  6. Mohit Bhattacharya- Public Administration
  7. Ramesh K. Arora and Rajni Goyal- Indian Public Administration Institutions and Issues
  8. Siuli Sarkar- Public Administration in India
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### III. MAJOR COURSE –MJ 7: COMPARATIVE GOVERNMENT AND POLITICS

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### **Course Objectives:**

1. This course will enable the students to understand the functioning of governments and political systems in comparative perspectives, especially the constitutions of Britain, U.S.A, France and Switzerland.
2. This course exposes the students to concepts and approaches which can be applied to understand different political regimes in terms of the origin of governmental structures and their functioning.
3. We have different political regimes even within the broader category of democratic regimes. However, they differ from each other in many respects. This course will allow the students to understand their functioning in a comparative perspective.

#### **Course Learning Outcomes:**

1. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes in a comparative perspective.
2. They will be able to compare democratic regimes and evaluate their functioning.
3. They will be able to critically reflect on various aspects of electoral democracy which include functioning of parties and pressure groups and the relation between representation and democracy.

#### **Course Content**

##### **UNIT - I**

1. Comparative Government and Politics: Meaning, Nature and Scope
2. Approaches to the study of Comparative Politics: System Approach and Cultural Approach
3. Constitutions and Constitutionalism

##### **UNIT - II**

1. Constitutional Structures: Executive (UK, USA, France, Switzerland)
2. Constitutional Structures: Legislature (UK, USA, France, Switzerland)
3. Constitutional Structures: Judiciary (UK, USA, France, Switzerland)

##### **UNIT - III**

1. Political Party and Party System, (UK, USA, France, Switzerland)
2. Interest Groups and Pressure Groups

#### **Reference Books:**

1. Harihar Das- Comparative politics
  2. J.C. Johri -Comparative Government and Politics
  3. R. Hague and M Harrop – Comparative Government and Politics: An Introduction
  4. J.C. Johari – Comparative Political Theory: New Dimension, Basic Concept and Major Trends
  5. Vidya Bhushan- Comparative Politics
  6. Kenneth Newton- Foundation of Comparative Politics
  7. J.C. Johari- New Comparative Government
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**SEMESTER V**

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**I. MAJOR COURSE- MJ 8:  
INTERNATIONAL POLITICS****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives:**

1. The course seeks to provide building blocks for a sound understanding of international politics.
2. The key objective of this course is to introduce the students to both the mainstream International Relations theories and approaches as well as globally diverse actors, processes and outcomes.
3. It also intends to make the students aware of the key concepts of International Politics like National Interest, Power and Security as well as new international alignments.

**Course Learning Outcomes:**

1. The students shall be well-versed with the key theories and concepts of the discipline of International Relations after the completion of this course.
2. The course shall aim to instill in the students a degree of awareness and sensitivity regarding global occurrences.
3. The course shall aim to make students thinking individuals who understand and take cognizance of global developments.

**Course Content****UNIT I:**

1. International Politics: Meaning, Nature and Scope
2. Theories of International Relations: Idealist, Realist theory, System Theory

**UNIT II:**

1. National Interest: Concept and Elements
2. Power: Soft Power and Hard Power
3. Security: Traditional and Non-Traditional

**UNIT III:**

1. New-Alignments in International Politics- G-7, G-20, Quad, Indo-Pacific, ASEAN, Shanghai Cooperation Organisation (SCO)

**Reference Books:**

1. Mahendra Kumar - Theoretical Aspects of International Politics
  2. M.P. Sullivan -Theories of International Politics: Enduring Paradigm in a Changing World
  3. Manuel Spindler- International Relations: A Self- Study Guide to Theory
  4. Peu Ghosh - International Relations
  5. C.W. Pevehouse – International Relations
  6. Christian Reus-Smit- The Oxford Handbook of International Relations
  7. V.N. Khanna and Leslie K. Kumar- International Relations
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## II. MAJOR COURSE- MJ 9: POLITICAL IDEOLOGY

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

### Course Objectives:

1. Students shall gain knowledge about the role of different ideologies and their impact in politics.
2. The aim of this course is to study the historical context, trace the origin, evolution and development of the differing political ideologies.
3. The course intends to trace the change and continuities in the doctrines of various ideologies and highlight its relevance in contemporary times.

### Course Learning Outcomes:

1. Students will understand the basic essence of various ideologies like Liberalism, Socialism, Conservatism, Nationalism, Fascism and Environmentalism.
2. This course shall enable the students to ponder upon a particular issue from different standpoints pertaining to the disparate ideologies.
3. This course shall develop the feeling and sentiment of tolerance towards the other point of view and consequently foster the spirit of co-existence by learning to agree to disagree.

### Course Content

1. Political Ideology: An Introduction
2. Liberalism
3. Socialism
4. Conservatism
5. Nationalism
6. Fascism
7. Environmentalism

### Reference Books:

1. Andrew Vincent - Modern Political Ideology
  2. Andrew Heywood -Political Ideologies an Introduction
  3. O.P. Gauba - Contemporary Political Ideologies
  4. Vincent Geoghegan and Rick Wilford – Political Ideologies
  5. Andrew Heywood- Politics
  6. M. Malden- Contemporary Political Philosophy
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### III. MAJOR COURSE- MJ 10: HUMAN RIGHTS IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### **Course Objectives:**

1. This course shall aim to provide a clear understanding of the origin, thought and philosophy about the concept of human rights to the students.
2. An effort shall be made to educate students about the universal salience of human rights through documents such as UDHR, 1948.
3. A detailed overview of the Indian mechanism for implementation of human rights shall be provided.

#### **Course Learning Outcomes:**

1. This course shall enlighten the students about the concept of human rights and what it means to be free.
2. This course aims at instilling amongst the students the much-required consciousness about human rights so that they can take personal initiative for ensuring protection of human rights and sensitizing others for the same.
3. An effort shall be made to internalize the promotion, protection and propagation of human rights in order to build a just and equitable society.

#### **Course Content**

1. Understanding Human Rights
2. Universal Declaration of Human Rights, 1948
3. UN Mechanism for the protection and monitoring of Human Rights
4. Indian Mechanism: NHRC, India
5. Human Rights Issues in India
6. RTI, 2005
7. Obstacles in implementation of Human Rights

#### **Reference books:**

1. Upendra Baxi - The Future of Human Rights
  2. Tony Evans -The Politics of Human Rights
  3. Mary Hawkesworth and Kogan Maurice -Encyclopedia of Government and Politics (Vol. II)
  4. Lalit Kumar Arora -Human Rights- Information and Documentation
  5. Asha Bajpai - Child Rights in India, Oxford University Press, New Delhi
  6. Prem Kumar Shinde -Dalits and Human Rights
  7. Janusz Symonides - Human Rights- International Protection and Monitoring Enforcement
  8. Charles R. Beitz- The Idea of Human Rights
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**IV. MAJOR COURSE –MJ 11:  
PERSPECTIVES ON INTERNATIONAL RELATIONS**

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

**Course Objectives:**

1. This paper seeks to equip students with the basic intellectual tools for understanding International Relations.
2. It introduces students to some of the most important theoretical approaches for studying International Relations.
3. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations which will ensure a comprehensive understanding of the discipline of International Relations.

**Course Learning Outcomes:**

1. The course shall provide a fairly comprehensive overview of the major political developments and events starting from the twentieth century.
2. The course shall enable the students to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives.
3. The holistic knowledge and understanding of theory and facts shall equip students to approach the various branches of International Relations in a nuanced manner.

**Course Content**

1. International Relations: Meaning, Nature and Scope
2. Theoretical Perspectives:
  - a. Classical Realism and Neo-Realism
  - b. Liberalism and Neoliberalism
  - c. Marxist Approaches
  - d. Feminist Perspectives
  - e. Post-Modernism
  - f. Perspectives from the Global South

**Reference books:**

1. Tim Dunne- International Relation Theories
  2. Scott Burchill – Theories of International Relations
  3. Peu Ghosh- International Relations
  4. Oliver Dadow- International Relations Theory
  5. Dr. Richard Devetak – Theories of International Relations
  6. Robert Jackson and George Sorensen – Introduction to International Relations: Theories and Approaches
  7. John Baylis, Steve Smith and Patrick Owens- The Globalization of World Politics: An Introduction to International Relations
  8. Rumki Basu- International Politics- Concepts, Theories and Issues
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## SEMESTER VI

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### I. MAJOR COURSE- MJ 12: PUBLIC POLICY AND ADMINISTRATION IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objectives:

1. This course aims to familiarize the students with the definition, characteristics and models of public policy in India
2. It seeks to emphasize upon the process of decentralization in governance for optimum benefit of the populace.
3. It throws light on the various mechanisms that enable smooth functioning of the government and a healthy equation between the government and the public at large.

#### Course Learning Outcomes:

1. The students shall be familiarized with the different public policy models that can be applied in order to perceive reality better as well as suggest viable solutions for dealing with obstacles confronting the administration,
2. The students shall be adept at explaining the crucial process of budgeting which is the lifeline of public policy identification, formulation, implementation and evaluation.
3. The students shall be in a position to critically analyze the mechanism of public service delivery installed by the Government of India.

#### **Course Content**

##### **UNIT I: Public Policy:**

1. Definition, Characteristics and Models
2. Public Policy Process in India

##### **UNIT II: Decentralization:**

1. Meaning, Significance and Approaches and Types
2. Local Self Governance: Rural and Urban

##### **UNIT III: Budget:**

1. Concept and Significance of Budget
2. Budget Cycle in India
3. Various Approaches and Types of Budgeting

##### **UNIT IV: Citizen and Administration Interface:**

1. Public Service Delivery,
2. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

#### **Reference Books:**

1. Thomas R. Dye- Understanding Public Policy
  2. R.B. Denhardt and J.V. Denhardt - Public Administration
  3. Brooks and Cole J. Anderson - Public Policy Making
  4. Y. Dror - Public Policy Making Re-examined
  5. Rajesh Chakrabarti – Public Policy in India
  6. Gayatri Karnam- Public Expenditure in India: Policies and Development Outcomes
  7. Rakesh Basant – The Black Box: Innovation and Public Policy in India
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## II. MAJOR COURSE- MJ 13: FOREIGN POLICY OF INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

### Course Objectives:

1. One of the fastest growing economies in the world, India is confronted with a number of dynamic and complex issue-areas that call for multiple Geopolitical, Geo-economic and Geo-strategic engagements and alignments but not at the cost of one of the core principles of India's foreign policy, namely strategic autonomy.
2. As the 'Asian Century' unfolds in all its spatial-geographical diversity and complexity, there is a growing appreciation of the fact that India's overall power profile has improved.
3. India cannot afford to remain silent on matters of regional and global importance and will have to take positions even on issue-areas that hitherto appeared geographically remote and geopolitically irrelevant.

### Course Learning Outcomes:

At the end of the course, students shall acquire a comprehensive understanding of the following:

1. India's World View, Geopolitical Vision and Key Principles
2. New frontiers of Indian Foreign Policy and Diplomacy
3. India's Nuclear Policy and Strategy
4. India's Look East and Act East Policy.
5. India's Relation with Major Powers as well as with its neighbours,
6. India's role in SAARC and ASEAN

### **Course Content**

#### **UNIT- I**

1. India's Foreign Policy: Key Principles, Objective and Determinants.

#### **UNIT- II**

1. India's Relations with Major Powers in 21st Century (U.S.A., Russia, China, and E.U.)
2. India's Relations with Neighbors (Pakistan, Nepal, Sri Lanka, Bangladesh)

#### **UNIT- III**

1. India's role in SAARC and ASEAN

#### **UNIT- IV**

1. India's Nuclear Policy
2. India's Neighborhood Policy
3. India's Soft power and Cultural Diplomacy

### **Reference Books:**

1. V. N. Khanna – Foreign Policy of India
2. J.N. Dixit – Indian Foreign Policy and Its Neighbours
3. J.P. Panda - India-China Relations: Politics of Resources Identity and Authority in Multipolar World order
4. Shiv Shankar Menon - Choices: Inside the Making of India's Foreign Policy
5. Harsh V. Pant - Indian Foreign Policy: The Modi Era
6. Sumit Ganguly- India's Foreign Policy: Retrospect and Prospect
7. Rajiv Sikri – Challenge and Strategy: Rethinking India's Foreign Policy
8. S. Jaishankar- The India Way Strategies for an Uncertain World

### III. MAJOR COURSE- MJ 14: INTERNATIONAL ORGANIZATION

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### **Course Objectives:**

1. This course aims to trace the developments that led to the failure of League of Nations and the subsequent establishment of the United Nations.
2. The students shall be familiarized with the structure and functioning of international organizations.
3. The course will enable the students to comprehend the role of various International Agencies like UNESCO, WHO, ILO and ICJ in a much better fashion.

#### **Course Learning Outcomes:**

1. Students will gain knowledge about the origin and development of UNO.
2. They will be able to understand the structure and functioning of the various organs of UNO.
3. They will understand the role of UN Agencies like UNESCO, WHO and ILO.
4. They will be able to critically explain the challenges that the United Nations confronts in the 21<sup>st</sup> century and suggested viable solutions and reform of the organization.

#### **Course Content**

1. Origin and Development of UNO
2. Organs of U.N.O – [General Assembly, Security Council] - Structure and Functions
3. Specialized Agencies:
  - a. UNESCO,
  - b. WHO,
  - c. UNICEF
  - d. ILO
4. Settlement of International Disputes under the U.N.O.
5. Challenges before UNO in the 21<sup>ST</sup> Century

#### **Reference Books:**

1. Norrie MacQueen- The United Nations
  2. Rumki Basu- The United Nations in the New Millennium
  3. David M. Malone- Law and Practice of the United Nations
  4. Anna- Theresia Krein- Model United Nations: A Practical Guide
  5. Jussi M. Hanhimaki – The United Nations- A Very Short Introduction
  6. Stanley Meiser- United Nations: A History
  7. C.S.R. Murthy- India in the United Nations
  8. Elizabeth Carrio – The United Nations- Behind the Stage
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#### IV. MAJOR COURSE –MJ 15: FEDERALISM IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

##### **Course Objectives:**

1. The aim of this course is to enlighten the students about the Indian federal system and centre-state relations including the functioning of NITI AAYOG and the demand for state autonomy.
2. This course seeks to explain to the students the dynamics of the Indian electoral system, Election Commission, electoral process, election campaign, voting behavior, electoral funding, issue of fake news, role of social media and the need for electoral reform.

##### **Course Learning Outcomes:**

1. The students shall be able to develop a better understanding about the nature of Indian Federal System and centre-state Relations
2. Students will be able to understand the electoral process of India in its entirety.
3. Students will be able to make an in-depth analysis of voting behaviour
4. Students will be able to explain the electoral process in India and critically examine the role of social media and give valuable suggestions for bringing about electoral reforms.
5. Students will acquire knowledge about the composition and functions of NITI AAYOG.

##### **Course Content**

##### **UNIT I**

1. Federalism in India: Nature and Evolution.
2. Basic features of Indian Federalism.

##### **UNIT II**

1. Centre-State Relations
2. Niti Aayog
3. National Development Council

##### **UNIT III**

1. National Political Parties and Regional Political Parties
2. Inter State conflicts

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

1. Mahendra Prasad Singh – Indian Federalism: An Introduction
2. Peu Ghosh - Indian Government and Politics – Peu Gosh
3. M. Govinda Rao- Political Economy and Federalism in India
4. Hakar Findi- New Trends in Federalism: Cooperative Federalism in India
5. C. Rangarajan – Federalism and Fiscal Transfers in India
6. Lancy Lobo – Federalism in India: Towards a Fresh Balance of Power
7. Madhav Godbole – India A Federal Union of State
8. Naseer Ahmed Khan – Challenges and Issues in Indian Fiscal Federalism

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## SEMESTER VII

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### I. MAJOR COURSE- MJ 16: RESEARCH METHODOLOGY

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objective

1. Students should know why educational research is undertaken, and the audiences that profit from research studies
2. Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
3. Students should know the primary characteristics of quantitative research and qualitative research.

#### Course learning outcome

1. Students should be able to identify a research problem stated in a study
2. Students should be familiar with how to write a good introduction to an educational research study and the components that comprise such an introduction.
3. Students should be familiar with conducting a literature review for a scholarly educational study:
  - a. The steps in the overall process.
  - b. The types of databases often searched.
  - c. The criteria for evaluating the quality of a study.
  - d. The ways of organizing the material found.
  - e. The different types of literature reviews.
4. Students should be able to use different techniques of data collections
5. Students should be able to apply inductive nature of qualitative data analysis.

#### COURSE CONTENT

1. Social Science Research: Meaning, nature and importance.
1. Problem formulation, Research Design- types and features of good research design.
2. Hypothesis: concept, types and features of good hypothesis.
3. Sampling: types, significance and limitations.
4. Methods of Data Collection: primary and secondary data.
5. Techniques of Data Collection: content analysis, interview, observation, questionnaire and schedule.
6. Data Analysis.
7. Report Writing.

#### Essential Readings

1. सामाजिक शोध एवं सांख्यिकी – रविन्द्र नाथ मुखर्जी
  2. सामाजिक अनुसंधान तथा सर्वेक्षण – एस.आर.वाजपेयी
  3. सामाजिक शोध एवं सांख्यिकी – तोमर
  1. सामाजिक अनुसंधान – राम. आहुजा
  2. Research Methodology - C.R. Kothari
  3. Research Methodology –Ranjeet Kumar
  4. Research Methodology –Dr. M. Girija
  5. Social Research Methods– L.M. Bryman
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## II. MAJOR COURSE- MJ 17: GLOBAL POLITICS

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

### Course Objectives:

1. The objective of the paper is to familiarize the students with the contemporary global issues and challenges in the world community.
2. The course debates key issues relating to the distribution of power, wealth and resources among nations as a result of the prevalent global economic structures.
3. It also aims to develop an understanding of the emerging tension among states due to differing perceptions on key global issues and the changing global security architecture.

### Course Learning Outcomes:

1. The students shall be able to develop an international outlook in the course of perceiving issues at hand.
2. They shall be able to instantly establish a linkage between the local, national and international domains while examining any phenomenon.
3. This course is most likely to broaden the horizon of thinking of young minds who will perceive themselves to be a part of the global citizenry.

### **Course Content**

#### **UNIT I: Globalization: Conceptions and Perspectives**

- a. Understanding Globalization and its Alternative Perspectives
- b. Political: Debates on Sovereignty and Territoriality
- c. Global Economy: Its Significance
- d. Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

#### **UNIT II: Contemporary Global Issues**

- a. Ecological Issues: Historical Overview of International Environmental Agreements and Climate Change
- b. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 Developments
- c. Migration

#### **UNIT III: Global Shifts: Power and Governance**

### **Reference Books:**

1. George Ritzer - Globalization: A Basic Text
  2. Manfred B. Steger - Globalization: A Very Short Introduction
  3. Robert Keohane and Joseph Nye Jr - Globalization: What's New? What's Not? (And So What?)
  4. John Baylis, Steve Smith and Patrick Owens - Globalization of World Politics: An Introduction to International Relations.
  5. Andrew Heywood- Global Politics
  6. Barry K. Gills – The Global Politics of Globalisation: Empire vs. Cosmopolis
  7. Rupak Datta Gupta – Global Politics
  8. Stephen McBride and John Wiseman – Globalisation and its Discontents.
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### III. MAJOR COURSE –MJ 18: POLITICAL PROCESS IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### **Course Objectives**

1. The objective of the course is to study the interaction between political processes and the constitutional structure in detail. Providing an insight into different aspects of the political process in India, the paper focuses on the basic nature and actual functioning of the system as a whole.
2. The course shall highlight the key elements that are the driving force of the Indian political process, namely elections and political parties.
3. The amalgamation of pulls and pressures exerted by caste, ethnicity, language and regionalism in the Indian political process shall be examined in detail.

#### **Course Learning Outcomes**

1. The course shall make the students aware of the intricate web of identity politics which plays an important role in influencing the political process in India.
2. The paper also attempts to develop a basic understanding of the determinants of voting behaviour through the study of Psephology which shall be immensely useful for all the students.
3. The students shall be able to discuss and debate controversial issues such as casteism, communalism and regionalism in a mature and responsible manner consequent to having completed this comprehensive course.

#### **Course Content**

##### **UNIT I: Elections and Political Parties**

- a. Overview of Elections
- b. Changing Nature of Party System

##### **UNIT II: Role of Caste in Indian Politics**

- a. Politics of Secularism and Communalism
- b. Policies of Indian State pertaining to Secularism and Communal Politics since 1980s

##### **UNIT III: Regionalism**

- a. Regionalism and Federal Structure
- b. Issues of Autonomy, Ethnicity and Language

##### **UNIT IV: Psephology**

#### **Reference Books:**

1. Paul Brass- Politics of India since Independence
  2. Bipan Chandra, Aaditya Mukherjee and Mridula Mukherjee- India after Independence
  3. Partha Chatterjee - State and Politics in India
  4. Stuart Corbridge and John Harris,- Reinventing India
  5. Frankel Francine, Zoya Hasan, Rajeeva Bhargava, Balveer Arora -Transforming India
  6. Sudipto Kaviraj - Politics in India
  7. Atul Kohli - The Success of India's Democracy
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**IV. ADVANCED MAJOR COURSE- AMJ 1:  
ACADEMIC WRITING AND COMMUNICATION SKILL**

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

**(Only for Hons Degree)**

**Course Objectives:**

1. The objective of this course is to understand the nuances of academic research and style of writing.
2. The course shall enable the students to give final shape to their research and share it in order to receive feedback from the academic community.
3. They shall be equipped at the end of this course to make presentations and publish their work.

**Course Learning Outcomes:**

1. The course shall enable students to develop an academic bent of mind.
2. The students shall be able to develop the faculties of critical analysis.
3. The writing skills of the students shall be significantly enhanced by means of opting for this course.

**Course Content**

1. Academic Writing: Meaning, Types and Importance
2. Writing Synopsis
3. Report writing
4. Writing Abstract
5. Writing Conference Paper
6. Referencing
7. Writing Dissertations
8. Writing Letters, Applications and preparing Resume

**Reference Books:**

1. C. R. Kothari and Gaurav Garg- Research Methodology Methods and Techniques
  2. Ranjit Singh – Research Methodology
  3. Pranjal Bora, Jibon Saikia and Anil Hazarika- A Concise Book of Research Methodology and Research and Publication Ethics
  4. Max Weber and Edward Shils- The Methodology of Social Sciences
  5. Alan Bryman – Social Research Methods
  6. Earl Bobbie- The Practice of Social Research
  7. Norman Denzin and Y. Lincoln – Collecting and Interpreting Qualitative Materials
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OR RESEARCH COURSES- RC 1: (In lieu of AMJ 1)  
**RESEARCH PLANNING & TECHNIQUES**

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

**(Only for Hons with Research Degree)**

**Course Objectives:**

1. The course would serve the formal introduction of research particularly in political science.
2. Students will be aware the fundamental of the research in politics and public policy.
3. It comes two basic objective first familiarize students with the different methodologies to study the political science and second to walk them through the application of these methods through selected tests.

**Course Learning Outcomes:**

1. Preliminary training in basic elements of Political Science
2. Familiarly with how to conceptualize a research problem.
3. Familiarly with diverse methodology used in the study of politics
4. Skill to identify and understand the use of specific methodology.

**Course Content:**

1. Introduction of Political Science Research
2. Issues of objectivity and subjectivity in Political Science
3. Formulation of Research Problem & framing Research questions.
4. Sources and citations
5. Quantitative and qualitative Analysis
6. Discourse Analysis.

**Reference:**

1. G. King, R. Keohane, and S. Verba (1994). 'Designing Social Inquiry: Scientific Inference in Qualitative Research.' Princeton, New Jersey: Princeton University Press, pp. 1–12.
2. MacIntyre (1971). "Is the Science of Comparative Politics possible?", in 'Against the Self Images of Age: Essays on Ideology and Philosophy.' London: Schocken Books, pp. 8–26.
3. Babbie (2008). 'Human Enquiry and Science.' In 'The Basics of Social Research' (4th Edn.). Thomson Wadsworth, pp. 3–29.
4. H. Sandra and O. Heath (2020). 'Objectivity and Values,' in 'Political Research: Methods and Practical Skills (revised edition).' Oxford: Oxford University Press, pp. 64–91.
5. Bryman (1984). "The Debate about Qualitative and Quantitative Research: A Question of Methods or Epistemology." 'The British Journal of Sociology,' Vol. 35, Issue 1, pp. 75–92.
6. L. Rudolph and S. Rudolph (2010). "An Intellectual History of the Study of Indian Politics." In N. Jayal and P. Mehta, 'The Oxford Companion to Politics in India.' New Delhi: Oxford University Press, pp. 555–586.
7. Sudipta Kaviraj (1978). "How not to study method?". In S. Kaviraj, P. Chatterjee, S. K. Chaube, S. Datta Gupta (eds.), 'The State of Political Theory: Some Marxist Essays.' Calcutta: Research India Publications, Calcutta, pp. 1–33.
8. Vaid (2013). 'Perspectives on Methods in Political Science.' 'Studies in Indian Politics,' Vol. 1(1), pp. 103–107.
9. Conceptualizing Research
10. Bala J. (2020). "An Overview of Longitudinal Research Designs in Social Sciences." 'Studies in Indian Politics,' Vol. 8(1), pp. 105–114.
11. Babbie (2008). 'Research Design.' In 'The Basics of Social Research' (4th Edn.), Thomson Wadsworth, pp. 94–128.
12. H. Sandra and O. Heath (2020). "Asking Questions: How to Find and Formulate Research Questions." In 'Political Research: Methods and Practical Skills (revised edition).' Oxford: Oxford University Press, pp. 93–122.
13. M. Mohanty. 'Preparing a Research Proposal.' Available at [<http://www.polscience.du.ac.in>](<http://www.polscience.du.ac.in>)
14. Methods in the Study of Politics and their Application
15. Empirical
16. Datta and D. Vaid (2018). "Mind the Gap? Navigating the Quantitative and the Qualitative in Survey Research." 'Studies in Indian Politics,' Vol. 6(1), pp. 140–145

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## SEMESTER VIII

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### I. MAJOR COURSE- MJ 19: POLITICAL SOCIOLOGY

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

#### Course Objectives:

1. This course aims at highlighting the relationship between political institutions and other social entities and the mutual embeddedness between all that is political and social.
2. Political sociology tends to impart a normative orientation unlike other courses which indicates its utmost salience in the syllabus.
3. The course shall seek to make the theories and concepts relatable to the Indian context so that students can understand their relevance and applicability.

#### Course Learning Outcomes:

1. The students shall be acquainted with a whole range of concepts such as political culture, political socialization, political elite, political recruitment, political development and modernization.
2. This course shall enable students to appreciate the much larger role of the political realm in our everyday lives than is what is normally evident.
3. The students will become adept in understanding the relationship between state and society in the shaping of politics in India.

#### Course Content

1. Political Sociology: Meaning, Nature and Scope
2. Political Culture
3. Political Socialization
4. Political Elite
5. Political Recruitment
6. Political Development and Modernization
7. Society and Politics in India

#### Reference Books:

1. Elizabeth S. Clemens- What is Political Sociology?
  2. Tom Bottomore- Political Sociology
  3. Edwin Amanta – The Wiley- Blackwell Companion to Political Sociology
  4. Shefali Roy- Society and Politics in India: Understanding Political Sociology
  5. A. Ashraf – Political Sociology: A New Grammar of Politics
  6. Ed. Pradip Basu – Political Sociology
  7. Chakraborty Satyabrata – Political Sociology
  8. M. Baruah – Political Sociology: Theories and Concepts
-

## II. MAJOR COURSE –MJ 20: LOCAL SELF GOVERNMENT IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

### Course Objectives

1. This course aims to educate students about the functioning of democracy at the grass-roots level.
2. The course shall enlighten the students about the various endeavours of the government as well participation of the people in the democratic process at this crucial level of decision-making.
3. An attempt shall be made to discuss the strains in the functioning of the local-self-government and to find feasible solutions to the problems at hand.

### Course Learning Outcomes

2. This course shall be the center-piece to impart practical knowledge about the concept of direct democracy.
3. The students shall discover for themselves that Gandhiji's concept of Gram Swaraj has been actualized at the level of local self-government.
4. Knowledge about democratic decentralization is bound to enhance the understanding of the students about the Indian polity as a whole.

### Course Content

1. System of Local Self Government: Origin and development
2. Main provisions of the 73rd and 74th constitutional amendments
3. Finance of Local Self Government
4. Public Participation and Local Self Government: Gram Sabha and Social Audit.
5. The Impact of Women's Quota on Panchayati Raj System
6. Local Autonomy: Problem and Prospects

### Reference Books:

1. S.P. Jain – Emerging Trends in Panchayati Raj in India
  2. Rakesh Kumar Singh- Local Self Government including Panchayat Administration
  3. Ishita Chatterjee- Local Self-Government
  4. Joshua Toulmin Smith- Local Self-Government and Centralization
  5. C.P. Barthwal – Understanding Local Self Government
  6. Ramnarayan Prasad – Urban Local Self Government in India
  7. Rajendra Bharati- Local Self Government in Jharkhand
  8. V. Sethuramalingam – Tribal Leadership in Local Self Government- Problems and Performance
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### III. ADVANCED MAJOR COURSE- AMJ 2: STATE POLITICS IN INDIA

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

**(Only for Hons Degree)**

**Course objective:**

1. The objective of the paper is to understand the changing power structure of the centre-state relations within the quasi-federal framework of India.
2. This paper shall make the student aware of the accommodative nature of Indian democracy.
3. It shall educate and familiarize the students with the problems and challenges being faced by Indian democracy and their impact upon state politics and centre-state relations.

**Course Learning Outcomes:**

1. With the completion of the course, the students will be able to comprehend the importance of state units in the politics of India.
2. Students will be able to identify important issues affecting centre-state and inter-state relations.
3. This course will make students aware about factors influencing political process in India.

**Course Content**

**UNIT I: States as Units of Politics**

1. Formation of States
2. Linguistic States
3. Regional Identity Politics
4. New Demands from sub-regions

**UNIT II: Center-State and Inter-State Conflicts**

1. Issues of Centre-State conflicts—President's rule, Autonomy and Distribution of Resources
2. Issues of Inter-State Disputes—River water and border disputes

**UNIT III: Caste and State Politics**

1. Rise of Middle Peasant Castes
2. Dalit Politics
3. OBC Politics

**UNIT IV: Religion and Communal Politics**

1. Legacy of Partition and Early Communal Politics of the North
2. Rise of Communal Politics in the Nineties

**UNIT V: Political Economy and State Politics**

1. The issue of backwardness; Response to liberalization of economy

**Reference Books:**

1. Frankel Francine and M.S.A. Rao - Dominance and State Power in Modern India, Volumes 1&2
2. Iqbal Narain- State Politics in India, 1976
3. Roy Ramashray and Paul Wallace - Indian Politics and the 1998 Elections, Regionalism, Hindutva and State Politics
4. John R. Wood - State Politics in Contemporary India: Crisis or Continuity
5. K. R. Bombwall - The Foundations of Indian Federalism
6. Chanda - Federalism in India: A Study of Union-State Relations
7. L. Fadia - State Policies in India
8. Subrata K. Mitra – Politics in India: Structure, Process and Policy

#### IV. ADVANCED MAJOR COURSE- AMJ 3: POLITICAL PROCESS IN JHARKHAND

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100**

**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) **60 Hours**

**(Only for Hons Degree)**

##### Course Objectives:

1. This paper focuses in detail on the political processes and the actual functioning of the political system in Jharkhand.
2. The objective of the paper is to make students aware of the movement related with the formation of the state.
3. The paper further deals with the political process of the state in detail, identifying various dependent and independent variables and their working at the state as well as local level.

##### Course Learning Outcomes:

1. With the completion of the course, the students will be able to understand the working of the political system in Jharkhand.
2. The students will gain insights about the history of the formation of Jharkhand.
3. The students shall become aware of the different factors influencing the political process in Jharkhand.

##### **Course Content**

##### **UNIT I: Politics before 2000:**

- a. Tribal Movement and its impact on State politics
- b. Movement for the formation of Jharkhand State

##### **UNIT II: Regionalism and Sub-regionalism:**

- a. Politics of regional identity;
- b. Issue of backwardness and regional imbalances;
- c. Demand for Greater Jharkhand

##### **UNIT III: Caste, Tribe and Politics:**

1. Rise of Tribal hegemony;
2. Tribal politics;
3. Challenges to Tribal hegemony

##### **UNIT IV: Political Economy:**

- a. Agrarian interests;
- b. Urban interests

##### **UNIT V: Electoral politics [since formation of the state in 2000]:**

- a. Regional party system
- b. Crisis of dominant party system
- c. Rise of competitive coalition system

##### **UNIT VI: Politics of Local governments:**

- a. Rural local politics after 2000;
- b. Politics of urban areas

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

1. Frankel Francine R. and M.S.A. Rao - Dominance and State Power in Modern India – Volume 2
2. Paul Brass - Politics of India since Independence
3. S. R. Sharma - The Indian Federal Structure
4. Sandeep Shastri, K.C. Suri and Y. Yadav - Electoral Politics in Indian States
5. Balbir Dutt- कहानी झारखण्ड आंदोलन की – इतिहास से साक्षात्कार
6. Shailendra Mahto - झारखण्ड की समरगाथा
7. Harivansh - झारखण्ड: समय और सवाल
8. Harivansh, झारखण्ड: सपने और यथार्थ

OR RESEARCH COURSES- RC 2: (In lieu of AMJ 2 &amp; AMJ 3)

**RESEARCH/ PROJECT DISSERTATION/ RESEARCH INTERNSHIP/ FIELD WORK****Marks: 50 (SIE: 25 Synopsis + 25 Viva on Synopsis: 1Hr) + 100 (ESE Pr: 6Hrs) + 50 (Viva) = 200****Pass Marks = 80****(Only for Hons with Research Degree)*****Guidelines to Examiners for Semester Internal Examination (SIE):****Evaluation of project dissertation work may be as per the following guidelines:**Project Synopsis* = 25 marks*Project Synopsis presentation and viva-voce* = 25 marks***Guidelines to Examiners for End Semester Examination (ESE):****Evaluation of project dissertation work may be as per the following guidelines:**Project model (if any) and the Project record notebook* = 70 marks*Project presentation and viva-voce* = 30 marks*The overall project dissertation may be evaluated under the following heads:*

- Motivation for the choice of topic
- Project dissertation design
- Methodology and Content depth
- Results and Discussion
- Future Scope & References
- Participation in an Internship programme with a reputed organization
- Application of the Research technique in Data collection
- Report Presentation
- Presentation style
- Viva-voce

**Research Project**

Research project under a Supervisor of the Department/Institution may be allocated to the eligible and qualifying candidate.

**Project Dissertation/ Research Internship/ Field Work**

The students of Post-Graduation must work Thirty-Six (36) days as Interns under Any Organisation having an MoU with the Ranchi University, which may include Government Organizations/judiciary/ Health Care Sectors/ Educational Institutions/ NGOs etc.

- The nature and the place of working must be informed in writing, seeking permission from the head of the department or the institution before undertaking the Project dissertation.

**Submission of the Project Work**

Each student has to submit two copies of the dissertation work duly forwarded by the HOD of the Department concerned. The forwarded copies will be submitted to the Department/Institution for evaluation at least seven days before the seminar.

The Project Report will consist of:

- a. Field work/Lab work related to the project.
- b. Preparation of the dissertation based on the work undertaken.
- c. Presentation of project work in the seminar on the assigned topic & open viva there on.
- d. At least one Research paper must be presented at a conference or may be published in a reputed journal.

**Topics**

Project work related to the Industrial/socially relevant topics may be given.

**NB:** Students will select topics for the project work in consultation with a teacher of the department.

The seminar will be held in the respective University Department at Ranchi University, Ranchi.

## COURSES OF STUDY FOR FYUGP IN "POLITICAL SCIENCE" MINOR

**ASSOCIATED CORE COURSE- MN A****Either may be opted in Sem-I or Sem-II****ASSOCIATED CORE COURSE- MN A:  
INTRODUCTORY POLITICAL SCIENCE****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. Understanding Politics is integral and indispensable for a comprehensive and critical study of Political Science.
2. The course is designed to train a student in the foundational issues of political science, which is relevant for an in-depth study and research in the field of Political Science.
3. This course is designed to develop a sound understanding of Political Science keeping in the mind the different meanings and connotations of politics and how is it interpreted differently by people holding different ideological positions.
4. The critical engagements with ideologies and political norms will develop students in their own understanding of politics.
5. Since the state occupies a central position in the discourses on politics, the understanding of different elements of the state, organs of the government and their functioning, will allow the students to understand the role of the state in the society and how it governs and regulates the power structure.
6. The students will acquire the fundamental knowledge of the basic features of the Indian constitution, working of Indian Federalism, party system and the practice and pattern of State Politics in India with special reference to Jharkhand.

**Course Learning Outcomes:**

1. The students will be familiar with the basic ideas and political norms of Political Science.
2. The students would be able to explain the different concepts of political theory and the different approaches to study politics and build their own understanding of politics.
3. To understand and distinguish between basic concepts like political theory, political thought and political philosophy.
4. They will be able to analyze why the state essentially occupies a central place in the discourses on politics and how the government operates within the state.
5. They will be able to make a distinction between Nation and State.
6. They will come to know about different theories on Citizenship, Nationalism and Internationalism.
7. It will help the students to understand and relate the concepts and facts with the political realities of the country and different parts of the world. Students shall be able to clearly distinguish between the concepts of constitution and constitutionalism.
8. The course shall be able to acquaint the students with the basics of the discipline and help them to learn the basic underpinnings of the subject of Political Science.

**Course Content****UNIT I: 1. Political Theory: Meaning Nature and Significance**

2. Concept of State and its Elements
3. Political norms: a. Democracy – Meaning, Types, Merits and Demerits  
b. Liberty, Equality, Justice and Rights (Meaning, Definition and Types)

**UNIT II: 1. Citizenship 2. Nationalism 3. Internationalism****UNIT III: 1. Organs of Government: a. Executive (Meaning and Function) b. Legislative (Meaning, Types and Functions), Judiciary and Judicial Review****UNIT IV**

1. Indian Federalism and Party System- Characteristics, Merits and Demerits
2. Constitutionalism – Concept and Characteristics

**Reference Books:**

1. भारतीय संविधान एवं राजनीति- एस.सी.सिंघल
2. भारतीय संविधान: एक परिचय-डी.डी.बासु
3. भारतीय शासन एवं राजनीति-बी.एल.फाड़िया
4. सुभाष कश्यप-हमारा संविधान
5. समकालीन राजनीतिक सिद्धान्त-जे.सी.जौहरी
6. राजनीतिक सिद्धान्त की रूपरेखा -ओ.पी.गाबा
7. J.C. Johari- Indian Constitution
8. A.P. Awasthi - Indian Govt. and Politics
9. S.P. Verma - Modern Political Theory
10. O.P. Gauba - An Introduction to Political Theory

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**MINOR COURSE-B**

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**MINOR COURSE- MN B:  
NATIONALISM IN INDIA****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course objectives:**

1. The purpose of this course is to help students understand the struggle waged by the people of India against colonialism. It seeks to achieve this understanding by looking at this struggle from different theoretical perspectives that highlight its different dimensions. The course begins with the nineteenth century Indian responses to colonial dominance in the form of reformism and its criticism and continues through various phases up to the events leading to Partition and Independence.
2. This course seeks to highlight its various conflicts and contradictions by focusing on its different dimensions especially, communalism and class struggle.

**Course Learning Outcomes**

1. The student will be able to examine and explain the impact of British colonialism in
2. India.
3. They will come to understand the different interpretations of Indian nationalism by the different schools
4. of thought.
5. They will be able to understand the role of different movements which contributed to the freedom movement of India in a very significant manner.
6. They will be able to understand why and on what basis the country was partitioned.

**Course Content****UNIT I: Approaches to the Study of Nationalism in India**

- a. Nationalist, Imperialist, Marxist, and Subaltern Interpretations

**UNIT II: Nationalist Politics and Expansion of its Social Base**

- a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals;
- b. Beginning of Constitutionalism in India
- c. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience
- d. Movement, and Quit India Movement
- e. Socialist Alternatives: Congress Socialists and Communists

**UNIT III: Partition and Independence**

- a. Communalism in Indian Politics
- b. The Two-Nation Theory and Negotiations over Partition

**Reference Books:**

1. रामचंद्र प्रधान , राज से स्वराज तक
  2. S. Bandopadhyay -From Plassey to Partition: A History of Modern India
  3. R. Thapar - Interpretations of Colonial History: Colonial, Nationalist and Post-colonial
  4. P. DeSouza - Contemporary India: Transitions
  5. Pravin Kumar Jha – Nationalism in India
  6. Bipan Chandra – Nationalism and Colonialism in Modern India
  7. Mushirul Hasan - Nationalism and Communal Politics in India
  8. Bipan Chandra – The Rise and Growth of Economic Nationalism in India
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**MINOR COURSE-C**

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**MINOR COURSE- MN C:  
THE INDIAN CONSTITUTION****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. This course shall help students acquire fundamental knowledge about the making of the Indian constitution.
2. The purpose of the course is to familiarize the students with the philosophy of the India Constitution.
3. Students will be able to explain the structures, powers and functions of the three organs of the government and their mutual relationship and engagements.

**Course Learning Outcomes:**

1. The students will be able to explain the core philosophy and ideals of the Indian Constitution.
2. The students will be able to understand differences and relations between fundamental rights and DPSP.
3. Students will be able to explain the structures, powers and functions of the three organs of government and their mutual relationship and engagements.

**Course Content**

1. The making of the Indian Constitution
2. Philosophy of the Indian Constitution
3. Fundamental Rights and Fundamental Duties
4. Directive Principles of State Policy
5. Union Government: Legislature, Executive and Judiciary

**Reference Books:**

1. R. C. Lohoti, R.C.- Preamble: The Spirit and Backbone of the constitutions of India
  2. R. Mukherjee - The Fundamental Unity of India
  3. A. Shourie - Harvesting our Souls
  4. Durga Das Basu – Introduction to the Constitution of India
  5. P.M. Bakshi – The Constitution of India
  6. Subhash C. Kashyap – Introduction to the Constitution of India
  7. Austin Granville – The Indian Constitution
  8. Bojja Tharakam – In Quest of Equality: Indian Constitution since Independence
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**MINOR COURSE-D**


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**MINOR COURSE- MN D:****UNDERSTANDING GANDHI AND AMBEDKAR**

<b>Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100</b>
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<b>Pass Marks: Th (SIE + ESE) = 40</b>
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(Credits: Theory-04) **60 Hours****Course Objectives:**

1. This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before independence.
2. A wide range of issues and subjects from politics to economy and from social reconstruction to religion that provide insight into the idea of India that Gandhi envisioned. Gandhi responded to the questions that were posed to him in his time, but they continue to be debated even today; whether it is Hindu-Muslim relations or critique of modern society, whether it is the idea of Swadeshi or religious conversion, which continue to render Gandhian thought relevant in the prevalent political discourses.
3. This module will examine and assess Gandhi as a modern political philosopher. It shall grapple with nuances such as whether Gandhi's language was positioned against science and modernity or whether he can be considered to be a post-modern thinker.
4. This course shall also critically examine the arguments and the standpoint of Dr. B.R Ambedkar on key social, political, constitutional and democratic issues in India.
5. The course also deals with constitutional questions and struggle of the oppressed communities which are largely popular in academic and political discourses. The course has been designed to make students understand Gandhi's ideas on the partition of the country and the Indian historiography.

**Course Learning Outcomes:**

1. The students shall be able to explain the concept of truth and non-violence which is the bedrock of Gandhian philosophy.
2. They will come to know about the standpoint of Gandhi on issues like Hindu-Muslim unity, gender, cast and untouchability, religious conversion and cow protection.
3. They will be able to answer explain Gandhi's preference for Swadeshi and his critique of Modern Industrial Civilization.
4. They will be able to answer how serious Gandhi was about cow protection in India and how his ideas are different from present - day campaign against cow slaughter.
5. They will be able to answer why Gandhi criticized the works of religious conversion by Christian missionaries in India.
6. Students will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
7. Students will be able to explain why and how Ambedkar opposed Sharia laws and spoke in favour of the Uniform Civil Code. Students will learn about his views on democracy, citizenship, freedom, and justice.
8. Students will be able to explain his views on the language question and organization of states in India.

**Course Content****UNIT I: 1. Core of Gandhian Philosophy:**

a. Truth and Non-violence

b. Satyagraha

2. Gandhian Views on Man, Machine and Modern Human Civilization

**UNIT II: Gandhi and Indian Politics:**

a. Hindu-Muslim Relation

b. Untouchability and Caste System

c. Religions Conversion

d. Gandhi and Women

**UNIT III: Indian Historiography and Ambedkar:**

a. Aryan Invasion Theory b. Religions Conversion

**UNIT IV: 1. Ambedkar and Core Issues of Indian constitution**

a. Role as Chairman of Drafting Committee

b. Ambedkar's Idea of Social Democracy, Citizenship, Equality, Freedom and Justice

2. Ambedkar and Dalit Politics

**Reference Books:**

1. A. J. Parel - Gandhi Freedom and Self Rule
  2. A.J. Parel, - Gandhi and the Emergence of the Modern Indian Political Canon
  3. Louis Fischer – The Life of Mahatma Gandhi
  4. Lloyd I. Rudolph and Susanne Hoeber Rudolph - Post Modern Gandhi and Other Essays
  5. B.R. Ambedkar – Ambedkar's India A Collection of 3 Works by B.R. Ambedkar on Castes and Constitution
  6. S. Lal and K.S. Saxena- Ambedkar and Nation Building
  7. N. Gehlot-Dr. Ambedkar, Mahatma Gandhi and Dalit Movement
  8. CAD Vol. II - Constituent Assembly Debates
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**MINOR COURSE-E**

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MINOR COURSE- MN E:

**INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. The aim of the course is to introduce to the students the Indian National Movement as an important building bloc in the making of Modern India.
2. The course aims at making the students aware of the richness of historical data and the plurality of perspectives that have developed on the premises of the national movement.
3. Through a survey of the course, the students will be sensitized to the complex process through which modern politics was introduced in India.

**Course Learning Outcomes:**

1. The students will be able to identify the causes that led to the rise of Nationalism in India
2. The students shall be able to discuss the various stages of the National Movement in India.
3. The students will be able to understand the underpinnings of Indian nationalism which developed as a concept during the Indian Independence movement due to the excesses of British rule.
4. It will enable them to understand that Indian nationalism is inclusive of all types of people of India, despite their ethnic, linguistic and religious backgrounds and how it continues to strongly influence the politics of India.

**Course Content****UNIT I**

1. Indian National Movement: The Liberal Phase
2. Indian National Movement: The Extremist and Revolutionary Phase

**UNIT II**

1. The Gandhian Phase: Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.

**UNIT III**

1. Morley-Minto Reform Act of 1909 and Montague Chelmsford Act of 1919
2. Simon Commission and Government of India Act of 1935- Main Provisions
3. Indian Independence Act of 1947 - Main Provisions

**Reference Books:**

1. B.L. Fadia - Indian Government and Politics
  2. Bidyut Chakrabarty - Indian Government and Politics
  3. K.K. Ghai- Indian Government and Politics
  4. M.P. Sharma -Indian National Movement and Constitutional Development
  5. S. Chand- Constitutional Development and National Movement of India
  6. A.P. Avasthi – Indian Government and Politics
  7. Irfan Habib- A People's History of India- The National Movement- Part 2: The Struggle for Freedom, 1919-1947
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**MINOR COURSE-F**

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**MINOR COURSE- MN F:  
HUMAN RIGHTS IN INDIA****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. This course shall aim to provide a clear understanding of the origin, thought and philosophy about the concept of human rights to the students.
2. An effort shall be made to educate students about the universal salience of human rights through documents such as UDHR, 1948.
3. A detailed overview of the Indian mechanism for implementation of human rights shall be provided.

**Course Learning Outcomes:**

1. This course shall enlighten the students about the concept of human rights and what it means to be free.
2. This course aims at instilling amongst the students the much-required consciousness about human rights so that they can take personal initiative for ensuring protection of human rights and sensitizing others for the same.
3. An effort shall be made to internalize the promotion, protection and propagation of human rights in order to build a just and equitable society.

**Course Content**

1. Understanding Human Rights
2. Universal Declaration of Human Rights, 1948
3. UN Mechanism for the protection and monitoring of Human Rights
4. Indian Mechanism: NHRC, India
5. Human Rights Issues in India
6. RTI, 2005
7. Obstacles in implementation of Human Rights

**Reference books:**

9. Upendra Baxi - The Future of Human Rights
  1. Tony Evans -The Politics of Human Rights
  2. Mary Hawkesworth and Kogan Maurice -Encyclopedia of Government and Politics (Vol. II)
  3. Lalit Kumar Arora -Human Rights- Information and Documentation
  4. Asha Bajpai - Child Rights in India, Oxford University Press, New Delhi
  5. Prem Kumar Shinde -Dalits and Human Rights
  6. Janusz Symonides - Human Rights- International Protection and Monitoring Enforcement
  7. Charles R. Beitz- The Idea of Human Rights
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**MINOR COURSE-G**

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MINOR COURSE- MN G:

**POLITICAL PROCESS IN JHARKHAND****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. This paper focuses in detail on the political processes and the actual functioning of the political system in Jharkhand.
2. The objective of the paper is to make students aware of the movement related with the formation of the state.
3. The paper further deals with the political process of the state in detail, identifying various dependent and independent variables and their working at the state as well as local level.

**Course Learning Outcomes:**

1. With the completion of the course, the students will be able to understand the working of the political system in Jharkhand.
2. The students will gain insights about the history of the formation of Jharkhand.
3. The students shall become aware of the different factors influencing the political process in Jharkhand.

**Course Content****UNIT I: Politics before 2000:**

- a. Tribal Movement and its impact on State politics
- b. Movement for the formation of Jharkhand State

**UNIT II: Regionalism and Sub-regionalism:**

- a. Politics of regional identity;
- b. Issue of backwardness and regional imbalances;
- c. Demand for Greater Jharkhand

**UNIT III: Caste, Tribe and Politics:**

1. Rise of Tribal hegemony;
2. Tribal politics;
3. Challenges to Tribal hegemony

**UNIT IV: Political Economy:**

- a. Agrarian interests;
- b. Urban interests

**UNIT V: Electoral politics [since formation of the state in 2000]:**

- a. Regional party system
- b. Crisis of dominant party system
- c. Rise of competitive coalition system

**UNIT VI: Politics of Local governments:**

- a. Rural local politics after 2000;
- b. Politics of urban areas

**Reference Books:**

1. Frankel Francine R. and M.S.A. Rao - Dominance and State Power in Modern India – Volume 2
  2. Paul Brass - Politics of India since Independence
  3. S. R. Sharma - The Indian Federal Structure
  4. Sandeep Shastri, K.C. Suri and Y. Yadav - Electoral Politics in Indian States
  5. Balbir Dutt- कहानी झारखण्ड आंदोलन की – इतिहास से साक्षात्कार
  6. Shailendra Mahto - झारखण्ड की समरगाथा
  7. Harivansh - झारखण्ड: समय और सवाल
  8. Harivansh, झारखण्ड: सपने और यथार्थ
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