UNIVERSITY SCHOOL OF LIBERAL ARTS

Guru Gobind Singh Indraprastha University
4-Year Bachelor of Arts under 5-Year BA-MA scheme
Liberal Arts (Curriculum Scheme)

SCHEME OF EXAMINATION

&

SYLLABUS

(for the Academic Year 2025-26 onwards)

for Bachelor of Arts / Master of Arts (Dual Degree Programmes)

Political Science Major Scheme

Scheme and Syllabus for

a. History Major Discipline
b. Political Science Major Discipline
c. Sociology Major Discipline
d. Psychology Major Discipline

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka
Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in

Approval History:

1. Approved in the 7th BoS meeting held on 18th March 2025.
2. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025.
3. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025.
4. Approved in the 9th BoS held on 28th April 2026.
5. Approved in the meeting of the subcommittee of Academic Council held on 12th May 2026.

The Vision of the School

At the time of its inception, the focus of GGSIP University had been to offer technological and professional courses in various streams of Science, Technology, Management, Law and Professional Studies. After consolidating itself in the field of technical and professional courses, the University is poised for further expansion, which will meet the requirements of the NEP 2020. NEP encourages to eliminate of hierarchies and silos between academic and vocational streams and the disciplines of Humanities, Social Sciences, Natural and basic sciences and Liberal Arts constitute an important component of the NEP, is to develop higher cognitive and social skills of the students, focussing on their holistic development to prepare them for the jobs of tomorrow. The jobs of the 21st century will require a capacity to think critically, read discerningly, write persuasively and imaginatively, and be conscious of the impact of one's actions on society and the environment.

Mission of the School

One of the important recommendations of the National Education Policy, 2020, is the integration of Humanities, Arts, and Social Sciences with Science, Technology, Engineering, and Mathematics (STEM) to make all universities of the country multi-disciplinary to increase 'critical thinking abilities, higher-order thinking and deeper learning, mastery of content, problem-solving, teamwork and communication skills' by bridging the gap between different disciplines. The NEP places on record that 'strengthening the presently weak support that subjects such as the Social Sciences and the Humanities receive' is the need of the hour and hence, proposes to bring cohesion among the various disciplines to promote multidisciplinary research. An Indian liberal arts model would be inclusive of the rich cultural heritage, different epistemological traditions of Indian Philosophy, and social diversity.

Introduction

This document describes the curriculum of the Bachelor of Arts part of the Dual Degree (Bachelor of Arts / Master of Arts) Programmes that are offered at the University School of Liberal Arts on its own campus (not at the affiliated institution of the University). In the event of any difficulty of implementation, and/or interpretation of any clause of the document, the same may be brought to the notice of the Dean of the University School of Liberal Arts. The decision of the Dean, of the University School of Liberal Arts shall be final and implemented to resolve the issue. The same shall be put up in the subsequent meeting of the Board of Studies of the University School of Liberal Arts for its approval. If the decision of the Board of Studies of the University School of Liberal Arts is at variance with the decision taken earlier by the Dean of the School, the decision of the Board shall be effective from the date of the approval by the Board of Studies. In the interim period (between the approval of the Dean of the School and the Board of Studies approval), the decision already taken by the Dean of the School shall stand.

The Credit Scheme of BA in Liberal Arts has a combination of lectures and tutorials, that is, 3 credits for lectures, and 2 tutorials of 1 hours each will constitute 1 credit. (3+1)

The intake in the programme shall be 80 with the addition of supernumerary seats as per the policy of the University.

Programme Outcomes

1. **PO 1 (Knowledge):** Provide a holistic education across disciplines.
2. **PO 2 (Understanding):** Enhance the cognitive and critical skills of students in different disciplines.
3. **PO 3 (Synthesis):** Synthesis of knowledge from multiple disciplines and preparation for entering the teaching profession or engaging in welfare and community activities.
4. **PO 4 (Application):** The courses will offer new employment opportunities in Galleries, Libraries, Archives, and Museums (GLAM), along with other conventional fields- teaching, research, administrative jobs, and non-state organizations.
5. **PO 5 (Research):** Students can enter the professional field after graduation or could pursue research.

Course / Paper Group Codes:

Definitions:

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline: **History/ Political Science/ Sociology / Psychology**

Minor specialization shall mean: **History/ Political Science/ Sociology / Psychology/ or from any other discipline offered by other USS, as Minor.**

Paper / Course shall be treated as synonyms.

Acronyms:

APC: Academic Programme Committee comprising of all faculty of the school and as defined in the implementation rules.
BOS: Board of Study of the school
USLA: University School of Liberal Arts
L: Number of Lecture hours per week
T/P: Number of Tutorial/ Practical Hours per week
C: Number of credits assigned to a course/paper
COE: Controller of Examinations of the Examinations Division of the University
SGPA/CGPA: Semester/Cumulative Grade Point Average
NUES: Non-University Exam System. (No term-end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study).
UES: University Exam System
DSC: Discipline-Specific Core Course
DSC (W): Discipline-Specific Core Workshop/Seminar Course
MSC: Minor Stream Course
MDC: Multi-Disciplinary Course
SEC: Skill Enhancement Course
AEC: Ability Enhancement Course
VAC: Value Addition Course
RP: Research Project
USS: University School of Studies

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 ONE-YEAR SCHEME (9TH AND 10TH SEMESTERS) OF THE MA PROGRAMME, PART OF THE BACHELOR OF ARTS / MASTER OF ARTS PART OF THE DUAL DEGREE PROGRAMMES OFFERED BY USLA FOR THE DWARKA CAMPUS OF THE UNIVERSITY. THE CURRENT DOCUMENT DEFINES THE SCHEME FRAMEWORK, KEEPING IN MIND THE EXISTING USS AT THE DWARKA CAMPUS.

The new curriculum framework has the following features, as per UGC guidelines:

i. Flexibility to move from one discipline of study to another.
ii. Opportunities for learners to choose the courses of their interest in all disciplines.
iii. Facilitating multiple entry and exit options with UG certificate/UG diploma or degree depending upon the number of credits secured.
iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning.
v. Flexibility to switch to alternative modes of learning (offline, ODI, Online learning, and hybrid modes of learning).

Definitions, Eligibility, and Duration of the Programme

Semester/Credits:

- A semester comprises 90 working days and an academic year is divided into two semesters.
- A summer term is for six weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

Major and Minor Disciplines

Major discipline is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.

Awarding UG Certificate, UG Diploma, and Degrees

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 44 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

- **UG Diploma:** Students who opt to exit after completion of the second year and have secured 86 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing a minimum of 128 + 2 (NCC/NSS…) credits and satisfying the minimum credit requirement.

- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 170 credits and have satisfied the credit requirements.

- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure a minimum of 168 + 2 (NCC/NSS…) credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

- **UG Degree Programmes with Single Major:** A student has to secure a minimum of 50 % credits from DSCs, MSCs, DSEs and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns a minimum of 84 credits in History from DSCs, MSCs, DSEs and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).

- **UG Degree Programmes with Minor Streams** is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns a minimum of 28 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns a minimum of 28 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

- For **Double Major** see Appendix **A**, **B**, **C** and **D**.

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

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits as given in the table. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

DETAILED SYLLABUS OF BA-MA (Hons.) IN LIBERAL ARTS (BA IN LIBERAL ARTS) WITH MAJOR AND MINOR IN HISTORY, SOCIOLOGY, POLITICAL SCIENCE, AND PSYCHOLOGY

Scheme of Evaluation

The student will undertake individual assignments which include assignments and presentations.

Internal Assessment: A student will be evaluated on the basis of his/her performance through continuous assessment. The marks assigned for interval evaluation are 40. The break-up is given as follows

- Minor Test - 10
- Practical/Assignments/ - 25
- Classroom Discussion and Participation - 05

Instruction for the End-Term Examination

- The marks prescribed for the external examination is 60.
- It will be based on the course content. There will be 5 questions in total. The first question will have four parts each of 5 marks. Rest four questions will be of 10 marks each. There shall be questions from each unit with internal choices. The last question shall be a comprehensive test of students' understanding of their entire course.
- COs and POs to be kept in mind while setting the questions.

Pedagogy

- Classroom Lectures and Discussions.
- Experiential learning through visits to Museums, Historical Sites, Parliament, Archives, Villages and/or any other Venue/Site considered important for imparting Experiential/Practical Education in concerned Disciplines.
- Audio-Visual Clips/ Theatre.
- Collaborative and Peer Learning Through Group Projects, Seminars, and Workshops.

Note: The course instructor can prescribe additional readings, apart from the ones mentioned in the syllabus in order to further explain a topic/ sub-topic or a theme/ sub-theme.

DistributionofCredits(2025-26Batch)

Semester	(DSC)	(MSC)	(MDC)	(SEC)	DSC(E) Workshop/ Seminar	AEC	VAC	Internship/ Skill Based Apprenticeship	Dissertation/ Seminar	Statutory Course NSS/Cultural Activity/Community Outreach	Minimum Credits Required	Total Credits
Sem 1	**8**	**4**	**3**	**3**	**-----**	**2**	**2**	------	-------	-------	**22**	**22**
Sem 2	**8**	**4**	**3**	**3**	**------**	**2**	**2**	------	-------	-------	**22**	**22**
Students exiting the Programme after securing **44 credits** will be awarded **Undergraduate Certificate in Liberal Arts** provided they secure 4 credits in work-based vocational courses, such as internship/Apprenticeship offered during summer vacations, after the first and second semesters/First year. The students who wish to exit after 2nd semester will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee forevaluation.												
Sem 3	**8**	**4**	**3**	**3**	**-----**	**2**	**2**	-------	-------	-------	**22**	**22**
Sem 4	**8**	**8**	------	------	**2**	**2**	-----	--------	-------	-------	**20**	**20**
Students exiting the Programme after securing **86 credits** will be awarded **Undergraduate Diploma in Liberal Arts**, provided they secure additional 4 credits in work-based vocational courses such as Internship/Apprenticeship offered during summer vacations, after the third and fourth semesters/Second Year. The students who wish to exit after 4th semester will berequired to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee forevaluation. **Note: Students must complete their internship/apprenticeship in the summer vacation at the end of 2nd or 4th Semester. The credits will be added at the end of the fifth semester.**												
Sem 5	**12**	**8**	-------	--------	**2***	--------	----	**2**	-------	-------	**22**	**24**
Sem 6	**16**	**8****	-------	-------	-----	-------	-----		-------	**2**	**22**	**26**
Total Credits after 3 Years – 128												
Students exiting the Programme after completing 6 semesters or 3years shall secure **128 credits.** The 02 credits of the Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. will be added at the end of the sixth semester (See Note 1). The students will be required to submit a report of the skill-based vocational course i.e. Internship/Apprenticeship and also make a presentation before the faculty Internship Committee for evaluation. At the end of Sixth Semester/3rd Year, total **128 credits** shall be earned for the award of the **Bachelor of Arts in Liberal Arts degree** with a **Major and Minor.** ***In semester 5, the DSE Workshop is Elective and also droppable.** **** In Semester 6, the students have the option of dropping one MSC. The students can opt for both the MSCs to earn additional credits.**												
Sem 7	**16**	**8*****	-------	-------	------	-------	-----	--------	-------	-------	**20**	**24**
Sem 8A	**4**	**4**	-------	-------	-------	-------	-----	-------	**12**	**------**	**20**	**20**
Sem 8 B	**16**	**4**	------	------	------	------	------	------	**----**	------	**20**	**20**
Students will be awarded a **BA Liberal Arts (Honours)** with a **Major and Minor or BA Liberal Arts (Honours with Research)** with a **Major and Minor,** provided they secure **a minimum of 170 Credits out of 180.** ***In Semester 7, students have the option of dropping one MSC. The students can opt for both the MSCs to earn additional credits.**												
Total Credits (Scheme A)	**80**	**48**	**9**	**9**	**4**	**8**	**6**	**2**	**12**	**2**	**170**	**180**
Total Credits (Scheme B)	**92**	**48**	**9**	**9**	**4**	**8**	**6**	**2**	--	**2**	**170**	**180**
Minimum Credit Required												
Scheme A	**80**	**40**	**9**	**9**	**2**	**8**	**6**	**2**	**12**	**2**	**170**	**180**
Scheme B	**92**	**40**	**9**	**9**	**2**	**8**	**6**	**2**	**---**	**2**	**170**	**180**
Note: One skill-based vocational course i.e. Internship/Apprenticeship of 02 credits is compulsory for every student, tobeundertakeneither afterthe2ndor 4thSemester.												

DSC-Discipline Specific Course	**MSC**-Minor Stream Course	**MDC**-Multi-Disciplinary Course	**SEC**-Skill Enhancement Course	**AEC**-Ability Enhancement Course	**DSC(E)**– Discipline Specific Course Elective	**VAC**-Value Addition Course

S.N.	Important Notes (Read Carefully)
A.	After 4 years or 8 semesters and earning the minimum 170 credits through different courses, according to the scheme above, a student will be awarded the UG degree. To get a **major** in a discipline, a student is required to earn the minimum **80 credits** from DSCs, MSCs, and/or Workshop or Seminar. To get **a minor** in a discipline, the student is required to **earn 28 credits** from MSCs of a particular discipline. However, **all students are required to earn 40 credits** from MSCs to fulfil the minimum eligibility criteria for the award of the UG degree.
	Note 1: For e.g. if a student is pursuing Major in Political Science, they will have to do a minimum of 17 DSCs of Political Science and 3 MS courses of Political Science, and the same for other disciplines. **Note 2**: Similarly For 3-year BA Degree, student will have to complete 12 DSCs of Political Science and 3 MS Courses of Political Science.
	Note 3: The Minor courses of first and second semester can be counted as part of DSC in the final evaluation if the student decides to pursue Major from the 3rd semester onwards in any of the MS 1/MS 2 disciplines of first and second semester. For e.g. if a student has opted for MS 1 in Sociology in the first semester and decides to pursue Major in Sociology from 3rd semester onwards, then MS 1 paper will be counted as DSC of Sociology in final evaluation. Similarly, if a student has opted for MS 2 in the Psychology and decides to pursue Major in Psychology from 3rd semester, their MS 2 will be counted as DSC of psychology
	Note 4: Similarly, either of the DSC 1 and DSC 2 courses from the first semester and DSC 3 and DSC 4 courses form the second semester can be counted as MS courses in final evaluation of the student. For e.g. if a student decides to pursue Majors in History from 3rd semester onwards and Minors in Psychology, but had not opted for MS 2 in Psychology in second semester, then their DSC 2 from the first semester will be counted as part of MS in the final evaluation. **Refer to the course scheme of BA Liberal Arts to know which papers are DSC 1, DSC 2, DSC 3, and DSC 4, and MS 1 and MS 2 in the first and second semesters).**
B.	Those who will not write a dissertation are required to take 3 extra courses to earn the required 12 credits. These extra credits can be earned from DSCs and MSCs during the entire course of the UG programme.
C.	Minor courses will be open from Semester I. Students will opt for a minor within broad disciplines such as Humanities and Social Sciences, Basic and Applied Sciences, and Commerce and Management. For example, a student who is interested in pursuing a major in Physics can opt for a minor in any discipline from Basic and Applied Sciences or allied disciplines. Similarly, a student who is interested in pursuing a major in English literature can opt for a minor either in English literature or any discipline of Social Sciences.
D.	A minimum of 5 students must be enrolled in all courses of optional in nature for the course to be offered by USLA.
E.	***Internship** is to be done in the summer vacation after the **end of the second/fourth semester.** It is compulsory. Internship is of 2 credits. The model of evaluation is given in Table 1.
F.	In the first two semesters, students can explore their areas of interest by studying courses from other disciplines through Minor Courses and Multi-Disciplinary Courses. However, in Semester 3, every student will announce the discipline in which he/she wants to do a minor.

G.	**Students have the option of earning additional credits** by pursuing one each DSE Workshop/ Seminars Courses in the fourth and fifth semesters. These papers will be NUES in nature. In the fifth and Sixth Semesters Students can choose one DSE paper from a pool of optional courses. The list of which will be published by the USLA office at the beginning of each semester in consultation with Academic Program Committee (APC).
H.	**Provision for Double Majors:** If any student wishes to pursue Double Major, then s/he will have to secure a minimum of **40%** credits from the second major discipline for the 4-year UG degree to be awarded a double major. For example, in a 4-year UG programme, if the total number of minimum credits to be earned is 168, the student will have to earn a **minimum of 68 credits** to be awarded Double Major in History along with another subject in which they are pursuing their first Major. These 68 Credits will have to be earned as combination of DSC, MSC and DSE courses. In the spirit of NEP 2020, students from allied disciplines like Humanities can also pursue Double Major in any course offered by the USLA. The criteria for them will also be the same as mentioned in the above paragraph. For e.g. if a student of USHSS pursuing first major in English/Economics, and opts to pursue doble major in History/Sociology/Political Science/Psychology, will have to earn a minimum of 68 credits in 4-year UG Programme in the discipline of their choice. **Scheme for Double Major:** A Student who is pursuing first Major in History, and second Major in Sociology, will have to take 10 courses from Minor Stream of Sociology from third to eighth semester. In addition to these Minor courses, students will have to take one paper in each semester from 3rd to 8th from Discipline Specific Courses (DSC) in Sociology. See **Appendix A, B, C** and **D** for further details on the Double Major programme.

Internship Evaluation		
Activity	**Weightage**	**Evaluator**
Continuous Evaluation + Attendance	30	Mentor/Coordinator
Report Writing	30	Committee
Presentation + Viva Voice	40	Committee

Note: Internship can be done during the summer vacation after the fourth semester. Students can do any number of internships, but only one internship done in the summer vacation will be counted for credit allotment. In addition to the above-mentioned model of evaluation, students are also required to produce duly signed Internship certificate from the organization/individual after the completion of their internships, at the time of final evaluation.

Table 1

Exit Option/Policy for USLA and GGSIPU (including affiliate colleges/institutions) students: In spirit of the NEP 2020 students have the option of exiting the BA Liberal Arts Programme at different stages (even semesters) of their course with appropriate degrees and corresponding credit requirements mentioned in the table below.

S.N.	Type of Award	Stage of Exit	Minimum Credits/Criteria required
1.	**Stage 1:** Under Graduate Certificate **(Level 6)**	**Exit 1:** After Successful Completion of Semester II	44 Credits + 4 Credits of Vocational Course/Internship after the end of IInd Semester.
2.	**Stage 2:** Advanced Diploma **(Level 7)**	**Exit II:** After Successful Completion of Semester IV	86 Credits + 4 Credits of Vocational Course/Internship after the end of IVth Semester.
3.	**Stage 3:** 3 Year Under Graduate Degree B.A (Concerned Subject) **(Level 8)**	**Exit III:** After Successful Completion of Semester VI	126 Credits (Minimum 60 Credits in Major discipline and 24 in Minor Discipline)

Entry Option for USLA, GGSIPU (including affiliate colleges/institutions) Students: According to the NEP 2020, those students of the USLA, GGSIPU who have exited at Stage 1, 2 or 3 can re-enter the programme at the next stage in accordance with their exit stage. For e.g. a student who exits the programme at Stage One (UG Certificate – Level 6) can re-enter at Stage Two (Level 7) i.e. in the 3rd Semester of the programme anytime, or a student who exit at Stage 2 can re-enter the programme in the 5th semester and so on.

Table 2

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester I									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 1		BALAH101	Historians' Quest	UES	3	1	4	4	Compulsory
DSC 2		BALAY103	Fundamentals of Psychology	UES	3	1	4	4	Compulsory
MS 1 (Choose Any One)		BALAS105	Sociology and Society in India	UES	3	1	4	4	Elective
		BALAP107	Indian Constitution and Government	UES	3	1	4		Elective
USHSS Economics	616105	BAECO105	Basic Mathematics for Economics	UES	3	1	4		Elective
USHSS English	617103	BAENG105	Introduction to Literary Studies	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC109	History and Literature	UES	2	1	3	3	Elective
		BALAC111	Society and Politics	UES	2	1	3		Elective
		BALAC113	Society and Culture	UES	2	1	3		Elective
		BALAC115	Basics of Psychology	UES	2	1	3		Elective
	617121	BAENG123	Introduction to Gender Studies	UES	2	1	3		Elective
		BAENG125	Film Appreciation	UES	2	1	3		Elective
	616107	BAECO107	Basic Statistics for Economics	UES	2	1	3		Elective
		BT-163	Mass Spectrometry in Action: from theory to practice	UES	2	1	3		Elective
		BSID101	Mathematical Data Science	UES	2	1	3		Elective
		CT-103	Unit Operations in Process Industries	UES	2	1	3		Elective
		BSCES- 107	Environmental Pollution and Health	UES	2	1	3		Elective
		ICT-111	PCB Design	UES	2	1	3		Elective
		ICT-115	Introduction to Manufacturing Process	UES	2	1	3		Elective
			OR MOOC*						
			Or any Other MDC offered by other USS						

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

SEC (Choose Any One)		BALAC117	History of Science and Technology in India (IKS)	UES	2	1	3	3	Elective
		BALAC119	Gender and Development	UES	2	1	3		Elective
		BALA131	Entrepreneurship Mindset**	UES	2	1	3		Elective
		BALAC121	Understanding Indian Society Through Cinema	UES	2	1	3		Elective
		BALAC123	Managing Stress	UES	2	1	3		Elective
	617105	BAENG127	Communication Skills	NUES***	2	1	3		Elective
	616109	BAECO109	Basics of Excel & Data Analysis	NUES	2	1	3		Elective
		BT-175	Food Preservation	UES	2	1	3		Elective
		BSEC131	The Story of Science	UES	2	1	3		Elective
			OR MOOC						
			Or any Other SEC offered by other USS						
AEC		BALAC125	Story of Indian Food	NUES	1	1	2		Elective
		BALAC127	Legislative Management and Support	NUES	1	1	2		Elective
		BALAC129	Reading Folklore	NUES	1	1	2		Elective
		BALAC131	Understanding Cultural Sensitivity and Diversity	NUES	1	1	2		Elective
	617107	BAENG107	English Language and Grammar –I	NUES	1	1	2		Elective
	617109	BAENG109	Punjabi – I	NUES	1	1	2		Elective
	617111	BAENG111	French - I	NUES	1	1	2		Elective
	617113	BAENG113	German - I	NUES	1	1	2		Elective
	617115	BAENG115	Japanese-I	NUES	1	1	2		Elective
	617117	BAENG117	Spanish - I	NUES	1	1	2		Elective
	617123	BAENG 123	Hindi –I	NUES	1	1	2		Elective
			OR MOOC						
			Or any Other SEC offered by other USS						
VAC-I		BALA133	Environmental Studies****	NUES	1		1	2	Compulsory
	Total								**22#**

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

#The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

*The MOOC can be taken from the list of courses/papers offered through the SWAYAM/NPTL platform. The open elective can only be opted by the student with the consent of the APC of the USLA and only if the offered paper schedule is in line with the academic calendar of the University and the programme of study.

** Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course has to be opted by the student admitted in UG programme of USLA in the first three years, as and when offered.

*** **NUES:** Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers appointed by the Dean of USLA.

****Course to be borrowed from University School of Environment Management (USEM).

Note:

1. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
2. The Dean/In-charge may incorporate any changes in the common courses (MDC, SEC, AEC, VAC) as notified by the concerned USS after due approvals from statutory bodies of the University.
3. For guidelines on offering Multidisciplinary Courses, please refer to Notice No. F.NO.34(5)(1)/2025/DAA/1342, dated 19/12/2025.

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
Statutory Course	BALA135	**NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach (minimum 40 hours) ##**	NUES			2###

Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs / Community Outreach, out of 100 as per the evaluation schemes worked out by these activity societies, and organizations; the coordinators shall be responsible for the evaluation of the same. These activities shall start from the 1st semester and the evaluation shall be conducted at the end of the 6th semester for students admitted in the first semester. Students admitted in the 2nd year (3rd semester) as lateral entry shall undergo training or participate in the activities for the period of 3rd semester to 6th semester only.

###The credits for NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach will be added in the 6th Semester.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester II									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 3		BALAS102	Understanding Contemporary Society	UES	3	1	4	4	Compulsory
DSC 4		BALAP104	Understanding Politics and Political Concepts	UES	3	1	4	4	Compulsory
MS 2 (Choose Any One)		BALAH106	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4	4	Elective
		BALAY102	Study of Personality and Individual Differences	UES	3	1	4		Elective
USHSS English		BAENG106	Introduction to Film Studies	UES	3	1	4		Elective
USHSS Economics	616106	BAECO106	Basics of Statistics	UES	3	1	4		Elective
MDC (Choose Any One)		BALAC110	Makers of India	UES	2	1	3	3	Elective
		BALAC112	The Idea of Power	UES	2	1	3		Elective
		BALAC114	Social Interaction in Virtual Environment	UES	2	1	3		Elective
		BALAC116	Psychology of Youth	UES	2	1	3		Elective
	617108	BAENG110	Literary Appreciation	UES	2	1	3		Elective
	616108	BAECO108	Introduction to Economics	UES	2	1	3		Elective
		BT-164	Introduction to Food Science and Nutrition	UES	2	1	3		Elective
		MS-MDC 102	Finance for Non-Finance Students	UES	2	1	3		Elective
		BSCES-110	Wildlife Management	UES	2	1	3		Elective
		BSCES-108	Concept of Disaster Management	UES	2	1	3		Elective

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

		BSID102	Introduction To R Programming	UES	2	1	3		Elective
		CT-104	Introduction to Process Industry	UES	2	1	3		Elective
			OR MOOC						
			Or any Other MDC offered by other USS						
SEC (Choose Any One)		BALAC118	Indian Heritage and Culture (IKS)	UES	2	1	3	3	Elective
		BALAC122	Politics and Indian Knowledge Systems (IKS)	UES	2	1	3		Elective
		BALAC124	Fashion and Society	UES	2	1	3		Elective
		BALAC126	Emotional Intelligence	UES	2	1	3		Elective
	616110	BAECO110	Advanced Excel & Data Analysis	NUES	2	1	3		Elective
	617110	BAENG128	Writing Skills	UES	2	1	3		Elective
		BSEC132	From Galileo to Hawking: Exploring the Cosmos	UES	2	1	3		Elective
			OR MOOC						
			Or any Other SEC offered by other USS						
AEC (Choose Any One)		BALAC128	Understanding Sports in History	NUES	1	1	2	2	Elective
		BALAC130	Managing Election and Election Campaign	NUES	1	1	2		Elective
		BALAC132	Academic Research Writing	NUES	1	1	2		Elective
		BALAC134	Socio-Emotional Learning	NUES	1	1	2		Elective
	617112	BAENG112	English Language and Grammar –II	NUES	1	1	2		Elective
	617114	BAENG114	Punjabi – II	NUES	1	1	2		Elective
	617116	BAENG116	French – II	NUES	1	1	2		Elective
	617118	BAENG118	German – II	NUES	1	1	2		Elective
	617120	BAENG120	Japanese-II	NUES	1	1	2		Elective
	617122	BAENG122	Spanish – II	NUES	1	1	2		Elective
	617126	BAENG126	Hindi –II	NUES	1	1	2		Elective
			OR MOOC						

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

			Or any Other AEC offered by other USS						
VAC II		BALA136	Value and Ethics	NUES	1	1	2	2	Compulsory
	Total							**22#**	

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

Note

1. At the end of two semesters, those students who wish to exit will be given the **Undergraduate Certificate in Liberal arts** after earning a minimum 44 credits. Such students are required to undertake a 2-week workshop/summer internship/apprenticeship. After completing the workshop/internship/apprenticeship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.
2. **USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.**
3. **For guidelines on offering Multidisciplinary Courses, please refer to Notice No. F.NO.34(5)(1)/2025/DAA/1342, dated 19/12/2025.**
4. **Major and Minor discipline shall have a maximum of 25 percent of the sanctioned seat intake for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The Major discipline shall be allocated to the student based on the merit of first-and second semester SGPA and choice of the student.**

Semester III*									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 5	011201	BALAP201	**Understanding Political Theory**	UES	3	1	4	4	Compulsory
DSC 6	011203	BALAP203	**Indian Politics: Constitution and Government**	UES	3	1	4	4	Compulsory

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS 3 History Minor (Choose Any One)	010249	BALAH205	What is History	UES	3	1	4	4	Elective
	010251	BALAH207	Buddhism, Jainism and Early Trends in Bhakti (500 CE to 1500 CE)	UES	3	1	4		Elective
	010253	BALAH209	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
MS 3 Political Science Minor (Choose Any One)		BALAP205	Introduction to Political Science[1]	UES	3	1	4		Elective
		BALAP207	Nations and Nationalism	UES	3	1	4		Elective
		BALAP209	Challenges and Concerns of Governance	UES	3	1	4		Elective
MS Sociology Minor (Choose Any One)		BALAS205	**Foundations of Sociology**	UES	3	1	3		Elective
		BALAS207	**Social Change and Mobility**	UES	3	1	4		Elective
		BALAS209	**Sociology of Development**	UES	3	1	4		Elective
MS 3 Psychology Minor (Choose Any One)		BALAY205	Foundations of Psychology	UES	3	1	4		Elective
		BALAY207	Positive Psychology	UES	3	1	4		Elective
		BALAY209	Psychology and Education	UES	3	1	4		Elective
MS 3 (USHSS) English (Choose Any One)	617205	BAENG205	War Literature	UES	3	1	4		Elective
	617207	BAENG207	Literature and Society	UES	3	1	4		Elective

[1]For students opting for Political Science Major, the MS Course 'Introduction to Political Science' is compulsory. It is also compulsory for students opting for Double Major in Political Science.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS 3 (USHSS) Economics (Choose Any One)	616205	BAECO205	Essentials of Micro and Macro Economics	UES	3	1	4		Elective
	616207	BAECO207	Economics of Intellectual Property Rights	UES	3	1	4		Elective
	616209	BAECO209	Environmental Economics	UES	3	1	4		Elective
MDC (Choose Any One)	218213	BALAC211	Popular Culture	UES	2	1	3	3	Elective
	218215	BALAC213	Human Rights	UES	2	1	3		Elective
	218217	BALAC215	Society and Humor	UES	2	1	3		Elective
		BALAC217	Inter-Group Relations	UES	2	1	3		
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective
	616211	BAECO211	Stock Market and Investment Planning	UES	2	1	3		Elective
	616213	BAECO213	International Relations and Organizations	UES	2	1	3		
		BSCES-207	Introduction to Corporate Social Responsibility	UES	2	1	3		Elective
		BSID201	Machine Learning	UES	2	1	3		Elective
		CT-209	Introduction to Fuel Technology	UES	2	1	3		Elective
		MS-MDC201	Digital Innovation and Social Media Marketing[2]	NUES	2	1	3		Elective
			OR MOOC						
			Or any Other MDC offered by other USS						
Agenda 9.9 **SEC (Choose Any One)**	218219	BALAC219	History Through Cinema	UES	2	1	3	3	Elective
	218221	BALAC221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALAC223	Conceptualizing Everyday Life	UES	2	1	3		Elective
		BALAC225	Mental Health and Wellbeing	UES	2	1	3		
		BALAC239	Introduction to Digital Tools[1]	NUES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	UES	2	1	3		Elective
	617229	BAENG229	Content Writing for Media	UES	2	1	3		Elective
	616215	BAECO215	Data Analysis with 'R'	NUES	2	1	3		**One or**

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

									Two
			OR MOOC						
			Or any Other SEC offered by other USS						
AEC (Choose Any One)	218225	BALAC227	Travel Accounts	NUES	1	1	2	2	Elective
	218227	BALAC229	Public Opinion and Surveys	NUES	1	1	2		Elective
	218229	BALAC231	Introduction to Social Work	NUES	1	1	2		Elective
		BALAC233	Effective Leadership	NUES	1	1	2		
		BALAC235	Citizens and the Law: Know your Rights	NUES	1	1	2		
	617215	BAENG215	English Language and Grammar-III	NUES	1	1	2		Elective
	617217	BAENG217	Punjabi-III	NUES	1	1	2		Elective
	617219	BAENG219	French-III	NUES	1	1	2		Elective
	617221	BAENG221	German-III	NUES	1	1	2		Elective
	617223	BAENG223	Japanese-III	NUES	1	1	2		Elective
	617225	BAENG225	Spanish- II	NUES	1	1	2		Elective
	617227	BAENG227	Hindi- III	NUES	1	1	2		Elective
			OR MOOC						
			Or any Other AEC offered by other USS						
VAC III		BALA237	Happiness and Wellbeing	NUES	1	1	2	2	Compulsory
	Total							**22#**	

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

[2]Approved in the Meeting of the Sub Committee of Academic Council held on 12th May, 2026. Approved in the 9th BOS held on 28th April, 2026.

* Every student shall be allocated a supervisor at the beginning of the 3rd semester who shall remain unchanged (only the APC of the school shall allow a change of supervisor for reasons recorded in writing) till the completion of the programme of study for all seminars papers, minor project, and major project.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester IV									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC 7		BALAP202	**Foundations of Political Thought in India**	UES	3	1	4	4	Compulsory
DSC 8		BALAP204	**Public Administration**	UES	3	1	4	4	Compulsory
MS 4 and 5 Political Science Minor (Choose Any Two)		BALAP206	**Comparative Government and Politics***	UES	3	1	4	4	Compulsory
		BALAP208	**Contemporary Human Rights Concern**	UES	3	1	4	4	Elective
		BALAP210	**Political Ideologies: Ideas and Practice**	UES	3	1	4	4	Elective
MS 4 and 5 History Minor (Choose Any Two)	010242	BALAH206	Historical Method	UES	3	1	4	4	Elective
	010244	BALAH208	History of Women in India up to the Eighteenth Century	UES	3	1	4		Elective
	010246	BALAH210	Bhakti and Sufi: Syncretic Traditions	UES	3	1	4		Elective
MS Sociology Minor (Choose Any Two)		BALAS206	Key Sociological Thinkers*	UES	3	1	4		Elective
		BALAS208	Sociology of the Marginalised Sections	UES	3	1	4		Elective
		BALAS210	Religion in South Asia	UES	3	1	4		Elective
MS 4 and 5 Psychology Minor (Choose Any Two)		BALAY206	Health Psychology	UES	3	1	4		Elective
		BALAY208	Cognitive Psychology	UES	3	1	4		Elective
		BALAY210	Introduction to Social Psychology	UES	3	1	4		Elective

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS4 and 5 English Minor (Choose Any Two)	617208	BAENG208	Women's Writings	UES	3	1	4		Elective
	617210	BAENG210	Literature and Caste	UES	3	1	4		Elective
	617212	BAENG212	Literature and Race	UES	3	1	4		Elective
MS4 and 5 Economics Minor (Choose Any Two)	616206	BAECO206	Basic Quantitative Tools for Economic Analysis	UES	3	1	4		Elective
	616208	BAECO208	Economic History of India	UES	3	1	4		Elective
	616210	BAECO210	Basics of Game Theory	UES	3	1	4		
	616212	BAECO212	Basics of Financial Economics	UES	3	1	4		Elective
DSC Seminar/ Workshop-1		BALAC212	Art Appreciation	NUES	1	1	2	2	Elective
AEC (Choose Any One)	218218	BALAC214	Cityscapes	NUES	1	1	2	2	Elective
	218220	BALAC216	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALAC218	Introducing Census and NSSO Data	NUES	1	1	2		Elective
		BALAC220	Digital Literacy in Psychology	NUES	1	1	2		
	617216	BAENG216	English Language and Grammar IV	UES	1	1	2		Elective
	617218	BAENG218	Punjabi-IV	UES	1	1	2		Elective
	617220	BAENG220	French-IV	UES	1	1	2		Elective
	617222	BAENG222	German-IV	UES	1	1	2		Elective
	617224	BAENG224	Japanese-IV	UES	1	1	2		Elective
	617226	BAENG226	Spanish IV	UES	1	1	2		Elective
	617228	BAENG 228	Hindi IV	UES	1	1	2		Elective
			OR MOOC						
			Or any Other AEC offered by other USS						
	Total							**20#**	

***For students opting for Political Science Major, the MS Course 'Comparative Government and Politics' is compulsory. It is also compulsory for students opting for Double Major in Political Science.**

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester

Note

1. At the end of two semesters, those students who wish to exit will be given the **Undergraduate Diploma in Liberal arts** after earning a minimum 86 credits. Such students are required to undertake a 2-week workshop/summer internship/ apprenticeship,. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.
2. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an workshop/summer internship/ apprenticeship of 2 credits (at least weeks) during the summer vacation. The credits will be added in the 5th semester.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Semester V									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
DSC 9		BALAP301	**Modern Indian Political Thinkers**	UES	3	1	4	4	Compulsory
DSC 10		BALAP303	**Theories of International Relations**	UES	3	1	4	4	Compulsory
DSC 11		BALAP305	**Western Political Thought**	UES	3	1	4	4	Compulsory
MS 6 and 7 Political Science Minor (Choose Any Two)	011329	BALAP307	**Contemporary Indian Foreign Policy***	UES	3	1	4	4	Compulsory
		BALAP309	**Gandhi and Ambedkar in Indian Politics**	UES	3	1	4	4	Elective
		BALAP311	**Public Policy and Administration in India**	UES	3	1	4	4	Elective
MS 6 and 7 History Minor (Choose Any Two)	010343	BALAH307	Empires of the Past: Graeco-Roman, Chinese, Mongols	UES	3	1	4	8	Elective
	010345	BALAH309	Indian Legal and Constitutional History	UES	3	1	4		Elective
	010347	BALAH311	Regional Histories	UES	3	1	4		Elective

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS Sociology Minor (Choose Any Two)		BALAS307	Contemporary Sociological Theory	UES	3	1	4		Elective
		BALAS309	Science, Technology, and Society	UES	3	1	4		Elective
		BALAS311	Law and Social Transformation	UES	3	1	4		Elective
MS 6 and 7 Psychology Minor (Choose Any Two)			Foundations of Bio-psychology	UES	3	1	4		Elective
		BALAY309	Applications of Social Psychology	UES	3	1	4		Elective
		BALAY311	Basics of Statistics of Psychology	UES	3	1	4		Elective
MS 6 and 7 English Minor (Choose Any Two)	617309	BAENG309	Folklore Studies	UES	3	1	4		Elective
	617311	BAENG311	Literature and History	UES	3	1	4		Elective
	617313	BAENG313	Classical Drama	UES	3	1	4		Elective
MS 6 and 7 Economics Minor (Choose Any Two)	616307	BAECO307	Basics of Econometrics	UES	3	1	4		Elective
	616309	BAECO309	History of Economic Thought	UES	3	1	4		
	616311	BAECO311	Introduction to Political Economy	UES	3	1	4		Elective
	616313	BAECO313	Economics of Health & Education	UES	3	1	4		Elective
##DSC Seminar/ Workshop-2 (Choose any One)	218315	BALAC313	Archives and Archaeology	NUES	1	1	2	2	Elective/Droppable
	218317	BALAC315	Workshop on Quantitative Data Analysis	NUES	1	1	2		Elective/Droppable
	218319	BALAC317	History through Everyday Objects	NUES	1	1	2		Elective/Droppable
		BALAC319	Gender and Violence in Conflict: International Guidelines and Toolkits	NUES	1	1	2		Elective/Droppable
		BALAC321	Governance and Public Policy Lab	NUES	1	1	2		Elective/Droppable
		BALAC323	Visual Anthropology	NUES	1	1	2		Elective/Droppable
	Total						**22#**		

*** For students opting for Political Science Major, the MS Course 'Contemporary Indian Foreign Policy' is compulsory. It is also compulsory for students opting for Double Major in Political Science.**

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

#In the 5th Semester a student is required to earn a minimum of 2 credit. The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC(Workshop/Seminar), MDC, SEC, AEC and including 2 credits from Summer workshop/summer internship/ apprenticeship,. (BALAC 222) (See the table below).

A student may earn additional 2 credits by doing 2nd DSC Workshop (II) Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Group	Code	Paper	L	P	Credits
	BALAC222	Summer Training/Internship (at least 4 weeks during the Summer Vacation)			2

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester VI									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC 12		BALAP302	**Concepts and Issues in International Relations**	UES	3	1	4	4	Compulsory
DSC 13		BALAP304	**Comparative Constitutionalism**	UES	3	1	4	4	Compulsory
DSC 14		BALAP306	**Introduction to Political Processes in India**	UES	3	1	4	4	Compulsory
DSC 15		BALAP308	**Introduction to Indian Political Economy**	UES	3	1	4	4	Compulsory
MS 8 and 9 History Minor (Choose Any One) ##	012332	BALAH310	History of Japan c. 1850 CE- 1950 CE	UES	3	1	4	4	Elective
	012334	BALAH312	History of China c. 1830 CE- 1960 CE	UES	3	1	4		Elective
	012336	BALAH314	History of Africa in Modern Times	UES	3	1	4		Elective
MS 8 and 9 Political Science Minor (Choose Any One) ##		BALAP310	Feminisms: Theories and Practice	UES	3	1	4		Elective
		BALAP312	International Law and Politics	UES	3	1	4		Elective
		BALAP314	India's Security Environment	UES	3	1	4		Elective
MS Sociology Minor (Choose Any One) ##		BALAS310	Indigenous Knowledge Traditions (IKS)	UES	3	1	4		Elective
		BALAS312	Rural Sociology	UES	3	1	4		Elective
		BALAS314	Sociology of Ageing	UES	3	1	4		Elective
MS 8 and 9 Psychology Minor (Choose Any One)		BALAY310	Industrial Psychology	UES	3	1	4		Elective
		BALAY312	Consumer and Market Psychology	UES	3	1	4		Elective
		BALAY314	Introduction to Abnormal Psychology	UES	3	1	4		Elective
MS 8 and 9 English Minor (Choose Any One	617310	BAENG310	South Asian Diasporic Writings	UES	3	1	4		Elective
	617312	BAENG312	Cultural Studies	UES	3	1	4		Elective
	617314	BAENG314	Theatre: Text and Performance	UES	3	1	4		Elective

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

) ##									
MS Economics Minor (Choose Any One ##	616310	BAECO310	Research Methodology and Data Extraction	UES	3	1	4		Elective
	616312	BAECO312	Law and Economics	UES	3	1	4		Elective
	616314	BAECO314	Advanced Econometrics	UES	3	1	4		Elective
	616316	BAECO316	Economics of Gender	UES	3	1	4		
			Total				**22###**		

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
Statutory Course	BALA135	**NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach (minimum 40 hours)**	NUES			2###

 # The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS / DSC(Workshop/Seminar), MDC, SEC, AEC respectively in any semester.

In the **6th Semester**, a student is required to earn a minimum of **22 credits [which includes 2 credits from (NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach)]** which includes at least one minor stream (MS) Course. However, the student may earn **additional 4 credits** by choosing a second minor stream (MS) Course.

Note:

1. At the end of the 6th semester the student must submit a synopsis for the project work to be done, through the supervisor, to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4th year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of Part 1 of the project shall be a report that should have a review of literature of the area/topic, and a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.
2. Only those students who score 75% and above till the Sixth Semester will be eligible for the B.A Liberal Arts (Hons.) Research programme.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.
4. The credits for NSS / NCC / Cultural Clubs / Technical Society / Technical Club/ Community Outreach will be added in the 6th Semester.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester VII*									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 16		BALAP401	**Identity and Politics in India**	UES	3	1	4	4	Compulsory
DSC 17		BALAP403	**Peace and Conflict Resolution**	UES	3	1	4	4	Compulsory
DSC 18		BALAP405	**International Political Economy**	UES	3	1	4	4	Compulsory
DSC 19 (Choose Any One)		BALAP407	**Research in Political Science (Qualitative and Quantitative)**	UES	3	1	4	4	Elective
		BALAP409	**Citizenship in a Global Order***	UES	3	1	4	4	Elective
MS 10 and 11 History Minor (Choose Any One) ##		BALAH411	History of America	UES	3	1	4	4	Elective
		BALAH413	History of Modern Russia	UES	3	1	4		Elective
		BALAH415	History of Modern South America	UES	3	1	4		Elective
MS 10 and 11 Political Science Minor (Choose Any One) ##		BALAP411	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP413	United Nations and Conflict Analysis	UES	3	1	4		Elective
		BALAP415	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
MS 10 and 11 Sociology Minor (Choose Any One) ##		BALAS411	Globalization and Society	UES	3	1	4		Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective
MS 10 and 11 Psychology Minor (Choose Any One) ##		BALAY417	Development Across Lifespan	UES	3	1	4		Elective
		BALAY419	Basics of Counselling Psychology	UES	3	1	4		Elective
		BALAY421	Community Psychology	UES	3	1	4		Elective
MS 10 and 11 English Minor (Choose Any One) ##	617407	BAENG407	European Drama	UES	3	1	4		Elective
	617409	BAENG409	World Literature	UES	3	1	4		Elective
	617411	BAENG411	Latin-American Literature	UES	3	1	4		Elective
	617413	BAENG413	Narratives of Life	UES	3	1	4		Elective

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS 10 and 11 Economics Minor (Choose Any One) ##	616409	BAECO409	Economics of Corporate Social Responsibility	UES	3	1	4		Elective
	616411	BAECO411	Industrial Economics	UES	3	1	4		Elective
	616413	BAECO413	Topics in Applied Economics	UES	3	1	4		Elective
	616415	BAECO 415	Agriculture Economics	UES	3	1	4		
							20#		**--**

*For those who do not take up research.
The total Credit calculation has been done on the basis of the number of choices the student can opt in each MS/ DSC (Workshop/Seminar), MDC, SEC, AEC respectively in any semester

In the 7th Semester, a student is required to earn a minimum of 20 Credits, which includes at least One MS Course. However, the student may earn an additional 4 Credits by choosing a second MS Course.
Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester VIII - Scheme A*									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 20 (Choose Any One)		BALAP402	**Indian Administrative Thinkers**	UES	3	1	4	4	Elective
		BALAP404	**Population, Poverty and Public Policy**	UES	3	1	4		Elective
		BALAP406	**Diplomacy and Negotiations in International Politics**	UES	3	1	4		Elective
		BALAP408	**State Politics in India**	UES	3	1	4		Elective
MS 12 History Minor (Choose Any One) ##		BALAH412	Museum, Memory and Public History	UES	3	1	4	4	Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
									Elective
MS 12 Political Science Minor (Choose Any One) ##		BALAP410	Social Movement in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Sociology Minor (Choose Any One) ##		BALAS410	Sociology of Crime and Deviance	UES	3	1	4		Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One) ##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
MS 12 English Minor (Choose Any One)	617416	BAENG416	Literature of Protest	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
		BAENG 420	Indian Literature in English Translation –II	UES	3	1	4		

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS 12 Economics Minor (Choose Any One)	616412	BAECO412	Financial Econometrics	UES	3	1	4		Elective
	616414	BAECO414	Big Data Analysis	UES	3	1	4		Elective
	616416	BAECO416	Economic Analysis with R	UES	3	1	4		Elective
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4		
Research Project		BALAP414	**Research Dissertation**	--	--	--	12	12	Compulsory
	Total						**20#**		

*Applicable only to those who will undertake the Research Project. Those students, who do not wish to undertake any research project at UG level, shall study all DSC courses in the Eighth Semester; and those who will undertake a research project or dissertation in the Eighth Semester will opt for only one DSC and one MS.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each DSC and MS in this semester.

In the 8th Semester, a student is required to earn a minimum of 20 Credits, which includes at least One MS Course. However, the student may earn additional 4 Credits by choosing a second MS Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

Semester VIII - Scheme B**									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Theory									
DSC 20		BALAP402	**Indian Administrative Thinkers**	UES	3	1	4	4	Compulsory
DSC 21		BALAP404	**Population, Poverty and Public Policy**	UES	3	1	4	4	Compulsory
DSC 22		BALAP406	**Diplomacy and Negotiations in International Politics**	UES	3	1	4	4	Compulsory
DSC 23		BALAP408	**State Politics in India**	UES	3	1	4	4	Compulsory
MS 12 History Minor (Choose Any One) ##		BALAH412	Museum, Memory and Public History	UES	3	1	4	4	Elective
		BALAH414	Voices from the Margins	UES	3	1	4		Elective
									Elective
MS 12 Political Science Minor (Choose Any One) ##		BALAP410	Social Movement in Modern India	UES	3	1	4		Elective
		BALAP412	Politics of Space	UES	3	1	4		Elective
MS 12 Sociology Minor (Choose Any One) ##		BALAS410	Sociology of Crime and Deviance	UES	3	1	4		Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Ethnic Identity and Ethnicity	UES	3	1	4		Elective
MS 12 Psychology Minor (Choose Any One) ##		BALAY410	Research Methods in Psychology	UES	3	1	4		Elective
		BALAY412	Peace Psychology	UES	3	1	4		Elective
MS 12 English Minor (Choose Any One)	617416	BAENG416	Literature of Protest	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
		BAENG 420	Indian Literature in English Translation –II	UES	3	1	4		

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Curriculum Scheme Framework for Political Science (1st to 8th Semester)

2025-26 Batch Onwards

MS 12 Economics Minor (Choose Any One)	616412	BAECO412	Financial Econometrics	UES	3	1	4		Elective
	616414	BAECO414	Big Data Analysis	UES	3	1	4		Elective
	616416	BAECO416	Economic Analysis with R	UES	3	1	4		Elective
	616418	BAECO418	Demographic, Economic & Social Inter-relations	UES	3	1	4		
	Total						**20#**		

** Applicable to those who will not undertake the Research Project. These students will take 4 DSCs and 1 MS in the Eighth semester.

The total Credit calculation has been done on the basis of the number of choices the student can opt in each DSC and MS in this semester.

##In the 8th Semester, a student is required to earn a minimum of 20 Credits, which includes at least One MS Course. However, the student may earn an additional 4 Credits by choosing a second MS Course.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2025.

Applicable to Students from 2025-26 batch onwards.

Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

FIRST SEMESTER

DISCIPLINE SPECIFIC COURSE

Historians' Quest

Nature of the Course: DSC
Course Code: BALAH101
Semester: First (I)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:
Marks: 100
Internal Evaluation: 40

Course Objective:

This course introduces students to the discipline of history not merely as a study of the past, but as a way of understanding the present and imagining the future. Through a thematic and inquiry-based approach, the course explores how historical thinking helps us make sense of contemporary issues such as inequality, environmental crises, technological change, and debates around memory and identity. Drawing from diverse sources — scholarly texts, films, podcasts, and popular literature — students will be encouraged to critically examine the uses and abuses of history in public life. The goal is to inspire curiosity, develop critical thinking, and offer a fresh and engaging perspective on why history matters today.

Course Outcomes:

CO1 (Knowledge): Develop an interest in historical thinking through engaging and relatable themes.
CO2 (Understanding): Understand how contemporary problems have historical roots.
CO3 (Synthesis): Analyze historical narratives through non-traditional sources — including films, books like *Sapiens*, and current events.
CO4 (Application): Make meaningful connections between personal, local, and global histories.

Course Content

Unit 1: Why History Matters **(15 Hours)**

a. History and Historian
b. Big Histories: How we became human? How are societies formed?
c. Is history only about kings and wars — or also about daily life and imagination?
d. Personal and collective memory: History vs. Heritage

Suggested Media:

- Film: *13th* (dir. Ava DuVernay) – on racial incarceration in the U.S.

- Film: *Lagaan* (for colonial resistance in India)
- Podcast: *Seen and Not Heard* (Dalit voices & resistance)

Unit 2: Inequality and Injustice: Then and Now **(15 Hours)**

a. Caste, race, gender, class — historical roots of inequality
b. Colonialism and its afterlives (racism, global poverty, mass incarceration)
c. Alternative histories: egalitarian societies and social experiments
d. LGBTQ Community: Past to Present

Unit 3: Environment and the Past **(15 Hours)**

a. How the environment shaped history — and how humans shaped nature
b. Disease, epidemics, and geography: history from a biopolitical lens
c. Colonialism, forests, and resource control in South Asia
d. The Anthropocene: Can we have an ethical relationship with the planet?

Suggested Media:

a. Podcast: *Drilled* (on climate denial and politics)
b. Short documentary: *India's Vanishing Forests* (by Down To Earth)
c. Maps/timelines of forest laws, Chipko movement

Unit 4: Technology, Power, and Historical Imagination **(15 Hours)**

a. From fire to fiber optics: What technologies reveal about social change
b. Printing press, gunpowder, railways — how power and technology intertwine
c. Fossil fuels, climate change, and political systems
d. History and Contestation: monuments, textbooks, and collective memory.

Suggested Media:

- YouTube channel: *ColdFusion* – videos on history of major technologies
- Podcast: *Tech Won't Save Us* – episode on the political economy of innovation
- Film: *The Social Dilemma* (Netflix)
- Article: *Why Statues Matter* (Colston, Ambedkar, and public memory)

Pedagogy:

- Create a visual timeline of "What I thought history was, and what it could be".
- Classroom debate: *Should colonial and casteist monuments be taken down?*
- **Museum of the Silenced" Pop-Up Exhibit** Students work in small groups to create a one-table "exhibit" on a forgotten or erased historical figure, event, or community. They include

brief write-ups, images, objects (or sketches), and captions — like a pop-up classroom museum.

Textbooks:

1. Ambedkar, Bhim Rao. *Annihilation of Caste*, Fingerprint Publishing, 2023 (Originally published in 1936).
2. David Graeber & David Wengrow, *The Dawn of Everything*: *A New History of Humanity,* Penguin, 2022.
3. Carr, E.H. *What is History?* Penguin Classic, 2018 (Originally published in 1961).
4. Harari, Yuval Noah. *Sapiens: A Brief History of Humankind*, Penguin Random House, 2015.
5. Guha**,** Ramachandra**.** *Environmentalism: A Global History*, Penguin Random House, 2016.
6. Childe, Gordon, *Man Makes Himself*, The New American Library, 1936.

Recommended Readings:

1. McNeill, J.R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World* , W.W. Norton & Company, 2001.
2. Diamond**,** Jared. *Guns, Germs, and Steel* , W.W. Norton & Company, 1997.
3. Mishra, Pankaj. *Age of Anger*. Juggernaut Publication, 2018
4. Mitchell, Timothy. *Carbon Democracy*: *Political Power in the Age of Oil,* Verso Books, 2011.
5. Tarlo, Emma. *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, 2003.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC COURSE

Fundamentals of Psychology

Nature of Course: DSC
Semester: First (I)
Course Code: BALAY103
Credits: 4 (L3 P1)

Mode of Exam: UES
Course ID:
Marks: 100 (40+60)

Course Objective:

The objective of this course is to introduce key concepts of psychology in order to provide a deeper insight into mental process and behavior.

Course Outcomes:

CO 1 (Knowledge): Define and explain basic psychological concepts.
CO 2 (Understanding): Understand the influence of biological and socio-cultural factors on human behavior and mental processes.
CO 3 (Synthesis): Synthesize psychological concepts and perspectives to analyze human behavior and apply insights to real-life contexts.
CO 4 (Application): Apply principles of psychology in academics and everyday life.

Course Content

Unit I: Introduction: Nature of Psychology **(15 Hours)**

a. Concept of Psychology
b. Psychology as a scientific discipline
c. Perspectives in Psychology (Psychodynamic, Behavioral, Humanistic, Cognitive, and Socio-Cultural)
d. Sub-Fields of Psychology; Scope of Psychology
e. Psychology in India

Unit II: Learning and Memory **(15 Hours)**

a. Nature of Learning
b. Principles and Applications of Classical Conditioning
c. Principles and Applications of Operant Conditioning; Observational Learning
d. Definition and Models of Memory (Information Processing approach; Levels of Processing Model)
e. Forgetting; Techniques for improving memory

Unit III: Motivation and Emotion **(15 Hours)**

a. Nature of Motivation
b. Types of Motivation: Primary and Secondary, biogenic and sociogenic
c. Nature and function of emotion
d. Theories of Emotion
e. Culture and Emotion; Indian View of Emotion

Unit IV **(30 Hours)**

- **Practicum (Any one experiment based on unit 2 or 3)**

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Readings

- Baron, R. & Misra. G. (2013). Psychology. Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
- Zimbardo, Phillip G. (2006). Introduction to Psychology. New York. Pearson Custom Publishing
- Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world

MINOR STREAM (MS)

Indian Constitution and Government

Nature of the Course: MS
Course Code: BALAP107
Semester: First (I)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation:40
External Evaluation: 60

Course Objective:

This course seeks to educate and imbibe constitutional values among students. The Constitution of India was drawn out after a long process of deliberation and serves as a document of constitutional obligation. The Preamble, Fundamental Rights, and the Directive Principles of State Policy enshrined in the constitution form its core. The focus will also be on understanding the Indian Federal setup along with understanding the party system in India.

Course Outcomes:

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution-making process and the debates associated with it, the centre-state relations and the party system.

CO3 (Synthesis): In studying this paper, knowledge about fundamental rights, duties, and directive principles will be imparted to students.

CO4 (Application): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Content

Unit I: Evolution of Indian Constitution **(15 Hours)**

a. Historical Background and Philosophical Foundation of Constitution.
b. Salient Features of the Indian Constitution.
c. Fundamental Rights and Duties
d. Directive Principles of State Policy.

Unit II: Indian Federal System **(15 Hours)**

a. Centre-State Relationship
b. Decentralisation-Local and Grassroot Governance
c. Contemporary Trends-Asymmetrical Features of Federalism

Unit III: Executive, Legislature and Judiciary **(15 Hours)**

a. Executive: Office of the President, Prime Minister, Governor

b. Parliament: Composition and Functions
c. Supreme Court: Composition and Functions

Unit IV: Party System in India **(15 Hours)**

a. Types of Party System, Phases of Party system in India
b. National Parties in India
c. Regional Parties in India

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics.* New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
3. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. Mehta, Pratap Bhanu, and Niraja Gopal Jayal. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2011.

Recommended Readings:

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
2. Austin, G. *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and Achin Vanaik. Understanding Contemporary India – Critical Perspectives. New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan, ed. Democratic Dynasties: State, Party and Family in Contemporary Indian Politics. Cambridge: Cambridge University Press, 2016.
5. Choudhary, Sunil K. The Changing Face of Parties and Party Systems: A Study of Israel and India. Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, and Rahul Mukherji. India Since 1980. Delhi: Cambridge University Press, 2011.

7. Guha, Ramachandra. India After Gandhi: The History of World's Largest Democracy. New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher. India Since 1950: Society, Politics, Economy and Culture. Delhi: Cambridge University Press, 2012.
9. Menon, N., and A. Nigam. Power and Contestation: India since 1989. London: Zed Books, 2007.
10. Omit, Shani. How India Became Democratic: Citizenship and the Making of the Universal Franchise. Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha, ed. Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. New Delhi: Oxford University Press, 2013.
12. Singh, M.P., and R. Saxena. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
13. Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives.* New Delhi: Orient Blackswan, 2010.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM (MS)

Sociology and Society in India

Nature of the Course: MS
Course Code: BALAS105
Semester: First (I)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective of this course is to provide a comprehensive understanding of the complex social fabric of India, highlighting the interplay between unity and diversity. Students will explore the various sources of diversity in India, such as linguistic, religious, and ethnic differences, and their implications on social cohesion. The course will also delve into the fundamental social institutions, including family, kinship, marriage, and caste, examining their roles and transformations in contemporary society. Furthermore, the course aims to address pressing social issues like poverty, inequality, crime, and migration, along with the diverse religious landscape and its impact on Indian society.

Course Outcomes:

CO1 (Knowledge): Demonstrate a thorough knowledge of the key concepts and sources of diversity in India, including linguistic, religious, and ethnic differences, as well as the fundamental social institutions and their functions.

CO2 (Understanding): Understand and explain the sociocultural processes and models, such as acculturation, assimilation, integration, cooperation, conflict, and competition, that contribute to unity in diversity in the Indian context.

CO3 (Synthesis): Synthesize information about the various social issues in India, including poverty, caste, gender inequality, crime, and regional disparities, and critically analyze their impact on the population and societal dynamics.

CO4 (Application): Apply the acquired knowledge to evaluate and address contemporary changes in Indian society, such as transformations in family structures, marriage practices, and the implications of religious pluralism and secularism, while proposing informed solutions to enhance social cohesion and inclusivity.

Course Content

Unit I: Unity in Diversity **(15 Hours)**

a. Meaning of Unity and Diversity
b. Sources of Diversity in India: Importance, merits and demerits (Linguistic, Religious, Ethnic)
c. Unity in Diversity: Socio-Cultural process and models (Acculturation, Assimilation, Integration, Cooperation, Conflict & Competition)
d. Factors Contributing to the Unity of India

Unit II: Basic Social Institutions in India (15 Hours)

a. Family: Definition, Function and Types
b. Kinship: Definition, Function, and Types (North and South)
c. Marriage: Definition, Function, Types and Rules, Latest trends
d. Caste: Definition, Characteristics and Theories of Origin

Unit III: Social Issues in India (15 Hours)

a. Social Problems in India (Poverty and Gender Inequality)
b. Crime (Types) and Juvenile delinquency
c. Regional disparity and migration
d. Population profile of Indian Society

Unit IV: Religion in India (15 Hours)

a. Definition, Composition, and Functions of Religion
b. Religions of India (Hinduism, Buddhism, Jainism, Sikhism, Islam, and Christianity) and their features
c. Concept of religious pluralism and Secularism
d. Fundamentalism and Communalism

Pedagogy

- Lectures
- Discussion and Presentations
- Movie/Documentaries
- Project Work/Field Visit

Text Books

1. Mukherjee, Radha Kumud. Fundamental Unity of India. Orient Blackswan. New Delhi 2004
2. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004
3. Gupta, Dipankar (Eds). Social Stratification. Oxford University Press. New Delhi. 2007
4. Kundu, Abhijit and Yadav, Nirupama. Sociology of India. Sage. New Delhi. 2021

Recommended Readings

1. Gottlob, Michael. "India's Unity in Diversity as a Question of Historical Perspective". Economic and Political Weekly, Vol. 42, No. 9. pp. 779-785+787-789
2. Kaul, Vijay Kumar. "India's Diversity: From Conflict to Innovation". World Affairs: The Journal of International Issues, Vol. 19, No.4. pp. 10-43
3. 'Unity in Diversity'? Tensions and Contradictions in Cultivating National Unity. https://www.epw.in/engage/article/unity-diversity-tensions-and-contradictions-rashtriya-ekta-diwas
4. Gore, M.S. "Unity in Diversity". Social Scientist, Vol. 24, No. 1/3 (1996), pp. 30-43
5. Berry, John M. "Immigration, Acculturation, and Adaptation". Applied Psychology: An International Review. Vol. 46. Issue. 1 (1997). pp, 5-34
6. Madan, T.N. 'Religions of India'. Das, Veena (Eds.) Handbook of Indian Sociology. Oxford University Press. New Delhi. 2004.
7. Unit 28 Theories of Origin of Caste System. IGNOU Reading Material.
8. Meredith, McGuire. Religion In Social Context. Wadsworth Pub. Co. California. 1997. (Chapter 1).
9. Hick, John. "Religious Pluralism." A Companion to Philosophy of Religion, edited by Quinn and Taliaferro. Wiley-Blackwell, 1997, 607-614.
10. Karve, I., 1994, 'The Kinship Map of India', in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press, Pp.50-73
11. Yinger, Milton J. "Pluralism, Religion, and Secularism". Journal for the Scientific Study of Religion, Vol. 6, No. 1 (1967). pp. 17-28
12. Bhushan, Vidya; Sachdeva, D.R. Fundamentals of Sociology. Pearson. Delhi. 2012
13. Relevant IGNOU Material

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MULTI DISCIPLINARY COURSE (MDC)

History and Literature

Nature of the Course: MDC
Course Code: BALAC109
Semester: First (I)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course will examine the texts; place them in historical contexts and help students to use them as tools for history writing.

Course Outcomes:

CO1 (Knowledge): To differentiate historical texts from other forms of available literature.

CO2 (Understanding): Understand the various perspectives to study history.

CO3 (Synthesis): To examine various texts associated with different religious traditions.

CO4 (Application): Evaluate historical literature and its relevance in contemporary times.

Course Content

Unit I: Ancient Indian Literature **(10 Hours)**

a. Sanskrit literature- Vedas and Itihasa Purana traditions
b. Normative texts- Manusmriti and Arthashastra
c. Biographical accounts- Harshacharita and Vikramankadevacharita
d. Ancient Tamil texts- Sangam literature, Silapaddikaram
e. Pali-Prakrit literature- Jatakas and Agamas
f. Historical texts- Rajatarangini.

Unit II: Medieval period literature **(12 Hours)**

a. Persian literature- Abul Fazl- Akbarnamah, Badauni- Muntakhab-ut-Tawarikh, Mir Khwand's- Rauzat us Safa, Mohsin Fani's- Dabistan-i-Mahsib
b. Women writers- Lalleshwari (Lal Ded), Gulbadan Bano Begum, Zeb-un-Nisa
c. Urdu Literarure- Raskhan's Pand Mahim Suniya's story collection

Unit III: Modern Indian Literature – Any four texts **(12 Hours)**

a. Rabindranath Tagore- Gitanjali
b. Bankim Chandra Chattopadhyaya – Ananda Math
c. Prem Chand- Godan
d. Sadat Hassan Manto- Khol Do
e. Amrita Pritam- Pinjar
f. Rajaram Aatram- Ughda Darwaza

Unit IV: Poetics and Literature **(11 Hours)**

a. Kalidasa- Raghuvamsa and Kumarasambhava.
b. Sangam Literature- Akam and Puram poems.
c. Persian Poet- Amir Khusrau.
d. Bhakti poems- Mirabai, Tulsidas, Bulle Shah.
e. Urdu poetry- Ghalib.
f. Modern Indian poetry- City of Palaces by James Atkinson, My Native Land- Shashee Chander Dutt.

Pedagogy

- Classroom lectures/project work.
- Class assignment: a review of the unabridged version of any book related to pre-colonial literature.
- Classroom debate on the change in literary forms after colonial rule and the influence of Western ideas in Indian writing.

Textbooks

1. Pollock, Sheldon, ed., Literary Cultures in History: Reconstruction from South Asia, Delhi Oxford University Press, 2003.
2. Sharma, T.R.S., ed. Ancient Indian Literature: An Anthology (3 vols) New Delhi: Sahitya Akademi, 2000.
3. Kane, P.V., History of Dhramashastra, Bhandarkar Oriental Research Associate, Poona, 1941.
4. Olivelle, Patrick, Manu's Code of Law, Oxford University Press, 2005.

Recommended Readings

1. Shamashatry, R., trans., Kautilya's Arthashastra, 1950.
2. Sen, Ksitimohan, Medieval Mysticism in India, London, 1936.

MULTIDISCIPLINARY COURSE (MDC)

Society and Politics

Nature of the Course: MDC
Course Code: BALAC111
Semester: First (I)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

Society and Politics is an interdisciplinary course that explores questions through the intersection of political science and sociology and analyses various political processes and social transformations both at the macro level of national and internal politics and at the micro level.

Course Outcomes:

CO1 (Knowledge): This course will give an idea about the intrinsic relationship between the social and political.

CO2 (Understanding): It will enable an understanding of state, nation, citizenship, and democracy.

CO3 (Synthesis): The student can analyse the functioning of civil society institutions.

CO4 (Application): The student will be able to explore the relationship between the process of globalization with the polity and how it impacts society.

Course Content

Unit I: Understanding the Concepts **(10 Hours)**

a. Conceptualising Politics: Definition, Perspectives of Politics-Classical, Liberal, Marxist, Feminist
b. Society: Definitions, Characteristics, State and Society Distinctions
c. Civil and Political Society

Unit II: Theories of Social Stratification **(12 Hours)**

a. Marxian Approaches to Social Stratification
b. Weberian Approach to Social Stratification

Unit III: Socio-Political Identities in India **(12 Hours)**

a. Caste in Indian Polity: Reservation, Second Democratic Upsurge in India

b. Gender and Institutional Interventions in India: Defining Gender, National Report on the Role and Status of Women (1980), Vishakha Guidelines and the POSH Act (2013)

Unit IV: Democracy and Globalisation (11 Hours)

a. Democracy: Conceptualising Democracy, Definitions, Procedural and Deliberative Democracy
b. Globalisation, Civil Society, Global Poverty

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
2. Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
3. Kohli, Atul, ed. The Success of India's Democracy. Cambridge University Press, 2001.
4. Bardhan, Pranab. "The Impact of Globalization on the Poor." *Brookings Trade Forum: Globalization, Poverty, and Inequality* (2004): 271–284. Washington, DC: Brookings Institution Press.

Recommended Readings:

1. Bardhan, P. The Political Economy of Development in India. Oxford: Blackwell, 1984.
2. Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
3. Fuller, and Benei, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
4. Heywood, Andrew. *Key Concepts in Politics.* New York: Palgrave, 2000.
5. Janoski, Thomas, Robert Alfred, Alexander Hicks, and Mildred A. Schwartz, eds. *The Handbook of Political Sociology: States, Civil Societies and Globalisation*. Cambridge University Press, UK, 2005.
6. Kothari, Rajni. *Caste in Indian Politics*. Hyderabad: Orient Longman, 1970.
7. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
8. Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
9. Michelutti, Lucia. *The Vernacularisation of Democracy: Politics, Caste and Religion in*

India. New York: Routledge, 2009.

10. Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.
11. Rudolf, Lloyd, and Rudolf Susan, eds. *In Pursuit of Lakshmi: The Political Economy of the Indian State*. Chicago: University of Chicago Press, 1987.
12. Sanyal, Kalyan. *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post Colonial Capitalism*. New Delhi: Routledge, 2007.
13. Sen, Amartya. *Development as Freedom*. New Delhi: OUP, 1999.
14. Weber, Max. *Economy and Society: An Outline of Interpretive Sociology*. Edited by Guenther Roth and Claus Wittich. Translated by Ephraim Fischoff et al. Berkeley: University of California Press, 1978.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MULTIDISCIPLINARY COURSE (MDC)

Society and Culture

Nature of the Course: MDC
Semester: First (I)
Course Code: BALAC113
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course aims to provide a comprehensive understanding of the fundamental concepts of society and culture, exploring the distinctions and connections between human and non-human societies, material and non-material culture, and various societal types. It examines the complexities of intercultural communication, emphasizing the role of communication in maintaining social relationships and the impact of evolving technologies. Additionally, the course delves into belief systems and ideologies, highlighting their influence on individual and group identities, and power structures. Finally, it investigates the nature of popular culture, its interaction with society and individuals, and its role in driving social change.

Course Outcomes:

CO1 (Knowledge): Gain foundational knowledge of society and culture, including definitions, features, types, and key concepts like multiculturalism and ethnocentrism.

CO2 (Understanding): Understand the formation of personal and social identities, the nature of verbal and non-verbal communication, and the impact of changing communication technologies.

CO3 (Synthesis): Synthesize knowledge of belief systems and ideologies, exploring their role in identity formation, power structures, and the relationship between society and popular culture.

CO4 (Application): Apply sociological and cultural concepts to real-world scenarios, analysing social behaviours, inclusion/exclusion dynamics, and the influence of popular culture on social change.

Course Content

Unit I: Basic Concepts of Society and Culture **(10 Hours)**

a. Society: Definition, Features, and Comparison between human and non-human society
b. Essential Elements of Society; Types of Society

c. Concept of Culture- Material and Non-Material Culture; Elements of Culture
d. Multiculturalism, Cultural Relativism and Ethnocentrism

Unit II: Intercultural Communication (12 Hours)

a. The behavior of people in different social, cultural, and environmental issues
b. Nature of communication- verbal and non-verbal communication
c. Role of communication in maintaining social relationships and social control
d. Impact of changing communication technologies

Unit III: Belief System and Ideologies (12 Hours)

a. Similarities and Differences
b. Nature and role of shared values and understanding within belief systems and ideologies
c. Belief systems and ideologies as the basis of group and individual identity
d. Nature and role of hierarchy and internal power structures within belief systems

Unit IV: Popular Culture (11 Hours)

a. What is popular culture? Features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspectives
b. Interaction between popular culture, society, and individual
c. Consumers and nature of consumption of popular culture
d. Continuity and Change: Interface between society and culture; contribution of popular culture to social change

Pedagogy

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

Text Books

1. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
2. Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
3. Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality.

Routledge. New York. 2019

4. Storey, John. An Introductory Guide to Cultural They and Popular Culture. The University of Georgia Press. Athens. 1993.
5. Williams, Raymond. Keywords. Fontana Press. London. 1983
6. Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.

Recommended Readings

1. Chen, Guo-Ming. (2012). "The impact of new media on intercultural communication in global context." China Media Research, vol. 8, no. 2, 2012, pp. 1-10
2. Duke, Charles R. "Nonverbal Behavior and the Communication Process." College Composition and Communication 25, no. 5 (1974): 397–404
3. Burton, Eleanor Q. "Intercultural Communication." Insight Turkey, no. 7 (1997): 155–64.
4. Bennett, Milton J. (Eds.) Basic Concepts of Intercultural Communication: Selected Readings. Intercultural Press. London. 1998. (pp- 1-52; 173- 190).
5. Philip E. Converse (2006) The nature of belief systems in mass publics (1964), Critical Review, 18:1-3, 1-74. (Selected Sections).
6. Usó-Doménech, J.L., Nescolarde-Selva, J. What are Belief Systems?. Found Sci 21, 147–152 (2016)
7. Sartori, Giovanni. "Politics, Ideology, and Belief Systems." The American Political Science Review 63, no. 2 (1969): 398–411.
8. Kennedy, Emmet. "'Ideology' from Destutt De Tracy to Marx." Journal of the History of Ideas 40, no. 3 (1979): 353–68.
9. Frank, Jerome D. Nature and Functions of Belief Systems Humanism and Transcendental Religion. American Psychologist. (1997). pp. 555-559
10. Abelson, Robert P. "Differences Between Belief and Knowledge System". Cognitive Science. Vol. 3. (1979). pp. 355-366
11. Harmon, Gary L. "On the Nature and Functions of Popular Culture." Studies in Popular Culture 6 (1983): 3–15.
12. Harrington, C. Lee; Bielby, Denise. 'Constructing the Popular: Cultural Production and Consumption'. In Harrington, C. Lee; Bielby, Denise (Eds.). Popular Culture: Production and consumption. Wiley Blackwell. London, 2000.

*Any other relevant material

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

SKILL ENHANCEMENT COURSE (SEC)

History of Science and Technology in India (IKS)

Nature of the Course: SEC
Course Code: BALAC117
Semester: First (I)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

Understand the history of science and technology in India.

Course Outcomes:

CO1 (Knowledge): Trace the genealogy of scientific developments and technological advancements in India from early years till present.

CO2 (Understanding): Learn to critically assess claims of cultural superiority and the attribution of scientific discoveries to Ancient Indians.

CO3 (Synthesis): Study the impact of colonial 'modernity' on Indian society.

CO4 (Application): Critically assess post-independence India's progress in the field of science till the end of the twentieth century.

Course Content:

Unit I: Science and Technology in India up to c.1200 CE (10 Hours)

a. Astronomy (*Surya-Siddhanta*, Aryabhatta, Varahamihira), Mathematics, Medicine (Ayurveda)
b. Agriculture, metallurgy, textile production, shipbuilding, armaments
c. Critical assessment of the attribution of scientific discoveries to Ancient Indians

Unit II: Science and Technology in India c.1200 CE to 1757 CE (12 Hours)

a. Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (*Unani-tibb*), Astronomy, medicine
b. Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding
c. Technology, warfare in medieval period

Unit III: Science in Colonial India: 1757 CE to 1947 CE (12 Hours)

a. Surveys, scientific education, scientific societies, growth of scientific institutions in colonial India
b. Indian response
c. Assessing the impact of 'colonial modernity' on Indian society

Unit IV: Post-Independence India (11 Hours)

a. Policies in science and technology in independent India (IITs, Council of Scientific and Industrial Research, Ministry of Science and Technology), Indian Council of Agricultural Research (1947), Indian Council of Medical Research (1949), DRDO and Defense Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (satellite and communication Revolution)
b. Assessing India's scientific progress till the end of the twentieth century

Pedagogy:

- Classroom lectures/project work.
- Class debate on the myth and reality of scientific developments in pre-colonial India.
- Classroom assignment on the impact of modern science and technology (such as railways) on Indian society.

Textbooks:

1. Arnold, David. *The New Cambridge History of India, III*, Cambridge: Cambridge University Press, 2004.
2. Bose, D.M., Sen, S.N. & Subbarayappa, B.V. eds., *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Chakrabarti, Pratik. *Western science in modern India: Metropolitan methods, colonial practices*. Orient Blackswan, 2004.
4. Chattopadhyaya, Debiprasad. *History of Science and Technology in Ancient India: Astronomy, Science and Society*. Firma KLM, 1996.
5. Kumar, Deepak. *Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012
6. Kumar, .Deepak, ed. *Science and Empire: essays in Indian context, 1700-1947*. Anamika Pub & Distributors, 1991.
7. Muley, Gunakar. *Bharat: Itihaas, Sanskriti aur Vigyan*. Rajkamal Prakashan. 2013.
8. Plofker, Kim. *Mathematics in india*. Princeton University Press, 2008.

Recommended Readings:

1. Arnold, David. "Nehruvian science and postcolonial India". *Isis* 104, no. 2 (2013): 360-370.
2. Ansari, SM Razaullah. "The observatories movement in India during the 17–18th centuries." *Vistas in Astronomy* 28 (1985): 379-385.
3. Basham, Alan L. "The practice of medicine in ancient and medieval India." *Asian medical systems: A comparative study* (1976): 18-43.
4. Bhatia, P. "Mining and metallurgy in ancient India." *Indian Historical Review* 34, no. 1

(2007): 283-287.

5. Kumar, Deepak. “Adoption and Adaption: A Study of Medical Ideas and Techniques in Colonial India.” In *Science between Europe and Asia: Historical Studies on the Transmission, Adoption and Adaptation of Knowledge*, pp. 233-243. Dordrecht: Springer Netherlands, 2010.
6. Mahalanobis, P. C. "Recent developments in the organization of science in India." *Sankhyā: The Indian Journal of Statistics, Series B* 25, no. 1/2 (1963): 67-84.
7. Edney, Matthew H. "The patronage of science and the creation of imperial space: The British mapping of India, 1799-1843." *Cartographica: The International Journal for Geographic Information and Geovisualization* 30, no. 1 (1993): 61-67.
8. Habib, Irfan, “Presidential Address, Medieval India Section”, *Proceedings of the Indian History Congress*, Varanasi, 1969.
9. Habib, Irfan, ‘Technology and Barriers to Social Change in Mughal India’, *Indian Historical review*, Vol. V, Nos.1-2, 1978-79.
10. Habib, Irfan, “Changes in Technology in Medieval India”, in *Studies in History*, Vol. II, No. 1, 1980.
11. Habib, S. Irfan, and Dhruv Raina. “The introduction of scientific rationality into India: A study of Master Ramchandra—Urdu journalist, mathematician and educationalist.” *Annals of science* 46, no. 6 (1989): 597-610.
12. Haines, Daniel. "Development, Citizenship, and the Bhakra–Nangal Dams in Postcolonial India, 1948–1952." *The Historical Journal* 65, no. 4 (2022): 1124-1144.
13. Khan, Iqbal Ghani. “The Awadh Scientific Renaissance and the Role of the French: C. 1750-1820”, *Indian Journal of History of Science*, Vol. 3, No. 38, pp. 273-301, 2003.
14. Nanda, Meera. “Science Sanskritized: How modern science became a handmaiden of Hindu nationalism.” In *Routledge Handbook of South Asian Religions*, pp. 264-286. Routledge, 2020.
15. Parayil, Govindan. “The green revolution in India: A case study of technological change.” *Technology and culture* 33, no. 4 (1992): 737-756.
16. P. Rama Rao, ‘Science and Technology in Independent India: Retrospect and Prospect’,in *Current Science*, Vol. 74, No.5, 10 March, 1998, pp.418-432.
17. Qaisar, A. Jan, “Shipbuilding in the Mughal Empire during the Seventeenth Century”, *Indian Economic and Social History Review*, Vol. V, No. 2, June, 1968.
18. Raj, Kapil. “Networks of knowledge, or spaces of circulation? The birth of British cartography in colonial south Asia in the late eighteenth century.” *Global Intellectual History* 2, no. 1 (2017): 49-66.
19. Suvobrata Sarkar (Ed.), *History of Science, Technology, Environment and Medicine in India*, London and New York: Routledge (Taylor & Francis), 2022.
20. Verdon, Noémie, and Michio Yano. "Al-Bīrūnī’s India, Chapter 14: An Account of Indian Astronomical, Mathematical and Other Literature." *History of science in South Asia* 8 (2020): 57-76.

SKILL ENHANCEMENT COURSE (SEC)

Gender and Development

Nature of Course: SEC
Course Code: BALAC119
Semester: First (I)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Total Marks 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The primary objective of the course is to provide the basic conceptual and analytical tools to the students to understand the different dynamics of the interaction of gender and development in India. The course explores the interactions of gender with other social categories like caste, ability, and sexuality in various developmental policies in Indian democracy. The course will specifically look at gender and development in the context of education, health, and economic policies in India.

Course Outcomes:

CO1 (Knowledge): The student will have a foundational understanding of the concept of gender and development and various developmental policies in Indian democracy.

CO2 (Understanding): The student will have a basic understanding of the different developmental policies in India.

CO3 (Synthesis): The student can understand the intersection of gender with different social categories like caste, ability, and sexuality in the context of development in Indian democracy.

CO4 (Application): The student can evaluate the impact of development policies and interventions on gender equality and empowerment.

Course Content

Unit I: Introduction to Gender, Development **(10 Hours)**

a. Gender and Development: Definitions and Concepts
b. Gendering Development: Discourses and Debates

Unit II: Gender and Health in India **(12 Hours)**

a. Reproductive Rights and Maternal Health-Janani Suraksha Yojana
b. Accessibility to Health Care- Transgender Persons Protection of Rights Act 2019

Unit III: Gender and Economic Policy **(12 Hours)**

a. Women in Development (WID), Women and Development (WAD), and Gender and Development (GAD)
b. Women's Unpaid Labour and Informal Economy
c. Grameen Bank, Self-Help Groups (SHG), Kudumbashree

Unit IV: Gender and Violence **(11 Hours)**

a. Gender-Based-Violence and Violence Against Women
b. Laws and Institutions
c. Appraisal of Safety and Security Schemes like Mission Shakti: Evaluation

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visit

Text Books:

1. Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press, 2001.
2. Bhatt, Ela R. We Are Poor but So Many: The Story of Self-Employed Women in India. New Delhi: Oxford University Press, 2005.
3. Menon, Nivedita, ed. Gender and Politics in India. New Delhi: Oxford University Press, 1999.
4. Rathgeber, Eva. *WID, WAD, and GAD: Trends in Research and Practice. Journal of Developing Areas* 24, no. 4 (1991): 489–502.
5. Razavi, Shahra, and Carol Miller. *From WID to GAD: Conceptual Shifts in the Women and Development Discourse.* Geneva: UNRISD, 1995.

Recommended Readings:

1. India introduces economic reforms to improve women's access to markets and financial assets, Available at: https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/
2. Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought.* London: Verso, 1994.
3. Parpart, Jane L., Patricia Connelly, and Eudine Barriteau. *Theoretical Perspectives on Gender and Development.* Ottawa: International Development Research Centre, 2000.
4. Pearson, Ruth, and Caroline Sweetman, eds. *Gender and Development: Critical Concepts in Development Studies.* London: Routledge, 2017.
5. National Health Policy, India (2017).
6. The Right of Children to Free and Compulsory Education (RTE) Act, 2009,

https://dsel.education.gov.in/rte

7. Where Do the Victims of Gender- Based Violence go? Based Violence go? A Needs Analysis for Women's Safety Schemes in India: A Needs Analysis for Women's Safety Schemes in India Available At: https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf
8. National Commission for Women (NCW) Reports
9. Visvanathan, Nalini, ed. *The Women, Gender and Development Reader.* 2nd ed. London: Zed Books, 2011.
10. World Bank. *Engendering Development: Through Gender Equality in Rights, Resources, and Voice.* Washington, DC: World Bank and Oxford University Press, 2001.

SKILL ENHANCEMENT COURSE (SEC)

Understanding Indian Society Through Cinema

Nature of the Course: SEC
Semester: First (I)
Course Code: BALAC121
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course aims to explore the dynamic relationship between cinema and Indian society across different historical periods. Students will examine how films serve as social documents, distinguishing between parallel and mainstream cinema and analysing their roles in reflecting and driving social change. Through an in-depth study of the Indian cinema industry's history, including Bollywood and regional cinema, learners will gain insights into its evolution and impact. Additionally, they will critically assess the portrayal of key social issues such as nationalism, identity, family norms, caste, class, gender, race, and the environment, identifying the evolving representations and their implications within Indian society.

Course Outcomes:

CO 1 (Knowledge): Understand Indian cinema's historical development and its reflection of societal norms, focusing on Bollywood and regional industries.

CO 2 (Understanding): Analyze the socio-cultural context of Indian cinema, differentiating between parallel and mainstream cinema and their impact on societal changes.

CO 3 (Synthesis): Synthesize knowledge to critically evaluate Indian cinema's portrayal of social issues, examining the interplay between cinema and society.

CO 4 (Application): Apply understanding to interpret films, identifying societal dynamics and proposing solutions to depicted challenges.

Course Content

Unit I: Cinema and Society: Reciprocal Relations **(10 Hours)**

a. Films as Social Document
b. Parallel vs Mainstream Cinema
c. Cinema and Social Change
d. Cinema Industry of India (Bollywood and Regional) and its History

Unit II: Indian Society and Cinema: Independence to Liberalization (12 Hours)

a. Nationalism and Nation Building
b. The transition from traditional to modern
c. The 'Angry Young Man' Era
d. The archetype of the 'Villain'

Unit IV: Indian Society and Cinema: Post-Liberalization (12 Hours)

a. Changing family norms and values
b. The Question of Identity and the Portrayal of Indian Diaspora
c. Culture of Aspiration and Consumption
d. The emergence of the 'Anti-Hero'

Unit IV: Portrayal of Social Issues in Indian Cinema*[1] (11 Hours)

a. Caste
b. Class
c. Gender
d. Race
e. Environment

Pedagogy:

- Lectures
- Discussion and Presentations
- Seminar
- Audio-Visual

Text Books:

1. Prasad, M. Madhava. Ideology of the Hindi Film: A Historical Construction. Oxford University Press. New Delhi. 2000
2. Ghosh, Tapan K. Bollywood Baddies: Villains, Vamps and Henchmen in Hindi Cinema. SAGE Publications. New Delhi. 2013
3. Juluri, Vamsee. Bollywood Nation: India through its Cinema. Penguin. London. 2013
4. Mehta, Rini Bhattacharya, and Rajeshwari V. Pandharipande, eds. Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora. Anthem Press, 2010.

* **Note:** This course is primarily meant to develop a sociological lens among the students by comparing and analysing what they read in the classroom with the popular medium of cinema and films. The choice of theme-based films that students will watch and analyse will depend upon the

course instructor.

Recommended Readings:

1. Ahmed, Akbar S. 1992. “Bombay Films: The Cinema as Metaphor for Indian Society and Politics”. In Modern Asian Studies Vol. 26, No. 2. pp. 289-320
2. Young, Colin. “Film and Social Change”. The Journal of Aesthetic Education Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
3. Deshpande, Anirudh. “Indian Cinema and the Bourgeois Nation State”. Economic and Political Weekly Vol. 42, No. 50 (2007), pp. 95-101, 103.
4. Datta, Sangeeta. “Globalisation and Representations of Women in Indian Cinema”. Social Scientist Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
5. Virdi, Jyotika. The Cinematic ImagiNation [sic]: Indian Popular Films as Social History. Rutgers University Press. London2023.
6. Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. Journal of Communication, 62(6), 1028–1046

SKILL ENCHACEMENT COURSE (SEC)

Entrepreneurship Mindset

Nature of the Course: SEC
Semester: First (I)
Course Code: BALA131
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

1. To provide a fundamental for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
2. To acquaint students with the process of creativity and innovation.
3. To expose students to various aspects of entrepreneurship and business.
4. To expose students to case studies on successful entrepreneurs.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Form a strong foundation for basic entrepreneurial skills

CO2 (Understanding): Understand creativity and innovation for opportunity recognition.

CO3: (Synthesis): Learn about opportunity analysis and writing of business plans.

CO4: (Application): Students will be inspired by examples of successful entrepreneurs.

Course Content (10+12+12+11 Hours)

1. Introduction: The Entrepreneur, theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship;
2. Entrepreneurial mindset-creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Business plan- What is business plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP Role of Government in organizing EDPs.
5. Institutions supporting small business entries: Central level, state level, other agencies, industry associations.
6. Practical's:
   i. Presenting a business plan

ii. Project on Start-up India any other Government policy on entrepreneurship

7. Discussion on why Start up fails, role of MSME etc.
   Discussion on role of entrepreneur in economic growth
   Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

Pedagogy:

- Lectures
- Discussions and Presentations
- Seminars

Text Books:

1. Entrepreneurship Development and Small Business Enterprise by Charantimath, Pears Education 8th Ed, 2014
2. Entrepreneurship: A Small Business Approach by Bamford CE, McGraw Hill Education, 1st Ed, 2015.
3. Entrepreneurship by Asrich, McGraw Hill Education, 2013.
4. Entrepreneurship Development: An analysis Study by Balaraju, Theduri, Akansha Publishing House, 2012.
5. A Guide to Entrepreneurship by David, Otic, Jaico Books Publishing House, Delhi, 2014.
6. Entrepreneurship Management by Kaulgud, Aruna, Vikas Publishing House, Delhi, 2012.
7. Entrepreneurship Development by Chhabra, TN, Sun India, 2014.

ABILITY ENHANCEMENT COURSE (AEC)

Story of Indian Food

Nature of the Course: AEC
Course Code: BALAC125
Semester: First (I)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

To understand changes in eating habits and the influence of caste and other cultural factors on Indian eating habits.

Course Outcomes:

CO1 (Knowledge): Identify the sources for food history; introduce students to the idea of the Neolithic 'Revolution' and the debates around it.

CO2 (Understanding): Understand the role of caste and other cultural factors on Indian eating habits.

CO3 (Synthesis): Analyse the idea of fluidity of culture and its evolution through interaction and exchange; for example, through the study of 'Indian staples' like potato and maize, which are actually recent arrivals from the New World.

CO4 (Application): Analyse the role of culture and environment in dietary restrictions (for example the consumption of fish by so-called 'upper castes' in Eastern India).

Course Content

Unit-I: Pre-history and proto-history **(7 Hours)**

a. Sources for food history– rock paintings, remains of bones.
b. Neolithic revolution– domestication of animals and farming.
c. Eating habits in the Harappan Civilization, tools and utensils used.

Unit-II: 'Vedic' Period and dietary restrictions **(8 Hours)**

a. Food grains in Vedic literature.
b. Consumption of meat, the question of beef eating in Vedic culture.
c. Consumption of alcohol and other intoxicants like soma.
d. Caste restrictions on food consumption and inter-dining.
e. Growth of vegetarianism.

UNIT III: The advent of Islamic and change in eating patterns (8 Hours)

a. Introduction of food items from the New World – potato, maize, tobacco.
b. Mughlai cuisine – Ni'matnama, Nushka-i-Shahjahani and other cookbooks from the era.

UNIT IV: Impact of European rule (7 Hours)

a. Portuguese influence on Indian cuisine with special reference to Goa.
b. British rule and the spread of alcohol consumption.
c. Breakfast staples – tea, omelette and bread.

Pedagogy:

- Classroom Lectures/ project work.
- Studying parts of primary sources to understand the idea of 'dietary restrictions' in South Asian culture.
- Classroom discussion on 'common' Indian diets and how many of these contain items introduced from the New World or elsewhere.
- Visit to traditional food spaces to understand the ideas that lie behind food.

Textbooks:

1. Antani, Vishu and Santosh Mahapatra, 'Evolution of Indian cuisine: a Socio-historical Review', Journal of Ethnic Foods, Volume 9, Article Number 15, 2022.
2. Achaya, K.T., The Story of our Food, Hyderabad: Universities Press (India) Limited, 2003.
3. Jha, D.N., The Myth of the Holy Cow. New York, Verso, 2002.
4. Prakash, O., Food and Drinks in Ancient India: From Earliest Times to c.1200 AD, Delhi: Munshi Ram Manohar Lal, 1961.

Recommended Readings:

1. Sengupta, Jayanta, 'Nation on a Platter: The Culture and Politics of Food and Cuisine in Colonial Bengal', (Modern Asian Studies, No. 44, 1, 2010).
2. Elias, Megan, 'Summoning the Food Ghosts: Food History as Public History', PH, 34,2, 2012
3. Roy, Utsa, Culinary Culture in Colonial India, Introduction, 2015.

ABILITY ENHANCEMENT COURSE (AEC)
Legislative Management and Support

Nature of the Course: AEC
Course Code: BALAC127
Semester: First (I)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course provides students with foundational and analytical tools to understand the Legislative process in the country so that they can provide research and data support to different levels of legislative processes.

Course Outcomes:

CO1 (Knowledge): The students will have analytical tools and the ability to acquire foundational skills to integrate into a legislative support team and actively participate in authentic legislative endeavours.

CO2 (Understanding): The students will have a basic understanding of the legislative process of India.

CO3 (Synthesis): After the end of the course, the students will be trained to provide research and data support to different levels of legislative processes.

CO4 (Application): The students will have the basic knowledge to grasp complex policy issues, draft new legislation, track and analyze ongoing bills, write speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations, and handle interoffice communications.

Course Content

Unit I: Different Tiers of Representatives of governance: Powers and functions (7 Hours)

a. Members of Parliament
b. State Legislative Assemblies
c. Functionaries of Rural and Urban Local Self-government

Unit II: Legislative Procedures (8 Hours)

a. Framing of a Bill

b. Amendments to a Bill
c. Types and roles of different committees

Unit III: Reading Budget **(8 Hours)**

a. Introduction of the Budget
b. Types of Budgets
c. Overview of Budget Process

Unit IV: **Media, Communication, and Legislation** **(7 Hours)**

a. Types of media
b. Media and communication

Pedagogy:

- Class lecture, Seminars, Workshops
- Discussions, Mock Scenarios
- Films and Documentaries
- Writing a sample speech on some legislative issues.
- Projects and Assignments

Text Books

1. Austin, G. Working of a Democratic Constitution of India. New Delhi: Oxford University Press, 2004.
2. Basu, DD. Introduction to Indian Constitution. 26th edition. Delhi: LexisNexis, 2024.

ABILITY ENHANCEMENT COURSE (AEC)
Reading Folklore

Nature of the Course: AEC
Course Code: BALAC129
Semester: First (I)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

This course provides a comprehensive understanding of folklore, exploring its concepts, theories, and functions across diverse genres. It delves into Indian folklore, examining narrative, theatrical, and artistic traditions. The impact of digital technology on folklore, including digital culture, virtual communities, and memes, is also covered. Additionally, the course contrasts urban and rural folklore, exploring urban legends, street art, and conspiracy theories.

Course Outcomes:

CO1 (Knowledge): Identify and describe the fundamental concepts, theories, and functions of folklore.

CO2 (Understanding): Analyse the various genres of folklore, particularly within the context of Indian traditions, and understand their cultural significance.

CO3 (Synthesis): Integrate knowledge of folklore with digital technology, recognizing how virtual communities and digital media influence contemporary folk expressions.

CO4 (Application): Apply the concepts of folklore to urban contexts, evaluating urban legends, street art, and conspiracy theories as modern forms of folklore.

Course Content

Unit I: Introduction to Folklore **(7 Hours)**

a. Concept of Folk and Folklore
b. Theories of Folklore
c. Functions of Folklore
d. Genres of Folklore

Unit II: Introduction to Indian Folklore and its Genres **(8 Hours)**

a. Indian Narrative and Sung Traditions
b. Heritage of the Epics
c. Indian Folk Theatre
d. Indian Folk Painting Tradition

Unit III: Folklore and Digital Technology **(8 Hours)**

a. Folklore and Digital Culture
b. Folk Groups and Virtual Communities
c. Memes as folklore

Unit IV: Folklore in Urban Context **(7 Hours)**

a. Difference from rural folklore
b. Urban Legends and Myths
c. Street Art and Graffiti as Folklore
d. Rumour and Conspiracy Theories

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

1. Ben Amos, Dan. (Eds). Folklore Genres. University of Texas Press. Austin. 1976
2. Adams, Robert J. Introduction to Folklore. Best Books Publications. New York. 1975
3. Blank, Trevor J (Ed.). 2009. Folklore and the Internet: Vernacular Expression in a Digital World. Utah: Utah State University
4. Harding, Nick. Urban Legends. Pocket Essentials. 2005. Vermont

Recommended Readings:

1. Bascom, William R. "Four Functions of Folklore." The Journal of American Folklore, 67 (266) (1954): 333-349.
2. Lombardi-Satriani, Luigi. "Folklore as Culture of Contestation." Journal of the Folklore Institute, Vol. 11, No. 1/2, Special Issue: Folklore Studies in Italy (1974): 99-121.
3. Ben Amos, Dan, 1982: "Towards a Definition of Folklore" in Folklore in Context, New Delhi: South Asian Publishers.
4. Propp, Vladimir. 1984. Theory and History of Folklore. Translated by Ariadna Y. Martin and Richard P. Martin. Edited with Introduction and Notes by Anatoly Liberman, Minneapolis, University of Minnesota Press.
5. Unit-3 Indian Folklore: Forms, Patterns and Variations. IGNOU. https://egyankosh.ac.in/bitstream/123456789/48230/1/Unit-3.pdf
6. UNIT 4 THEORETICAL APPROACHES TO FOLKLORE: Patterns and Variations. IGNOU. https://egyankosh.ac.in/bitstream/123456789/48229/1/Unit-4.pdf
7. Laba, Martin. "Urban Folklore: A Behavioural Approach." Western Folklore 38, no. 3 (1979): 158–69
8. Simpson, Jacqueline. "Rationalized Motifs in Urban Legends." Folklore 92, no. 2 (1981): 203–7

VALUE ADDITION COURSE I (VAC)
Environmental Studies

Nature of the Course: VAC
Semester: First (I)
Course Code: BALA133
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continues Evaluation

Course Objective:
Make students familiar with the environmental challenges, issues, and concerns.

Course Outcomes:

CO1 (Knowledge): The environmental Studies course will provide necessary information and knowledge about the various aspects of the environment, ecosystems, and related biodiversity.

CO2 (Understanding): Students will be able to learn and understand the availability and sustainable use of resources, environmental problems, and their short-term and long-term impacts on humans.

CO 3 (Synthesis): Students will be able to integrate different paradigms and issues related to the environment.

CO4 (Application): The course will help them learn about various social issues and the role of humans in conservation and protection.

Course Content

Unit I: Fundamentals: (7 hours)

a. **The Multidisciplinary nature of environmental studies:** Definition, scope and importance, need for public awareness;
b. **Ecosystems:** Concept, Structure and function of an ecosystem, energy flow in ecosystems, food chain, food web, ecological pyramids, ecological succession; Introduction to types, characteristics features, structure and function of different ecosystems including forest, grassland, desert and aquatic ecosystem
c. **Biodiversity:** Introduction to biodiversity-definition, genetics, species, ecosystem diversity, biogeographically classification of India, value of biodiversity-consumptive uses, productive, social, ethical, aesthetic and option values, biodiversity at global, national and local level, India as a mega diversity nation, endangered and endemic species of India, hot spots of biodiversity, threats to biodiversity – habitat loss, poaching of wild life, man wildlife conflicts and conservation of biodiversity- in-situ and ex-situ conservation.

Unit II: Renewable and Non-renewable resources (8 hours)

a. **Energy Resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
b. **Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
c. **Forest resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
d. **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies
e. **Food resources:** World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
f. **Land resources:** Land as a resource, land degradation, man-induced landslides, soil erosion, and desertification. Role of individual in conservation of natural resources, Resource Management-Sustainable development.

Unit III: Environment Pollution: (8 hours)

a. **Air Pollution:** Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SOx and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO2 Sequestration.
b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
d. **Solid Waste Management:** Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
e. **Hazardous wastes -** Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management

h. **Disaster Management:** Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment (7 hours)

a. Water conservation- rain water harvesting, watershed management
b. Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation
c. Environmental Impact Assessment; Some important Environmental laws
d. Green bench; population growth and variation among nations, population explosion-family welfare program, environment and human health, human right, value education, women and child welfare, HIV/AIDS; case studies and public awareness
e. Role of government and non-government organizations in public awareness and environment improvement.

Field work

Pedagogy:

- Lectures
- Discussion and Presentation

Text Books:

1. Barucha, E. Textbook of Environmental Studies. UGC, 2005.
2. Mishra, D.D. (2008). Fundamental concepts in Environmental Studies. S Chand & Co. Ltd.
3. Gadu. R, S Rattan, & S Mohapatra. (2014). A textbook of Environmental Studies. Kataria Publication.

Recommended Readings:

1. P Meenakshi. (2014). Elements of Environmental Sciences and Engineering. PHI Learning Pvt Ltd.
2. Joseph, B. (2005) Environmental studies. Tata McGraw-Hill Publishing Company Ltd.
3. Sharma & Kaur, Environmental Chemistry, Goel Publishing House.
4. Franky Varah, Mahongnao P., Khashimwo P. and T. Shimrah. (2020). Environmental Studies. Heritage Publishers, New Delhi.

SECOND SEMESTER

DISCIPLINE SPECIFIC COURSE (FC)
Understanding Contemporary Society

Nature of the Course: DSC
Semester: Second (II)
Course Code: BALAS102
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course examines the relationship between individuals and society, focusing on culture, identity, and social structures. It explores everyday life, emotions, and consumption, highlighting their social significance. Students will analyze power, resistance, and the role of art and music in social change. The course also addresses digital culture, including social media, influencers, online identity, and mental health, encouraging critical engagement with contemporary society.

Course Outcomes:

After Completing this course, students will be able to

CO 1 (Knowledge): Demonstrate foundational knowledge of key sociological concepts such as culture, socialization, identity, power, and digital society.

CO 2 (Understanding): Interpret and explain the interconnections between everyday life, social structures, emotions, and cultural practices.

CO 3 (Synthesis): ChatGPT said: CO 3 (Synthesis): Integrate diverse sociological theories and concepts to construct cohesive explanations of individual experiences, power relations, and digital identities in everyday life.

CO 4 (Application): Apply sociological perspectives to analyze contemporary social phenomena, including digital culture, class consumption, and forms of resistance.

Course Content

Unit I: Individual and Society **(15 Hours)**

a. Cultivating Sociological Imagination
b. Culture, Society and Individual
c. Socialization and Identity: Self and Self Identity
d. Social Structure

Unit II: Understanding the Everyday **(15 Hours)**

a. The concept of everyday life

b. Pace of Life
c. Social dimensions of Emotions
d. Consumption and Class

Unit III: Power and Resistance **(15 Hours)**

a. Power and its dimensions
b. Types of Capital
c. Everyday Resistance
d. Music, Art and Resistance

Unit IV: Society and Digital Culture **(15 Hours)**

a. Leasure and Social Media (Food and Tourism)
b. The rise of the 'Influencer': Democratization of Celebrity
c. Digital Identities and Online Selves
d. Mental Health and Social Media

Text Books:

1. Contois, Emily J.H; Zenia, Kish. 2022. Eds. *Food Instagram: Identity, Influence, and Negotiation*. University of Illinois Press
2. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press.
3. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey
4. Cooley, Charles Horton. 1933. Introductory Sociology. Charles Scribner's Son. London.

Recommended Readings:

Unit I

1. Wallis, Wilson D. "Culture, Society, and the Individual." *Southwestern Journal of Anthropology*, vol. 6, no. 1, 1950, pp. 41–46.
2. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey (Chapters: 2 and 3)
3. Srinivas, M. N. "Social Structure." *Sociological Bulletin*, vol. 13, no. 1, 1964, pp. 12–21
4. Levada, Iu. A. "Social Structure." *International Journal of Sociology*, vol. 3, no. 1/2, 1973, pp. 3–9.
5. Cooley, Charles Horton. 1933. Introductory Sociology. Charles Scribner's Son. London. (Chapters:1, 2, 5, and 9).

Unit II

1. Scott, S. 2009. *Making Sense of Everyday Life*. Cambridge: Polity Press. (Chapters: 1,

2, 3, and 5)

2. Harris, Scott R. 2024. An Invitation to The Sociology of Emotions. Routledge. New York (Chapters 1 and 6).
3. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. Introducing Sociology Using the Stuff of Everyday Life. Routledge. New York (Chapters: 4, 10, 11).
4. Rosa, Hartmut. *Social Acceleration: Ethical and Political Consequences of a Desynchronized High–Speed Society.* 2009. In, Rosa, Hartmut; Scheuerman, William E. Eds. High-Speed Society: Social Acceleration, Power and Modernity. Pennsylvania State University Press, Pennsylvania. (Pp. 81- 92).
5. Bourdieu, Pierre. "The Forms of Capital." In Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.

Videos:

1. Live More by Doing Less | The Philosophy of Slow Living. https://www.youtube.com/watch?v=bK1g9bPHUTo
2. Our Consumer Society. Then & Now| https://www.youtube.com/watch?v=wmDoUa4f-NM&t=3134s

Unit III

1. Lukes, Steven. Power: A Radical View. 2nd ed. London: Palgrave Macmillan, 2004 (pp. 14 - 38).
2. Baumann, Shyon; Carins, Kate; Johnston, Josee. 2017. Introducing Sociology Using the Stuff of Everyday Life. Routledge. New York (Chapters: 12).
3. Martinez, Theresa A. "Popular Culture as Oppositional Culture: Rap as Resistance." *Sociological Perspectives*, vol. 40, no. 2, 1997, pp. 265–86.
4. Chaudhary, Nandita, Pernille Hviid, Giuseppina Marsico, and Jakob Waag Villadsen, eds. Resistance in Everyday Life: Constructing Cultural Experiences. Cham: Springer, 2017. (Chapters: 19 and 22)

Video

1. Politics, Power and Resistance: Gender & Power.

https://www.youtube.com/watch?v=w2wWMjiCix4

Unit IV

1. Contois, Emily J.H; Zenia, Kish. "INTRODUCTION.: From Seed to Feed How Food: Instagram Changed What and Why We Eat." Food Instagram: Identity, Influence, and Negotiation, edited by Contois, Emily J.H; Zenia, Kish, University of Illinois Press, 2022, pp. 1–30
2. Li, H., Meng, F., & Zhang, X. (2021). Are You Happy for Me? How Sharing Positive Tourism Experiences through Social Media Affects Posttrip Evaluations. *Journal of Travel Research*, *61*(3), 477-492
3. Brooks, G., Drenten, J., & Piskorski, M. J. (2021). Influencer Celebrification: How Social Media Influencers Acquire Celebrity Capital. Journal of Advertising, 50(5), 528–547.

4. Irvine, Leslie; Harris, Scott R; Charmaz, Kathy. 2019. The Social Self and Everyday Life: Understanding the World Through Symbolic Interaction. Wiley Blackwell. New Jersey (Chapters: 8)
5. Reichardt, Ulfried. "Self-Observation in the Digital Age: The Quantified Self, Neoliberalism, and the Paradoxes of Contemporary Individualism." *Amerikastudien / American Studies*, vol. 63, no. 1, 2018, pp. 99–117
6. Jensen Schau, Hope, et al. "We Are What We Post? Self-Presentation in Personal Web Space." *Journal of Consumer Research*, vol. 30, no. 3, 2003, pp. 385–404.
7. Wilson, Ceri, and Jennifer Stock. "'Social Media Comes with Good and Bad Sides, Doesn't It?' A Balancing Act of the Benefits and Risks of Social Media Use by Young Adults with Long-Term Conditions." Health, vol. 25, no. 5, 2021, pp. 515–34.

Movies:

1. **The Social Dilemma**. Netflix

DISCIPLINE SPECIFIC COURSE (DSC)

Understanding Politics and Political Concepts

Nature of the Course: DSC
Course Code: BALAP104
Semester Second (II)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

Course Outcomes:

CO1 (Knowledge): The students would be able to explain different approaches to politics and build their understanding of politics.

CO2 (Understanding): They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.

CO3 (Synthesis): They will be able to make a distinction between state, Nation and Society.

CO4 (Application): They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

Course Content

Unit I: Introduction to Politics and Political Theory (15 Hours)

a. Political theory, Political Science and Political Philosophy: Conceptual understanding
b. Nature of Politics
c. Approaches to the Study of Politics

Unit II: Conceptualising State in Politics (15 Hours)

a. Conceptualising State, Society, and Nation
b. Difference Perspectives on State: Organic, Social-Contract, Hindu Theory
c. Ideology and Political Ideologies: Liberalism, Marxism and Feminism

Unit III: Political Concepts (15 Hours)

a. Liberty- Negative and Positive Liberty
b. Equality- Legal, Political and Socio-Economic
c. Justice- Procedural Justice and Substantive Justice; Procedural Justice and Substantive Justice
d. Democracy-Elitist Theory, Pluralist Theory, Radical Theory; Concept of Deliberative Democracy

Unit IV: Introducing International Politics (15 Hours)

a. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Threats
b. Globalisation and International Relations
c. Issues in Global Politics: Climate change and Issues of Development, Digital Security

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Bhargava, Rajeev, and Ashok Acharya. Political Theory: An Introduction. New Delhi: Pearson India, 2018.
2. Dryzek, John S., Bonnie Honig, and Anne Phillips. The Oxford Handbook of Political Theory. Oxford University Press, 2018.
3. Heywood, Andrew. Politics. New York: Red Globe Press, 2019.

Recommended Readings:

1. Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
2. Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
3. Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
4. Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
5. Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
6. Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
7. Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.
8. Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.

9. Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.
10. MacIntyre, Alasdair. "The Indispensability of Political Theory." In The Nature of Political Theory, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983

MINOR STREAM COURSE (MS)
Connected Histories: India and Asia (700 CE to 1700 CE)

Nature of the Course: MS
Course Code: BALAH106
Semester: Second (II)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective is to show how history transcends modern-day borders.

Course Outcomes:

CO1 (Knowledge): Introduce students to India's linkages with various parts of Asia.

CO2 (Understanding): Understand the role of trade and commerce in expanding cultural ties.

CO3 (Synthesis): Analyse the spread of culture through court practices and culture, trade and commerce, and religion.

CO4 (Application): Study how migrant groups and ideas have become an integral part of the host societies over the ages– both in India and abroad.

Course Content

Unit I: Connected histories in the pre-colonial period **(15 Hours)**

a. Early cultural linkages with Central and South East Asia – the spread of Buddhism and Hinduism.
b. Sufism and intellectual Cultures: Khwarizmi, Ibn Sina, Khwaja Muinuddin Chishti.
c. Migrants and their assimilation into Indian culture – Jats, Afghans, and others.

Unit II: Trade linkages **(15 Hours)**

a. India and the Silk Route
b. Rise of coastal cities and the Indian Ocean trade network

Unit III: Court Culture and Imperial Connections **(15 Hours)**

a. The cosmopolitan world of the Mughal Court
b. Political connections: Mughals, Ottomans and Safavids
c. Migrants and their stories in Vijayanagar and the Deccan Sultanates

Unit IV: The Coming of the Europeans and New Linkages **(15 Hours)**

a. The coming of the Europeans and new connections between South and South-East Asia
b. Migration, networks and commerce from the 16th to the 18th Centuries

Pedagogy:

- Classroom lectures/ map and geography/ experiential learning/project work
- Visit to various cultural centres to identify the linkages between India and the world, particularly in the case of Buddhism and Islam
- Read travelers' accounts of India and discuss the varying depictions of India in class

Textbooks:

1. Frederick, S.,The Genius of their Age: Ibn Sina, Biruni, and the Lost Enlightenment, Oxford University Press, 2023.
2. Auer, Blain, and Ingo Strauch, Encountering Buddhism and Islam in Premodern Central and South Asia. Walter de Gruyter, 2019.
3. Kennedy, Hugh, The Great Arab Conquests: How the Spread of Islam Changed the World We Live in, Da Capo Press, 2008.
4. Balabanlilar, Lisa, Imperial Identity in the Mughal Empire: Memory and Dynastic Politics in Early Modern South and Central Asia. New York: I B Tauris, 2012.

Recommended Readings:

1. Dale, Stephen F., The Muslim Empires of the Ottomans, Safavids, and Mughals, Cambridge University Press, 2010.
2. Parthesius, Robert, Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia, 1595-1660, (Chapter 4), Amsterdam University Press, 2010.
3. Harper, Tim and Sunil Amrith, Sites of Asian Interaction: Ideas, Networks and Mobility, (Chapters 1,3,5,6), Cambridge University Press, 2014.
4. Subrahmanyam, Sanjay, Explorations in Connected History: From the Tagus to the Ganges. Oxford University Press, 2005.
5. Alam, Muzaffar and Sanjay Subrahmanyam, Indo-Persian Travels in the Age of Discoveries, 1400–1800, Cambridge University Press, 2007.
6. Filipe, Luís, and F.R. Thomaz, "Iranian Diaspora and the Deccan Sultanates in India: A Study of Sixteenth Century Portuguese Sources", in Studies in History, Vol. 30. No. 1, 2013, pp. 1-42.

MINOR STREAM (MS)
Introduction to Individual Differences

Nature of Course: MS
Semester: Second (II)
Course Code: BALAY108
Credits: 4 (L3 P1)

Mode of Exam: UES
Course ID:
Marks: 100 (40+60)

Course Objective:

The objective of this course is to help students develop understanding of the concept of individual differences through examining a variety of theoretical perspectives that are relevant to the study of individual differences.

Course Outcome:

After finishing this course, students will be able to:

CO1 (Knowledge): Develop an understanding of individual differences as reflected in personality and intelligence, as well as knowledge of basics of psychological testing.

CO2 (Understanding): explain core concepts of personality, intelligence, and psychological testing, including theoretical approaches and cultural perspectives

CO3 (Synthesis): integrate theories of personality and intelligence to evaluate individual differences within diverse biological, social, and cultural contexts.

CO4 (Application): apply psychological principles to assess personality and intelligence, interpret test results, and navigate ethical considerations in psychological testing.

Course Content

Unit I: Personality **(15 Hours)**

a. Nature of Personality; Theoretical Approaches to Personality (Psychodynamic, Types and Traits, Social Cognitive, Humanistic)
b. Biological Foundations of Personality
c. Culture, Gender and Personality
d. Indian Conception of Self and Personality

Unit II: Intelligence **(15 Hours)**

a. Nature of Intelligence; Psychometric and cognitive approaches to intelligence

b. Broader Conceptualization of Intelligence; Gardner's multiple intelligences
c. Emotional Intelligence
d. Heredity, environment and intelligence

Unit III: Psychological Testing/Testing of Individual Differences (15 Hours)

a. Features and Purpose of Psychological Test
b. Types of Personality Test
c. Reliability, Validity, Norms of Psychological Testing
d. Ethical Issues in Psychological testing

Unit IV: Practicum (30 Hours)

a. Any **one** psychological test (Based on Intelligence **or** Personality).

Pedagogy:

- Lectures
- Presentations and Assignment
- Practical
- Videos/Cinema

Recommended Readings:

1. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education
2. Baron, R. & Misra. G. (2013). Psychology. Pearson.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behavior. New Delhi: Tata McGraw-Hill.
4. Rao, K. Ramakrishna & Paranjape, Anand C. (2015). Psychology in the Indian Tradition. New Delhi. D.K Print world
5. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.

MULTIDISCIPLINARY COURSE (MDC)
Makers of India

Name of the Course: MDC
Semester: II
Course Code: BALAC110
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

This course introduces students to major thinkers and movements that shaped modern India. It examines how ideas about religion, caste, gender, nationalism, freedom, and development emerged in specific historical contexts and responded to social and political challenges. The course encourages students to read historical texts, understand ideas in context, and reflect on different visions of India.

Course Outcomes

CO1 (Knowledge): Students will identify major thinkers, movements, and ideas that shaped modern India.

CO2 (Understanding): Students will understand how ideas on reform, caste, gender, nationalism, and democracy emerged in specific historical contexts.

CO3 (Synthesis): Students will connect and compare different historical responses to shared social and political challenges in modern India.

CO4 (Application): Evaluate the continuing relevance of these debates in contemporary India.

Course Content

Unit I - Religion and Social Reform **(10 Hours)**

a. Raja Rammohan Roy - Reason and Reform.
b. Swami Dayanand Saraswati - Religious reform and Arya Samaj.
c. Swami Vivekananda - Religion and nationalism.
d. Pandita Ramabai - Women's education and social reform.

Unit II - Caste, Gender, and Social Justice **(12 Hours)**

a. Jyotiba Phule and Savitribai Phule - Caste and education.
b. B. R. Ambedkar - The caste question and the Ambedkar-Gandhi debate.
c. Periyar E. V. Ramasamy - Anti-caste politics and rationalism.
d. Begum Rokeya Sakhawat Hossain - Feminism, and critique of patriarchy

Unit III - Nation and Nationalism (12 Hours)
a. Mahatma Gandhi - Non-violence and mass politics.
b. Sri Aurobindo and Bhagat Singh - Revolutionary nationalism.
c. Subhash Chandra Bose and Maulana Abul Kalam Azad - Competing ideas of the Indian nation.
d. Rabindranath Tagore - Critique of nationalism.

Unit IV - Visions of Independent India (11 Hours)
a. Jawaharlal Nehru - Democracy and secularism.
b. Jaipal Singh Munda - Tribal rights and constitutional inclusion.
c. V. D. Savarkar and Deendayal Upadhyaya - Cultural Nationalism and Integral Humanism.
d. Jayaprakash Narayan - Democracy and Total Revolution.

Pedagogy

- Lectures
- Class discussions
- Short assignments and presentations
- Audio-visual material

Textbooks

1. Guha, Ramachandra. *Makers of Modern India*. Penguin. 2010. (Selected chapters on Rammohan Roy, Vivekananda, Gandhi, Ambedkar, Nehru, Tagore, Savarkar, Azad.)
2. Metcalf, Barbara D. and Metcalf, Thomas R. *A Concise History of Modern India*. Cambridge University Press. 2012. (Chapters 4-8.)
3. Sarkar, Sumit. *Modern India: 1885-1947*. Macmillan. 1983. (Chapters on social reform, revolutionary nationalism, Gandhian movements.)
4. Khilnani, Sunil. *The Idea of India*. Farrar, Straus and Giroux. 1997. (Introduction; Chapters 1-3.)

Recommended Readings

1. Roy, Raja Rammohan. *Selections from the English Works of Raja Rammohun Roy*, ed. Jogendra Chunder Ghose. Oxford University Press. 2004. (Essays on sati, monotheism, and

education.)

2. Saraswati, Dayanand. *The Light of Truth (Satyarth Prakash)*, trans. Chiranjiva Bharadwaja. Sarvadeshik Arya Pratinidhi Sabha. 2003 (reprint). (Introduction; Chapters II and IV.) ("Speech at the Parliament of Religions"; "Practical Vedanta"; "The Future of India".)
3. Ramabai, Pandita. *The High Caste Hindu Woman*. Oxford University Press. 2003. (Chapters I-III; Conclusion.)
4. Phule, Jotirao. *Gulamgiri (Slavery)*. Oxford University Press. 2002. (Preface; Chapters I-V.)
5. Ramasamy, E. V. (Periyar). *The Periyar Reader*. Navayana. 2019. ("Self-Respect"; "No God, No Religion"; "Why Were Women Enslaved?".)
6. Phule, Savitribai. *Letters of Savitribai Phule*, in Phule, Jotirao and Savitribai. Collected Writings, edited by G. P. Deshpande. Oxford University Press. 2002. (Letters on education, resistance, and everyday struggles of reform.)
7. Hossain, Rokeya Sakhawat. Motichur: Sultana's Dream and Other Writings. Oxford University Press. 2015. ("Sultana's Dream"; selections from Motichur essays.)
8. Gandhi, M. K. *Hind Swaraj and Other Writings*. Cambridge University Press. 1997. (Chapters VI-XIII; XVII.)
9. Singh, Bhagat. *Why I Am an Atheist and Other Writings*. LeftWord Books. 2004. ("Why I Am an Atheist"; "Letter to Young Political Workers".)
10. Aurobindo, Sri. *Bande Mataram: Political Writings 1906-1908*. Sri Aurobindo Ashram Trust. 1997. ("The Doctrine of Passive Resistance"; "Politics and Religion"; "The National Value of Art"; "The Meaning of Nationalism".)
11. Savarkar, V. D. *Hindutva: Who Is a Hindu?*. Veer Savarkar Prakashan. 1923. (Chapters I and IV.)
12. Azad, Maulana Abul Kalam. *India Wins Freedom*. Orient Blackswan. 1988. (Chapters XIII-XV.)
13. Tagore, Rabindranath. *Nationalism.* Macmillan. 1917. ("Nationalism in India".)
14. Nehru, Jawaharlal. *The Discovery of India*. Oxford University Press. 1946. (Chapters on nationalism, unity, and democracy.)
15. Singh, Jaipal. *Adivasidom: Selected Writings & Speeches of Jaipal Singh Munda* (ed. Ashwini Kumar Pankaj). Pyara Kerketta Foundation. 2017. (Introduction and Speeches from Constituent Assembly debates.)
16. Upadhyaya, Deendayal. *There Is an Alternative: Integral Humanism*. Deendayal Research Institute. 1965.
17. Narayan, Jayaprakash. *Towards Total Revolution* (Vol. 4). Richmond Publishing Co. 1978. (Selections on "Total Revolution".)
18. Chakravarti, Uma. _Rewriting History: The Life and Times of Pandita Ramabai _. Zubaan. 1998.
19. Chakravarti, Uma. "Gender, Caste and Labour: Ideological and Material Structures of Widowhood". Economic and Political Weekly. 1996.

MULTIDISCIPLINARY COURSE (MDC)
The Idea of Power

Nature of the Course: MDC
Semester: II
Course Code: BALAC112
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course would help Students to understand the concept of Power in a very intricate manner moving beyond the general Understanding. The focus will be on how different thinkers have understood power. Students will also understand how people and groups respond.

Course Outcomes:

CO1 (Knowledge): Analyse various conceptualizations of power.

CO2 (Understanding): Comprehend how mechanisms of power function, extending beyond traditional interpretations.

CO3 (Synthesis): Examine the intersectionality of power with the present state systems and institutions.

CO4 (Application): How power affects everyday lives, social groups, communities, and individuals.

Course Content

Unit I: Different Thinkers on the Idea of Power **(10 Hours)**

a. Concept of Power
b. George Orwell: Reading Power in Animal Farm
c. Thomas Hobbes: Leviathan
d. Michel Foucault: Power/Knowledge
e. Giorgio Agamben: State of Exception

Unit II: Power and Resistance **(12 Hours)**

a. Gender
b. Caste
c. Race
d. Disability

Unit III: Politics and Power **(12 Hours)**

a. Political Power: Authority, Legitimacy, Sovereignty
b. Power and Capabilities: Dynamics of Power in relation to other states
c. Three Dimensions of Power
d. Coercive Power and Hegemony

Unit IV: Power and Change **(11 Hours)**

a. Change through power
b. How the powerless bring about change
c. Power and Leadership

Pedagogy:

- Lectures
- Class discussions/Interactions
- Films/Documentaries
- Games play to understand the way power works

Text Books:

1. Bhargava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. New Delhi: Pearson Longman, 2008.
2. John, Mary E. "Women in Power? Gender, Caste and the Politics of Local Urban Governance." Economic and Political Weekly 42, no. 39 (September 29-October 5, 2007), pp. 3986-3993.
3. Kannabiran, Vasanth, and Kalpana Kannabiran. "Caste and Gender: Understanding Dynamics of Power and Violence." Economic and Political Weekly 26, no. 37 (September 14, 1991), pp. 2130-2133.
4. Mehrotra, Nilika. "Disability Rights Movements in India: Politics and Practice." Economic and Political Weekly 46, no. 6 (February 5-11, 2011), pp. 65-72

Recommended Readings:

1. Agamben, Giorgio. State of Exception. Chicago: University of Chicago Press, 2005.
2. Beteille, Andre. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. 3rd ed. New Delhi: Oxford University Press, 2012.
3. Bourdieu, Pierre. "The Forms of Capital." In Handbook of Theory and Research for the Sociology of Education, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.
4. Bourdieu, Pierre. Language and Symbolic Power. Translated by Gino Raymond.

Cambridge: Polity, 1991.
5. Fanon, Frantz. Black Skin, White Masks. New York: Perseus Books Group, 2008.
6. Goodley, Dan. "Dis/entangling Critical Disability Studies." In Culture-Theory-Disability: Encounters between Disability Studies and Cultural Studies, edited by Anne Waldschmidt, Hanjo Berressem, and Moritz Ingwersen, 81-98. Bielefeld: Transcript Verlag, 2017.
7. Gramsci, Antonio. Prison Notebooks. New York: Columbia University Press, 1992.
8. Lukes, Steven. Power: A Radical View. 2nd ed. London: Palgrave Macmillan, 2004.
9. Russell, Bertrand. Power: A New Social Analysis. London: Allen & Unwin, 1938.
10. Said, Edward. Orientalism. New York: Vintage, 1979.
11. Shirky, Clay. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." Foreign Affairs 90, no. 1 (January/February 2011), pp. 28-41.
12. Wilkerson, Isabel. Caste: The Origins of Our Discontents. New York: Random House, 2020.

MULTIDISCIPLINARY COURSE (MDC)
Social Interactions in Virtual Environment

Nature of the Course: MDC
Semester: Second (II)
Course Code: BALAC114
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course aims to provide an in-depth understanding of social interactions across both physical and virtual environments. Students will explore foundational concepts and definitions, the various types and components of social interactions, and the contexts in which these interactions occur. By examining the empirical studies of social interaction, the course will highlight its significance in social development and well-being. Additionally, the course will delve into symbolic interactionism through the works of George Herbert Mead, Erving Goffman, and Herbert Blumer, and assess the impact of social interactions on the human mind and individual behavior. The exploration extends to virtual worlds, where concepts such as virtual reality, immersive experiences, and the role of virtual humans in shaping social experiences will be critically analyzed.

Course Outcomes:

CO1 (Knowledge): Students will gain a comprehensive understanding of the fundamental concepts, definitions, and types of social interactions, both in physical and virtual environments.

CO2 (Understanding): Students will develop a deeper understanding of how social interactions influence social development and well-being. They will be able to differentiate between social interactions in the physical world and those in virtual environments, understanding the unique contexts and components that define each.

CO3 (Synthesis): Students will be able to integrate and synthesize knowledge from empirical studies and theoretical frameworks to evaluate the impact of social interactions on individual behavior and cognition.

CO4 (Application): Students will apply their acquired knowledge and understanding to practical scenarios, such as enhancing interaction skills within virtual environments and using virtual techniques to study human behavior and cognition.

Course Content

Unit I: Social Interaction: Unboxing the Concepts (10 Hours)

a. Concept and definition; its types and components; contexts of interactions
b. Empirical study of social interaction; social interaction, social development, and social well-being
c. Symbolic interactionism –George Herbert Mead, Erving Goffman, and Herbert Blumer
d. Impact of social interaction on the human mind and individual behavior

Unit II: Virtual World (12 Hours)

a. Virtual reality – Concepts of immersion, presence and social presence.
b. Virtual techniques and social implications; advantages and disadvantages of VT
c. Immersive virtual reality- social experiences of IVR; used in studying human behavior and cognition
d. Presentation of 'Self' in VW: Identity

Unit III: Virtual Environment (VE) (12 Hours)

a. Concept; Comparison of VE with physical environment; Digital/Virtual Spaces
b. Social experiences in VE
c. Interplay between social systems and technology in the network world
d. Virtual humans (VH)- avatars and agents; comparison between the two

Unit IV: Social interactions within the virtual world (VW) (11 Hours)

a. Human behavior and relationship formation in virtual spaces; Fundamental processes underlying social interactions
b. Social norms governing human interactions in the real world and in VW- similarities and differences
c. Factor affecting social interaction between VH within IVR; effectiveness of VE in improving interaction skills
d. Social interactions in gaming; virtual pilgrimages

Pedagogy:

- Lectures
- Discussions and presentations
- Project Work

Textbooks:

1. Narula, Herman. 2023. Virtual Society: The Metaverse and the New Frontiers of Human Experiences. Penguin Books, Limited
2. Hohstadt, Thomas. 2013. The Age of Virtual Reality. Lulu.com

3. Crang, Mike, Phil Crang, Jon May. 1999. Virtual Geographies: Bodies, Space and Relations. London, Routledge
4. Jerald, Jason, 2015. The VR Book: Human–Centered Design for Virtual Reality. Association for Computing Machinery and Morgan and Claypool.

Recommended Readings:

1. Bailenson, Jeremy. 2018. Experience on Demand: What Virtual Reality is, How it Works and What it can Do. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities. Bristol University Press
3. Johnson, Steven. 1997. Interface Culture: How New Technology Transforms the Way We Create and Communicate. New York: Basic Books
4. Shayo, Conard et al. 2007. The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications. In Jayne Gackenbach (ed) Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications. Pp 187-219. DOI:10.1016/B978-012369425-6/50027-8
5. Schroeder, Ralph, 1996. Cyberculture, Cyborg Post- Moderism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age. Futures. 26 (5): 519-528. https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf
6. Schroeder, R. 1997. Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology. Sociological Research Online. 2 (4) Pp 89-99. https://doi.org/10.5153/sro.291
7. Opperman, Daniel. 2022. Virtual Reality in the social Sciences. https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/
8. Bradley, Omar. 2021. Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat. LSU Doctoral dissertations. https://repository.lsu.edu/gradschool_dissertations/5538/
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. Social Interactions in Virtual World: An Interdisciplinary Perspective. Cambridge University Press.
10. Mantymaki, Matti and Kai Riemer 2014. Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel. International Journal of Information Management. 34 (2): 210-220. https://www.sciencedirect.com/science/article/pii/S0268401213001679
11. Bujic, Mila et al. 2022. Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World. Interaction with Computers. 33 (6): 583-595. https://doi.org/10.1093/iwc/iwac012
12. Kyrlitsias and Despina Michael Grigoriou. 2022. Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey. Frontiers in Virtual Reality. Social Interaction With Agents and Avatars in Immersive Virtual Environments: A Survey | Semantic Scholar.

SKILL ENHANCEMENT COURSE (SEC)
Indian Heritage and Culture

Nature of the Course: SEC
Semester: Second (II)
Course Code: BALAC118
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

To familiarize students with various aspects of Indian culture.

Course Outcomes:

CO1 (Knowledge): Learn about India's rich cultural traditions, literature, art and architecture.

CO2 (Understanding): Understand the philosophy and socio-cultural milieu behind different artistic traditions.

CO3 (Synthesis): Anaylse how different artistic traditions interacted with each other.

CO4 (Application): Learn about regional traditions and how they relate to larger sub-continental trends.

Course Content

UNIT-I: Languages and Literature **(10 Hours)**

a. Heritage and Culture: Definition, concept, and constitution.
b. Sanskrit: Kavya – Kalidas' *Ritusambhara*: Prakrit: *Gatha Saptasati*, development of vernacular language and literature.
c. Indo-Persian Literature: Amir Khusrau's works; Urdu poetry and prose: Ghalib.

UNIT-II. Performing Arts **(12 Hours)**

a. Hindustani music.
b. Carnatic music.
c. Devotional music: Bhakti and Sufi.
d. Classical and folk dance, classical and folk theatre.

UNIT-III: Architecture: meanings, form and function **(12 Hours)**

a. Rock-cut temple at Mamallapuram.
b. Structural temple architecture: Khajuraho complex and Tanjavur temple.
c. Fort of Daulatabad or Chittor forts.
d. Palace-*dargah* at Fatehpur Sikri.
e. Lutyens' Delhi.

UNIT-IV: Sculptures and Painting (11 Hours)

a. Silpashastras and normative tradition.
b. Narrative art and mural fresco paintings, Ajanta and Ellora.
c. Mughal paintings, painters and illustrated texts.
d. Modern and Company school, Ravi Varma, Bengal School, Amrita Sher-Gil and Progressive Artists.

Pedagogy:

- Classroom lectures/project work.
- Field trips to various sites in Delhi – National Museum, Natonal Art Gallery
- Screening documentaries on Indian art and culture.

Textbooks:

1. Asher, Catherine, (ed.)., *Perceptions of India's Visual Past*, AIIS, Delhi, 1994.

2. Brown, Percy, *Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II*, Mumbai, 1956.

3. Mitter, Partha, *Art and Nationalism in Colonial India*, OUP, Delhi, 1994.

4. Koch, Ebba,. *Mughal Art and Imperial Ideology*, New Delhi, Oxford University Press, 2001.

Recommended Readings:

1. Asher, Catherine,. *Architecture of Mughal India,* Cambridge University Press, 1992.

2. Basham, A.L., *The Wonder that was India*, New Delhi, 1954.

3. Deva, B.C., *An Introduction to Indian Music*, Delhi, 1973.

SKILL ENHANCEMENT COURSE (SEC)

Politics and Indian Knowledge Systems (IKS)

Nature of the Course: SEC
Course Code: BALAC122
Semester: Second (II)
Credits: 3 (L2 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective of the course is to introduce the dynamics between Politics and Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, Indian philosophical tradition and its relevance in Indian governance and policy making.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): The students will be introduced to Indian Knowledge Systems and its dynamic relationship with politics and governance.

CO2 (Understanding): The students will have an understanding of IKS, sources, and the various philosophical traditions.

CO3 (Synthesis): The students will have a basic analytical understanding of the various scholarships in the fields of politics, governance and the key ideas like dharma and danda.

CO4 (Application): The students will have analytical tools to understand the contemporary relevance of IKS.

Course Content

Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems (10 Hours)

a. Conceptualising Indian Knowledge Systems
b. Sources of Indian Knowledge Systems- Chaturdas Vidyasthanas
c. Indian School of Thought- Heterodox and Orthodox Schools

Unit II: Political Philosophy in Indian Tradition I (12 Hours)

a. Dharma and Politics: Concepts from Manusmriti, Mahabharata.
b. Arthashastra and Rajadharma: Kautilya's ideas on governance, diplomacy, and economy

Unit III: Political Philosophy in Indian Tradition II **(12 Hours)**

a. Buddhist and Jain perspectives on statecraft and non-violence
b. Influence of Bhakti and Sufi movements on socio-political thought

Unit IV: Challenges and Prospects **(11 Hours)**

a. Globalization and India's soft power: Yoga, Ayurveda, and Indic philosophies
b. Policy-making and IKS integration in governance

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Minor Test

Text Books:

1. Mahadevan, B., Vinayak Rajat Bhat, and Nagendra Pavana. *Introduction to Indian Knowledge System: Concepts and Applications.* New Delhi: PHI Learning, 2022.
2. Roy, Himanshu, and M. P. Singh. *Indian Political Thought: Themes and Thinkers.* New Delhi: Pearson, 2017.

Recommended Readings:

1. Basham, A.L. The Wonder That Was India. Delhi: Picador India, 2019.
2. Brown, D.M. The White Umbrella: Indian Political Thought from Manu to Gandhi. Germany: University of California Press, 2023.
3. Easwaran, Eknath. Essence of the Upanishads: A Key to Indian Spirituality. Delhi: Nilgiri Press, 2009.
4. Jha, Amit. Traditional Knowledge System in India. Delhi: Atlantic, 2024.
5. Mehta, J.M. Vedic Wisdom. New Delhi: V & S Publishers, 2011.
6. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In The Mahabharata: An Inquiry in the Human Condition. Delhi: Orient Longman, 2006.
7. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." Journal of Indian Philosophy 37 (2009), pp. 533-542.

SKILL ENHANCEMENT COURSE (SEC)
Fashion and Society

Nature of the Course: SEC **Mode of Examination: UES**

Semester: Second (II) **Course ID:**

Course Code: BALAC124 **Marks: 100 (40+60)**

Credits: 3 (L2 T1) **Internal Evaluation: 40**

External Evaluation: 60

Course Objective:

This course aims to provide a comprehensive understanding of the multifaceted relationship between fashion and society. Students will explore the concept and definition of fashion, trace its evolution through historical eras, and examine key fashion movements and their cultural significance. By engaging with theoretical perspectives from notable scholars and analyzing the social dimensions of fashion, learners will gain insights into the industry's impact on personal identity, gender norms, social class, and cultural diversity. Additionally, the course will delve into the role of traditional and digital media in fashion dissemination, the influence of globalization, and the emerging trends in technological fashion.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Students will gain a foundational understanding of the concept of fashion, including its definition and historical evolution, enabling them to identify and describe key fashion movements and their cultural significance.

CO2 (Understanding): Students will develop an understanding of the theoretical perspectives on fashion, and will be able to explain the social dimensions of fashion, including conformity, deviance, and the role of subcultures.

CO3 (Synthesis): Students will integrate knowledge of fashion's impact on identity, gender norms, social class, race, and ethnicity, synthesizing these elements to analyze how fashion reflects and shapes social structures and cultural identities.

CO4 (Application): Students will apply their knowledge by critically examining the role of media and technology in the fashion industry, assessing the impact of globalization, and exploring the influence of digital media and wearable technology on contemporary fashion trends.

Course Content

Unit I: Unboxing the Concepts: Introduction to Fashion and Society (10 Hours)

a. What is Fashion? Concept and Definition
b. Fashion through historical eras
c. Key Fashion movements and their cultural significance
d. Overview of Fashion Industry: Designers, Brands and Retailers

Unit II: Fashion: Theoretical Perspectives and Social Dimensions (12 Hours)

a. Theories of Fashion: George Simmel, Thorstein Veblen, Pierre Bourdieu
b. Fashion: Social Conformity and Deviance
c. Fashion and Subcultures: Creating and maintaining group identities
d. Fashion Industry and Labour

Unit III: Fashion, Identity, and Social Structures (12 Hours)

a. Fashion and Personal Identity
b. Fashion and Gender Norms: Impact of Feminism and LGBQ+ movements on Fashion
c. Fashion and Social Class
d. Race, Ethnicity, and Fashion

Unit IV: Fashion, Media and Technology (11 Hours)

a. Globalization and Fashion: Cross-cultural exchanges
b. Fashion and Traditional Media: Role of Fashion Magazine, television, and advertisement in Dissemination
c. Digital Media and Fashion: Impact of social media on fashion dissemination. Rise of Fashion Influencers
d. Technological Fashion: Wearable Tech and Gadgets

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work
- Films/Videos/Documentaries

Text Books:

1. Simmel, Georg. On Individuality and Social Forms: Selected Writings. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
2. Bendoni, Wendy K. Social Media and Fashion: Influence, Impact and

Innovation. London: Bloomsbury Publishing, 2017.
3. Barnard, Malcolm. Fashion as Communication. 2nd ed. Routledge, 2002.
4. Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

Recommended Readings:

1. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress, and Modern Social Theory*. Polity, 2015.
2. Kaiser, Susan B., and Barbara L. Anderson. "Fashion, Identity, and Social Action." *Sociological Quarterly* 40, no. 2 (1999): 435-55.
3. Davis, Fred. *Fashion, Culture, and Identity*. University of Chicago Press, 1992.
4. Breward, Christopher. *The Culture of Fashion: A New History of Fashionable Dress*. Manchester University Press, 2003.
5. Wilson, Elizabeth. *Adorned in Dreams: Fashion and Modernity*. I.B. Tauris, 2013.
6. Entwistle, Joanne. "The Dressed Body." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
7. Entwistle, Joanne. "The Fashioned Body: Fashion, Dress and Modern Social Theory." *Fashion Theory: The Journal of Dress, Body & Culture* 6, no. 1 (2002): 21-33.
8. Crane, Diana. *Fashion and Its Social Agendas: Class, Gender, and Identity in Clothing*. University of Chicago Press, 2000.
9. Polhemus, Ted. *Street Style: From Sidewalk to Catwalk*. Thames & Hudson, 1994.
10. Kawamura, Yuniya. "Fashion-ology: An Introduction to Fashion Studies." *Fashion Theory: The Journal of Dress, Body & Culture* 9, no. 1 (2005): 3-8.
11. Entwistle, Joanne. *The Fashioned Body: Fashion, Dress and Modern Social Theory*. Polity, 2000.
12. Brown, Lesley. "Dress as Communication." *International Journal of Clothing Science and Technology* 18, no. 2 (2006): 76-86.

ABILITY ENHANCEMENT SKLL (AEC)
Understanding Sports in History

Nature of the Course: AEC
Course Code: BALAC128
Semester: Second (II)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course aims to study the history of sports and various dynamics involved in the activity and organization of sports.

Course Outcomes:

CO1 (Knowledge): Know the emergence of sports

CO2 (Understanding): Understand how society and sports reflect each other

CO3 (Synthesis): Relate how the growth trajectory of a few popular sports

C04 (Application): Write paper based on this knowledge and understanding

Course Content

Unit I: Sports in History **(10 Hours)**

a. Origin of sports in history
b. Industrial Revolution, leisure time and sport
c. Sports in Indian history

Unit II: Industrial Revolution, Nationalism and Global Capitalism in the Making of Sports **(10 Hours)**

a. Football: working class origins of football, contemporary sociology
b. Olympics: history, politics (national organization of Olympics, Interwar Olympics and nationalism, Workers' Olympics)

Unit III: Gender, Caste and Sports **(10 Hours)**

a. Sports history through the lens of feminism; power, body, politics
b. Race and sports history

c. Indian society and sports: cricket, hockey, kabaddi, kushti (any 2)

Pedagogy:

- Lectures
- Discussion and Presentation
- Assignments and Project work
- Films/Videos/Documentaries / Field Visit

Textbooks:

1. Papakonstantinou, Zinon, ed. *Sport in the Cultures of the Ancient World*. Taylor & Francis, 2009.
2. Guttmann, Allen. *Sports: The First Five Millennia*. University of Massachusetts Press, 2004.
3. Boykoff, Jules. 2016. *Power games: A political history of the Olympics*. Verso books.
4. Collins, Tony. *Sport in capitalist society: A short history*. Routledge, 2013.
5. Guttmann, Allen. *Women's sports. A history*. Columbia University Press, 1991.

Recommended Readings:

1. Chakrabarty, Dipesh. 2004. "Introduction: The Fall and Rise of Indian Sports History." *The International Journal of the History of Sport* 21 (3–4): 337–43. doi:10.1080/09523360409510543.
2. Craig, Peter. "Sport and modernity: an introduction to the sociology of." *Sport Sociology* (2010): 11.
3. O'Hanlon, Rosalind. "Military sports and the history of the martial body in India." *Journal of the Economic and Social History of the Orient* 50, no. 4 (2007): 490-523.
4. Baker, William J. "The making of a working-class football culture in Victorian England." *Journal of Social History* 13, no. 2 (1979): 241-251.
5. Burke, Peter. "Workplace Football, Working-Class Culture and the Labour Movement in Victoria, 1910-20." *Labour History: A Journal of Labour and Social History* 89 (2005): 179-196.
6. Guttmann, Allen. "The most controversial Olympics." *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup* (2012): 65-82.
7. Riordan, James. "The worker sports movement." In *The International Politics of Sport in the Twentieth Century*, pp. 115-128. Routledge, 2002.
8. Bhattacharya, Nikhilesh. 2024. "Priests, Bearers, Schoolboys, Sailors: Pioneering Indian Field Hockey Players from Bengal in the 1890s." *The International Journal of the History of Sport*, November, 1–21.
9. Guha, Ramachandra. "Cricket, caste, community, colonialism: the politics of a great game." (1997): 174-183.
10. Alter, Joseph S. *The Wrestler's body: Identity and Ideology in North India*. Univ of California Press, 1992.
11. Sen, Satadru. "Schools, athletes and confrontation: The student body in colonial India." *Confronting the Body: The Politics of Physicality in Colonial and Post-colonial India* (2004): 58-79.

ABILITY ENHANCEMENT SKLL (AEC)
Managing Election and Election Campaign

Nature of the Course: AEC
Course Code: BALAC130
Semester: Second (II)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

India is the largest democracy and election is the key to maintaining the democratic process of the country. This course introduces campaigns in elections to the students. Furthermore, the course aims to give the students the analytical tools to build a comprehensive election management campaign.

The course will provide the empirical outline of the administrative mechanisms (like election commission) in the different elections – Panchayat, legislative assembly, and parliamentary elections- of India. Besides, the course will also introduce the idea of pressure groups to the students and their roles in Indian democratic processes like the election agenda. The course will teach students how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications, and conduct an opinion poll to help design the election campaign strategy.

Course Outcomes:

CO1 (Knowledge): At the end of the course, the students will be equipped with technical and professional tools to oversee election campaigns.

CO2 (Understanding): The students will have an analytical and empirical understanding of elections in India and the campaign strategy.

CO3 (Synthesis): The students will have the technical and professional tools to design and implement surveys to gather data on public opinion and electoral trends, employing best practices in survey research to manage elections through modern tools and metrics.

CO4 (Application): The students will have a foundational idea of how to develop election campaign surveys, agenda setting, conduct surveys (online and offline), manage social media communications conduct an opinion poll, and design the election campaign strategy.

Course Content

Unit I: Political Processes: Introduction (7 Hours)

a. Political Parties in India
b. Elections in India

Unit II: Pressure Groups and Election (8 Hours)

d. Pressure Groups and its role in Election Manifestos and Campaign

Unit III: Introducing Surveys (8 Hours)

a. Different types of Surveys- Online and offline Surveys
b. Opinion polls

Unit IV: Media and Management of Elections (7 Hours)

a. Role of Media in Elections
b. Social Media and Management of Elections

Pedagogy:

- Class lecture, Discussions
- Field visits
- Workshop
- Project designing survey/election campaigns.

Text Books:

- Devi, V.S. Rama, and S.K. Mendiratta. How India Votes–Election Laws, Practice and Procedure, 4th Edition. Delhi: LexisNexis, 2017.
- Kapur, Dr. Samir, and Jaishri Jethwaney. When India Votes: The Dynamics of Successful Election Campaigning. Delhi: Rupa Publications India, 2019.
- Malhotra, Manav. Singhal's Law of Elections in India by Manav Malhotra Edition 2023-24. Delhi: Singhal Law Publications, 2024.
- Quraishi, S.Y. India's Experiment with Democracy: The Life of a Nation Through its Elections. Delhi: Harper Collins, 2023.

Recommended Readings:

- Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
- Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾.pp. 373-378. 1986
- Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

ABILITY ENHANCEMENT SKLL (AEC)
Academic Research Writing

Nature of the Course: AEC
Course Code: BALAC132
Semester: Second (II)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The objective of this course is to equip students with the skills necessary to critically read and understand academic texts and to develop their ability to write coherent, well-structured academic papers. Through a series of assignments and discussions, students will learn to analyse the architecture of arguments, identify key passages, and contextualize texts for deeper comprehension. The course emphasizes the importance of structure in academic writing, guiding students through the process of organizing their ideas into sections, paragraphs, and sentences. Additionally, ethical considerations such as avoiding plagiarism and properly citing sources are covered, along with technical skills like proofreading and engaging in peer review to refine their work

Course Outcomes:

CO1 (Knowledge): Demonstrate an understanding of the fundamental principles of reading and analysing academic texts, including the structure and key components of arguments.

CO2 (Understanding): Critically evaluate and interpret academic texts, identifying main ideas, subsidiary arguments, and significant passages within the context of the text.

CO3 (Synthesis): Integrate insights from various readings and discussions to construct well- organized, original academic writings that reflect a thorough comprehension of the subject matter.

CO4 (Application): Apply ethical and technical writing practices, such as proper citation, avoiding plagiarism, and engaging in peer review, to produce polished, academically rigorous work.

Course Content

Unit I: Introduction: Basics of Readings and Understanding* (7 Hours)

- Reading and Academic-Text: Critical Approach
- Assignment 1: Reading an article/chapter and writing a summary in

one or two **paragraphs** without prior guidance from the course instructor

- Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
- Assignment 3: Re-read the same text and re-write in light of the instructions of the course instructor

Unit II: Understanding the Academic Text (8 Hours)

a. Taking Texts Apart: Beginning, Middle and Conclusion
b. Understanding the architecture of arguments: Main, Subsidiary, Minor
c. Identifying important passages and sentences
d. Contextualizing texts for understanding: readings reviews; summaries and discussions with the instructor.

Unit IV: Writing an Academic Text (8 Hours)

a. Conceptualizing the structure
b. Architecture of arguments: Main, Subsidiary, and Minor: Distribution of emphasis
c. Working with blocks: Sections, Paragraphs, Sentences How many sections?
d. Paragraphs as key building blocks of academic prose. Sentences and punctuation; length, balance, continuity

Unit IV: Ethical and Technical Issues in Writing (7 Hours)

a. The problem of Plagiarism and how to avoid it; The difference between paraphrasing and plagiarism
b. Citation, Quoting, and Citation styles
c. Proof Readings
d. Peer Review Process (Students will read and comment on each other's work)

Pedagogy:

- Lectures
- Discussion and Presentation
- Project Work

***The choice of article/book chapter will be decided by the course instructor at the beginning of the course.**

Text Books:

1. Bailey, S. Academic Writing. London: Routledge. 2005
2. Becker, Howard Saul, and Pamela Richards. Writing for Social Scientists. Chicago: University of Chicago Press. 2007
3. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

Recommended Readings:

1. Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
2. Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. ¾.pp. 373-378. 1986
3. Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

VALUE ADDED COURSE II (VAC)

Value and Ethics

Nature of the Course: VAC
Course Code: BALAC136
Semester: Second (II)
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The objective of this course is to understand the importance of value education and universal human values in today's world. It explores whether values are absolute or relative, through Indian and Western ethical debates. The course promotes harmony in human relationships and with nature, encouraging respect, trust, and sustainability. It also examines constitutional morality, emphasizing diversity, pluralism, multiculturalism, and secularism. Practical projects will help students apply these principles in real-life scenarios.

Course Outcomes:

After completing this course, students will be able to

CO1 (Knowledge): Recognize the significance of value education and universal human values in contemporary society.

CO2 (Understanding): Differentiate between absolute and relative values through the analysis of Indian and Western ethical debates.

CO3 (Synthesis): Integrate concepts of harmony, respect, trust, and sustainability into personal and community relationships, as well as human-nature interactions.

CO4 (Application): Apply principles of constitutional morality, appreciating and upholding diversity, pluralism, multiculturalism, and secularism in real-life scenarios through practical project work

Course Content

Unit I: Introduction to Value Education **(7 Hours)**

a. The need for value education in the contemporary world
b. Are Values absolute or relative?
c. Indian and Western debates on Value and Ethics
d. Need for Universal Human Values

Unit II: Harmony in Human-Human Relationship (8 Hours)

a. Harmonious co-existence within the self, thoughts (mental process), action
b. Harmonious coexistence of self with others
c. Fostering concepts like difference, respect, trust, and co-existence
d. Project Work*

Unit III: Harmony in Human-Nature Relationship (8 Hours)

a. Human-Nature relations
b. Harmony with Nature: Environmental Justice; Ecological Justice
c. Non-Western epistemologies on the Human-Nature relationship
d. Sustainable existence and Sustainable development goals
e. Project Work*

Unit IV: Constitutional Morality (7 Hours)

a. What is constitutional morality? History of the concept
b. Appreciating diversity as laid in the constitution- lingual, socio-cultural, regional, and religious
c. Pluralism, Multi-culturalism and Secularism
d. Project Work*[2]

Pedagogy:

- Lectures
- Discussion and Presentation
- Project work
- Audio-Visual Resources

***Note**: Project or Field Work/Case Study/Workshop- The students will form teams of 4-5 and may carry any one of the above-mentioned activities. The team will present the work done at the end of the semester. The project may be on socially relevant causes such as Energy conservation, Mental health, Gender-related, Human Rights, Health Cases, Swachta Mission, Biodiversity and Conservation, Financial literacy, Social Justice/Injustice, Caste/Class-based Issues, Law, and society. Literature/Film and Human Values or any other related subject with the approval of the course instructor.

OR

A case study analysis may be carried out and presented by the students on any of the topics mentioned above for the project work.

OR

Workshop: The students may attend a workshop of not less than 3 days (in physical mode) on Human Values and Ethics organized by the AICTE/Institution.

Text Books:

1. Gaur, R.R; Sangal, R; Bagaria, G.P. A Foundation Course in Human Values and Professional Ethics. Excel Books. New Delhi. 2019
2. Tripathy, A.N. Human Values. New Age International Publishers. New Delhi. 2004
3. Shashi, Motilal. "An Alliance Beyond the Human Realm for Ecological Justice". Ethique-Economique. Vol. 16. Number 1. (2019). pp. 46-56
4. Sinha, Jadhu Nath. A manual of Ethics, New Central Book Agency, Calcutta,2003

Recommended Readings:

1. Okereke, C., Charlesworth, M. Environmental and Ecological Justice. In: Betsill, M.M., Hochstetler, K., Stevis, D. (eds) Advances in International Environmental Politics. Palgrave Macmillan, London. 2014
2. Berke, Philip, and Maria Manta. "Defining Sustainable Development." Planning for Sustainable Development: Measuring Progress in Plans. Lincoln Institute of Land Policy, 1999.
3. Daly, Herman E. "Sustainable Development: From Concept and Theory to Operational Principles." Population and Development Review 16 (1990): 25–43
4. Guthrie, William D. "Constitutional Morality". The North American Review. Vol. 196, No. 681 (1912), pp. 154- 173
5. Mack, Jane Barnes. "Cultural Pluralism and Multiculturalism: E Pluribus Unum Or Ex Uno Plura?" Hitotsubashi Journal of Social Studies 26, no. 2 (1994): 63–72.
6. Maharana, Dillip Kumar. "In Defence of Indian Perspective of Multiculturalism". The Indian Journal of Political Science 71, no. 1 (2010): 69–83.
7. "Universal Human Values Handout 2 Understanding Harmony in the Nature and Existence". AICTE. https://fdp-si.aicte-india.org/UHV- II%20Class%20Notes%20&%20Handouts/UHV%20Handout%205-Harmony%20in%20the%20Nature%20and%20Existence.pdf
8. Zalasiewicz, Jan, Mark Williams, Alan Haywood, and Michael Ellis. "Introduction: The Anthropocene: A New Epoch of Geological Time?" Philosophical Transactions: Mathematical, Physical and Engineering Sciences 369, no. 1938 (2011): 835–41.
9. Meetei, Nameirakpam Bijen. "Cultural Diversity, Multiculturalism and Challenges in India's North-East". The Indian Journal of Political Science 75, no. 4 (2014): 655–66.
10. Vining, Joanne, Melinda S. Merrick, and Emily A. Price. "The Distinction between Humans and Nature: Human Perceptions of Connectedness to Nature and Elements of the Natural and Unnatural." Human Ecology Review 15, no. 1 (2008): 1–11.

Detailed Curriculum 3rd to 8th Semester, Political Science Major

THIRD SEMESTER

DISCIPLINE SPECIFIC CORE(DSC)
Understanding Political Theory (DSC)

Nature of the Course: DSC
Semester: Third (III)
Course Code: BALAP201
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course prepares students for a detailed understanding of political theory, political ideologies, and the conceptual debates in political theory, such as justice, liberty, and power.

Course Outcomes:

CO1 (Knowledge): Students will understand the idea of theorising the political and why we need to study Political Theory.

CO2 (Understanding): They will learn about different ideologies and the debates within the core concepts in Political Theory.

CO3 (Synthesis): Students will get an insight into how theory relates to practice.

CO4 (Application): This course seeks to create an interest in political ideas and debates which will help the students to understand our political reality and different ways to solve them.

Course Content

Unit I: Understanding Political Theory **(15 Hours)**

a. Idea of the Political
b. What is Political Theory
c. The need to study Political Theory

Unit II: Debates in Political Theory-I **(15 Hours)**

a. State
b. Citizenship

c. Power

Unit III: Debates in Political Theory -II **(15 Hours)**

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

Unit IV: Political Ideologies **(15 Hours)**

a. Socialism
b. Nationalism
c. Fascism
d. End of Ideology debate

Pedagogy

- Lectures
- Classroom Discussions/Interaction/Group Discussion
- Project and Assignment
- Documentaries, Films

Text Books:

1. Bhargava, Rajeev. *What is Political Theory and Why Do We Need It?* Oxford: Oxford University Press, 2010.
2. Heywood, Andrew. *Political Ideologies: An Introduction.* 7th ed. London: Bloomsbury Publishing, 2021.
3. Dryzek, John S. and Bonnie Honig and Anne Phillips (ed.).*The Oxford Handbook of Political Theory.* Oxford University Press,2008.
4. Miller, David, ed. *Liberty Reader*. London: Routledge, 2017.

Recommended Readings:

1. Althusser, Louis. "Ideology and Ideological State Apparatuses (Notes Towards an Investigation)." *In Lenin and Philosophy and Other Essays*. London: New Left Books, 1977.
2. Berlin, Isaiah. "Two Concepts of Liberty." *In Four Essays on Liberty*, 118-72. London: Oxford University Press, 1969.
3. Chandhoke, Neera. *State and Civil Society*. New Delhi: Sage, 1995.
4. Dworkin, Ronald. "What is Equality? Part I: Equality of Welfare; Part II: Equality of Resources." Philosophy and Public Affairs 10 (1981).
5. Marshall, T. H. *Citizenship and Social Class and Other* Essays. Cambridge: Cambridge University Press, 1950.
6. Pateman, Carole. *The Sexual Contract*. Cambridge: Polity Press, 1988.

7. Williams, Bernard. "The Idea of Equality." In Philosophy, Politics and Society, edited by Peter Laslett and W. G. Runciman. Oxford: Blackwell, 1979
8. Phillips, Anne. "Does Feminism Need a Conception of Civil Society." In *Alternative Conceptions of Civil Society*, (ed) Simone Chambers and Will Kymlicka. Princeton: Princeton University Press, 2002.
9. Rawls, John. *A Theory of Justice*. Cambridge, MA: Belknap Press of Harvard University Press, 1971.
10. Sandel, Michael J. Liberalism and the Limits of Justice. Cambridge: Cambridge University Press, 1982.
11. Sen, Amartya. *Development as Freedom*. Delhi: Oxford University Press, 2000.
12. Taylor, Charles. "What's Wrong with Negative Liberty." In The Idea of Freedom, edited by Alan Ryan. Oxford: Oxford University Press, 1979.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
Indian Politics: Constitution and Government (DSC)

Nature of the Course: DSC
Course Code: BALAP203
Semester: Third (III)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course seeks to educate students about Indian Politics and imbibe constitutional values among students. The focus will also be on understanding the institutions of Indian Politics, the Constitution, Indian Federal setup, Electoral along with understanding the political dynamics and electoral system in India.

Course Outcomes:

CO1 (Knowledge): This course focuses on creating enlightened and productive citizens of India, vital for the holistic development of the country.

CO2 (Understanding): It will enable the students to learn about the constitution-making process and the debates associated with it, the centre-state relations and the party system.

CO3 (Synthesis): In studying this paper, knowledge about fundamental rights, duties, and directive principles will be imparted to students.

CO4 (Application): This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

Course Content

Unit I: Historical Background and Development of Indian Constitution (15 Hours)

a. Historical Background- Colonial Policies and Constitutional Development, Constituent Assembly- Key Debates and Figures.
b. Philosophical Foundation of Constitution
c. Salient Features of Constitution: Preamble, Single Citizenship, Fundamental Rights and Duties, Directive Principles of State Policy, Amendment Processes of Indian Constitution

Unit II: Indian Federal System (15 Hours)

a. Centre-State Relationship
b. Decentralisation-Local and Grassroot Governance
c. Contemporary Trends-Asymmetrical Features of Federalism

Unit III: Executive, Legislature and Judiciary **(15 Hours)**

a. Office of the President, Prime Minister, Governor
b. Parliament: Composition, Powers, Parliamentary Committees
c. Structure of Judiciary, Power and Composition of Supreme Court; Judicial Review, Judicial Activism

Unit IV: Political Dynamics and Electoral System **(15 Hours)**

a. Political Parties and Party System in India, National and Regional Parties
b. Coalition Politics and Regional Parties
c. Electoral System: First-past-the-post, Proportional Representation
d. Election Commission: Powers, challenges, Electoral Reforms and Contemporary Issues

Pedagogy:

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Indian Government and Politics.* New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi. *Contemporary India: Economy, Society, Politics*. Pearson, 2010.
3. Chetan, Achyut. *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution*. Cambridge: Cambridge University Press, 2022.
4. Mehta, Pratap Bhanu, and Niraja Gopal Jayal. *The Oxford Companion to Politics in India*. New Delhi: Oxford University Press, 2011.

Recommended Readings:

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, 1999.
2. Austin, G. *Working of a Democratic Constitution of India.* New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev, and Achin Vanaik. Understanding Contemporary India – Critical Perspectives. New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan, ed. Democratic Dynasties: State, Party and Family in Contemporary Indian Politics. Cambridge: Cambridge University Press, 2016.

5. Choudhary, Sunil K. The Changing Face of Parties and Party Systems: A Study of Israel and India. Delhi: Palgrave Macmillan, 2018.
6. Ganguly, Sumit, and Rahul Mukherji. India Since 1980. Delhi: Cambridge University Press, 2011.
7. Guha, Ramachandra. India After Gandhi: The History of World's Largest Democracy. New Delhi: Pan Macmillan India, 2008.
8. Jaffrelot, Christopher. India Since 1950: Society, Politics, Economy and Culture. Delhi: Cambridge University Press, 2012.
9. Menon, N., and A. Nigam. Power and Contestation: India since 1989. London: Zed Books, 2007.
10. Omit, Shani. How India Became Democratic: Citizenship and the Making of the Universal Franchise. Cambridge: Cambridge University Press, 2018.
11. Pai, Sudha, ed. Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. New Delhi: Oxford University Press, 2013.
12. Singh, M.P., and R. Saxena. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.
13. Vinaik, A., and R. Bhargava, eds. *Understanding Contemporary India: Critical Perspectives.* New Delhi: Orient Blackswan, 2010.

MINOR STREAM COURSE (MS)
Introduction to Political Science[1]

Nature of the Course: MS
Course Code: BALAP205
Semester: Third (III)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course is designed as an introductory paper to understand Political Science with the different meanings of politics and how it is interpreted differently by people holding different ideological positions. Students will also learn about different Political concepts and the importance of such concepts to understand the complex social reality.

Course Outcomes:

CO1 (Knowledge): The students would be able to explain different approaches to politics and build their understanding of politics.

CO2 (Understanding): They will be able to answer why the state plays so much central role in the discourses on politics and also learn about different Ideologies.

CO3 (Synthesis): They will be able to make a distinction between state, Nation and Society.

CO4 (Application): They will come to know about different theories of democracy. Students would be able to answer the dynamics between media and Politics.

Course Content

Unit I: Introduction to Politics and Political Theory (15 Hours)

a. Political theory, Political Science and Political Philosophy: Conceptual understanding
b. Dening Politics, Nature of Politics
c. Approaches to the Study of Politics

Unit II: Conceptualising State in Politics (15 Hours)

a. Conceptualising State, Society, and Nation
b. Origin of State: Divine Origin, Social Contract Theory
c. Key Concepts: Sovereignty, Authority, Legitimacy

[1]**Compulsory for those students of USS other than USLA who have not undertaken any paper in Political Science in 1st and 2nd Semesters.**

Unit III: Political Concepts **(15 Hours)**

a. Liberty: Negative and Positive Liberty
b. Equality: Legal, Political and Socio-Economic
c. Justice: Procedural Justice and Substantive Justice
d. Democracy: Procedural and Deliberative Democracy

Unit IV: Introducing International Politics **(15 Hours)**

a. Power in International Politics: Hard Power, Soft Power and Smar Power
b. Peace and Security: Positive and Negative Peace, Traditional and Non-Traditional Security Threats
c. Globalisation and Politics- Dimensions, Issues and Challenges

Pedagogy

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books

1. Bhargava, Rajeev, and Ashok Acharya. Political Theory: An Introduction. New Delhi: Pearson India, 2018.
2. Dryzek, John S., Bonnie Honig, and Anne Phillips. The Oxford Handbook of Political Theory. Oxford University Press, 2018.
3. Heywood, Andrew. Politics. New York: Red Globe Press, 2019.
4. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 11th ed. London: Oxford University Press, 2020.

Recommended Readings

1. Basu, Rumki, ed. International Politics: Concepts, Theories and Issues. New Delhi: Sage, 2012.
2. Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
3. Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
4. Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
5. Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
6. Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
7. Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
8. Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.

9. Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.
10. Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.
11. MacIntyre, Alasdair. "The Indispensability of Political Theory." In The Nature of Political Theory, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM COURSE (MS)
Nations and Nationalism

Nature of the Course: MS
Course Code: BALAP207
Semester: Third (III)
Credits:4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course aims to provide students with an understanding of the concept of the nation and nationalism focussing on the origins of Nationalism, its forms in contemporary times.

Course Outcomes:

CO1 (Knowledge): It will enable an understanding of the main concepts in the study of nations and nationalism.

CO2 (Understanding): It will help students to focus on contemporary problems, including the relationship between democracy and nationalism and the political benefits drawn from affective experiences of nationalism.

CO3 (Synthesis): The aim of the course is to provide historical perspective on the development of nationalism.

CO4 (Application): The course aims to underscore the significance of critically studying nationalism to analyse contemporary politics and society effectively.

Course Content

Unit I: Understanding Nation **(15 Hours)**

a. Society, State and Nation
b. History of Modern Nation-State

Unit II: Origins of Nationalism **(15 Hours)**

a. Theories of Nationalism
b. Nationalism Beyond Europe
c. Tagore's Idea of Nationalism

Unit III: Forms of Nationalism **(15 Hours)**

a. Liberal, Conservative and Expansionist Nationalism
b. Anti-Colonial and Post-colonial Nationalism

Unit IV: Multiculturalism and Nationalism (15 Hours)

a. Era of Nationalism: Beginning or Ending
b. Nationalism and Globalisation

Pedagogy

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books

1. Anderson, Benedict. Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso, 2006.
2. Gellner, Ernest. Nations and Nationalism. Cornell University Press, 2008.
3. Hobsbawm, E.J. Nations and Nationalism since 1780: Programme, Myth, Reality. Cambridge University Press, 1992.
4. Smith, Anthony D. Nationalism: Theory, Ideology, History. Polity, 2016.

Recommended Readings

1. Baruah, Sanjib. India Against Itself: Assam and the Politics of Nationality (Critical Histories). Philadelphia: University of Pennsylvania Press, 1999.
2. Bowen, John R. Why the French Don't Like Headscarves: Islam, the State, and Public Space. Princeton: Princeton University Press, 2006.
3. Brubaker, Rogers. Nationalism Reframed. Cambridge University Press, 1996.
4. Calhoun, Craig. Nationalism. Minneapolis: University of Minnesota Press, 1997.
5. Chatterjee, Partha. The Nation and its Fragments. Princeton University Press, 1993.
6. Gellner, Ernest. Nations and Nationalism. Ithaca: Cornell University Press, 1983.
7. Osterhammel, Jürgen. "Nationalism and Globalization." In John Breuilly (ed.), The Oxford Handbook of the History of Nationalism, 2013.
8. Tagore, Rabindranath. The Home and the World (Ghare Baire). 1916.
9. Tagore, Rabindranath. Nationalism. Originally Published in 1917.
10. Tamir, Yael. Liberal Nationalism. Princeton University Press, 1995.
11. Tepfenhart, Mariana M.A. "Nationalism in the Context of Globalization." Comparative Civilizations Review 87 (2022). Available at:https://scholarsarchive.byu.edu/ccr/vol87/iss87/8

MINOR STREAM COURSE (MS)

Challenges and Concerns of Governance (MS)

Nature of Course: MS
Course Code: BALAP209
Semester: Third (III)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course aims to provide a thorough understanding of the concept of governance, how governance is linked to the idea of growth and development, challenges of governance and the practice of governance in India. By exploring key concepts such as accountability, transparency, and efficiency students will be equipped with the knowledge and tools to address contemporary governance challenges and promote sustainable development and social welfare.

Course Outcomes:

CO1(Knowledge): The students will be equipped to conceptualize the idea of governance and its different dimensions.

CO2 (Understanding): The students will develop a foundational understanding of governance and its dynamics with growth and development.

CO3 (Synthesis): The students will acquire the analytical imperative to grasp the significance of governance within the framework of globalization and environmental concerns.

CO4 (Application): They will gain a comprehensive understanding of the diverse challenges and issues confronting developing nations like India, along with strategies and approaches to effectively address these obstacles.

Course Content

Unit I: Introduction to Governance **(15 Hours)**

a. Governance: Meaning and Features
b. Political, Legal, Administrative, Economic, and Social Dimensions
c. Local Governance and Representation

Unit II: Governance, Growth, and Development **(15 Hours)**

a. Changing dynamics of development
b. Environment and Sustainable Development
c. Green Governance
d. Gender and Governance

Unit III: Challenges of Governance (15 Hours)

a. Administrative
b. Legal and Judicial
c. Economic

Unit IV: Governance Initiatives in India (15 Hours)

a. Ideas of Accountability, Transparency and Efficient Governance
b. Right to Information and Right to Education
c. Ombudsman, Citizen Charter and Corporate Social Responsibility
d. E-governance

Pedagogy:

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Bevir, Mark (ed.). The Sage Handbook of Governance. Sage, 2011.
2. Chakraborty, Bidyut, and Mohit Bhattacharya (eds.). The Governance Discourse. Oxford University Press, 2008.
3. Jayal, Niraja Gopal (ed.). Democracy in India. Oxford University Press, 2007.
4. Sinha, R.P. E. Governance in India: Initiatives and Issues. Centre for Public Policy and Governance, 2006.

Recommended Readings:

1. Agarwal, Bina. Gender and Green Governance. Oxford University Press: Oxford, 2013.
2. Biba, Jasmine. Environmental Governance in India: Issues, Concerns and Opportunities, 2022. Available at:https://www.teriin.org/article/environmental-governance-india-issues-concerns-and-opportunities.
3. Goel, S.L. Good Governance – An Integral Approach. New Delhi: Deep and Deep Publications Pvt. Limited, 2007.
4. Guha, Ramachandra. Environmentalism: A Global History. Longman Publishers, 1999.
5. Jacob, Torfing, et al. Interactive Governance – Advancing the Paradigm. New York: Oxford University Press, 2012.
6. Puri, K.K. Local Government in India. Jalandhar: Bharat Prakashan, 1985.
7. Smith, B.C. Good Governance and Development. Palgrave Macmillan, 2007.
8. Singh, Ravinder Inder et al. "Environmental Governance and Key Challenges at Local Level in Indian Context." IIPA. Available athttps://www.iipa.org.in/cms/public/uploads/419391652164492.pdf.
9. World Bank. Governance and Development, 1992.
10. World Bank Report. "Governance and the Law". World Development Report, 2017.https://openknowledge.worldbank.org/bitstream/handle/10986/25880/9781464809507.pdf.

MULTIDISCIPLINARY COURSE (MDC)

Human Rights

Nature of Course: MDC
Course Code: BALAC213
Semester: Third (III)
Credits: 3 (L:2 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course aims to introduce the concept of human rights, respect or human life and dignity. It will train students on the different international institutional and legal mechanisms overlooking the preservation of human rights.

Course Outcomes:

CO1 (Knowledge): The students will have the ability to understand and conceptualise human rights, the different types of human rights in international politics.

CO2 (Understanding): The students will have a foundational understanding of human rights and the different safeguards at the international and regional level.

CO3 (Synthesis): The students will be familiarised with the empirical and analytical tools to understand the various international legal mechanisms and the institutions and the ways in which they prescribe measures to safeguard human rights.

CO4 (Application): The students will be trained with the knowledge of various international and regional mechanisms that promote and seek to safeguard human rights.

Course Content

Unit I: Human Rights: Historical Foundation and Conceptualisation (10 Hours)

a. Philosophical and Historical Foundation of Human rights
b. Three Generations of Rights
c. The Concept of Human Rights
d. Rule of Law and Human Rights

Unit II: Evolution of Human Rights in the UN System (12 Hours)

a. UN Charter and the development of human rights Provisions of the Charter
b. Universal Declaration of Human Rights, 1948

c. International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966.
d. UN System and Human Rights

Unit III: Promoting Human Rights: Actors and Institutions (12 Hours)

a. UN bodies and promotion of Human Rights: Actor, Institutions and Commissions for Vulnerable groups- Women, Child, Disabled and Minorities
b. UN and Various Agencies: Intergovernmental (IGOs) and Non-Governmental Organizations (INGOs)

Unit IV: Regional Protection of Human Right: Instruments and Mechanisms (11 Hours)

a. European Convention on the Protection of Human Rights 1950 and institutions
b. Latin American standards and mechanisms for protection of human rights
c. African standards and mechanisms for protection of human rights
d. ASEAN Declaration of Human Rights

Pedagogy:

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Aggarwal, H.O. A Concise Book on International Law and Human Rights. 2023.
2. "Human Rights: A Basic Handbook for UN Staffs." Available at:https://www.ohchr.org/sites/default/files/Documents/Publications/HRhandbooken.pdf.
3. Shelton, Dinah (ed.). The Oxford Handbook of International Human Rights Law. 2013.
4. Sinha, Manoj Kumar. Handbook of Legal Instruments on International Human Rights and Refugee Laws. 2014.

Recommended Readings:

1. Alston, Phillip (ed.). The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.

2. Brysk, Alison (ed.). Globalization and Human Rights. Berkeley: University of California Press, 2005.
3. Donnelly, Jack. Universal Human Rights in Theory and Practice. New Delhi: Manas Publication, 2005.
4. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" by Zehra F. Kabasakal Arat. Human Rights & Human Welfare 5, no. 1 (2005). Available at:https://digitalcommons.du.edu/hrhw/vol5/iss1/30.
5. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.
6. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
7. Raphdel, D.D. Political Theory and the Rights of Man. London: Macmillan, 1967.
8. Silverburg, Sanford R. International Law: Contemporary Issues and Future Developments. Oxford: OUP, Clarendon, 2007.
9. "International Covenant on Civil and Political Rights" (ICCPR) by the United Nations (1966). Available at:https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf.
10. "International Covenant on Economic, Social and Cultural Rights" (ICESCR) by the United Nations (1966). Available at:https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights.
11. "Universal Declaration of Human Rights" (UDHR) by the United Nations. Available at:https://www.un.org/en/about-us/universal-declaration-of-human-rights.

SKILL ENHANCEMENT COURSE (SEC)
Ethics and Dilemmas in Politics

Nature of Course: SEC
Course Code: BALAC221
Semester: Third (III)
Credits: 3 (L:2 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

Ethics is an important component of every political decision-making. By looking at the intersection of ethics and politics, this course will help students to develop a conceptual framework to navigate the difficult terrain. This course will introduce the idea of ethics and how we look at different issues which present us with a dilemma.

Course Outcomes:

CO1 (Knowledge): Students will learn ethics and principles relevant to political decision-making.

CO2 (Understanding): Students will develop an understanding of the complex interplay between ethics, power, and politics.

CO3 (Synthesis): Students can engage in respectful and constructive dialogue on controversial political issues.

CO4 (Application): Students will develop an understanding of ethical dilemmas and making reasoned judgments.

Course Content

Unit I: Foundations of Political Ethics **(10 Hours)**

a. Introduction to ethics
b. The relationship between ethics, politics, and power
c. Gita as a Political text: Nishkama Karma

Unit II: How to do the right thing **(12 Hours)**

a. Utilitarianism and Justice
b. Euthanasia

Unit III: Ethics, Social Justice and Equality **(12 Hours)**

a. Abortion: Women's body as a battleground
b. Marital Rape

Unit IV: Ethics in International Relations (11 Hours)

a. Just War
b. Humanitarian Intervention

Pedagogy

- Lectures
- Classroom discussion/Interaction/Group Discusison
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Gowda, Nagappa K. The Bhagavad Gita in the Nationalist Discourse. Oxford: Oxford University Press, 2012.
2. Lanphier, E. "Abortion and the Intersection of Ethics, Activism, and Politics." The American Journal of Bioethics 22, no. 8 (2022):,pp.72–74.https://doi.org/10.1080/15265161.2022.2089286.
3. Luban, David. "Intervention and Civilization: Some Unhappy Lessons of the Kosovo War." 2002. DOI:https://doi.org/10.7551/mitpress/3302.003.0006.
4. Sandel, Michael J. Justice: What's The Right Thing To Do?. New York: 2007.

Recommended Readings:

1. Banerjee, Sanhati, Battleground Body: Sexism and the Right to Safe Abortions in India. Available at:https://science.thewire.in/health/safe-abortion-access-sexism/.
2. Kumari, V. Gender Analysis of the Indian Penal Code: Rape and the Law. Available at:http://www.womenstudies.in/elib/crime_ag_women/ca_gender_analysis.pdf.
3. Mandal, Saptarshi. "The Impossibility of Marital Rape: Contestations around Marriage, Sex, Violence and the Law in Contemporary India." Australian Feminist Studies, 2014.
4. Sullivan, J. P. "The Ethics and Politics of Abortion." Philosophy of the Social Sciences 17, no. 3 (1987),pp. 413-425. Available at :https://doi.org/10.1177/004839318701700307.
5. Walzer, Michael. Just and Unjust Wars: a Moral Argument with Historical Illustrations. New York: Basic Books, 1992.

SKILL ENHANCEMENT COURSE (SEC)

Introduction to Digital Tools

Nature of Course: SEC
Course Code:
Semester: Third (III)
Credits: 3 (L:2 T:1)

Mode of Examination: NUES
Course ID:
Marks: 100

Course Objective:

This course introduces students to digital methods used in the humanities and social sciences. It covers data visualisation, digital archiving, textual and sentiment analysis, and the use of AI tools, using free browser-based platforms that require no programming background.

Course Outcomes:

CO1 (Knowledge): Students will identify the key features and appropriate uses of tools for data visualisation, digital archiving, textual analysis, sentiment analysis, and AI-assisted research.

CO2 (Understanding): Students will understand how each digital method works, what kinds of questions it can answer, and where its outputs may be limited or misleading.

CO3 (Synthesis): Students will connect digital methods to sources and research questions from their own disciplinary fields in history, sociology, political science, or psychology.

CO4 (Application): Students will produce original digital outputs - visualisations, archives, text analyses, and AI-assisted research tasks - using the methods and tools taught in the course.

Course Content

<u>Unit I - Data Visualisation</u> **(10 Hours)**

a) Purpose and principles of data visualisation
b) Visual clarity: labels, colour, hierarchy, and accessibility
c) Narrative visualisation
d) Critical reading of visualisations; public data sources

Unit II: Digitisation and Digital Archives **(12 Hours)**

a) What is digitisation? An overview of major digital repositories
b) Metadata: types, importance, and the Dublin Core schema
c) Building a digital collection in Omeka: entries, organisation, and access

d) Evaluating digital sources using the SIFT method; ethics of digitisation

Unit III: Textual and Sentiment Analysis (12 Hours)

a) From close reading to distant reading: treating text as data; building a corpus
b) Voyant Tools: word frequency, keyword-in-context, and trends over time
c) Sentiment analysis: positive, negative, and neutral classification
d) Interpreting and critically evaluating tool outputs

Unit IV: AI and LLM Tools for Research (NotebookLM; ChatGPT / Claude) (11 Hours)

a) What Large Language Models are and how they work; overview of key tools
b) Prompting strategies
c) Using AI for research tasks: summarising, translating, outlining, and drafting
d) Hallucination, bias, and verification; academic integrity and ethical use of AI

Pedagogy

- Hands-on lab sessions with structured tool demonstrations
- Discipline-linked exercises connecting each method to history, sociology, political science, or psychology
- Assignment-based continuous assessment throughout the semester
- Short in-class tests to assess conceptual understanding

Text Books:

1. Research and Scholarship. Routledge. 2021.
2. Karsdorp, Folgert, Kestemont, Mike, and Riddell, Allen. Humanities Data Analysis: Case Studies with Python. Princeton University Press. 2021.
3. Schreibman, Susan, Siemens, Ray, and Unsworth, John (eds.). A Companion to Digital Humanities. Blackwell. 2004.
4. Healy, Kieran. Data Visualization: A Practical Introduction. Princeton University Press. 2018. Owens, Trevor. The Theory and Craft of Digital Preservation. Johns Hopkins University Press. 2018.
5. Underwood, Ted. Distant Horizons: Digital Evidence and Literary Change. University of Chicago Press. 2019.
6. Cairo, Alberto. The Functional Art: An Introduction to Information Graphics and Visualization. New Riders. 2012.
7. Moretti, Franco. Distant Reading. Verso Books. 2013.
8. Kaplan, Frédéric. 'A Map for Big Data Research in Digital Humanities.' Frontiers in Digital Humanities. 2015. https://doi.org/10.3389/fdigh.2015.00001
9. Berry, David M. 'AI, Ethics, and Digital Humanities.' In O'Sullivan, James (ed.), The Bloomsbury Handbook of the Digital Humanities. Bloomsbury. 2023.
10. Jaillant, Lise and Rees, Arran. 'Applying AI to Digital Archives: Trust, Collaboration and

Shared Professional Ethics.' Digital Scholarship in the Humanities. Vol. 38. No. 2. 2023. pp. 571–585. https://doi.org/10.1093/llc/fqac073

Online Documentation

- The Programming Historian https://programminghistorian.org
- Datawrapper Academy https://academy.datawrapper.de
- Omeka Documentation https://omeka.net/documentation
- Voyant Tools https://voyant-tools.org
- MonkeyLearn Text Analysis https://monkeylearn.com
- NotebookLM https://notebooklm.google.com
- National Archives of India Digital Repository https://nationalarchives.nic.in
- Digital Library of India https://dli.gov.in
- Caulfield, Mike. Web Literacy for Student Fact-Checkers. Pressbooks. 2017. https://webliteracy.pressbooks.com

ABILITY ENHANCEMENT COURSE (AEC)
Public Opinion and Surveys

Nature of the Course: AEC
Course Code: BALAC229
Semester: Third (III)
Credits: 2

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The objective of the course is to provide analytical tools to the students to carry out surveys and public opinion surveys. The course provides a foundational idea of the various steps of surveys like data collection, data verification and data analysis.

Course Outcomes:

CO1 (Knowledge): The student will have the foundational knowledge of what is a survey and what are the various types of surveys.

CO2 (Understanding): The students will have the understanding to conduct and analyse surveys in different contexts.

CO3 (Synthesis): After the end of the course the students will have foundational ideas and conceptual understanding to carry out surveys in different settings.

CO4 (Application): The students will have the basic ability to critically apply the conceptual understanding of the different types of research surveys in field works.

Course Content

Unit I: Introduction **(7 Hours)**

a. Public Opinion- Definitions, Features
b. Public Opinion in a Democracy- Opinion Poll, Exit Poll
c. Market and Consumerism

Unit II: Understanding Surveys and Samplings **(8 Hours)**

a. Types of Surveys
b. Types of Sampling
c. Representation and Surveys

Unit III: Survey Methods, Analysis **(8 Hours)**

a. Quantitative data Analysis

Unit IV: Ethical Considerations and Research (7 Hours)

a. Ethics of Conducting Research and Surveys

Pedagogy:

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Project/Report/Assignment
- Field Visits
- Documentary/ Movies

Note: Teacher can also devise any other assessments and activities for assessment and more activity-based learning.

Text Books

1. Lokniti Economic and Political Weekly, Vol. XXXIX (51). Political Analysis (2013), Vol. 21(1), pp. 48-69, (first published online November 21, 2012).

Recommended Readings

1. Purohit, Dr. Ashok, Public Opinion and Survey Research, NE Books and Publishers.
2. Kalton,G. Introduction to Survey Sampling. Beverly Hills: Sage, 2022.
3. Agresti,A and B. Finlay. Statistical methods for the Social Sciences, 4th edition, Upper Saddle River, NJ: Pearson Prentice Hall, 2009.
4. Kuma, S. and P. Rai. Measuring Voting Behaviour in India, New Delhi: Sage 2013.

ABILITY ENHANCEMENT COURSE (AEC)
Citizens and the Law: Know your Rights

Nature of the Course: AEC | **Mode of Examination: NUES**
Course Code: BALAC235 | **Course ID:**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 2 | **Continuous Evaluation**

Course Objective:

The primary objective of the course is to create legal awareness among the students by introducing them to their legal and constitutional rights as Indian citizens.

Course Outcomes:

CO1 (Knowledge): The students will be understanding of the constitutional rights and duties.

CO2 (Understanding): The students will have the awareness of the various legal and constitutional remedies.

CO3 (Synthesis): The students will have the knowledge of different Justice Access Toolkit like Consumer Protection Act (2019), RTI and others.

CO4 (Application): The students can participate in democratic processes through informed citizenship and legal literacy.

Unit I: Introducing Indian Legal System **(7 Hours)**

a. Structures and functions of Indian Legal System
b. Fundamental Rights and Duties
c. Types of Offences: cognizable and non-cognizable

Recommended Activity/Assessment: Screening of short documentaries on the Constitution/Quiz/Presentation on Fundamental Rights and Duties

Unit II. Rights in Practice **(8 Hours)**

a. Rights of Women (Prevention of Sexual Harassment at Workplace, 2013)
b. Transgender Persons (Protection of Rights) Act, 2019
c. Minimum Wages Act (1948), Right to Work

Recommended Activity/Assessment: Case study/Report writing on any of the mentioned issues

Unit III. Right to Information and Consumer Protection **(8 Hours)**

a. Right to Information Act (2005), Lokpal and Lokayukta

b. Consumer Protection Act, 2019: Key Provisions and Mechanisms

Recommended Activity/Assessment: Workshop on filing RTI/consumer protection report/ student led research projects on local consumer issues

Unit IV. Digital Literacy and Legal Awareness (7 Hours)

a. Digital Awareness, Digital Rights and Responsibilities: Digital Personal Data Protection Act (2023)
b. Right to Privacy and Data Protection
c. Information on Cyber cells and digital platforms and portals

Recommended Activity/Assessment: Session/field work on using online portals for legal help (e.g., e-Courts, Digital India services)

Pedagogy:

- Class lecture, discussions, Class activities
- Field visits
- Workshops/Seminars
- Case study/Report writing/Assignments

Note: Teacher can also devise any other assessments and activities for assessment and more activity-based learning.

Text Books:

1. Altman, Andrew. *Arbitrary Government and the Rule of Law*. In *Arguing About the Law: An Introduction to Legal Philosophy*, 3–19. Boston: Wordsworth, 1996.
2. Government of India. *Bharatiya Nyaya Sanhita (BNS), Bharatiya Nagarik Suraksha Sanhita (BNSS), Bharatiya Sakshya Adhiniyam (BSA)*. 2023. Accessed June 4, 2025. https://www.indiacode.nic.in.
3. Centre for Good Governance. *Right to Information Act, 2005: A Citizen's Guide*. Hyderabad: Centre for Good Governance, 2008. Accessed June 4, 2025. http://www.rtigateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf.
4. Basu, D. D. *Introduction to the Constitution of India*. India: S.C. Sarkar, 1966.

Recommended Readings:

1. Consumer Protection Act, 1986, Available at http://chdslsa.gov.in/right_menu/act/pdf/consumer.pdf.

2. *Bare Act* of Transgender Persons (Protection of Rights) Act, 2019. India Code: Transgender Persons (Protection of Rights) Act, 2019.
3. K. Sankaran, (2008) 'Labour Laws and the World of Work', in K, Sankaran and U. Singh (eds.) Towards Legal Literacy, New Delhi: Oxford University Press, Pp.119-131.
4. P. Mathew, (2004) The Minimum Wages Act, 1948, New Delhi: Indian Social Institute.
5. P. D. Mathew, (2004) The Measure to Prevent Sexual Harassment of Women in Work Place. New Delhi: Indian Social Institute.
6. Right to Information Act, 2005, Available at http://righttoinformation.gov.in/rti act.pdf.
7. S. Naib, (2013) 'Right to Information Act 2005', in The Right to Information in India, New Delhi: Oxford University Press, Available at http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2 012_light_Aspire.pdf.
8. The Minimum Wages Act, 1948, Available at http://www.ilo.org/dyn/travail/docs/623/Minimum%20Wages%20Act%201948.pdf.
9. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf.
10. Government resources on:
    a. **Cyber Crime Portal**: https://cybercrime.gov.in
    b. **e-Courts Services**: https://ecourts.gov.in
    c. **Digital India**: https://www.digitalindia.gov.in

Value Added Course (III)
Happiness and Wellbeing

Nature of the Course: VAC
Semester: Third (III)
Course Code: BALA237
Credits: 2 (L1 T1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course aims to instil a sense of positivity and happiness through various workshops and activities

Course Outcomes:

CO1 (Knowledge): Exploring various aspects of human consciousness with focus on happiness in everyday lives

CO2 (Understanding): Create an understanding of harmonizing human creativity with the challenges of modernity.

CO3 (Synthesis): Providing work-life balance.

CO4 (Application): Holding workshops to provide experiential learning.

Course Content

Unit I.: Understanding Emotions **(7 Hours)**

a. The importance of different emotions
b. Why stay happy
c. Emotion contagion
d. Introducing the different perspectives of happiness

Unit II: Science of Happiness and Wellbeing **(8 Hours)**

a. Understanding the neuroscience of happiness
b. Rain behavior relationship in happiness
c. Why do we need to measure happiness
d. Role of technology
e. Importance of empathy, gratitude, kindness
f. Understanding employee happiness
g. Designing a happy workplace
h. Role of humour in workplace

Unit III: Practice of Happiness **(8 Hours)**

a. Introduction to different practices that help calm the mind and foster happiness

b. Self-awareness
c. Self-motivation
d. Sharing examples, cases, and practices that have been implemented and which have yielded results in spreading happiness
e. The emotional impact of a team leader on its members
f. Sensitivity training
g. Creativity Vs Routine
h. Importance of Intuition
i. Nurturing Relationship
j. Importance of networking

Unit IV. Career, Life, and Happiness (7 Hours)

a. Understanding the importance of a career and its limits
b. Work-Life balance
c. Achieving personal and professional success
d. Engaging the sense to keep oneself and others happy
e. Resilience in times of uncertainty and stress
f. Nurturing skills, values, perception, and mindset for resilience

Practical Exercise for Evaluation

- Projects
- Workshop, Experiential Learning

Text Books

1. A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan.
2. Happiness: Transforming the landscape. Center for Bhutan Studies & GNH, Thimpu, 2017.
3. Helliwell, J.F. Huang; Wang. S (2017). The Social Foundations of World Happiness. World Happiness Report. 2018.

Reference Books

1. Hanh, Thich Nhat. 2013. Love Letter to the Earth. Kindle Edition
2. Hanh, Thich Nhat. 2008. The Miracle of Mindfulness: The Classic Guide to Mediation. (Free Kindle)
3. Covery, Stefan F. 2004. Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.

FOURTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)
Foundations of Political Thought in India

Nature of Course: DSC
Semester: Fourth (IV)
Course Code: BALAP202
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective of this course is to acquaint students with the diverse ideologies of political thinkers spanning over two millennia. Through the exploration of the ideas proposed by various political philosophers regarding the state, society, and politics, students will gain a comprehensive understanding of different perspectives and the emergence of various political philosophies and thought in India. The objective is to foster critical thinking skills and analytical abilities, allowing students to engage deeply with the thoughts and arguments presented by these thinkers.

Course Outcomes:

CO1 (Knowledge): This course aims to familiarise students with political philosophy, exploring the thinkers and ideologies that emerged within the diverse and distinctive traditions of medieval India.
CO2 (Understanding): It will enable the students to recognize the importance of studying early Indian civilization in shaping contemporary political thought and societal structures of India.
CO3 (Synthesis): This course will enable students to understand the ideas and how they influence state and society.
CO4 (Application): This course seeks to provide students with a nuanced reflection on the impact of these ideas and provides them with the platform to critically engage with political thinkers in terms of what it means to us.

Course Content

Unit I: Overview of Indian Society and Political Thought **(15 Hours)**

a. Significance of the study of early India
b. Is there an Indian political thought
c. Different traditions: Brahminic and Shramanic; Islamic and Syncretic

Unit II: Ancient Indian Thought: Governance and Social Laws (15 Hours)

a. Mahabharata- Shanti parva (Ved Vyasa): Rajdharma
b. Dharmashastras- Manu: Social laws
c. Arthashastra- Kautilya: Theory of State and Ethical Realism

Unit III: Governance and Society: Polity, Monarchy, Syncretism (15 Hours)

a. Barani: Ideal Polity
b. Ain-i-Akbari-Abu Fazl: Monarchy
c. Kabir and Guru Nanak: Syncretism

Unit IV: State and Society (15 Hours)

a. Varna and Jati
b. Dharma, Raj Dharma and Danda
c. Rajtantra and Ganatantra (Mahajanapadas)

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Brown, D.M. The White Umbrella: Indian Political Thought from Manu to Gandhi. Germany: University of California Press, 2023.
2. Mehta, V. Foundation of Indian Political Thought. Delhi: Manohar, 199.
3. Singh, Aakash Silika Mohapatra. Indian Political Thought: A Reader. United Kingdom: Routledge, 2010.
4. Singh, M.P. Indian Political Thought: Themes and Thinkers. India: Pearson Education India, 2011.

Recommended Readings:

1. Chakravarti, Uma. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." In Beyond the Kings and the Brahmanas of 'Ancient' India. New Delhi: Tulika Books, 2006.
2. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In The Mahabharata: An Inquiry in the Human Condition. Delhi: Orient Longman, 2006.
3. Fazl, Abul. The Ain-i Akbari. Translated by H. Blochmann. Calcutta: G. H. Rouse, 2022.
4. Habib, Irfan. "Ziya Barni's Vision of the State." The Medieval History Journal 2, no. 1 (1998).
5. Habib, Irfan. "Two Indian Theorists of The State: Barani and Abul Fazal." In Proceedings of the Indian History Congress. Patiala, 1998.

6. Hacker, Paul. "Dharma in Hinduism." Journal of Indian Philosophy 34 (2006), pp. 479-496.
7. Kangle, R. Arthashastra of Kautilya-Part-III: A Study. Delhi: Motilal Banarsidass, 1997.
8. Kabir. The Bijak of Kabir. Translated by Linda Hess and Shukdev Singh. Delhi: Oxford University Press, 2002.
9. Omvedt, Gail. "Kabir and Ravidas, Envisioning Begumpura." In Seeking Begumpura: The Social Vision of Anti-Caste Intellectuals. Delhi: Navayana, 2008.
10. Parekh, Bhikhu. "Some Reflections on the Hindu Tradition of Political Thought." In Political Thought in Modern India, edited by Thomas Pantham and Kenneth Deutsch. New Delhi: Sage Publications, 1986.
11. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." Journal of Indian Philosophy 37 (2009), pp. 533-542.
12. The Mahabharata, Vol. 7 (Book XI and Book XII, Part II). Chicago: University of Chicago Press, 2004.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
Public Administration

Nature of the Course: DSC | **Mode of Examination: UES**
Course Code: BALAP204 | **Course ID:**
Semester: Fourth (IV) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective:

The primary objective of the course is to provide a comprehensive understanding of the key concepts, theories, and principles in public administration. It seeks to provide an overview of the historical evolution of public administration and its role in modern governance.

Course Outcomes:

CO1 (Knowledge): This course will enable students to acquire in- depth knowledge of Public Administration and theoretical and professional aspects.

CO2 (Understanding): The students will develop the capacity for mapping out the tasks in organisation and tools, usage of the organisation.

CO3 (Synthesis): The students will be able to relate the theory and practical aspects of policy making in administration.

CO4 (Application): The students will gain an understanding of the essentials of good governance.

Course Content

Unit I: Introducing Public Administration (15 Hours)

a. Meaning, Nature, Scope, and Significance of Public Administration
b. Evolution of Public Administration
c. New Public Administration and New public management

Unit II: Perspectives on Public Administration (15 Hours)

a. Politics-Administration Dichotomy (Woodrow Wilson)
b. Scientific Management (F.W Taylor), Human Relations Theory (Elton Mayo & M.P Follet), Rational Decision Making, Ecological Approach.
c. Motivation Theory: Maslow, McGregor, Riggs, Drucker.

d. Feminist Critique of Administration

Unit III: Contemporary Approaches to Public Administration (15 Hours)

a. New Public Management (NPM)
b. Public Choice Approach
c. New Public Service Approach
d. Good Governance

Unit IV: Administrative System Models (15 Hours)

a. China (Food Distribution Model)
b. Japan (Healthcare Model)
c. United Kingdom (Education)

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Avasthi, A., and Maheshwari, S. R. Public Administration. Agra: Lakshmi Narain Agarwal, 2013.
2. Bhambri, C. P. Public Administration Theory and Practice. 21st ed. Meerut: Educational Publishers, 2010.
3. Bhattacharya, Mohit, and B. Chakrabarty, eds. Public Administration: A Reader. New Delhi: Oxford University Press, 2003.

Recommended Readings:

1. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers and Distributors, 2008.
2. Bhatnagar, Subhash. Unlocking E-Government Potential: Concepts, Cases and Practical Insights. New Delhi: Sage Publications, 2009.
3. Dreze, Jean, and Amartya Sen. 2013. *An Uncertain Glory: India and Its Contradictions.* Princeton: Princeton University Press.
4. Ferreira, E. J., A. W. Erasmus, and D. Groenewald. Administrative Management. Juta Academics, 2010.

5. Hood, C. "A Public Management for All Seasons." *In Classics of Public Administration*, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
6. Maheshwari, S. Administrative Thinkers. New Delhi: Macmillan, 2009.
7. McSwain, Cynthia J. "Feminist Theory and Public Administration." *Public Administration Quarterly* 9, no. 1 (1985): 1–14.
8. Mazur, Amy G. *Theorizing Feminist Policy.* Oxford: Oxford University Press, 2002.
9. Medury, U. Public Administration in the Globalisation Era. New Delhi: Orient Black Swan, 2010.
10. Mishra, B. B. Administrative History of India. New Delhi: Oxford University Press, 1970.
11. Mukherjee, Rahul. 2021. *COVID-19 and Governance in India: Responses and Challenges.* New Delhi: Routledge.
12. Raj, Srinivas B. E-Governance Techniques: Indian and Global Experiences. New Delhi: New Century Publications, 2008.
13. Riggs, F. Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Miffin, 1964.
14. Singh, Prerna. 2021. "COVID-19 and Federalism in India: Crisis Response and Governance Challenges." *Publius: The Journal of Federalism* 51 (4): 537–565.
15. Swaminathan, Madhura. 2002. *Food Security and the Public Distribution System in India: A Review of Policy and Performance.* New Delhi: Oxford University Press.
16. Taylor, F. "Scientific Management." *In Classics of Public Administration,* edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
17. Webb, E. "Totalitarianism and Authoritarianism." In 21st Century Political Science: A Reference Book, edited by J. T. Ishiyama and M. Breuning. Los Angeles: Sage, 2011.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

Minor Stream (MS)
Comparative Government and Politics (DSC)[2]

Nature of the Course: DSC
Course Code: BALAP206
Semester: Fourth (IV)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course will acquaint the student with the basics of comparing politics. It will help the students to develop the understanding about comparison as a method in politics, to help students develop critical understanding about different political systems and understanding them in comparative perspective. Additionally, students will be able to assess which factors can play a crucial role in a particular situation to establish a stable political system.

Course Outcomes:

CO1 (Knowledge): The students will have critical understanding of the different government processes.

CO2 (Understanding): The students can critically evaluate different theoretical approaches to the study of comparative politics.

CO3 (Synthesis): The students can analyse political regimes, governments, political institutions and states.

CO4 (Application): The Students can compare the similarities and the differences between the political phenomena across the countries.

Course Content

Unit I: Introduction to Comparative Politics (15 Hours)

a. Comparative Politics: Meaning, Nature and Scope
b. Approaches to Comparative Politics
c. Significance of Comparative Politics

[2] ***For students opting for Political Science Major, the MS Course Comparative Government and Politics is 'compulsory'. It is also compulsory for students opting for Double Major.**

Unit II: Capitalism, Colonialism and Development (15 Hours)

a. Theories of Modernisation
b. Underdevelopment
c. Dependency School and World Systems theory

Unit III: Political Economy and Democratisation: Comparative Analysis (15 Hours)

a. East Asian Economies
b. China

Unit IV: Democracy and Development: Comparative Case Studies (15 Hours)

a. India and Singapore
b. Argentina and Brazil

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Caramani, Daniele, ed. Comparative Politics. Oxford: Oxford University Press, 2008.
2. Hague, Rod, and Martin Harrop. Comparative Government and Politics: An Introduction. 8th ed. London: Palgrave Macmillan, 2010.
3. Newton, Kenneth, and Jan W. van Deth. Foundations of Comparative Politics: Democracies of The Modern World. Cambridge: Cambridge University Press, 2010.

Recommended Readings

1. Cameron, David R. "Canada." In Ann L. Griffiths (ed.), Handbook of Federal Countries, 105-119. Montreal & Kingston: McGill-Queen's University Press, 2002.
2. Caramani, Daniele. "Party Systems." In Daniele Caramani (ed.), Comparative Politics, 293-347. Oxford: Oxford University Press, 2008.
3. Cole, A. "Comparative Political Parties: Systems and Organizations." In J.T. Ishiyama and M. Breuning (eds.), 21st Century Political Science: A Reference Book, 150-158. Los Angeles: Sage, 2011.
4. Dhillon, Michael. "Government and Politics." In Contemporary China: An Introduction, 137-160. London, New York: Routledge, 2009.

5. Downs, W. M. "Electoral Systems in Comparative Perspectives." In J.T. Ishiyama and M. Breuning (eds.), 21st Century Political Science: A Reference Book, 159-167. Los Angeles: Sage, 2011.
6. Evans, Jocelyn A.J. "Electoral Systems." In J. Bara and M. Pennington (eds.), Comparative Politics, 93-119. New Delhi: Sage, 2009.
7. Hague, Rod, and Martin Harrop. "The Political Executive." In Comparative Government and Politics: An Introduction, 268-290. London: Palgrave McMillan, 2004.
8. Ishiyama, J.T. and Breuning, M. (eds.). 21st Century Political Science: A Reference Book. Los Angeles: Sage, 2011.
9. O'Neil, Patrick. Essentials of Comparative Politics. 3rd ed. New York: WW. Norton & Company, Inc, 2009.
10. Palekar, S.A. Comparative Government and Politics. New Delhi: PHI Learning Pvt. Ltd, 2009.
11. Poggi, Gianfranco. "The nation-state." In Daniele Caramani (ed.), Comparative Politics, 85-107. Oxford: Oxford University Press, 2008.
12. Webb, E. "Totalitarianism and Authoritarianism." In J.T. Ishiyama and M. Breuning (eds.), 21st Century Political Science: A Reference Book, 249-257. Los Angeles: Sage, 2011.

MINOR STREAM COURSE (MS)
Contemporary Human Rights Concerns (MS)

Nature of Course: MS
Course Code: BALAP208
Semester: Fourth (IV)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The primary objective of the course is to make the student familiar with the ideas of human rights and respect for human dignity along with giving them a fundamental idea about the various human rights concerns and violations in the contemporary world. The course will also address the various challenges to the human rights situation both in the contemporary world.

Course Outcomes:

CO1 (Knowledge): The students will have conceptual ideas about human rights and human dignity.

CO2 (Understanding): The students will be trained on the different international institutional and legal mechanisms overlooking the preservation of human rights.

CO3 (Synthesis): The student will have the conceptual and analytical tool to analyse various situations of human rights violations and can provide measures and means to mitigate such situations.

CO4 (Application): The students will be trained to become good citizens and champions of human rights.

Course Content

Unit I: Introduction to Human Rights (15 Hours)

a. UDHR
b. ECHR
c. Conventions dealing with Rights on Women, Child, Refugees, Transgender, Disabled.
d. Human Rights in India (Acts and Commissions)

Unit II: Migration, Refugees, Internally Displaced Population and Human Rights (15 Hours)

a. Understanding Migration Status of Refugees and IDPS

b. Climate Change and Migration-IDPS
c. Legal Safeguards for refugees and migrants
d. Contemporary Challenges: Forced migration, Asylum seekers, Statelessness

Unit III: Human Rights Protection in Conflict Zones (15 Hours)

a. Legal Safeguards during armed conflict: International Humanitarian Law
b. Addressing Issues: War crimes, Crimes against humanity, Genocide
c. Case studies: Syrian Civil War, Rwandan Genocide

Unit IV: Safeguarding Children's Rights (15 Hours)

a. Examining Child Labor and Human Rights: Legislative Frameworks and Mechanisms in India
b. Analysing Child Soldiers and Conflict-Darfur, South Sudan and Central African Republic

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Sinha, Manoj Kumar, Handbook of Legal Instruments on International Human Rights and Refugee Laws. Delhi: LexisNexis 2014.
2. Brysk, Alison, ed. Globalization and Human Rights. Berkeley: University of California Press, 2002.
3. Aggarwal, H.O. A Concise Book on International Law and Human Rights, 2023.
4. Shelton, Dinah (ed.), The Oxford Handbook of International Human Rights Law, 2013; Available at: https://doi.org/10.1093/law/9780199640133.001.0001.

Recommended Readings

1. Alston, Phillip, ed. The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.
2. Arat, Kabasakal Zehra F. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" Human Rights & Human Welfare 5, no. 1 (2005): Article 30. Available at:https://digitalcommons.du.edu/hrhw/vol5/iss1/30
3. Donnelly, Jack. Universal Human Rights in Theory and Practices. New Delhi: Manas Publication, 2005.

4. International Covenant on Civil and Political Rights (ICCPR). United Nations, 1966.https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf
5. International Covenant on Economic, Social and Cultural Rights (ICESCR). United Nations, 1966.https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights
6. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.
7. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
8. Nirmal, B. C., and Prakash Sharma. "Concept of Statehood Under International Law: Understanding in the Light of Situation in Palestine." Indian Journal of International Law, 2021.
9. Raphdel, D. D. Political Theory and the Rights of Man. London: Macmillan, 1967.
10. Riedel, Eibe, Gilles Giacca, and Christophe Golay, eds. Economic, Social, and Cultural Rights in International Law. Oxford: Oxford University Press.
11. Sanford, R. Silverburg. International Law: Contemporary Issues and Future Developments. Oxford: Clarendon, 2007.
12. Universal Declaration of Human Rights (UDHR). United Nations.https://www.un.org/en/about-us/universal-declaration-of-human-rights

MINOR STREAM COURSE(MS)
Political Ideologies: Ideas And Practices

Nature of Course: MS
Course Code: BALAP210
Semester: Fourth (VI)
Credits: 4 (L:3 T:1)

Mode of Examination:
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The main objective of this course is to introduce students to the major political ideologies that have shaped modern political discourses and systems. By examining the historical development, core principles, and practical applications of these ideologies, students will gain a deeper understanding of the factors shaping society, at both local and global level.

Course Outcomes:

CO1 (Knowledge) – Students will develop knowledge about the central themes of the political ideologies examined.

CO2 (Understanding) – Illustrate and evaluate the development of the central tenets of political ideologies; Critically read and analyse modern and contemporary texts by key thinkers.

CO3 (Synthesis) - Apply political ideologies to the analysis of real-world political, economic and social institutions.

CO (Application and Research) – Students will develop an appreciation for legacy of all major ideologies and engage with associated contemporary debates.

Course Content

Unit I: Introduction to Political Ideologies **(15 Hours)**

a. Conceptualising Ideology- Definition, Nature, Difference between Political Ideology and Political Philosophy
b. Role of Political Ideology in Governance

Unit II: Liberalism **(15 Hours)**

a. Classical Liberalism, Neo-Liberalism

b. Key Thinkers: John Locke, Adam Smith, J S Mill, John Rawls
c. Two Concepts of Liberty

Unit III: Socialism, Marxism, Communism, Leninism, Maoism: (15 Hours)

a. Socialism: Meaning, Main Tenets
b. Types of Socialism - Democratic Socialism vs. Revolutionary Socialism, Anarchism (Proudhon and Bakunin)
c. Marxism: Origin, Meaning, Main Tenets
d. Communism, Leninism, Maoism: Meaning and Main Tenets

Unit IV Gandhism: (15 Hours)

a. Key Features - Gandhi on Truth and Non-Violence, Theory of Satyagraha, Ends and means relationship, Gandhi on Gram Swaraj, Trusteeship
b. Relevance of Gandhism in Contemporary World

Textbooks:

1. Heywood, Andrew. *Political Ideologies: An Introduction*. Basingstoke: Palgrave Macmillan, 2007.
2. Bhargava, Rajeev. *What Is Political Theory: An Introduction*. New Delhi: Pearson Longman, 2008.
3. Gauba, O.P. *An Introduction to Political Theory*. Delhi: Macmillan, 2009.

Recommended Readings

1. Eagleton, Terry. *Ideology: An Introduction*. London: Verso, 1991.
2. Gandhi, M. K. *Hind Swaraj*. Ahmedabad: Navjeevan Trust, 1910. Available at: https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf.
3. Geetha, V. *Gender*. Calcutta: Stree, 2007.
4. Goodin, R. E., Philip Pettit, and Thomas Pogge, eds. *A Companion to Contemporary Political Philosophy*. Malden, MA; Oxford: Blackwell Publishing, 2007.
5. Jagger, Alison. *Feminist Politics and Human Nature*. U.K.: Harvester Press, 1983.
6. Pateman, Carole. *The Sexual Contract*. Cambridge: Polity Press, 1988.
7. Rawls, John. *A Theory of Justice*. Cambridge, MA: Belknap Press of Harvard University Press, 1971.
8. Sandel, Michael J. *Liberalism and the Limits of Justice*. Cambridge: Cambridge University Press, 1982.

DSC (WORKSHOP)
Art Appreciation

Nature of the Course: DSC (Workshop)
Semester: Fourth (IV)
Course Code: BALAC212
Credits: 2

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course aims at providing a comprehensive understanding and appreciation of Art as a holistic sensibility not following a chronological progression but based on stylistic similarities and dissimilarities on a pictorial and conceptual basis.

Course Outcomes:

CO1 (Knowledge): Transformation of nature into principles of Art.

CO2 (Understanding): Provide an understanding of space, line, form, color and color theory, volume, depth, rhythm, balance, Symmetrical and asymmetrical, Movement. The synthesis of these as appropriately utilized in the creation of a work of ART.

CO3 (Synthesis): Visual acquaintance with great works of Art on a pictorial basis deriving references and sources from the entire pantheon of art spanning different periods and their representational motivation.

CO4 (Application): Similarities and dissimilarities when reviewed from a pictorial point of view leading to a deeper understanding of conceptual and realistic Art.

Course Content

Unit I: Basic Elements of Art **(7 Hours)**

a. Differentiation between Art and Craft
b. Purposes of Art
c. Difference between Visual, Plastic and Performing Arts
d. Various forms of arts – Painting, Sculpture, Applied Arts, Graphics, and the Interdisciplinary Forms of Arts
e. Theatre, Music, Dance, Video Performance

Unit II: Characteristic and Stylistic Features of Different Periods **(8 Hours)**

a. Concept of Space and Concept of Line
b. Concept of Volume and Depth
c. Concept of Colour
d. Compare Indian Miniature Paintings and Art in Renaissance in Europe in the light of above

Unit III: Understanding Art **(8 Hours)**

a. Finding meaning through art

b. Subjective and Objective Perspectives
c. Perception and Visual Awareness
d. Representational, Abstract, and non-objective styles of art

Unit IV: Practical Projects **(7 Hours)**

Practical exercises based on the realistic understanding of the above-mentioned elements

Pedagogy:

- Practical exercises
- Project Work through Videos
- Site visits

Text Books:

1. Arnheim, Rudolph, Art, and Visual Perception: A Psychology of the Creative, University of California Press, Berkeley, 1974: 2004.
2. Craven, Roy C, Indian Art: A Concise History, Thames & Hudson Ltd., 1976.

Recommended Readings

1. Rudolph Arnheim, Visual Thinking, University of California Press, Berkeley, 2004.
2. Rudolph Arnheim, Towards Psychology of Art: Collected Essays, University of California Press, Berkeley, 1966.

ABILITY ENHANCEMENT COURSE (AEC)
Introducing the Art of Diplomacy

Nature of Course: AEC
Course Code: BALAC216
Semester: Fourth (IV)
Credits: 2 (T:1 L:1)

Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective:

The course seeks to introduce the basics of diplomacy as a tool and instrument through which a state conducts their affairs, safeguards its interests, and contributes to the development and execution of foreign policy.

Course Outcomes:

CO1 (Knowledge): The students will have the basic knowledge of diplomacy as an art and science by which a state conducts their relationship with other states and organisations.

CO2 (Understanding): The students will have the knowledge of the concept of diplomacy, how it evolved and the different forms of diplomacy to navigate the complexities of international relations.

CO3 (Synthesis): The students can understand the evolution of diplomacy from old to new and the different diplomatic means employed by different countries to safeguard their national interests.

CO4 (Application): The students can understand essential skills for maintaining effective diplomacy and will gain an understanding of how the Foreign Service operates, its structure, and the different types of diplomatic activities it undertakes.

Course Content

Unit I: Introduction to Diplomacy: Concepts, Evolution and Role of United Nations (7 Hours)

a. Diplomacy: Concept, Definition
b. Evolution, Different Forms
c. UN as a Diplomatic Forum

Unit II: Skills and Techniques in Diplomacy (8 Hours)

a. Negotiation

b. Mediation
c. Principles of Negotiation and Conflict Resolution Strategies

Unit III: Crisis Management and Diplomacy (8 Hours)

a. Crisis Management - Handling Diplomatic Crises
b. Case Studies of Crisis Diplomacy (Kidnapping of Iranian Diplomats, Cuban Missile Crisis)

Unit IV: Public Diplomacy- Soft Power (7 Hours)

a. Concept of Soft Power
b. Cultural Diplomacy and India

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Allison, Graham. *Essence of Decision: Explaining the Cuban Missile Crisis.* 2nd ed. New York: Longman, 1999.
2. Hamilton, Keith, and Richard Langhorne. The Practice of Diplomacy: Its Evolution, Theory, and Administration. New York: Routledge, 2011.
3. Jönsson, Christer, and Martin Hall. Essence of Diplomacy. New York: Palgrave Macmillan, 2005.
4. Kissinger, Henry. Diplomacy. New York: Simon & Schuster, 1994.
5. Schelling, Thomas C. *Arms and Influence.* New Haven: Yale University Press, 1966.

Recommended Readings:

1. Cohen, Raymond. *Negotiating Across Cultures: International Communication in an Interdependent World.* Washington, DC: United States Institute of Peace, 1997.
2. Fisher, Roger, and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In.* New York: Penguin Books, 1981.
3. Putnam, Robert D. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42, no. 3 (1988): 427–460.
4. Powell, Robert. "Bargaining in the Shadow of Power." *Games and Economic Behavior* 15, no. 2 (1996): 255–289.
5. Jervis, Robert. "Hypotheses on Misperception." *World Politics* 20, no. 3 (1968): 454–

479.

6. Morozov, V.M. 'Network Diplomacy and the Future of the Israel–Palestine Conflict', in Morozov, V. M., Network Diplomacy. Singapore: Springer Nature Singapore, 2023.Available at: https://doi.org/10.1007/978-981-19-7006-1_9.
7. Neumann, Iver B. International Diplomacy: Theory and Practice. New York: Palgrave Macmillan, 2012.
8. Young, John W. The Art of Diplomacy. London: Palgrave Macmillan, 2016.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

FIFTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)
Modern Indian Political Thinkers

Nature of Course: DSC
Course Code: BALAP301
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

This course aims to provide an understanding of 19th and early 20th-century Indian thinkers and their philosophies, and ideas of social reforms to understand how these ideas have shaped modern-day India.

Course Outcomes:

CO1 (Knowledge): The students have knowledge of the different Indian Political thinkers in early 19th century India.

CO2 (Understanding): The students have an understanding of the making of Modern India

CO3 (Synthesis): The students can integrate the varied perspectives of these thinkers to develop a unified understanding of the ideological foundations of modern India.

CO4 (Application): The students can apply the insights gained from these historical and philosophical analyses to contemporary discussions on nationalism, democracy, and social justice in India.

Course Content

Unit I: Colonialism, Reform and Foundations of Modern Indian Political Thought (15 Hours)

a. Introduction: Thought on Colonialism, Orientalism, Modernity, Tradition, Renaissance.
b. Raja Ram Mohan Roy: Liberalism, Rationalism, Religious and Social Reform (Brahmo Samaj), Rights.
c. Jyotiba Phule: Radical Critique of Caste (Varna-Dharma), Brahmanical Patriarchy, Education as Liberation (Satyashodhak Samaj).
d. Pandita Ramabai: Intersection of Gender and Caste, Women's Emancipation, Critique of Patriarchy
e. Begum Rokeya

Unit II: Ideas on Nation and Nationalism (15 Hours)

a. Dadabhai Naoroji- Economic Nationalism

b. Bal Gangadhar Tilak- Militant Nationalism and Swaraj
c. Swami Vivekananda- Ideas of Nationalism
d. V.D. Savarkar- Hindutva and Nationalism

Unit III: Emancipation and Social Justice (15 Hours)

a. Mahatma Gandhi- Swaraj, Satyagraha, Decentralisation
b. Ambedkar- Caste and Religion, Constitutionalism, Liberal Democracy, Social Justice.
c. E.V. Ramasamy 'Periyar': Self-Respect Movement
d. Deen Dayal Upadhyaya- Integral Humanism

Unit IV: Voices of Resistance (15 Hours)

a. MN Roy
b. E.M.S. Namboodiripad
c. Jayaprakash Narayan

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Datta, P. K., and Sanjay Palshikar, eds. Indian Political Thought. ICSSR & Oxford University Press: New Delhi, 2013.
2. Kenneth Deutsch, eds, Political Thought in Modern India, Sage, New Delhi, 1986.
3. Mehta, V. R. Foundations of Indian Political Thought. Manohar: Delhi, 2013.
4. Singh, M. P., and Himanshu Roy, eds. Indian Political Thought: Themes and Thinkers. Pearson: Delhi, 2011.

Recommended Readings:

1. Aurobindo. On Nationalism. Pondicherry: Sri Aurobindo Ashram, 1996.
2. Bhargava, Rajeev. "Are there alternative modernities?" Culture, Democracy, and Development in South Asia (2001): 9-26.
3. Bhatt, Chetan. Hindu Nationalism: Origins, Ideologies and Modern Myths. Oxford: Beg, 2001.
4. Chakrabarty, Bidyut, and Rajendra K. Pandey. Modern Indian Political Thought Text and Context. New Delhi: Routledge, 2024.
5. Chatterjee Partha, Nationalist Thought and the Colonial World: A Derivative Discourse, Oxford University Press, Delhi, 1986.
6. Devendra Swaroop, ed. Deen Dayal Upadhyaya's Integral Humanism. New Delhi: DRI, 1992.

7. Devy G.N. and Fred Dallymayr, eds., Between Tradition and Modernity: India's Search for Identity: A Twentieth Century Anthology, Sage, Delhi, 1996.
8. Kiggley, Dermot. “Vivekananda’s Western Message from the East.” In William Radice, ed., Swami Vivekananda and Modernization of Hinduism. New Delhi: Oxford University Press, 1990.
9. Lele, Jayant. “Gender Consciousness in Mid-Nineteenth Century Maharashtra.” In Anne Feldhaus, ed., Images of Women in Maharashtrian Society. New York: The University of New York Press, 1998.
10. Nandy Ashis, Traditions, Tyranny and Utopia, Oxford University Press, Delhi, 1987.
11. O’Hanlon, Rosalind. A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. New Delhi: Oxford University Press, 2002.
12. Sen, Amiya P. “Vivekananda: Cultural Nationalism.” In M. P. Singh and Himanshu Roy, eds., Indian Political Thought: Themes and Thinkers. Delhi: Pearson, 2011.
13. Taylor, Charles. "Two theories of modernity." Hastings Center Report 25, no. 2 (1995): 24-33.

DISCIPLINE SPECIFIC CORE(DSC)

Theories of International Relations

Nature of the Course: DSC
Course Code: BALAP303
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective of the course is to introduce the discipline of International Relations so that the students can understand the different dynamics and engagements in international politics. It also aims to provide a foundational understanding of the various actors and agencies and their interactions in global politics.

Course Outcomes:

CO1 (Knowledge): After the end of the course, the students will have the knowledge of historical development in international politics and the historical evolution of the different theories and concepts in the discipline. The students will also understand the interaction between globalisation and international.

CO2 (Understanding): The students will have a critical understanding of the important theories in International Relations.

CO3 (Synthesis): The students will have the knowledge of the different actors and agencies and the different dynamics of their interactions in international relations.

CO4 (Application): The students can use the different theoretical perspectives to analyse current international events and phenomena.

Course Content

Unit I: Introducing International Relations (15 Hours)

a. Nature and Scope of International Relations
b. Evolution of International Relations- Treaty of Westphalia (1648)- First World War, Treaty of Versailles (1919); League of Nations (1920)- Second world War, Establishment of United Nations (1945)

Unit II: Traditional Perspectives on International Relations (15 Hours)

a. Realism: Classical, Neo Realism

b. Liberalism, Neo- Liberalism, Liberal Institutionalism, Neo-Neo Debate
c. Social Constructivism
d. Game Theory

Unit III: Critical Perspectives of International Relations (15 Hours)

a. Feminist Perspectives
b. Dependency and Systems Theories
c. Post-Structural Theories
d. Critical Theories

Unit IV: Non-Western Perspectives on International Relations (15 Hours)

a. Hindu Theory of International Relations
b. Chinese Perspective on International Relations
c. Theorising IR from Global South

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Basu, Rumki, ed. International Politics: Concepts, Theories and Issues. New Delhi: Sage, 2012.
2. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 11th ed. London: Oxford University Press, 2020.
3. Ghosh, Peu. *International Relations.* New Delhi: PHI Learning, 2022.
4. Goldstein, Joshua S., and Jon C. W. Pevehouse. International Relations. 11th ed. New York: Pearson, 2017.
5. Sutch, Peter, and Juanita Elias. International Relations: The Basics. New York: Routledge, 2007.

Recommended Readings:

1. Acharya, Ashok, and Barry Buzan. "Why Is There No Non-Western IR Theory: Reflections on and From Asia." International Relations of the Asia-Pacific 7, no. 3 (2007), pp. 285-286.
2. Beeson, Mark. Institutions of the Asia-Pacific: ASEAN, APEC and Beyond. New York: Routledge, 2008.

3. Carr, E. H. The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations. London: Macmillan, 1981.
4. Dash, Kishore C. "Origin and Evolution of SAARC." In Regionalism in South Asia: Negotiating Cooperation, Institutional Structures, 79-109. New York: Routledge, 2008.
5. Donnelly, Jack. Realism and International Relations. Cambridge: Cambridge University Press, 2000.
6. Enloe, Cynthia H. Bananas, Beaches and Bases: Making Feminist Sense of International Politics. Berkeley, California: University of California Press, 2014.
7. Morgenthau, Hans J. "Six Principles of Political Realism." In International Politics, edited by Robert Art and Robert Jervis, 8th ed., 7-14. New York: Pearson Longman, 2007.
8. Tickner, J. Ann. "A Critique of Morgenthau's Principles of Political Realism." In International Politics, edited by Robert Art and Robert Jervis, 8th ed., 15-24. New York: Pearson Longman, 2007.
9. Tickner, J. Ann. Gender in International Relations: Feminist Perspectives on Achieving Global Security. New York: Columbia University Press, 1992.
10. Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." In Perspectives on World Politics, edited by Michael Smith and Richard Little, 110-123. New York: Routledge, 2000.
11. Wendt, Alexander. Social Theory of International Politics. Chicago: University of Chicago Press, 1999.

DISCIPLINE SPECIFIC CORE(DSC)
Western Political Thought

Nature of Course: DSC
Course Code: BALAP305
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The objective of the course is to introduce ideas of state and statecraft, normative and ethical ideas like justice, rights, and gender of some of the major Western political thinkers.

Course Outcomes:

CO1 (Knowledge) The students will be introduced to the ideas and philosophy of some of the key western philosophers on state and statecraft, and ethical concerns of rights and justice.

CO2 (Understanding) The students will have a foundational knowledge of the fundamental contours of the classical, western political philosophy and the shift from medieval to modern.

CO3 (Synthesis) The students will have the conceptual knowledge to engage with the different ethical and normative concerns of politics.

CO4 (Application) The students will have the analytical tool to understand the different political philosophies and how this can be applied in the contemporary concerns of justice, freedom, rights and the like.

Course Content

Unit I: Ancient Greek Political Thought **(15 Hours)**

a. Idea of Justice-Socrates and Plato
b. Democracy and Citizenship: Aristotle

Unit II: Medieval And Early Modern Thought **(15 Hours)**

a. St. Augustine – 'City of God.'
b. St. Thomas Aquinas- Theory of Law
c. Niccolo Machiavelli – 'Prince'

Unit III: Social Contractualists **(15 Hours)**

a. Thomas Hobbes
b. John Locke
c. Jean Jacques Rousseau

Unit IV: Liberal, Marxist and Feminist Thought (15 Hours)

a. Mary Wollstonecraft and JS Mill
b. Karl Marx
c. Simon De Beauvoir and Judith Butler

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Nelson, Brian R. Western political thought: From Socrates to the age of ideology. Waveland Press, 2015.
2. Roberts, Peri, & Peter Sutch. An Introduction to Political Thought. Edinburgh University Press, 2012.
3. Singh, Sukhbir. History of Political Thought Vol. I. Rastogi Publications, 1980.
4. Jha, Shefali. Western Political Thought from the Ancient Greeks to Modern Times. Chennai: Pearson India Education Services Pvt. Ltd, 2020.
5. Mukherjee, Subrata and Sushila Ramaswamy, A History of Political Thought Plato to Marx. Delhi: PHI Learning Pvt. Ltd., 2018.

Recommended Readings:

1. Card, Claudia (ed). The Cambridge Companion to Simone de Beauvoir. 2003.
2. Ebenstein, William. Great Political Thinkers. University of California, 1967.
3. Foster & Jones. Masters of Political Thought. Houghton Mifflin, 1949.
4. Hacker, Andrew. Political Theory: Philosophy, Ideology, Science. MacMillan, 1969.
5. Ramaswamy Sushila, Mukherjee Subrata. Western Political Thought- Plato to Marx. Prentice Hall India Learning Private Limited, 2011.
6. Simon De Beauvoir. The Second Sex. 1949.
7. Smith G.W. John Stuart Mill's Social and Political Thought: Critical Assessments. London; Routledge, 1998.
8. Stephen, Leslie. The English Utilitarians. Vols. I–III. New York: Augustus Kelley, 1968 (1900).
9. Sturgeon, N. "Mill's Hedonism." Boston University Law Review. 90 (2010): 1705–29.
10. Sumner, W. Welfare, Happiness, & Ethics. New York: Oxford University Press, 1996.
11. Taylor, Barbara. Mary Wollstonecraft and the Feminist Imagination. 2003.
12. Ten, C.L. Mill on Liberty. Oxford: Clarendon Press, 1980.
13. Wollstonecraft, Mary. A Vindication of the Rights of Woman. 1792.

MINOR STREAM COURSE (MS)
Contemporary Indian Foreign Policy[6]

Nature of Course: MS
Course Code: BALAP307
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

This course aims to engage with India's foreign policy, particularly the contemporary trends, and policies concerning its neighbours and other global powers. The course aims to provide analytical tools to the students to understand the different diplomatic tools that India employs in conducting its foreign policies in bilateral and multilateral forums.

Course Outcomes:

CO1 (Knowledge): The students will have a conceptual idea of India as a democracy engaged with various countries in international politics.

CO2 (Understanding): The students will have an understanding of the various push and pull factors determining the foreign policy of India.

CO3 (Synthesis): The students will have a foundational and analytical understanding of India's bilateral and multilateral engagements in global politics and the different tools for conducting foreign policy in the context of India.

CO4 (Application): The students will have the analytical tools to understand different policies and tools India employs in its conduct of foreign policy in the contemporary world.

Course Content

Unit I: India and Asia **(15 Hours)**

a. Introducing India's Foreign Policy: Continuity and Changes, Key Determinants, Institutions and Actors
b. The China Factor and India's Neighbourhood Policy- Neighbourhood First, Act East
c. India and Pakistan
d. India and Japan

Unit II: India and Middle East **(15 Hours)**

a. India and the Arab World
b. India and the Non- Arab World

[6] **For students opting for Political Science Major, the MS Course Contemporary Indian Foreign Policy is 'compulsory'. It is also compulsory for students opting for Double Major.**

c. India and Israel
d. India and OECD

Unit III: India's Global Engagements and Strategic Relationships (15 Hours)

a. India-Africa Engagement
b. Russia, US, and India- the changing dynamics
c. Changing Security Dynamics: India's Defence Diplomacy, Indo-Pacific and QUAD, BIMSTEC

Unit IV: India and the World (15 Hours)

a. India's Soft Power, Cultural Diplomacy and Public Diplomacy
b. Multilateral Diplomacy and - India and UN, India and ASEAN, India and BRICS
c. Issues in Foreign Policy: International Peace and Security, Counterterrorism, Climate Change, Digital Security

Pedagogy:

- Lectures
- Classroom discussion/Interaction/Group Discussion
- Field Visit
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Ganguly, Sumit (ed). India's Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press, 2010.
2. Jaishankar, S. The India Way: Strategies for an Uncertain World. Harper Collins India, 2020.
3. Khanna, V.N. Foreign Policy of India. New Delhi: Vikas Publishing House, 2018.
4. Menon, Shivshankar. India and Asian Geopolitics: The Past, Present. Brookings Institution Press, Washington DC, 2021.
5. Pant, Harsh V. India's Foreign Policy: An Overview. Delhi: Orient Blackswan, 2016.

Recommended Readings:

1. Malone, David M. "Does the Elephant Dance? Contemporary Indian Foreign Policy," Chapter 1. 2011.
2. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books. 2005.
3. Nye, Joseph. Soft Power: The Means to Success in World Politics.
4. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific.
5. Bajpai, Kanti, and Harsh V. Pant, eds. India's Foreign Policy: A Reader.

6. Sharma, R. R. India and Emerging Asia. New Delhi: Sage. 2005.
7. Pant, Harsh V., and Julie M. Super. "India's Foreign Policy: The Modi Era." International Affairs. 2022.
8. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." Journal of Indo-Pacific Affairs. 2023.
9. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. Delhi: Pentagon Press. 2021.
10. Official Websites of MEA, ASEAN, BRICS, EU and AU, BIMSTEC, SCO

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM COURSE (MS)
Gandhi and Ambedkar in Indian Politics

Nature of Course: MS
Course Code: BALAP309
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

This course explores the political ideologies, movements, and debates surrounding Mahatma Gandhi and B.R. Ambedkar in the context of Indian politics. It critically examines their differing visions on caste, democracy, economy, and modernity, as well as their role in shaping India's political landscape.

Course Outcomes:

CO1 (Knowledge): The students will be introduced to the life and works of Mahatma Gandhi and BR Ambedkar.

CO2 (Understanding): The students will be introduced to Gandhi's and Ambedkar's political thought and political philosophy.

CO3 (Synthesis): The students will be able to examine their debates on caste, and social justice.

CO4 (Application): The students can explore the relevance of Gandhi and Ambedkar's thought and political philosophy in the contemporary times.

Course Content

Unit I: Life Sketch, Political Thought and Philosophy (15 Hours)

a. Life and Times of Mahatma Gandhi and B.R. Ambedkar
b. Gandhi's Idea on Nonviolence (Ahimsa), Satyagraha, Swaraj, Trusteeship
c. Ambedkar's Idea on Social Justice, Constitutionalism, Caste Abolition, Economic Democracy

Unit II: Gandhi and Ambedkar Debate on Caste and Politics (15 Hours)

a. Harijan Vs Depressed Classes
b. Poona Pact (1932)

Unit III: Gandhi and Ambedkar on Representation (15 Hours)

a. Swaraj and the Idea of Political Freedom
b. Participation in Round Table Conferences
c. Satyagraha: Mahar Satyagraha and Salt Satyagraha

Unit IV: Contemporary Relevance **(15 Hours)**

a. Ambedkar and Constitution: Hindu Code Bill
b. Gandhi's Legacy in Rural Development, Idea of Peace and Tolerance

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Textbooks:

1. Gandhi, M. K. Hind Swaraj. Ahmedabad: Navjeevan Trust, 1910. Available at: :https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf
2. Gandhi, M. K. "Satyagraha in South Africa." In Chapter XII & XIII, Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107.
3. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
4. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
5. Kuber, W.N. Ambedkar: A Critical Study

Recommended Readings:

1. Dalton, D. "Gandhi's originality." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 63-86. New Delhi: Lexington Books, 2000.
2. Hardiman, D. "The Kheda Satyagraha." In Peasant Nationalists of Gujarat: Kheda District, 1917-1934, 86-113. Delhi: Oxford University Press, 1981.
3. Hardiman, D. "Gandhi's Global Legacy." In Gandhi in His Time and Ours, 238-283. Delhi: Oxford University Press, 2003.
4. Indian Council for Historical Research,,The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31." Indian Historical Review, 1975. Retrieved fromhttp://www.ichrindia.org/journal.pdf
5. Valerian, Rodrigues. The Essential Writings of B.R. Ambedkar. Oxford University Press, 2010.
6. Gore, M. The Social Context of an Ideology: Ambedkar's Political and Social Thought. Delhi: Sage Publication, 1993.

DISCIPLINE SPECIFIC CORE (DSC)
Public Policy and Administration in India

Nature of Course: MS
Course Code: BALAP311
Semester: Fifth (V)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The primary objective of the course is to explore the field of public policy in India to understand if one policy can be uniformly implemented given the persisting inequalities

Course Outcomes:

CO1 (Knowledge): The study of Public Policy aspires to provide an in-depth understanding of the challenges prevailing in society and aids in identifying the solutions for them.

CO2 (Understanding): The student will have a conceptual understanding of public policy-making and implementation in India

CO3 (Synthesis): The main objective of this foundation course is to provide an opportunity to the student to learn the basics of public policy with a focus on the Indian context and its global interactions.

CO4 (Application): This study will enable students to understand substantive examination of policy issues, including policy-making and evaluation of public policy.

Course Content

Unit I: Public Policy: Theoretical Perspectives (15 Hours)

a. Concept of public and policy
b. Nature, Scope and Importance of Public Policy
c. Evolution of Public Policy and Policy Sciences: Historical Progression & Institutional Development

Unit II: Types, Models and Concerns of Public Policy (15 Hours)

a. Models of Policy Making-Systems model, Rational Incremental approach & Public choice Approach
b. Types of Public Policies
c. Issues of Social Justice, Equality, Inclusivity

Unit III: Public Policy Administration and Implementation in India (15 Hours)

a. Evolution of Public Policy and Administration in India

b. Practical Approach to Policy Implementation and Evaluation
c. Beti Bachao- Formulation, Implementation and Evaluation
d. NREGA- Formulation, Implementation and Evaluation

Unit IV: Administrative Landscapes in India (15 Hours)

a. Public distribution system
b. Administration during Covid times
c. Violence against Women- Policy Formulation and Implementation in India
d. Conference of Parties (COP), Green Budget in India

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Anderson, J.E. Public Policy-Making: An Introduction. Boston: Houghton, 2006.
2. Lindblom, C.E. and E.J. Woodhouse. The Policymaking Process, 3rd ed. New Jersey: Prentice-Hall, 1993.
3. Moran, Mitchel, and Robert Goodin. The Oxford Handbook of Public Policy. Oxford University Press, New York, 2006.
4. Nachmias, David. Public Policy Evaluation: Approaches and Methods. New York: St. Martin's Press, 1979.

Recommended Readings:

1. Basu, Srimati. *Gender, Violence and Governmentality: Legal and Policy Initiatives in India.* New Delhi: Routledge, 2021.
2. McCool, Daniel C. (ed). Public Policy Theories, Models, and Concepts: An Anthology. NJ: Prentice-Hall, 1995.
3. Bardach, Eugene. The Implementation Game: What Happens After a Bill Becomes a Law. Cambridge, MA: MIT, 1977.
4. Bergerson, Peter J., ed. Teaching Public Policy: Theory, Research and Practice. Westport, RI: Greenwood Press, 1991.
5. Bhattacharya, Mohit, and Bidyut Chakrabarty. "Introduction: Public Administration: Theory and Practice." In Public Administration: A Reader, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 1-50. Delhi: Oxford University Press, 2005.
6. Brewer, Gary D., and Peter de Leon. The Foundations of Policy Analysis. Homewood, IL: The Dorsey Press, 1983.
7. Dror, Yehezkel. Public Policy Making Re-examined. Oxford: Transaction Publication, 1983.
8. Dye, Thomas R. Understanding Public Policy. Singapore: Pearson Education, 2008.

9. Henry, Nicholas. Public Administration and Public Affairs. New Delhi: Prentice Hall, 2003.
10. Hill, Michael. The Public Policy Process. 5th ed. Harlow, UK: Pearson Education, 2005.
11. Hyderbrand, William. "A Marxist Critique of Organization Theory." In Frontiers in Organization & Management, edited by William Evan, 123-150. New York: Praeger, 1980.
12. Jay M. Shafritz, ed. International Encyclopedia of Public Policy and Administration. Boulder, CO: Westview Press, 1998.
13. Mouzelis, Nicos P. "The Ideal Type of Bureaucracy." In Public Administration: A Reader, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 88-100. Delhi: Oxford University Press, 2005.

DISCIPLINE-SPECIFIC CORE (Workshop/Seminar)
Gender and Violence in Conflict: International Guidelines and Toolkits

Nature of Course: DSC (Workshop/Seminar) **Mode of Examination: NUES**
Course Code: BALAC319 **Course ID:**
Semester: Sixth (VI) **Marks: 100 (40+60)**
Credits: 2 (L:1 T:1) **Continuous Evaluation**

Course Objective:

The key objective of the course is to critically understand the progress in international practices in the field of gender and violence. The objective of the course is to introduce the idea of gender and violence to the students. The course focuses on looking at sexual and gender-based violence in international armed conflict and the different international institutional and legal measures to prohibit and prosecute such violence. The course will bring different international non-governmental organizations providing different medical and legal services to the survivors of such violence.

Course Outcomes:

CO1 (Knowledge): The students will have a conceptual understanding of gender and violence in international politics. They have the understanding of the various forms of gender and sexual based violence during armed conflicts.

CO2 (Understanding): The students have the knowledge of the different international legal documents, instruments and institutions on SGBV in armed conflicts

CO3 (Synthesis): The students will have the understanding of different gendered violence and how they are recognised in international politics

CO4 (Application): They have the basic analytical tool to understand the success and failures in preventing such violence and the lack of accessibility for the survivors to different mental health and psychosocial services.

Course Content

Unit I: Introduction **(7 Hours)**

a. Conceptualising Gender and Violence
b. Introducing the concepts- Gender Based Violence (GBV), Violence against Women, Conflict-Related Sexual Violence (CRSV) and Sexual and Gender Based Violence (SGBV)
c. Victims and Survivors

Unit II: UN Strategies for Combating Sexual Violence in Conflict (8 Hours)

a. The Convention on the Elimination of All Forms of Discrimination Against (1979), Women (CEDAW), The Beijing Conference (1995), Peace, and Security Agenda (WPS Agenda).
b. UN System Responding and Preventing CRSV- UN Action, OSRSG-SVC

Unit III: Reports, Guidelines and Toolkits (8 Hours)

a. Sexual Violence against Refugees: Guidelines on Prevention and Response (UNHCR 2020)
b. The Inter-Agency Standing Committee- Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery (2015)
c. United Nations Peacekeeping and Regulations Against Sexual Exploitation and Abuse (SEA)

Unit IV: Humanitarian Organisations and Humanitarian Practices (7 Hours)

a. International Committee for Red Cross (ICRC)
b. Doctors without Borders/ / Médecins Sans Frontières (MSF)
c. Physicians Human Rights (PHR)
d. Lawyers and Doctors for Human Rights (LDHR)

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Seminar, Workshop
- Documentary/ Movies

Text Books:

1. Alison, Miranda. "Wartime Sexual Violence: Women's Human Rights and Questions of Masculinity. "In Review of International Studies 33 (2007),pp75-90.
2. Baaz, Maria Eriksson, and Maria Stern (2013), Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond, London: Zed Books
3. Bernard, Vincent and Helen Durham (2014), "Editorial: Sexual Violence in Armed Conflict: From Breaking the Silence to breaking the Cycle", International Review of the Red Cross, 96(894), pp. 427–434.

4. Carpenter, R. Charlie. "Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations." In Security Dialogue 37, no. 1 (2006), pp.83-10.

Recommended Readings:

1. Anholt, Rosanne Marrit. "Understanding Sexual Violence in Armed Conflict: Cutting ourselves with Ocean's Razor. "In Journal of International Humanitarian Action 1, no. 6 (2016),pp. 1-10.
2. Brahimi Report. "Report of the Panel on United Nations Peace Operations." United Nations General Assembly/Security Council, Doc No- A/55/305S/2000/809, August 21, 2000.
3. Inter-Agency Standing Committee (IASC). Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action Reducing Risk, Promoting Resilience and Aiding Recovery. 2015.
4. Inter-Agency Standing Committee (IASC). "Guidelines Gender-Based Violence Interventions in Humanitarian Assistance Focusing on Prevention of and Response to Sexual Violence in Emergencies." September 2005.
5. International Committee of the Red Cross (ICRC) Live Discussion. "Sexual Violence & Conflict: Surviving Violence." Held on December 3, 2021, International Committee of the Red Cross.
6. International Committee of the Red Cross (ICRC) Report. "“That never happens here”: Sexual and gender-based violence against men, boys and/including LGBTIQ+ people in humanitarian settings." Geneva, International Committee of the Red Cross, 2022.
7. International Committee of the Red Cross (ICRC). "ICRC: International Day for the Elimination of Sexual Violence 2021." June 19, 2021. Available at:, 2021. URL:https://www.icrc.org/en/document/international-elimination-sexualviolence-2021
8. International Committee of the Red Cross (ICRC). "For Survivors of Sexual Violence: How to Find Help." June 19, 2021. Available at: URL:https://www.icrc.org/en/document/survivors-sexual-violence-how-find-help
9. International Committee of the Red Cross (ICRC). "Strategy on Sexual Violence 2018-2022." 2018.

DISCIPLINE-SPECIFIC CORE (Workshop/Seminar)
Governance and Public Policy Lab

Nature of Course: DSC (Workshop/Seminar) **Mode of Examination: NUES**
Course Code: BALAC321 **Course ID:**
Semester: Fifth (V) **Marks: 100 (40+60)**
Credits: 2 **Continuous Evaluation**

Course Objective:

The primary objective of the course is to introduce students to the fundamentals of governance systems and public policy-making in India through hands-on and activity based approach. It engages the students with governance issues, data collection, analysis, and the evaluation of public policies in India.

Course Outcomes:

Unit I: Introducing Public Policy and Governance (7 Hours)

a. Defining public policy and policy cycle (Formulation, Implementation and Evaluation)
b. Actors: Legislature, Executive, Judiciary, Bureaucracy, Political Parties, Pressure Groups and Citizens
c. Government and Governance: Good governance, e-governance and Participatory governance

Unit II: Key Policies: Case Study (8 Hours)

a. MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act, 2005): Objectives, Implementation and Challenges
b. National Food Security Act and Public Distribution System: Role in ensuring food security
c. Swachh Bharat Abhiyan

Unit III: Economic and Development Policies (8 Hours)

a. NITI Aayog: Structure, role and comparison with Planning Commission
b. Five-years plan vs. Development Agendas of NITI Aayog

Unit IV: Tools and Techniques for Policy Analysis (7 Hours)

a. Introduction to logic models and cost-benefit analysis
b. RTI and Social Audits: Instruments of accountability
c. Public Grievance Redress Mechanisms (CPGRAMS, MyGov, Jan Dhan-Aadhaar-Mobile)

Pedagogy

- Class Room Discussion, Lecture, Group Discussions, Debates

- Movies/Documentaries
- Field Work
- Case Study/Report Writing/ Project/Assignment
- Workshops

Note: Teacher can also devise any other assessments and activities for assessment and more activity-based learning.

Textbooks:

1. Birkland, Thomas A. 2019. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. 4th ed. New York: Routledge.
2. Chhotray, Vasudha, and Gerry Stoker. 2009. *Governance Theory and Practice: A Cross-Disciplinary Approach*. Basingstoke: Palgrave Macmillan.
3. Jenkins, Rob, and Anne Marie Goetz. 1999. "Accounts and Accountability: Theoretical Implications of the Right-to-Information Movement in India." *Third World Quarterly* 20 (3): 603–22.
4. Kohli, Atul. 2004. *State-Directed Development: Political Power and Industrialization in the Global Periphery*. Cambridge: Cambridge University Press. (Relevant chapters on India)

Suggested Readings:

1. Dreze, Jean, and Amartya Sen. 2013. *An Uncertain Glory: India and Its Contradictions*. Princeton: Princeton University Press.
2. Jayal, Niraja Gopal. 2007. "The Governance Agenda and the Indian State." In *Politics in India*, edited by Sudipta Kaviraj, 407–429. New Delhi: Oxford University Press.
3. NITI Aayog. 2021. *Strategy for New India @ 75*. New Delhi: Government of India.
4. Roy, Rathin. 2008. "Public Policy in India: Some Reflections." *Economic and Political Weekly* 43 (30): 28–34.
5. Saxena, N. C. 2012. "Improving Delivery of Programs through Social Audits: A Case Study of MGNREGA in India." *Accountability Initiative Working Paper*. New Delhi: Centre for Policy Research.
6. Sharma, Chandrika. 2012. "Right to Food in India: A Public Policy Perspective." *Indian Journal of Public Administration* 58 (3): 419–436.
7. Singh, M. P., and Rekha Saxena. 2020. *Indian Politics: Constitutional Foundations and Institutional Functioning*. 3rd ed. New Delhi: PHI Learning

SIXTH SEMESTER

DISCIPLINE SPECIFIC CORE(DSC)
Concepts and Issues in International Relations

Nature of the Course: DSC
Course Code: BALAP302
Semester: Sixth (VI)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The primary objective of the course is to introduce students to foundational concepts and major debates in the study of international relations (IR). The students will have the analytical skills to understand contemporary international events and dynamics by critically examining fundamental concepts like sovereignty, power, war, diplomacy, and globalization as well as contemporary global issues like migration, terrorism, climate change, and nuclear proliferation.

Course Outcomes:

CO1 (Knowledge): The students have the understanding of the historical and contemporary issues, key concepts, debates and issues in international relations (IR).

CO2 (Understanding): The students have the knowledge of the different actors and agencies in international politics.

CO3 (Synthesis): The students can critically understand the role that states and non-state actors in shaping international politics.

CO4 (Application): The students will have critical analytical skills to develop informed perspectives on global governance, conflict, cooperation, and justice.

Course Content

Unit I: Understanding Core Concepts of International Relations (15 Hours)

a. State, Nation, and Sovereignty
b. Power, Security, and National Interest
c. Borders, Territory, and Identity
d. The International System: Order and Anarchy
e. Interdependence and Global Governance

Unit II: Institutions, Networks, and the New Diplomacy (15 Hours)

a. Foreign Policy and the Practice of Diplomacy
b. Role of the United Nations and Regional Organizations (EU, ASEAN, AU, SAARC)
c. Non-State Actors: Multinational Corporations, NGOs, Civil Society
d. Global Cities and Transnational Movements
e. Internet, Media, and Soft Power

Unit III: War, Peace, and the Politics of Intervention (15 Hours)

a. Causes of International Conflict and War
b. Peacekeeping, Peacebuilding, and Humanitarianism
c. Terrorism and Asymmetric Warfare
d. Nuclear Politics and Arms Control

Unit IV: People, Climate, and the Ethics of Global Responsibility (15 Hours)

a. Migration and Refugees: Political and Legal Debates
b. Climate Change, Environmental Justice, and Global Agreements
c. Global Health and Pandemics (e.g., COVID-19, WHO)
d. Development, Inequality, and Global Finance
e. Justice, Equity, and Decolonial Perspectives

Pedagogy

- Lectures, Debates, Discussions
- Project and Assignment
- Documentary/ Movies
- Field Visit
- UN/Regional Diplomacy Simulation
- Policy Analysis Exercises

Textbooks

1. Basu, Rumki, ed. International Politics: Concepts, Theories and Issues. New Delhi: Sage, 2012.
2. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 11th ed. London: Oxford University Press, 2020.
3. Ghosh, Peu. *International Relations.* New Delhi: PHI Learning, 2022.
4. Goldstein, Joshua S., and Jon C. W. Pevehouse. International Relations. 11th ed. New York: Pearson, 2017.
5. Sutch, Peter, and Juanita Elias. International Relations: The Basics. New York: Routledge, 2007.

Recommended Readings

1. Bellamy, Alex J., and Paul D. Williams. 2010. *Understanding Peacekeeping*. 2nd ed. Cambridge: Polity Press.
2. Betts, Alexander. 2013. *Survival Migration: Failed Governance and the Crisis of Displacement*. Ithaca, NY: Cornell University Press.
3. Chimni, B. S. 2009. "The Birth of a 'Discipline': From Refugee to Forced Migration Studies." *Journal of Refugee Studies* 22 (1): 11–29.
4. Chomsky, Noam. 1999. *The New Military Humanism: Lessons from Kosovo*. London: Pluto Press.
5. Jackson, Robert, and Georg Sørensen. 2016. *Introduction to International Relations: Theories and Approaches*. 6th ed. Oxford: Oxford University Press.
6. Kaldor, Mary. 2012. *New and Old Wars: Organized Violence in a Global Era*. 3rd ed. Stanford, CA: Stanford University Press.
7. Karns, Margaret P., and Karen A. Mingst. 2015. *International Organizations: The Politics and Processes of Global Governance*. 3rd ed. Boulder, CO: Lynne Rienner Publishers.
8. Mbembe, Achille. 2019. "Decolonizing the Political." *The Johannesburg Salon*, no. 9: 6–17.
9. McGlinchey, Stephen, Rosie Walters, and Christian Scheinpflug, eds. 2017. *International Relations*. Bristol: E-International Relations Publishing. https://www.e-ir.info/publication/international-relations/.
10. Mingst, Karen A., and Ivan M. Arreguín-Toft. 2016. *Essentials of International Relations*. 7th ed. New York: W. W. Norton & Company.
11. Roberts, J. Timmons, and Bradley C. Parks. 2007. *A Climate of Injustice: Global Inequality, North–South Politics, and Climate Policy*. Cambridge, MA: MIT Press.
12. Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Press.
13. Weiss, Thomas G., and Sam Daws, eds. 2007. *The Oxford Handbook on the United Nations*. Oxford: Oxford University Press.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE (DSC)
Comparative Constitutionalism

Nature of Course: DSC
Course Code: BALAP304
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The primary objective of the course is to study various countries and their constitutional provisions from the vantage point of India to figure out best practices to strengthen our democracy.

Course Outcomes:

CO1 (Knowledge): The students can understand the fundamental principles and purposes of constitutions and analyze and compare the constitutions of various countries.
CO2 (Understanding): The students will have a critical understanding to analyse and compare different constitutions.
CO3 (Synthesis): It will help the students identify, evaluate and map the accomplishments and shortcomings of different constitutions.
CO4 (Application): Through comparative analysis, students will understand the role constitutions play in shaping political systems, protecting rights, and guiding governance and strengthening democracy.

Course Content

Unit I: Constitution and Constitutionalism (15 Hours)

a. Constitutionalism, Constitutional Law and Different Typologies of Constitution
b. Locke On Constitution
c. James Madison and Constitution
d. Ambedkar and Constitution

Unit II: Political Systems (15 Hours)

a. Federal vs. Unitary System
b. Parliamentary and Presidential Form of Government
c. Models of Federal Government: United States, Germany, and Nigeria

Unit III: Human Rights and Constitutionalism (15 Hours)

a. Protection of fundamental rights
b. Judicial review and constitutional courts
c. Case studies: Canada, South Africa, and India

Unit IV: Political Reservation for Women, and Ethnic Minorities (15 Hours)

a. Gender Quotas and Women's Representation - Case studies: Nordic countries, Rwanda, India
b. Ethnic Quotas and Minority Representation-Case studies: United States, Brazil, New Zealand

Pedagogy:

- Lectures
- Classroom Discussions and Interaction
- Project and Assignment
- Movies/Documentaries

Text Books:

1. Basu, Durga Das. Comparative Constitutional Law. Nagpur: Wadhwa and Co., 2008.
2. Burgess, Michael. Comparative Federalism: Theory and Practice. Routledge, 2006.
3. Singh, M.P., ed. Comparative Constitutional Law. 2nd ed. Lucknow: Eastern Book Co.
4. Pylee, M.V. Select Constitutions of the World. New Delhi: Universal Law Publishing Co.
5. Watts, Ronald L. Comparing Federal Systems. McGill-Queen's University Press, 1999.

Recommended Readings:

1. Dahlerup, Drude. Women, Quotas and Politics. Routledge, 2006.
2. Dorsen, Norman, et al. Comparative Constitutionalism: Cases and Materials. West Academic Publishing, 2003.
3. Epp, Charles R. The Rights Revolution: Lawyers, Activists, and Supreme Courts in Comparative Perspective. University of Chicago Press, 1998.
4. Dicey, A. V. Comparative Constitutionalism. 2019.
5. Htun, Mala. "Is Gender like Ethnicity? The Political Representation of Identity Groups." In Perspectives on Politics 2, no. 3 (2004),pp 439-458.
6. Howard, A. E. Dick. "James Madison and the Constitution." In The Wilson Quarterly 9, no. 3 (1985),pp. 80–91.Available at .http://www.jstor.org/stable/40256894.
7. Krook, Mona Lena. Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide. Oxford University Press, 2009.
8. Lijphart, Arend. "Constitutional Design for Divided Societies." In Journal of Democracy 15, no. 2 (2004),pp. 96-109.
9. Sunstein, Cass R. "Madison and Constitutional Equality." In Harvard Journal of Law and Public Policy 9 (1986),p. 11.
10. DiVita, Nicholas L. "John Locke's Theory of Government and Fundamental Constitutional Rights: A Proposal for Understanding." In West Virginia Law Review 84 (1982).

DISCIPLINE SPECIFIC CORE (DSC)
Introduction to Political Processes in India (DSC)

Nature of the Course: DSC
Course Code: BALAP306
Semester: Sixth (VI)
Credits: 4 (L3:T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation:40
External Evaluation: 60

Course Objective:

This course will introduce students to the complexity of Indian Politics since a nuanced analysis is necessary to comprehend the political process in India. It acquaints students with the functioning of the Indian state, social stratification, and the discourse on development highlighting the dynamics of contemporary state-society dynamics.

Course Outcomes:

CO1 (Knowledge): This course will introduce the students to Indian Politics and its various issues. It will give knowledge about the Indian state, political processes, and developmental Politics.

CO2 (Understanding): It will enable the students to understand Indian Politics and different issues related to it.

CO3 (Synthesis): This course will enable students to understand how the Indian state and society interact.

CO4 (Application): This course seeks to provide students with a nuanced reflection on the impact of political processes, political institutions, and developmental Politics.

Course Content:

Unit I: Understanding Indian Politics **(15 Hours)**

a. Approaches to the study of Indian Politics
b. Nature of Indian State
c. Structure and Functioning of the Parliamentary System: Parliamentary Accountability
d. Cooperative and Competitive Federalism

Unit II: Electoral Politics and Party System **(15 Hours)**

a. Evolution of the Party System: From One Party System to Coalition Politics

b. Electoral Politics: Politics of Recognition and Redistribution
c. Voting Behaviour and its Determinants: Caste, Class, Gender, Religion and the Role of Media

Unit III: Social Stratification and Politics in India (15 Hours)

a. Class and Politics: Dynamics of class domination in India
b. Caste and Politics: Politics of Mobilisation
c. Religion and Politics

Unit IV: Developmental Trajectory of India (15 Hours)

a. Democracy, Development and Displacement
b. Social Movements: Farmers, Dalits, Adivasis and Women's Movements
c. Tribal Development and Migration: Fifth and Sixth Schedule
d. NGOs and Pressure Groups and Developmental Politics

Pedagogy:

- Lecture, Discussions, Interactions
- Group Discussions, Quizzes
- Projects and Assignments
- Field Visits
- Documentaries/ Films

Textbooks:

1. Basu, D. D. (n.d.). *An introduction to the Constitution of India* (Latest ed.). Prentice Hall.
2. Brass, P. (1999). *The politics of India since independence*. Cambridge University Press and Foundation Books.
3. Frankel, F., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics in democracy*. Oxford University Press.
4. Hasan, Z. (Ed.). (2002). *Parties and party politics in India*. Oxford University Press.
5. Jayal, N. G. (Ed.). (2012). *Democracy in India*. Oxford University Press.
6. John, M. (Ed.). (2008). *Women in India: A reader*. Penguin Books.

Suggested Readings:

1. Kaviraj, S. (2009). *Politics in India*. Oxford University Press.
2. Kohli, A. (Ed.). (2004). *The success of India's democracy*. Cambridge University Press.
3. Kothari, R. (1970). *Caste in Indian politics*. Orient Longman.
4. Kothari, R. (2014). *Politics in India*. Orient Blackswan.

5. Kothari, R. (2002). The Congress system. In Z. Hasan (Ed.), *Parties and party politics in India* (pp. 39–55). Oxford University Press.
6. Austin, G. (1999). *Working a democratic constitution: The Indian experience*. Oxford University Press.
7. Shah, G. (Ed.). (2002). *Social movements and the state*. Sage Publications.
8. Singh, M. P., & Saxena, R. (1998). *Indian politics: Contemporary issues and concerns*. Prentice Hall of India.
9. Weiner, M. (2001). The struggle for equality: Caste in Indian politics. In A. Kohli (Ed.), *The success of India's democracy* (pp. 193–225). Cambridge University Press.
10. Yadav, Y. (2000). Understanding the second democratic upsurge. In F. Frankel, Z. Hasan, & R. Bhargava (Eds.), *Transforming India: Social and political dynamics in democracy* (pp. 120–145). Oxford University Press.
11. Bhargava, Rajeev, ed. Secularism and Its Critics. New Delhi: Oxford University Press, 1998.
12. Bilgrami, Akeel. 2014. *Secularism, Identity, and Enchantment.* Cambridge, MA: Harvard University Press.
13. Gudavarthy, Ajay. 2020. *Politics, Ethics and Emotions in 'New India'.* London: Routledge.
14. Hansen, Thomas, and Christophe Jaffrelot, eds. The BJP and the Compulsions of Politics in India. New Delhi: Oxford University Press, 1998.
15. Hasan, Zoya, ed. Parties and Party Politics in India. New Delhi: Oxford University Press, 2002.
16. Harris, John. "Comparing Political Regimes across Indian States". *Economic and Political Weekly*, Nov 27, 1999.
17. Hasan, Zoya. 2009. *Politics of Inclusion: Caste, Minorities, and Affirmative Action.* New Delhi: Oxford University Press.
18. Kapur, Devesh, and Pratap B. Mehta, eds. Public Institutions in India: Performance and Design. New Delhi: Oxford University Press, 2007.
19. Kohli, Atul. The State and Poverty in India: The Politics of Reform. Cambridge: Cambridge University Press, 1987.
20. Pai, Sudha. Dalit Assertion and the Unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh. New Delhi: Sage, 2002.
21. Rudolph, Lloyd, and Susanne Rudolph. In Pursuit of Lakshmi: Political Economy of the State in India. Chicago: University of Chicago Press, 1987.
22. Singh, Ujjwal Kumar. "Artificial Intelligence and Elections in India". Economic and Political Weekly," Vol. 59, Issue No. 22, 01 , 2024.

DISCIPLINE SPECIFIC CORE(DSC)
Introduction to Indian Political Economy

Nature of Course: DSC
Course Code: BALAP308
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

To provide students with a comprehensive understanding of the interplay between politics and economics, exploring theoretical foundations, Indian political economy, and global economic issues. The course aims to develop critical thinking and analytical skills to assess economic systems, policies, and global trends.

Course Outcomes:

CO1 (Knowledge): Students will acquire knowledge of the theoretical frameworks of political economy, understand its historical evolution, and analyse contemporary issues in Indian and international contexts.

CO2 (Understanding): Students will develop skills in critical analysis, comparative evaluation of political-economic systems, and the application of theoretical concepts to real-world scenarios.

CO2 (Synthesis): Students will synthesize diverse perspectives to propose policy recommendations and solutions to global and national economic challenges.

CO3 (Application and Research): Students will reflect on the ethical, social, and environmental implications of economic policies and their impact on societal well-being.

Course Content

Unit I: Foundations of Political Economy **(15 Hours)**

a. Understanding Political Economy- Nature, Scope and Definitions
b. Historical Evolution
c. Key concepts: State, Market, Labour, Capital, Development, Growth, Institutions, Economic System, Policy
d. Methodologies in Political Economy: Historical, Comparative, Interdisciplinary Approaches, Subaltern Approach and Gender.

Unit II: Theories of Political Economy **(15 Hours)**

a. Classical Thinkers: Adam Smith, David Ricardo, John Stuart Mill
b. Keynesian Economics, Neo-Liberalism and Role of State
c. Marxist Political Economy: Marx, Engels, Dependency Theory
d. Feminist Political Economy

Unit III: Indian Political Economy: Evolution and Contemporary Concerns **(15 Hours)**

a. Colonial Legacy and Post-Independence Economic Policies
b. Economic Reforms of 1991: Context and Impact
c. Challenges of Inequality, Poverty, and Informalisation of Labour
d. Politics of Redistribution: Welfare, Subsidies, and Social Justice

Unit IV: Emerging Issues **(15 Hours)**

a. Federalism and Economic Governance
b. Political Economy of Infrastructure and Digital Economy
c. Environment and Climate Policy

Pedagogy:

- Lectures
- Classroom Discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Textbooks:

1. Gottfried, Heidi. *Gender, Work and Economy: Unpacking the Global Economy*. Cambridge: Polity, 2013. [Chapter 10, "Gender, Global Labor Markets, Commodity Chains and Mobilities"].
2. Gilpin, Robert. "The Nature of Political Economy." In *Global Political Economy: Understanding the International Economic Order*, 25–45. Princeton, NJ: Princeton University Press, 2001.
3. Ghosh, Jayati. *Never Done and Poorly Paid: Women's Work in Globalising India*. New Delhi: Tulika Books, 2009.
4. Harriss-White, Barbara. *India Working: Essays on Society and Economy*. Cambridge: Cambridge University Press, 2003.
5. Sen, Amartya. *Development as Freedom*. Oxford: Oxford University Press, 1999.

Recommended Readings:

1. Acemoglu, Daron, and James A. Robinson. *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. New York: Crown Business, 2012.
2. Acharya, Shankar. "India's Growth: Past and Future." *Economic and Political Weekly* 38, no. 41 (2003): 4519-4525.
3. Balaam, David N., and Bradford Dillman. "What Is International Political Economy?" In *Introduction to International Political Economy*, 6th ed., 2-24. Boston: Pearson, 2014.
4. Caporaso, James, and David Levine. *Theories of Political Economy*. Cambridge: Cambridge University Press, 1992. [Chapter 1].
5. Chandhoke, Neera, and Praveen Priyadarshi, eds**.** 2009. *Contemporary India: Economy, Society, Politics.* New Delhi: Pearson Education India.
6. Das, Raju J. *The Political Economy of New India: Critical Essays*. Abingdon, UK: Routledge, 2021.
7. Dreze, Jean, and Amartya Sen. *An Uncertain Glory: India and Its Contradictions*. Princeton: Princeton University Press, 2013.
8. Esping-Andersen, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press, 1993. 1-34.
9. Folbre, Nancy. *Who Pays for the Kids? Gender and the Structures of Constraint*. New York: Routledge, 1994.
10. Foster, John Bellamy. *Capitalism in the Anthropocene: Ecological Ruin or Ecological Revolution*. New York: Monthly Review Press, 2022.
11. Muralidharan, Karthik. *Accelerating India's Development: A State-Led Roadmap for Effective Governance*. New Delhi: HarperCollins India, 2023.
12. Rudolph, Lloyd I., and Susanne Hoeber Rudolph. *In Pursuit of Lakshmi: The Political Economy of the Indian State.* Chicago: University of Chicago Press, 1987.

MINOR STREAM COURSE(MS)
Feminisms: Theories and Practice

Nature of Course: MS
Course Code: BALAP310
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

This is an introductory course to familiarise the students with some of the key concepts in feminism, histories of feminism, and the feminist movement in India. This paper covers the history of feminism in the West, socialist societies, and anti-colonial struggles and focuses on a gendered analysis of Indian society, economy, and polity.

Course Outcomes:

CO1 (Knowledge): This course would create an awareness and understanding of the theories of feminism and trace the historical trajectory of feminist movements across the world.

CO2 (Understanding): The course aims to develop an understanding of the structures of gender inequalities.

CO3 (Synthesis): It will enable the students to analyse the current issues of feminism with which women's movements were engaged with.

CO4 (Application): This paper will help to understand the feminist issues with a perspective of contemporary Indian women's movements.

Course Content

Unit I: Introducing Feminisms: Some Key Concepts (15 Hours)

a. Patriarchy
b. Sex and Gender
c. Histories of Feminisms (18th, 19th and 20th century)

Unit II: Feminisms: Perspectives (15 Hours)

a. Liberal Feminism- Public/private divide
b. Socialist Feminism- Historical defeat of the female sex
c. Radical Feminism- Personal is Political

Unit III: Feminisms in India **(15 Hours)**

a. History of women's movement in India: issues and debates
b. Women in Politics
c. Violence

Unit IV: New Directions: Race, Caste and Sexuality **(15 Hours)**

a. Concept of Intersectionality
b. Black Feminism
c. Dalit feminism
d. Queer

Pedagogy:

- Class lecture
- Discussions/Interactions
- Projects and Assignments
- Films/Documentaries

Text Books:

1. Desai, Neera, and Usha Thakkar. Women in Indian Society. New Delhi: National Book Trust, 2001.
2. Forbes, Geraldine. Women in Modern India. Cambridge: Cambridge University Press, 1998, pp. 1-150.
3. Kimmel, Michael. The Gendered Society, New York: Oxford University Press, 2008.
4. Geetha, V. Patriarchy. Calcutta: Stree, 2007.
5. John, Mary E., ed. *Women's Studies in India: A Reader*. New Delhi: Penguin Books, 2008.

Recommended Readings:

1. Banerjee, Nirmala. "Analysing Women's Work under Patriarchy." In From Myths to Markets: Essays on Gender, edited by Kumkum Sangari and Uma Chakravarty, 144-165. Delhi: Manohar, 1999.
2. Beauvoir, Simone de. The Second Sex. Translated by H. M. Parshley. New York: Vintage Books, 1989 [1949].
3. Butler, Judith. "Sex and Gender in Simone de Beauvoir's Second Sex." Yale French Studies 72 (1986), pp.35-49.
4. Chakravarti, Uma. "Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History." Social Scientist 16, no. 8 (1988),44-52.

5. Chaudhuri, Maiyatree. "Gender in the Making of the Indian Nation State." In The Sociology of Gender: The Challenge of Feminist Sociological Knowledge, edited by Sharmila Rege, 36-56. New Delhi: Sage, 2003.
6. Gandhi, Nandita, and Nandita Shah. The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India. Delhi: Zubaan, 1991.
7. Hossain, Rokeya Sakhawat. *Sultana's Dream.* Calcutta: S. K. Lahiri & Co., 1905.
8. Jagger, Alison. Feminist Politics and Human Nature. U.K.: Harvester Press, 1983.
9. Johri, Rachana Dr. and Menon, Krishna Dr. "Daily Border Crossings: Negotiations of gender, body and subjectivity in the lives of women workers in urban malls." In Cultural Encounters, Conflicts, and Resolutions, Vol. 1: Iss. 1, Article 4, (2014). Available at : https://engagedscholarship.csuohio.edu/cecr/vol1/iss1/4?utm_source=engagedscholarship.csuohio.edu%2Fcecr%2Fvol1%2Fiss1%2F4&utm_medium=PDF&utm_campaign=PDFCoverPages
10. MacKinnon, Katherine. "Sexuality." In Toward a Feminist Theory of the State. Cambridge: Harvard University Press, 1989.
11. Menon, Nivedita. *Seeing Like a Feminist.* New Delhi: Zubaan, 2012.
12. Menon, Ritu, and Kamla Bhasin. *Borders and Boundaries: Women in India's Partition.* New Delhi: Kali for Women, 1998.
13. Millet, Kate. Sexual Politics. Urbana and Chicago: University of Illinois Press, 1969 2000.
14. Roy, Kumkum. "Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women." In Women and the Hindu Right, edited by Tanika Sarkar and Urvashi Butalia, 10-28. Delhi: Kali for Women, 1995.
15. Shinde, Tarabai. "Stri-Purush Tulana." In Women Writing in India, 600 BC to the Present. Vol. I, edited by Susie Tharu and K. Lalita, 23-44. New York: Feminist Press, 1993
16. Tong, Rosemarie. *Feminist Thought: A More Comprehensive Introduction.* 4th ed. Boulder, CO: Westview Press, 2013.

MINOR STREAM COURSE(MS)

International Law and Politics

Nature of Course: MS
Course Code: BALAP312
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The objective of the course is to introduce students to the basics of international law and to provide students with a diverse set of analytical tools, empowering them to perceive international politics comprehensively. The course will highlight the interplay between law and politics, aiming to comprehend the operational dynamics of international law and to explore issues and advancements that demonstrate both the potential and constraints of international law in addressing global challenges. This course will focus on current events in international politics to deepen comprehension of the power dynamics and political motivations at play.

Course Outcomes:

CO1 (Knowledge): The students will have knowledge of the concept of international law, the different sources and types.

CO2 (Understanding): The students have the understanding of the different actors, institutions and agencies upholding international law and the challenges they face.

CO3 (Synthesis): Students will gain analytical and conceptual knowledge of international law and politics, enabling them to better understand various issues and concerns related to violations of international law.

CO4 (Application): The student will have the analytical tool to critically understand the role of various actors and agencies in dealing with different issues and concerns of international politics.

Course Content

Unit I: International Law: Evolution, Sources, Types **(15 Hours)**

a. International Law and International Relations in Globalised World
b. Evolution of International Law and Norms

c. Sources of International Law - treaties, international customs, general recognized principles of law.
d. Types of International Law- Private and Public international Law

Unit II: International Law, Institutions and Enforcement (15 Hours)

a. Institutions: PCIJ, ICJ, ICC, Ad hoc tribunals
b. States as the Main Actor
c. Non-State Actors- Amnesty International, Doctors Without Borders

Unit III: International Law: Diverse Aspects (15 Hours)

a. International Law and Laws of the War- Use of force by States
b. International Law and Human Rights
c. Law of the Seas- UNCLOS
d. International Environmental Law

Unit IV: Issues of International Concerns (15 Hours)

a. Refugees, Displacement and International Law
b. War Crimes, Genocide and International Law
c. Artificial Intelligence governance and international Law

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 8th ed. London, England: Oxford University Press, 2020.
2. Dixon, Martin. "Ch.2 'The Sources of International Law.'" In Textbook on International Law, Oxford, U.K.: Oxford University Press, 2013.
3. Evans, M. International Law. Fourth edition. Oxford: Oxford University Press, 2014.
4. United Nations International Law Commission. Identification of Customary International Law. 2016.

Recommended Readings:

1. Boyle, Alan E., and Catherine Redgwell. International Law and the Environment. 4th ed. Oxford: Clarendon Press, 2021.

2. Brownlie, Ian. “The Law of Treaties.” In Principles of Public International Law, 7th ed., 607–38. Oxford: Oxford University Press, 2008.
3. Chesterman, Simon, and Béatrice Pouligny. “'Are Sanctions Meant to Work? The Politics of Creating and Implementing Sanctions Through the United Nations.” Global Governance 9 (2003): 503–18.
4. European Commission for the Efficiency of Justice (CEPEJ). “European Ethical Charter on the Use of AI in Judicial Systems and Their Environment.” 2018.
5. ICC Statutes (Rome Statutes).https://www.icc-cpi.int/resource-library/documents/rs-eng.pdf.
6. Jo, Hyeran, and Beth A. Simmons. “Can the International Criminal Court Deter Atrocity? An Analysis of Violence against Civilians in Civil Wars.” In International Organization 70, no. 3, (2016).
7. Neff, Stephen C. “A Short History of International Law.” In International Law, 3rd ed., edited by Malcolm D. Evans, Oxford: Oxford University Press, 2010, pp.3-31.
8. Pollack, Mark A., and Gregory H. Shaffer, eds. Interdisciplinary Perspectives on International Law and International Relations. 2013.
9. Risse, Mathias. “Human Rights and Artificial Intelligence: An Urgently Needed Agenda.” In Human Rights Quarterly 40, no. 2 (2018),pp411–25.
10. Sharma, Prakash. “Digital Transformation for providing better protection to Refugees: Quest for Global Standards to Prevent Compromise with Core Protection Standards.” ISIL Yearbook of International Humanitarian and Refugee Law, 2022.
11. Shaw, Malcolm N. “International Law and Municipal Law.” In International Law, 5th ed., 120–74. Cambridge: Cambridge University Press, 2003.

MINOR STREAM COURSE (MS)
India's Security Environment

Nature of Course: MS
Course Code: BALAP314
Semester: Sixth (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course seeks to inform students of the security discourse of India. The main objective is to introduce the idea of national security in the Indian context. Furthermore, the course will give analytical tools to the students to understand the different internal and external security environment of India. The course will also introduce the different actors and institutions that are engaged in national security decision makings. The course will also give a layout of the various measures that the state use to manage the security environment.

Course Outcomes:

CO1 (Knowledge): The students will have the knowledge of the different internal and external security environment of India.

CO2 (Understanding): The students will also have the analytical understanding of the different actors and institutions involved in the national security decision making and the different measures state has undertaken for maintaining the national security.

CO3 (Synthesis): The students will have the understanding of the multilayered implications of the various security issues that India faces.

CO4 (Application and Research): The students can apply their knowledge to analyse the various security issues of India and also suggest and predict outcomes.

Course Content

Unit I: Introduction **(15 Hours)**

a. Conceptualising National Security, Traditional and Non-Traditional Security Threats, National Power and Strategic Culture.
b. Evolution of India's National Security Strategy, India's Nuclear Doctrine
c. Institutions and Agencies: Parliament, Ministry of External Affairs, National Security Council, Chief of Defence Staff, Intelligence, NIA, DRDO.

Unit II: External Security Challenges for India **(15 Hours)**

a. Cross-border terrorism, radicalization, Drugs and arms smuggling (Af-Pak)

b. Human Trafficking, Illegal migrations and refugees (i.e. Sri Lanka, Bangladesh, Myanmar etc)
c. Border Dispute, Economic competition and Strategic Rivalry – India and China relations
d. Cyber space (Cyber security, Dark net)
e. Maritime security and the Indian Ocean region.

Unit III: Non-Traditional Security Threats (15 Hours)

a. Environmental Security and India
b. Energy Security
c. Pandemics and public health security
d. Insurgency and separatist movements

Unit IV: Locating India in the Globe (15 Hours)

a. India-US relations: From estrangement to strategic partnership.
b. India-Russia ties: Historical and contemporary dimensions.
c. India and multilateral institutions: UN, G20, and BRICS.
d. Act East Policy and Indo-Pacific strategy.

Pedagogy

- Class Lecture
- Discussion
- Quizzes
- Assignments, Projects, Presentation
- Movies and Documentaries

Textbooks:

1. Bajpai, Kanti, and Harsh V. Pant. *India's Foreign Policy: A Reader (Critical Issues in Indian Politics)*. Oxford: Oxford Publications, 2013.
2. Ganguly, Sumit, ed. *India's Foreign Policy: Retrospect and Prospect*. New Delhi: Oxford University Press, 2010.
3. Khanna, V. N. *Foreign Policy of India*. New Delhi: Vikas Publishing House, 2018.
4. Pant, Harsh V. *India's Foreign Policy: An Overview*. New Delhi: Orient Blackswan, 2016.

Recommended Readings:

1. Bajpai, Kanti, and Harsh V. Pant. *India's National Security: A Reader (Critical Issues in Indian Politics)*. Oxford Publications, 2013.

2. John, Jojin V. "India, Japan and the Indo-Pacific: Evolution, Consolidation and Limitations of the Strategic Partnership." 2024.
3. Kurian, Anju Lis, and C. Vinodan. "Strategic Autonomy and India's Hedging Policies in the Indo-Pacific." 2024.
4. Malone, D. M., C. Raja Mohan, and S. Raghavan, eds. *The Oxford Handbook of Indian Foreign Policy*. United Kingdom: Oxford University Press, 2015.
5. Marwah, Ved. *India's Internal Security Challenges*. MPIDSA, 2003.
6. Mehta, Akshat. "Internal (In) Security in India: Challenges and Responses." *The Indian Police Journal* 56 (2009): 26–35.
7. Mohan, C. Raja. *Modi's World: Extending India's Sphere of Influence*. 2015.
8. Mohan, C. Raja. *The Modi Doctrine: The Foreign Policy of India's Prime Minister*. 2015.
9. Patil, Sameer. *Securing India in the Cyber Era.* Abingdon, UK: Routledge, 2021. https://www.routledge.com/Securing-India-in-the-Cyber-Era/Patil/p/book/9780367716127.
10. Pant, Harsh V., ed. *New Directions in India's Foreign Policy: Theory and Praxis*. New Delhi: Cambridge University Press, 2019.
11. Pant, Harsh V. *Indian Foreign Policy: An Overview*. 2016.
12. Paul, T. V., and C. Vinodan. "India and the Great Powers: Balancing and Diplomatic Engagement Revisited." 2024.
13. Prys-Hansen, Miriam, and Simon Kaack. *India's Security and Climate Policy: Navigating the China Challenge*. 2024.
14. Singh, Thangjam. *India's Cybersecurity Policy.* Abingdon, UK: Routledge, 2022. https://www.amazon.com/Indias-Cybersecurity-Policy-Thangjam-Singh/dp/1032270225.

SEVENTH SEMESTER

DISCIPLINE SPECIFIC COURSES (DSC)
Identity and Politics in India

Nature of Course: DSC
Course Code: BALAP401
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course aims to introduce the concept of identity to students to understand how identity interacts with politics. While the course will inform students with different identities and their intersectionalities; the course will focus on the interplay between identity and politics in India.

Course Outcomes:

CO1 (Knowledge): The students will have the knowledge of the concepts of identity(ies) and politics along with the he historical and socio-cultural roots of various identities in India.
CO2 (Understanding): The students will understand the various identities and the different theoretical aspects on identity and politics.
CO3 (Synthesis): The students will have analytical skill to understand and critically evaluate the various aspects of identity politics in India to understand how the various identities intersect in day-to-day politics.
CO4 (Application and Research): The students will have critical aptitude to research in different issues related to identity and politics in contemporary politics.

Course Content

Unit I: Introducing Identity and Politics (15 Hours)

a. Understanding Identity- Individual vs Collective Identity.
b. Theoretical Approaches -Social Identity Theory, Intersectionality, Postcolonial and De-colonial Approaches.
c. Identity in Indian Context- Diversity and its Implications.

Unit II: Caste, Religion and Indian Politics (15 Hours)

a. Caste in India: Recognition and Representation.
b. Secularism in Indian Politics
c. Religious Mobilization and Electoral Strategies

Unit III: Regionalism and Indian Politics (15 Hours)

a. Linguistic Nationalism: Rise of Regional Parties

b. Regional Disparities: Development and Inequality
c. State-Centre Relations: Issues of Autonomy and Federalism

Unit IV: Contemporary Issues **(15 Hours)**

a. Gender in Indian Politics: Issues of Representation, Participation, Development, Issues of Inequality and Empowerment
b. Environmentalism and Indigenous Rights
c. Rise of Populism and its Impact on Identity Politics
d. Identity and Politics in the Digital Age

Pedagogy:

- Lecture
- Discussion, Interaction
- Field Visits
- Assignments, Projects, Presentation
- Movies/ Documentaries

Textbooks:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983.
2. Brass, Paul. *The Politics of India Since Independence*. Cambridge: Cambridge University Press, 1994.
3. Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. New York: HarperCollins, 2007.
4. M. P. Singh &Rekha Saxena (eds.), 'Towards Greater Federalization' in Indian Politics: Contemporary Issues and Concerns, PHI Learning Pvt. Ltd., New Delhi, 2008.

Recommended Readings:

1. Arya, Sunaina, and Aakash Singh Rathore, eds. *Dalit Feminist Theory: A Reader*. Abingdon, Oxon: Routledge, 2020.
2. Guru, Gopal. *Social Justice and Political Identity*. New Delhi: Permanent Black, 2001.
3. Gidla, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India*. New York: Farrar, Straus and Giroux, 2017.
4. John, Mary E., ed. *Women in India: A Reader*. India: Penguin, 2008.
5. Kailash, K. K. "The Politics of Social Welfare: The BJP and the Discerning Voter." *Studies in Indian Politics* 12, no. 2 (2024): 228–250.
6. Kaviraj, Sudipta. *Politics in India*. New Delhi: Oxford University Press, 2009.
7. Kohli, Atul. *Democracy and Discontent: India's Growing Crisis of Governability*. New Delhi: Oxford University Press, 1991.
8. Kohli, Atul, ed. *The Success of India's Democracy*. New Delhi: Cambridge University Press, 2004.

9. Kothari, Rajni. *Caste in Indian Politics*. Delhi: Orient Longman, 1970.
10. Kothari, Rajni. *Politics in India*. New Delhi: Orient Blackswan Pvt. Ltd., 2009.
11. Roy, Ramashray, and Paul Wallace, eds. *Indian Politics and the 1998 Elections: Regionalism, Hindutva and State Politics*. New Delhi: Sage, 2000.
12. Tillin, Louise. *Remapping India: New States and Their Political Origins*. New Delhi: Oxford University Press, 2013.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
Peace and Conflict Resolution (DSC)

Nature of Course: DSC
Course Code: BALAP403
Semester: Seventh (VI)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course seeks to introduce the idea of international peace and security to the students. Given the contemporary situation of the global politics, international dispute has reverberating impact across the globe. This course seeks to engage with the idea of resolving disputes and upholding international peace and security. The course will introduce various mechanisms and means to resolve conflict and restore sustainable peace in global politics.

Course Outcomes:

CO1 (Knowledge): The students will have the theoretical and conceptual knowledge of international peace and security and the various process entails in peace and conflict resolution.

CO2 (Understanding): The students will understand the various mechanisms like the peaceful settlement of dispute, collective security, collective self-defense and regional arrangements in maintaining peace and security and resolving conflict.

CO3 (Synthesis): The students will have the analytical knowledge of the various cases of peace and conflict resolution.

CO4 (Application and Research): The student can apply various mechanisms and framework and suggest measures for peace and conflict resolution.

Course Content

Unit I: Introducing Peace and Security in International Relations (15 Hours)

a. Peace and Security in International Politics
b. Traditional and Non-Traditional Security Issues
c. Different types and sources of conflict

Unit II: Concepts and theories of Peace (15 Hours)

a. Different theories of Peace- Liberal, Marxists, Gandhian, Feminist
b. Basic concepts of Peace and Conflict resolution- Peace keeping, Peace Making, Peace Building, Peace Enforcement, Conflict Resolution, Conflict Management, Conflict Settlement, Conflict Prevention, Conflict Regulation, Conflict Transformation.

c. Various dynamics of Peace and Conflict Resolution: Conflict Cycles and Mapping Escalation, De-escalation, Intractability

Unit III: Actors, Institutions and Mechanisms (15 Hours)

a. Actors – Institutions Individuals, and State
b. Approaches to conflict resolution – Facilitation, Negotiation, Mediation, and Arbitration

Unit IV: Legal Conflicts and Concerns of Implementation and durability of Peace (15 Hours)

a. Post-Conflict Peace Building and Durability of Peace
b. Peace and the Idea of Justice
c. Cases of Conflicts: Arab-Israeli Conflict; Non-State Actors and Terrorism; Sovereignty and Refugees (Rohingyas and Syrian Refugees); Great powers conflict and problem with Implementing Peace.

Pedagogy:

- Lectures
- Classroom Discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Simulations

Textbooks:

1. Burton, John, Conflict: Resolution and Provention (London: Macmillan, 1990).
2. Elshtain, Jean Bethke (1995), Women and War, Chicago: University of Chicago Press.
3. Galtung, Johan (1965), "On the Meaning of Non-Violence", *Journal of Peace Research*, vol.2, no.3, 1965, pp.228-257.
4. P. Wallenstein, (2007) *Understanding Conflict Resolution* (2nd Ed.) London: Sage Publications

Recommended Readings:

1. Azar, Edward E. *The Management of Protracted Social Conflict: Theory and Cases.* Aldershot: Dartmouth, 1990.
2. Berrovitch, Jacob and Jeffery Z. Rubin (eds), *Mediation in International Relations: Multiple Approaches to Conflict Management.* New York: St. Martin's Press, 1992.
3. Brown, Michael E., et al., eds. *Theories of War and Peace.* Cambridge, MA: The MIT Press, 2000.
4. Lederach, John Paul. *The Little Book of Conflict Transformation.* Good Books, 2003.
5. Mitchell, Christopher. "Beyond Resolution: What Does Conflict Transformation Actually Transform?" *Peace and Conflict Studies* 9, no. 1 (May 2002): 1-23.

6. Ramsbotham, Oliver, Tom Woodhouse, and Hugh Miall. "Understanding Contemporary Conflict." In *Contemporary Conflict Resolution*, 3rd ed., 94-122. Cambridge: Polity Press, 2011.
7. Ryan, S. "Conflict Management and Conflict Resolution." *Terrorism and Political Violence* 2, no. 1 (1990): 54-71.
8. Wallensteen, Peter. "Armed Conflicts." In *Understanding Conflict Resolution*, 3rd ed., 13-28. London: Sage, 2012.
9. Zartman, I. William and Rasmussen, J. Lewis. (eds.), *Peacemaking in International Conflict: Methods & Techniques*, Washington, DC: US Institute of Peace Press, 1997.
10. Zartman, William, ed. *Elusive Peace: Negotiating an End to Civil Wars.* Washington, DC: The Brookings Institution, 1995.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
International Political Economy

Nature of the Course: DSC
Course Code: BALAP405
Semester: Seventh (VII)
Credits: 4 (L:3 T:1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The course provides a comprehensive introduction to the dynamic interaction between politics and economics globally. It introduces major theoretical perspectives in International Political Economy to analyse various issues such as trade, finance, development, globalization, and economic governance. Further, it critically examines the contestations among states, institutions, and other actors on the distribution of power and wealth globally.

Course Outcomes:

CO1 (Knowledge): The student will have the knowledge of the different theoretical perspectives and issues pertaining to international political economy.

CO2 (Understanding): The students can understand the role and function of the various international institutions.

CO3 (Synthesis): The students can analyse the various issues in trade, development, finance and economic crisis and the impact of globalisation in international political economy.

CO4 (Application): The students can critically analyse the different global challenges like inequality and climate change and geopolitical shifts.

Course Content

Unit I Introducing International Political Economy (IPE) (15 Hours)

a. Conceptualising, Evolution, Scope and Relevance of IPE
b. Major Perspectives: Classical, Liberal, Structural and Feminist
c. Global Governance and Actors in IPE: States, International Organisations, MNCs, NGOs and Transnational Social Movements
d. Global Trade and Financial Structure: WTO, IMF and World Bank

Unit II Global Trade, Finance and the Issue of Development (15 Hours)

a. International Trade: WTO and trade agreements, Trade Wars and Protectionism
b. Global financial architecture: IMF, World Bank, Alternate Lenders
c. Debt crises in the Global South: Causes And Political Responses

d. Capital flows, currency volatility, and financial regulation

Unit III: Development Challenges and Global Inequality (15 Hours)

a. Persistent poverty and inequality in the era of globalization
b. Development and Global Governance
c. Migration, Labour Markets, and Remittances In The Global Economy
d. Neoliberalism Vs Alternative Development Models

Unit IV: Contemporary Issues in International Political Economy (15 Hours)

a. Future of Multilateralism vs Bilateral Trade Agreements
b. Environmental justice and the Global South
c. Digital Economy
d. Political Economy of Migration

Pedagogy:

- Lecture
- Discussion, Interaction
- Field Visits
- Assignments, Projects, Presentation
- Movies/ Documentaries

Textbooks:

1. Balaam, David N., and Bradford Dillman. "What Is International Political Economy?" In *Introduction to International Political Economy*, 6th ed., 2-24. Boston: Pearson, 2014.
2. Gottfried, Heidi. *Gender, Work and Economy: Unpacking the Global Economy*. Cambridge: Polity, 2013. [Chapter 10, "Gender, Global Labor Markets, Commodity Chains and Mobilities"].
3. Gilpin, Robert. "The Nature of Political Economy." In *Global Political Economy: Understanding the International Economic Order*, 25–45. Princeton, NJ: Princeton University Press, 2001.
4. Foster, John Bellamy. *Capitalism in the Anthropocene: Ecological Ruin or Ecological Revolution*. New York: Monthly Review Press, 2022.

Recommended Readings:

1. Abdelal, Rawi. *Capital Rules: The Construction of Global Finance*. Cambridge, MA: Harvard University Press, 2007.

2. Blyth, Mark. *Austerity: The History of a Dangerous Idea*. New York: Oxford University Press, 2013.
3. Chang, Ha-Joon. *Kicking Away the Ladder: Development Strategy in Historical Perspective*. London: Anthem Press, 2002.
4. Cohen, Benjamin J. *International Political Economy: An Intellectual History*. Princeton: Princeton University Press, 2008.
5. Gilpin, Robert. *Global Political Economy: Understanding the International Economic Order*. Princeton: Princeton University Press, 2001.
6. Harvey, David. *A Brief History of Neoliberalism*. Oxford: Oxford University Press, 2005.
7. Helleiner, Eric. *The Status Quo Crisis: Global Financial Governance after the 2008 Meltdown*. Oxford: Oxford University Press, 2014.
8. Oatley, Thomas. *International Political Economy*, 6th ed. London: Routledge, 2019.
9. Peet, Richard, and Elaine Hartwick. *Theories of Development: Contentions, Arguments, Alternatives*, 3rd ed. New York: Guilford Press, 2015.
10. Rodrik, Dani. *The Globalization Paradox: Democracy and the Future of the World Economy*. New York: W. W. Norton, 2011.
11. Stiglitz, Joseph E. *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. New York: W. W. Norton, 2017.
12. Wade, Robert. "What Strategies Are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of Development Space." *Review of International Political Economy* 10, no. 4 (2003): 621–644.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
Research in Political Science (Qualitative and Quantitative) (DSC)

Nature of the Course: DSC
Course Code: BALAP407
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective

The course will introduce the idea of research in social sciences to students. The course introduces philosophy of science and the various debates to the students along with the different types of research methods and the different methodology used in the discipline of political science. The course will introduce the various qualitative and quantitative research methods. The course will also introduce the idea of research ethics and research design to students. Further, students will also explore theoretical frameworks, research questions, hypothesis development, data collection, and analysis techniques.

Course Outcomes:

CO1 (Knowledge): The students will be introduced to the basics of what is research and what political science. Students will have the understanding of the principles of scientific inquiry in political science.

CO2 (Understanding): The students will have the understanding of the different types and methods involve in research.

CO3 (Synthesis): They can differentiate between the different types of research methods used in political science research. They will also gain information about research ethics and how to design research.

CO4 (Application and Research): At the end of the course, the students will gain the knowledge of how to conduct research in political science. The students can apply the various qualitative and quantitative methods in analysing political phenomena.

Course Content

Unit I: Philosophy of Science and Research **(15 Hours)**

a. History
b. 'Science' in Social Science
c. Debates in the philosophy of Science- Karl, Popper and Lakatos

Unit II: Introducing Research in Political Science **(15 Hours)**

a. Nature and Meaning of Research

b. Research Method and Methodology differences.
c. Objectivity in Research, Positivism and Post-Positivist Research
d. Different Types of Research- Experimental Descriptive, Historical, Qualitative and Quantitative

Unit III: Survey Research Methods (15 Hours)

a. Questionnaire: Principles of Question Design; formulation of questions; selecting question types; evaluating responses – alternatives and non-committal responses. Administering the questionnaire.
b. Interviews: Face to face interview; Interview Schedule; interview guide; Telephone Interviews; Internet Interviews.
c. Fieldwork: Pre-testing of questionnaire and pilot study; selection and training of investigators; monitoring and data management.
d. Participant Observation Method: Focused Group Discussion; Interview with key informants; Ethnographic Method.

Unit IV: Research Ethics and Research Design (15 Hours)

a. Ethics in Social Science Research, Citation and References in Research.
b. Issues in Qualitative and Quantitative Research
c. Concepts in Research- Hypothesis, Variables, Steps in writing proposal.

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Projects and Assignments on designing a research proposal

Textbooks:

1. Johnson, Janet Buttolph, H. T. Reynolds, and Jason D. Mycoff. *Political Science Research Methods*. 9th ed. Washington, DC: CQ Press, 2020.
2. Kellstedt, Paul M., and Guy D. Whitten. *The Fundamentals of Political Science Research*. 4th ed. Cambridge: Cambridge University Press, 2020.
3. Yin, Robert K. *Qualitative Research from Start to Finish*. New York and London: The Guilford Press, 2011.

Recommended Readings:

1. Babbie, Earl. The Basics of Social Research. USA: Wadsworth Cengage Learning Publication, 2011.

2. Balnaves, Mark, and Peter Caputi. Introduction to Quantitative Research Methods: An Investigative Approach. London: Sage, 2001.
3. Brady, Henry E., and David Collier, eds. The Oxford Handbook of Political Methodology. Oxford: Oxford University Press, 2008.
4. David, McNabb. Research Methods for Political Science: Quantitative and Qualitative Methods. New Delhi: Prentice Hall, 2004.
5. Feyerabend, Paul. Against Method. London: New Left Books, 1975.
6. Harding, Sandra. Whose Science? Whose Knowledge? Thinking from Women's Lives. Ithaca, NY: Cornell University Press, 1991.
7. King, Gary, Robert O. Keohane, and Sidney Verba. Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton, NJ: Princeton University Press, 1994.
8. Kothari, C. R., and Garg Gaurav. Research Methodology: Methods and Techniques. New Delhi: New Age International Publication, 2015.
9. Krishnaswami, O. R., and Ranganatham M. Methodology of Research in Social Sciences. Mumbai: Himalaya Publishing House, 2014.
10. Kuhn, Thomas S. The Structure of Scientific Revolutions. 2nd ed. Chicago: University of Chicago Press, 1970.
11. Lowndes, Vivien, David Marsh, and Gerry Stoker, eds. Theory and Methods in Political Science. London: Macmillan International, 2018.

DISCIPLINE SPECIFIC CORE (DSC)
Citizenship in a Global Order (DSC)

Nature of the Course: DSC
Course Code: BALAP409
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The objective of this course is to acquaint students with the historical evolution and theoretical foundations of citizenship. The objective is to foster critical thinking skills and analytical abilities, which will allow students to engage deeply with the relationship between globalization and changing notions of citizenship, contemporary challenges to traditional understanding of citizenship and so that students can develop critical thinking about rights, responsibilities, and belonging in a global world order.

Course Outcomes:

CO1 (Knowledge): Students will be able to understand theories of citizenship, the processes that shape citizenship practices in the modern global order and complex patterns of migration, cultural exchange, and political participation that affect citizenship rights.

CO2 (Understanding): Students will be able to understand how globalization and technological advancement have reshaped traditional notions of belonging and identity and understand different challenges associated with it.

CO3 (Synthesis): Students will be able to connect theoretical ideas with real-world citizenship issues through case studies.

CO4 (Application): Students can use the insights gained and will be able to look surface level issues from a different complex lens.

Course Content

Unit I: Theoretical Foundation **(15 Hours)**

a. Historical evolution of the concept of Citizenship
b. Theories of citizenship and its critiques (Liberal, Libertarian, communitarian, Marxist, Pluralist, Feminist, Subaltern)
c. Citizenship and Diversity: Idea of multiple belongings and identities

Unit II: Globalization and Citizenship **(15 Hours)**

a. World as a global village- Economic, Cultural, and technological aspects
b. Debates in Global citizenship- Nationalism, Multiculturalism and Cosmopolitanism

c. Role of Supranational entities- EU, ASEAN

Unit III: Citizenship in crisis **(15 Hours)**

a. Religion freedom and Citizenship- Understanding the debate on Minority rights
b. Migration and Citizenship- Immigration politics and Refugee crisis (both persecuted and climate refugees)
c. Gender justice and Citizenship- Intersectionality on a global scale

Unit IV: Contemporary Challenges **(15 Hours)**

a. Citizenship in conflict dominated areas
b. Political participation and Activism- Understanding the concept of Situated Citizenship
c. Citizenship in the age of social media and AI.

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Textbooks:

1. Acharya, Ashok. *Citizenship in a Globalising World*. New Delhi: Pearson, 2012.
2. Heater, D. *What is Citizenship?* Germany: Polity Press, 2013.
3. Kymlicka, W. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. United Kingdom: Clarendon Press, 1996.
4. Parekh, B. C. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. United Kingdom: Harvard University Press, 2002.
5. Shafir, G., ed. *The Citizenship Debates: A Reader*. United Kingdom: University of Minnesota Press, 1998.
6. Voet, M. C. B. *Feminism and Citizenship*. United Kingdom: SAGE Publications, 1998.

Recommended Readings:

1. Beiner, R. *Theorising Citizenship*. Albany: State University of New York Press, 1995.
2. Etzioni, A. *The Spirit of Community: Rights, Responsibilities, and the Communitarian Agenda*. United Kingdom: Fontana Press, 1995.
3. Fell, E. "Digital Citizenship and Artificial Intelligence: Information and Disinformation." *European Journal of Communication* 37, no. 5 (2022): 563–568. https://doi.org/10.1177/02673231221126383.
4. Held, David. *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*. Stanford: Stanford University Press, 1995.

5. Gidla, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India.* New York: Farrar, Straus and Giroux, 2017.
6. Kymlicka, Will. “Citizenship in an Era of Globalization: A Response to Held.” In *Democracy's Edges*, edited by Ian Shapiro and Casiano Hacker-Cordon, 112–126. Cambridge, UK: Cambridge University Press, 1999.
7. Kymlicka, W. “Liberal Multiculturalism as a Political Theory of State–Minority Relations.” *Political Theory* 46, no. 1 (2018): 81–91.
8. Marshall, T. H., and T. B. Bottomore. *Citizenship and Social Class*. United Kingdom: Pluto Press, 1987.
9. Matusevych, Tetiana, Margarida Romero, and Oksana Strutynska. "Citizenship, Censorship, and Democracy in the Age of Artificial Intelligence." In *Creativity, Innovation, and Change Across Cultures*, 57–71. Cham: Springer Nature, 2024.
10. Oliver, D., and D. Heater. *The Foundations of Citizenship*. London: Harvester Wheatsheaf, 1994.
11. Scholte, Jan Aart. *Globalization: A Critical Introduction*. New York: St. Martin's, 2000.
12. Yuval-Davis, N. “The Citizenship Debate: Women, Ethnic Processes, and the State.” *Feminist Review* 39, no. 1 (1991): 58–68.
13. Yuval-Davis, N. “Women, Citizenship, and Difference.” *Feminist Review* 57, no. 1 (1997): 4–27.
14. Zolo, Danilo. *Cosmopolis: Prospects for World Government*. Cambridge, UK: Polity Press,1997.

MINOR STREAM COURSE(MS)
Political Dimensions of Rural Economy in India

Nature of Course: MS
Course Code: BALAP411
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course examines the intricate interplay between politics and the rural economy in India. The students will gain the knowledge of how political factors, including government policies, political parties, and social movements, shape rural livelihoods, agricultural production, land ownership, access to resources, and rural development outcomes.

Course Outcomes:

CO1 (Knowledge): The students will understand the historical and political factors shaping the rural economy in India. The students will also understand the impact of political institutions on rural development.

CO2 (Understanding): The students will understand and critically evaluate government policies related to agriculture, rural infrastructure, and social welfare programs. The students can understand the role of political parties and social movements in shaping rural politics and influencing policy outcomes.

CO3 (Synthesis): The students can analyse the challenges of rural development in India, including issues of inequality, marginalization, and environmental sustainability.

CO4 (Application and Research): The students develop research and analytical skills through critical reading, class discussions, and independent research projects.

Course Content

Unit I Introducing Rural Economy and Governance in India **(15 Hours)**

a. Overview of the rural economy in India: Characteristics and challenges
b. Land reforms, agrarian relations, and the rise of rural poverty.
c. Introduction to Political Economy and Governance.

Unit II Governance, Political Economy and Rural Development **(15 Hours)**

a. Theoretical frameworks.

b. Decentralisation and Rural Governance- Panchayati Raj, Role of Cooperatives, Self Help Group
c. Policies for Rural Development- Social welfare programs (e.g., India's MGNREGA)
d. Role of Subsidies, MSP, and Credit Policies

Unit III Political Parties, Social Movements, and Rural Politics (15 Hours)

a. Role of political parties in representing rural interests and influencing policy.
b. Social movements in rural India
c. Caste, class, and gender in rural politics

Unit IV Challenges and Perspectives (15 Hours)

a. Rural poverty and inequality.
b. Migration and Environment
c. The future of rural development in India

Pedagogy:

- Class Lecture
- Discussion
- Quizzes
- Assignments, Projects, Presentation
- Movies and Documentaries

Textbooks:

1. Bardhan, Pranab. *Indian Polity and Economy: A Mirror to Difficult Times*. New Delhi: Frontpage Publications, 2021.
2. Deshpande, Ashwini. *The Politics of Agrarian Distress: Farmers' Movements and the Making of Rural India.* Cambridge: Cambridge University Press, 2021.
3. Frankel, Francine R. *India's Political Economy, 1947-2004: The Gradual Revolution*. New Delhi: Oxford University Press, 2005.
4. Guha, Ramachandra. *Speaking with Nature: The Origins of Indian Environmentalism*. New Delhi: Permanent Black, 2000.
5. Kurien, T. M. *The Paradox of Development: Indian Economy in the Post-Reform Era.* New Delhi: Oxford University Press, 2019.

Recommended Readings:

1. Balakrishnan, Pulapre. *India's Economy from Nehru to Modi: A Brief History*. New Delhi: Permanent Black, 2023.
2. Dube, Leela. *Untouchable Pasts: Religion, History, and Politics in Central India.* New Delhi: Oxford University Press, 1998.
3. Omvedt, Gail. *Reinventing Revolution: New Social Movements and the Third World.* New York: Monthly Review Press, 1993.
4. Mathur, Kuldeep. *From Government to Governance: A Brief Survey of the Indian Experience.* New Delhi: National Book Trust, 2008.
5. Menon, Ritu, and Kamla Bhasin, eds**.** *Boundaries and Belongings: Women, Identity, and Place.* New Delhi: Kali for Women, 1998.
6. Nagaraj, Aseem, and Ashish Kothari. *Churning the Earth: The Making of Global India.* New Delhi: Viking, 2012.
7. Sen, Amartya. *Development as Freedom*. New York: Anchor Books, 1999.
8. Shiva, Vandana. *Staying Alive: Women, Ecology, and Development.* London: Zed Books, 1988.
9. Singh, Nirvikar**.** *The Long Shadow of the Green Revolution: Environmental Consequences and the Politics of Agricultural Innovation in India.* Cambridge: Cambridge University Press, 2018.
10. Thorat, Sukhadeo**.** *Caste and Politics in India: The Backward Classes and the New Political Economy.* New Delhi: Oxford University Press, 2019.
11. Varma, Praveen. *The Political Economy of Rural India: Agrarian Change, Poverty, and Inequality.* New Delhi: Routledge, 2020.

MINOR STREAM COURSE (MS)
United Nations and Conflict Analysis (MS)

Nature of Course: MS
Course Code: BALAP413
Semester: Seventh (VII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The objective of the course is to inform students of the United Nations (UN), its structure, and its primary function of maintaining international peace and security. The course will introduce the different methods employed by the UN in settling disputes and maintaining peace and security.

Course Outcomes:

CO1 (Knowledge): The students will have the foundational knowledge of the United Nations and its involvement in maintaining international peace and security.

CO2 (Understanding): The students will have the knowledge of the different dynamics involved in peace and conflict management like humanitarian intervention, Responsibility to Protect (R2P), peace-making to peacebuilding.

CO3 (Synthesis): The students will have the conceptual and analytical tools to understand the different dynamics involved in conflict settlement under the UN.

CO4 (Application): The students will have the analytical tools to have a critical understanding of UN's role in maintenance of international peace and security

Course Content

Unit I: Conflict Analysis: Theories, Tools and Methods (15 Hours)

a. Definitions and types
b. Conflict and Conflict Resolutions: Theories
c. Conflict Resolution: Methods and Tools

Unit II: UN and Maintenance of International Peace and Security (15 Hours)

a. The UN-History, Structure, Principles, Objectives and Principal Organs (General Assembly, Security Council and Secretariat)

b. Mechanisms for conflict prevention
c. Mediation and negotiation strategies

Unit III: UN Conflict Prevention and Peacekeeping: Evolution and Adaptation (15 Hours)

a. Evolution of Peacekeeping- From Cold War to Post Cold War
b. Principles and guidelines of peacekeeping- Peacekeeping, Peace Enforcement and Peacebuilding- An Agenda for Peace, Brahimi Report,Women and Peacekeeping- WPS Agenda of UN

Unit IV: UN Peacebuilding Missions (15 Hours)

a. UN interventions in African conflicts (Rwanda, Darfur, DRC)
b. Humanitarian Interventions and the Responsibility to Protect (R2P)- Libya and Syria, Legalities and Challenges
c. Post-Conflict Reconstruction and Peacebuilding-Afghanistan and Sierra Leone

Pedagogy

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Baylis, John, Steve Smith, and Patricia Owens, eds. The Globalization of World Politics. 8th ed. London, England: Oxford University Press, 2020.
2. Bercovitch, Jacob, and Richard Jackson. Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches. University of Michigan Press, 2009.
3. Thakur, Ramesh. The United Nations, Peace and Security: From Collective Security to The Responsibility to Protect. New York: Cambridge University Press, 2017.
4. Whitworth, Sandra. Men, Militarism and UN Peacekeeping: A Gendered Analysis. New Delhi: Viva Books Pvt. Ltd., 2006.

Recommended Readings:

1. Autesserre, S. The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding. 2010.
2. Annan, Kofi. Strengthening of the United Nations: An Agenda for Further Change. Report of the Secretary General. UN Doc. A/57/387, September 9, 2002.

3. Bellamy, A. J., Williams, P., & Griffin, S. Understanding Peacekeeping. Polity Press, 2010.
4. Boutros-Ghali. An Agenda for Peace. New York: United Nations, 1992.
5. Brahimi, Lakhdar. Report of the Panel on United Nations Peace Operations. Brahim Report. UN Doc. A/55/305, August 21, 2000.
6. Chesterman, S. You, The People: The United Nations, Transitional Administration, and State-Building. Oxford University Press, 2005.
7. Koops, Joachim Alexander et.al. The Oxford Handbook of United Nations Peacekeeping Operations. OUP, 2015.
8. Paris, R., & Sisk, T. D. The Dilemmas of State building: Confronting the Contradictions of Postwar Peace Operations. Routledge, 2009.
9. Prunier, G. The Rwanda Crisis: History of a Genocide. Columbia University Press, 1995.
10. United Nations. The Blue Helmets: A Review of UN Peacekeeping. New York: UN Department of Public Information, 1990.
11. United Nations. "United Nations Peacekeeping Operations: Principles and Guidelines" (The Capstone Doctrine). 2008.
12. Vaughan Lowe, Adam Roberts, Jennifer Welsh Eds. The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945. Oxford: Oxford Publication, 2008.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

MINOR STREAM COURSE (MS)
Interrogating the Past: Memory and Museumization

Nature of Course: MS
Course Code: BALAP415
Semester: Seventh (VII)
Credits: 4 (L3T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

Memorialization serves as a vital tool for conservation and cataloguing. Museums play a pivotal role in this context as key sites for generating and disseminating memory. This course aims to understand the theoretical frameworks and concepts related to memory studies, museology, and their political dimensions to examine how national identities are constructed within museums and how certain memories are included and excluded; to explore the impact of globalisation, technology, and evolving political landscapes on museum curation practices and memory preservation; and, to understand the specific role museums have played in the Indian context.

Course Outcomes:

CO1 (Knowledge): Students will develop a comprehensive understanding of the theoretical frameworks and concepts related to memory studies and political museology.

CO2 (Understanding): Students will get an understanding on how museums work as a site for memory.

CO3 (Synthesis): The student will have the foundational knowledge to see the linkages between memory, museum curation and the impact of globalisation and changing political linkages

CO4 (Application): Students will be able to develop critical thinking and analytical skills in examining the intersections of memory, politics, and museology.

Course Content

Unit I: State, Memory and Museology **(15 Hours)**

a. Understanding Political Museology
b. Collective Memory and Social Construction of the Past

Unit II: Museums, Memorials, and Political Narratives **(15 Hours)**

a. Construction of National Identities
b. Representation of Marginalised Groups in Museum Spaces
c. New Museology

Unit III: Globalisation, Technology, and Changing Museum Practices (15 Hours)

a. Changing role of Museums in times of neoliberalism
b. Museums as places of Education or Entertainment

Unit IV: Museums in India (15 Hours)

a. Museums in Colonial and Post-colonial India
b. Non-state Museumization

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies
- Field Visits

Text Books:

1. Black, Graham. "Museums, Memory, and History." Cultural and Social History 8, no. 3 (2011), pp. 415-427.
2. Connerton, Paul. How Societies Remember. Cambridge: Cambridge University Press, 1989.
3. Jain, Jyotindra. "Museum and Museum-like Structures: The Politics of Exhibition and Nationalism in India." Exhibitionist (Spring 2011), pp. 50-55.

Recommended Readings:

1. Gray, Clive. The Politics of Museums. United Kingdom: Palgrave Macmillan UK, 2017.
2. Halbwachs, Maurice. The Collective Memory. New York: Harper & Row, 1980.
3. Jain, Kajri. Gods in the Time of Democracy. Durham, NC: Duke University Press, 2021.
4. Luke, Timothy W. Museum Politics: Power Plays at the Exhibition. Minneapolis: University of Minnesota Press, 2002.
5. Malinova, Olga. "Politics of Memory and Nationalism." Nationalities Papers 49, no. 6 (2021), pp. 997-1007.

6. Mathur, Saloni, and Kavita Singh, eds. No Touching, No Spitting, No Praying: The Museum in South Asia. New York: Routledge, 2015.
7. Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." Representations 26 (1989), pp. 7-24.

EIGHT SEMESTER

DISCIPLINE SPECIFIC CORE(DSC)
Indian Administrative Thinkers

Nature of the Course: DSC
Course Code: BALAP402
Semester: Eight (VIII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

The primary objective of the course is to introduce the contributions of Indian thinkers in the evolution of administrative theories and practices in India. It provides students with the Indian perspectives governance, ethics, and institutional development moving away from the Western Paradigms by analysing classical texts, nationalist thought, and contemporary innovations to understand the evolving nature of Indian administration.

Course Outcomes:

CO1 (Knowledge): It provides students with the foundational ideas of prominent Indian administrative thinkers.

CO2 (Understanding): It enables students to identify and articulate the key contributions and debates of prominent Indian administrative thinkers and understand the unique socio-political and cultural factors that have influenced Indian administrative philosophy and its relevance in

CO3 (Synthesis): It enables students to critically assess the relevance of Indian administrative thought to contemporary public governance.

CO4 (Application): It enables students to apply indigenous principles of ethics, justice, and development to policy and administrative issues.

Course Content

Unit I: Foundations of Indian Administrative Thought (15 Hours)

b. Kautilya's Arthasasthra: Statecraft, bureaucracy, duties of the king, welfare, espionage in *Arthashastra*
c. Thiruvalluvar: Ethical and Moral Governance, Virtues and Vices of a Ruler and Ministers, Public Welfare
d. Manusmriti: Dharma and Administration, Traditional Village Administration and Local Governance, Law and Justice
e. Buddhism and Administration: Dhamma, Dasarajadhamma, Decentralisation

Unit II: Administrative Thinkers in Independent India (15 Hours)

a. Mahatma Gandhi: Swaraj, Gram Swaraj, Trusteeship and Sarvodaya
b. Dr. B.R. Ambedkar – Bureaucracy, equality, constitutionalism, reservation policies
c. Jawaharlal Nehru: Democratic Socialism, Planning Institutions, Scientific Temper
d. Sardar Vallabhbhai Patel – Steel Frame of India, Civil Service Unity, Integrity.

Unit III: Social Justice and Contemporary Perspectives (15 Hours)

a. Vinoba Bhave – Bhoodan, Decentralisation, Gandhian Legacy
b. Jayaprakash Narayan – Total Revolution, People's Power, Ethical Governance

Unit IV Contemporary Perspectives and Administrative Reforms (15 Hours)

a. T.N. Seshan – Electoral Reforms And Institutional Autonomy
b. Aruna Roy – Right To Information (RTI), Grassroots Accountability

Pedagogy:

a. Lectures
b. Classroom Discussion/Interaction
c. Project and Assignment
d. Documentary/ Movies

Textbooks:

1. Bhambhri, C. P. 2000. *Public Administration: Theory and Practice*. Meerut: Educational Publishers.
2. Maheshwari, S. R. 2003. *Administrative Thinkers*. 2nd ed. New Delhi: Macmillan India.
3. Singh, Hoshiar. 2010. *Public Administration: Theory and Practice*. New Delhi: Pearson Education.
4. Arora, Ramesh K., and Rajni Goyal. 2003. *Indian Public Administration: Institutions and Issues*. 3rd ed. New Delhi: Wishwa Prakashan.
5. Basu, Rumki. 2015. *Public Administration: Concepts and Theories*. 16th ed. New Delhi: Sterling Publishers.
6. Bidyut Chakrabarty and Mohit Bhattacharya. 2008. *Public Administration: A Reader*. New Delhi: Oxford University Press.

Recommended Readings:

1. Ambedkar, B. R. 2014. *Writings and Speeches, Vol. 1*. New Delhi: Dr. Ambedkar Foundation.
2. Appleby, Paul H. 1953. *Public Administration in India: A Report of a Survey*. New Delhi: Ministry of Information and Broadcasting, Government of India.

3. Appleby, Paul H. 1956. *Re-examination of India's Administrative System: A Report Prepared for the Government of India*. Syracuse, NY: Maxwell School of Citizenship and Public Affairs.
4. Bhambhri, C. P. 2000. *Public Administration: Theory and Practice*. Meerut: Educational Publishers.
5. Chaturvedi, T. N., ed. 1971. *Kautilya's Arthashastra*. New Delhi: Indian Institute of Public Administration.
6. Dubhashi, P. R. 1998. *Recent Trends in Public Administration*. New Delhi: Kaveri Books.
7. Gandhi, M. K. 1997. *Hind Swaraj and Other Writings*. Edited by Anthony J. Parel. Cambridge: Cambridge University Press.
8. Maheshwari, S. R. 2003. *Administrative Thinkers*. 2nd ed. New Delhi: Macmillan India.
9. Mehta, Pratap Bhanu. 2003. *The Burden of Democracy*. New Delhi: Penguin Books.
10. Nehru, Jawaharlal. 1946. *The Discovery of India*. Bombay: The Signet Press.
11. Patel, Vallabhbhai. 2006. *Collected Works of Sardar Vallabhbhai Patel*. Vol. 12. New Delhi: Navajivan Publishing House.
12. Singh, Hoshiar. 2010. *Public Administration: Theory and Practice*. New Delhi: Pearson Education.
13. Thakur, Ramesh. 1995. *The Government and Politics of India*. London: Macmillan.
14. Vanaik, Achin, and Rajeev Bhargava, eds. 2010. *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan.

DISCIPLINE SPECIFIC CORE(DSC)
Population, Poverty, And Public Policy

Nature of Course: DSC
Course Code: BALAP404
Semester: Eighth (VIII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

To understand the interplay between population dynamics, poverty, and public policy, emphasizing the need for inclusive and sustainable development. Students will explore key theories, frameworks, and real-world case studies to critically assess the effectiveness of policies addressing poverty and population challenges.

Course Outcomes:

CO1 (Knowledge): Develop an in-depth understanding of population and poverty dynamics and their interconnection with public policy frameworks.

CO2 (Understanding): Enhance analytical skills in evaluating poverty alleviation measures and their socio-economic implications.

CO2 (Synthesis): Integrate demographic insights to design inclusive and sustainable policy interventions.

CO3 (Application and Research): Critically reflect on ethical dilemmas and equity issues in policy design and implementation.

Course Content

Unit I: Population Dynamics and Public Policy (15 Hours)

a. Meaning and concepts: Population, public policy, demographic measures (fertility, mortality, and migration), demographic transition, demographic dividend
b. Theories of population: Malthusian, Neo-Malthusian, and Boserupian perspectives
c. Characteristics of Indian population: age, gender, class, religion, caste, migration
d. Population policies

Unit II: Poverty: Dimensions and Drivers (15 Hours)

a. Causes of poverty and inequality
b. Defining and measuring poverty and livelihoods: absolute vs relative measures
c. Poverty and social disparities: caste, class, gender, ethnicity, and geography
d. Case Studies: Rural poverty in Bundelkhand (MP) and Bihar, urban poverty in Mumbai, and agrarian distress in Vidarbha

Unit III: Public Policy and Poverty Alleviation: Demographics Shaping Policy (15 Hours)

a. Public policy frameworks: Rights-based, welfare-based, and market-based approaches
b. Social welfare measures: redistribution, social security, monetary transfers, employment programmes, health, education, nutrition
c. Designing inclusive and equitable polices
d. Case studies: MGNREGA, PDS, Midday Meal, Ayushman Bharat, ICDS, cash transfer scheme in Kenya, social security in Scandinavia

Unit IV: **Emerging Issues and Policy Interventions (15 Hours)**

a. North-South demographic divide, socio-economic disparity and role of policy in India
b. Urbanization and internal migration
c. Role of technology: Aadhaar, DBT, and GIS in poverty alleviation and population management
d. Ethical dilemmas in population and poverty-related policymaking

Pedagogy

- Lectures
- Classroom Discussion/Interaction
- Project and Assignment
- Field Visit
- Documentary/ Movies

Textbooks:

1. Harper, Sarah. *Demography: A Very Short Introduction*. Oxford: Oxford University Press, 2018.
2. James, K. S. "India's Demographic Change: Opportunities and Challenges." *Science* 333, no. 6042 (2011): 576–580.
3. Malthus, Thomas. *An Essay on the Principle of Population*. Oxford: Oxford Classics, 1798.
4. Weeks, John R. *Population: An Introduction to Concepts and Issues*. 12th ed. Boston: Cengage Learning, 2015.

Recommended Readings:

1. Alkire, Sabina, Carmen Oldiges, and Usha Kanagaratnam. "Examining Multidimensional Poverty Reduction in India 2005/6–2015/16: Insights and Oversights of the Headcount Ratio." *World Development* 142 (2021): 105454.
2. Banerjee, Abhijit, and Esther Duflo. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: PublicAffairs, 2011.
3. Boserup, Ester. *Population and Technological Change: A Study of Long-Term Trends*. Chicago: University of Chicago Press, 1981.
4. Das Gupta, Monica, and Li Shuzhuo. "Gender Bias in China, South Korea, and India, 1920–1990." *Development and Change* 30, no. 3 (1999): 619–652.
5. Deshpande, A. *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford: Oxford University Press, 2011.
6. Dreze, Jean, and Amartya Sen. *An Uncertain Glory: India and Its Contradictions*. Princeton: Princeton University Press, 2013.
7. Dyson, Tim, and Prem C. Visaria. *Twenty-First Century India: Population, Economy, Human Development, and the Environment*. Oxford: Oxford University Press, 2004.
8. Jayachandran, Seema. "The Roots of Gender Inequality in Developing Countries." *Annual Review of Economics* 7 (2015): 63–88.
9. George, N. A., and Fiona H. McKay. "The Public Distribution System and Food Security in India." *International Journal of Environmental Research and Public Health* 16, no. 17 (2019): 3221.
10. Khera, Reetika. *The Battle for Employment Guarantee*. Oxford: Oxford University Press, 2011.
11. Sen, Amartya. *Development as Freedom*. Oxford: Oxford University Press, 1999.
12. UNDP. *Human Development Report*,2023.

DISCIPLINE SPECIFIC CORE(DSC)
Diplomacy and Negotiations in International Politics

Nature of Course: DSC
Course Code: BALAP406
Semester: Eighth (VIII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course examines the theory and practice of diplomacy and negotiations in the international arena. Students will explore the historical evolution of diplomacy, key theoretical perspectives, and the diverse range of actors and instruments involved in contemporary international relations. The course will delve into the negotiation process, including strategies, tactics, and challenges, while analysing real-world case studies to illustrate key concepts.

Course Outcomes:

CO1 (Knowledge): The students will understand the historical evolution and contemporary functions of diplomacy in international relations.

CO2 (Understanding): The students can identify and assess the various actors and instruments involved in international diplomacy and negotiations.

CO3 (Synthesis): The students can apply negotiation principles and strategies to analyse and resolve international conflicts. The students can critically evaluate the role of power, interests, and communication in diplomatic interactions.

CO4 (Application and Research): The students can conduct independent research and effectively communicate findings through written assignments and presentations.

Course Content

Unit I Introduction to Diplomacy **(15 Hours)**

a. Definition and Evolution- Treaty of Westphalia and Modern Diplomacy,
b. Old and New Diplomacy- Classical Diplomacy (European), The Vienna Convention on Diplomatic Relations (1961) and the Vienna Convention on Consular Relations (1963) to New Diplomacy.
c. Different Types of Diplomacy- Bilateral and Multilateral Diplomacy, Public Diplomacy, Secret Diplomacy, Cultural Diplomacy, Track I Diplomacy, Track II diplomacy etc.
d. Functions of Diplomacy

Unit II Diplomatic Process- Negotiation, Arbitration, Mediation (15 Hours)

a. Diplomatic Protocols and Immunity
b. Negotiation – Phases and Process
c. Ethical dilemmas - National Interest vs Global Responsibility; Transparency and confidentiality in Negotiation.
d. Peaceful Settlement of Dispute under UN and WTO

Unit III Diplomacy from Non-Western Perspectives (15 Hours)

a. Importance of Non-Western Perspectives on Global Diplomacy
b. Confucianism, Silk Route Diplomacy-China
c. Non-Violence, Non-Alignment- India
d. Ubuntu and African Diplomacy

Unit IV Diplomacy in 21st Century (15 Hours)

a. Successful Diplomacy Initiatives- Camp David Accords (1978), Paris Peace Agreement (2015),
b. Public Diplomacy and Soft Power- India
c. Crisis Diplomacy- Cuban Missile Crisis
d. Challenges in Modern Diplomacy
    i. Cyber Diplomacy and Digital Security
    ii. Rising Populism and nationalism

Pedagogy:

- Lecture
- Discussion
- Movies, Documentaries
- Field Visit, Simulations
- Assignments, Presentations

Textbooks:

1. Kissinger, Henry. *Diplomacy.* New York: Simon & Schuster, 1994.
2. Schelling, Thomas C. *The Strategy of Conflict.* Cambridge, MA: Harvard University Press, 1960.
3. Morgenthau, Hans J. *Politics Among Nations: The Struggle for Power and Peace.* New York: Alfred A. Knopf, 1948.

Recommended Readings:

1. *The Routledge Handbook of Public Diplomacy*. Routledge, 2009.
2. *The Oxford Handbook of Modern Diplomacy*, Oxford University Press, 2013.
3. Understanding International Diplomacy: Theory, Practice and Ethics (Routledge, 2013) by Corneliu Bjola and Markus Kornprobst.

4. "Diplomacy and Domestic Politics: The Logic of Two-Level Games" by Robert D. Putnam International Organization, 1988.
5. "Getting to Yes: Negotiating Agreement Without Giving In" by Roger Fisher and William Ury, Penguin Books, 1981.
6. "The Handbook of Conflict Resolution: Theory and Practice" edited by Morton Deutsch and Peter T. Coleman, Jossey-Bass, 2000.
7. "Negotiation Analysis" by Howard Raiffa, Harvard University Press, 1982.

Applicable to Students from 2025-26 batch onwards.
Approved in the 7th BoS meeting held on 18th March 2025. Approved in Sub-Committee Academic Council meeting held on 28th May, 2025. Ratified in the 60th Academic Council Meeting vide Agenda Item No. 60.84, 60.85, 60.86, 60.87 held on 11th June, 2025. Approved in the 9th BoS held on 28th April 2026. Approved in the meeting of the Sub-committee of Academic Council held on 12th May 2026.

DISCIPLINE SPECIFIC CORE(DSC)
State Politics in India (DSC)

Nature of Course: DSC
Course Code: BALAP408
Semester: Eight (VIII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation:60

Course Objective:

The federal structure of Indian politics is reflected in each state in a different and multifaceted nature. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other. This course attempts to examine the commonalities, diversities, and perspectives to study state politics in India. It also seeks to examine the changing role of tribe, caste, class and community and their impact on state politics.

Course Outcomes:

CO1 (Knowledge): Students will know about why there is a difference in Politics of different states

CO2 (Understanding): Students would be able to understand the variations in State Politics

CO3 (Synthesis): The students will have basic conceptual and analytical understanding to understand the different dynamics of state politics in India

CO4: (Application): The students can map the patterns and variations in state politics in Indian democracy.

Course Content

Unit I: History and Approaches to Study of State Politics **(15 Hours)**

a. Approaches to understanding State Politics
b. Reorganisation of States

Unit II: Issues in State Politics **(15 Hours)**

a. Question of Caste- UP
b. Autonomy- Gorkhaland

c. Language Politics - Assam

Unit III: Political Parties and Electoral Politics in States of India (15 Hours)

a. Shiv Sena in Maharashtra
b. AIADMK and DMK in Tamil Nadu
c. Mizo National Front

Unit IV: Development and State Politics (15 Hours)

a. Understanding Development
b. Agrarian Reforms: Green Revolution, Punjab
c. Regional Developmental Imbalance: Case study of Tribals in Jharkhand
d. Welfare Model of Development: Kerala

Pedagogy:

- Lectures
- Classroom discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Text Books:

1. Paul Wallace (ed.) Region and Nation in India. OUP 1985.
2. Kohli, Atul. Democracy and Discontent: India's Growing Crisis of Governability New Delhi: Oxford University Press,1991.
3. Lloyd and Susanne Rudolph" Transformation of the Congress Party: Why1980s was not a Restoration" In Economic and Political Weekly (May,1981) ,pp. 811-820.
4. Myron Weiner (ed.) State Politics in India, Princeton University, 1968.
5. Myron Weiner and John Osgood Field (eds.), Electoral Politics in the Indian States, Vols. I– IV, New Delhi, Manohar, 1974.

Recommended Readings:

1. Asha Sarangi (ed) Language and Politics in India. New Delhi: Oxford University Press, 2009.
2. Bidyut Chakrabarty. Forging Power: Coalition Politics in India. New Delhi: Oxford University Press, 2006.
3. Brass Paul R Language Religion and Politics in North India. CUP, 1974.
4. Christophe Jaffrelot. India's Silent Revolution: The Rise of the Low Castes in North Indian Politics. Permanent Black, New Delhi, 2003.

5. Frankel, Francine R. et al. Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, 2000.
6. Hazarika, Sanjoy. Strangers No More: New Narratives from India's Northeast. 2018.
7. Iqbal Narain (ed.) State Politics in India. Meerut, Meenakshi Prakashan, 1965.
8. Jenkins, Rob. Democratic Politics and Economic Reform in India. Cambridge: Cambridge University Press, 1999.
9. Nag, Sajal. India and Northeast India: Mind, Politics and Process of Integration (1946-1950), New Delhi: Regency Publication, 2002.
10. Pai, Sudha (ed.) Handbook of Politics in Indian States: Region, Parties, and Economic Reforms. New Delhi: Oxford University Press, 2013.
11. Ramashray Roy & Paul Wallace (eds.) Diversity and Dominance in Indian Politics. 2 Vols, 1990, 1992.
12. Yadav, Yogendra. "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s." In Francine R Frankel et al, Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, 2000.

MINOR STREAM COURSE(MS)
Social Movements in Modern India

Nature of Course: MS
Course Code: BALAP410
Semester: Eighth (VIII)
Credits: 4 (L3 T1)

Mode of Examination: UES
Course ID:
Marks: 100 (40+60)
Internal Evaluation: 40
External Evaluation: 60

Course Objective:

This course introduces students with a comprehensive understanding of social movements / collective action. Besides exploring the nature, characteristics, structure of various social movements, it discusses the interdependence between the state, social movements, democracy. The goal is for students to learn the analytic tools necessary to examine and critically assess the role of social movements in our society. The selected texts include articles from academic journals and case studies of movements which will further our theoretical and conceptual understanding of social movements and its impact as a whole.

Course Outcomes:

CO1 (Knowledge) - Students will gain a comprehensive understanding of the evolution, dynamics, and impact of social movements in shaping the complex landscape of contemporary India.

CO2 (Understanding) - Students will develop analytical, critical, and research-based skills in the course of their learnings.

CO3 (Synthesis) - Students will be able to find points of convergence and divergence between theoretical principles and real-world of social movements through case studies.

CO4 (Application and Research) - Students will develop an appreciation for social movements/activism and engage with ongoing debates around justice, equality, and rights in India.

Course Content

Unit I: Conceptualizing Social Movements **(15 Hours)**

a. Meaning and Types: Reform, Revival, Revolution
b. Social Movements and Social Change

c. Counter-Movements
d. Role of Ideology, Strategy, Leadership, Media

Unit II: Approaches to the Study of Social Movements (15 Hours)

a. Structural- Functional Approach
b. Marxist Approach
c. Weberian Approach
d. Contemporary Approaches

Unit III: Pre-Independence Social Movements in India (15 Hours)

a. Tribal Movements- Santhal Rebellion, Munda Rebellion
b. Socio-Religious Movements- Arya Samaj, Brahmo Samaj
c. Lower Caste Movement-Satyashodhak Samaj, Namashudra Movement in Bengal

Unit IV: Independence and Post-Independence Movement in India (15 Hours)

a. National Movement- Indian National Congress; Revolutionaries Independence Movement
b. Peasant Movements- Telangana, Tebhaga, Naxalbari
c. Trade Union Movement- Great Bombay Strike (1982), Railway strike (1974)
d. Linguistic Movements

Pedagogy:

- Lectures
- Classroom Discussion/Interaction
- Project and Assignment
- Documentary/ Movies

Textbooks:

1. Oommen, T. K., ed. *Social Movement: Vol. I & II*. New Delhi: Oxford University Press, 2010.
2. Shah, G., ed. *Social Movements and the State*. New Delhi: Sage Publications, 2002.
3. Staggenborg, Suzanne, and Howard Ramos. "Defining Social Movements." Chapter 1 in *Social Movements*, 3rd ed. Toronto: Oxford University Press, 2016.
4. Tilly, Charles. "Social Movements as Political Struggle." In *Encyclopedia of American Social Movements*, 1–6. 1997.

Recommended Readings

1. Balsiger, Philip, and Alexandre Lambelet. "Participant Observation." In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta, 144–172. Oxford: Oxford University Press, 2014.
2. Benford, Robert D., and David A. Snow. "Framing Processes and Social Movements: An Overview and Assessment." *Annual Review of Sociology* 26, no. 1 (2000): 611–639. https://doi.org/10.1146/annurev.soc.26.1.611.
3. Bernstein, Mary. "Celebration and Suppression: The Strategic Uses of Identity by the Lesbian and Gay Movement." *The American Journal of Sociology* 103, no. 3 (1997): 531–565.
4. Gould, Deborah G. "Life During Wartime: Emotions and the Development of ACT UP." *Mobilization* 7, no. 2 (2002): 177–200.
5. Lichterman, Paul. "Seeing Structure Happen: Theory-Driven Participant Observation." In *Methods of Social Movement Research*, edited by Suzanne Staggenborg and Bert Klandermans, 118–145. Minneapolis: The University of Minnesota Press, 2001.
6. Lindekilde, Lisa. "Discourse and Frame Analysis: In-Depth Analysis of Qualitative Data in Social Movement Research." In *Methodological Practices in Social Movement Research*, edited by Donatella della Porta, 195–227. Oxford: Oxford University Press, 2014.
7. Menon, N., ed. *Gender and Politics in India*. Delhi: Oxford University Press, 1999.
8. Oommen, T. K. *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications, 2004.
9. Roy, A. "The Women's Movement." In *The Oxford Companion to Politics in India*, edited by N. Jayal and P. Mehta, 409–422. New Delhi: Oxford University Press, 2010.
10. Scott, A. *Ideology and New Social Movements*. London: Routledge, 1990.
11. Shah, G. *Social Movements in India: A Review of Literature*. New Delhi: Sage, 2004.

MINOR STREAM COURSE (MS)
Politics of Space

Nature of Course: MS **Mode of Examination: UES**
Course Code: BALAP412 **Course ID:**
Semester: Eighth (VIII) **Marks: 100 (40+60)**
Credits: 4 (L3 T1) **Internal Evaluation: 40**
External Evaluation: 60

Course Objective:

The objective of the course is to familiarise foundational understanding of the intricate relationship between space and power. The course will further enable critical thinking skills by encouraging students to evaluate diverse perspectives on key issues in the politics of space.

Course Outcomes:

CO1 (Knowledge): The students will have a foundational understanding of the intricate relationship between space and power.

CO2 (Understanding): The students will have the knowledge of the various debates involved with politics of space and how space construct and interacts with various identities.

CO3 (Synthesis): The students will be equipped with the analytical tools necessary to critically examine how spatial factors shape political processes at various scales (local, national, and global).

CO4 (Application and Research) The students will have critical thinking skills by encouraging students to evaluate diverse perspectives on key issues in the politics of space.

Course Content

Unit I: Theoretical Foundations **(15 Hours)**

a. Understanding Space- Space, Place and Politics
b. Experience and the Concept of space
c. Who can theorise: Debate between experience and theory

Unit II: Space, Identity and Representation **(15 Hours)**

a. Space and the construction of identity
b. Caste and Space
c. Gender and Space

Unit III: Urban Development and Politics of Space **(15 Hours)**

a. Reproduction of Capitalist Space
b. Public Space: Urbanisation and Exclusion

c. Development and Resistance: The Question of Land
d. Surveillance and Control of Space

Unit IV: Issues and Challenges **(15 Hours)**

a. Environmental Politics and Space
b. Decolonizing Space
c. Digital Spaces and the Politics of the Virtual
d. Spatial equity, access, and participatory governance

Pedagogy

- Lecture
- Discussion
- Movies, Documentaries
- Field Visits
- Assignments, Presentations, Projects

Textbooks

1. Lefebvre, Henri. *The Production of Space.* Translated by Donald Nicholson-Smith. Blackwell, 1991.
2. Massey, Doreen. *Space, Place, and Gender.* University of Minnesota Press, 1994.
3. Smith, Neil. *Uneven Developments: Nature, Capital, and the Production of Space.* University of Georgia Press, 2008.
4. Soja, Edward W. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory.* Verso, 1989.

Recommended Readings

1. Agnew, John A. *Spaces of Globalization: Reasserting the Power of the Local.* Rowman & Littlefield, 2002.
2. Bhabha, Homi K. *The Location of Culture.* Routledge, 1994.
3. Harvey, David. *Justice, Nature, and the Geography of Difference.* Blackwell Publishers, 1996.
4. Mitchell, Don. *Cultural Geography: A Critical Introduction.* Blackwell, 2000.
5. Niranjana, Seemanthini. *Gender and Space: Femininity, Sexualization, and the Female Body.* New Delhi: SAGE Publications, 2001.
6. Ó Tuathail, Gearóid. *Critical Geopolitics: The Politics of Writing Global Space.* University of Minnesota Press, 1996.
7. Sassen, Saskia. *The Global City: New York, London, Tokyo.* Princeton University Press, 1991.