B-1

SCHEME OF EXAMINATION

&

SYLLABI

for

Bachelor of Arts
(Liberal Arts)

(5- Year Dual Degree BA-MA Programmes)

Scheme and Syllabus
for

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

1st Year Common Scheme (Semester 1 & 2) and Scheme Framework for higher semesters)

Offered by

University School of Liberal Arts at the GGSIPU University Campus, Dwarka

GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

Guru Gobind Singh Indraprastha University
Sector 16C, Dwarka, Delhi – 110 078 [INDIA]
www.ipu.ac.in

Approval History:

1. Approval of the University School of Liberal Arts by BOM: 77th Meeting vide Agenda Item 77.08, on 14th June 2022.
2. First year Scheme and Syllabus approved by BOS: 9th March 2023
3. First year Scheme and Syllabus approved by AC: 55th Academic Council vide Agenda Item AC 55.18, dated 22nd March 2023.
4. 1st Year Common Scheme (1st&2nd Semesters) approved by online circulation.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

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 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 environment.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

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, team work 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 in 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 the Indian Philosophy and social diversity.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

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 at Dwarka campus. 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 Dean of the University School of Liberal Arts. The decision of the Dean, 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 will constitute 1 credit.

The intake in the programme shall be 60 with the addition of supernumerary seats as per the policy of the university.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Programme Outcomes

PO1 (Knowledge): Provide a holistic education across disciplines.

PO2 (Understanding): Enhance cognitive and critical skills of students among different disciplines

PO3 (Synthesis): Synthesise knowledge from multiple disciplines and prepare for entering the teaching profession or engage in welfare and community activities.

PO4 (Application): The courses will offer new employment opportunities in Galleries, Libraries, Archives, Museums(GLAM), along with other conventional fields – teaching, research, administrative jobs and non-state organisations.

PO5 (Research): Students can enter the professional field after graduation or could pursue research.

Approved in the 1st & 3rd Meetings of Board of Studies held on 9th March 2023 & through circulation, respectively, and approved in the 55th Academic Council Meeting vide Agenda Item 55.18, dated 22nd March 2023. Applicable from the Academic Session 2023-24 Onwards.

Course / Paper Group Codes:

Definitions:
Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline of Major i.e., History/Sociology/Political Science
Minor specialization shall mean the discipline of Minor in History/Sociology/Political Science/English and any other discipline from USS offered as a 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: 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.
DSC: Discipline Specific Core Course
MS: Minor Stream
OE : Open Elective Course
SEC: Skill Enhancement Course
AEC: Ability Enhancement Course
VAC: Value Addition Course
RP: Research Project

NOTE: THE CURRENT DOCUMENT DEFINES THE SCHEME OF THE FIRST 4 YEARS (8 SEMESTERS) CORRESPONDING TO THE BACHELOR OF ARTS, AND 1 YEAR SCHEME (9TH AND 10TH SEMESTERS) OF 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 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. Opportunity 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, ODL, and 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.

Minor specializationhelps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing a History major obtains a minimum of 12 credits from a bunch of courses in Ancient India, then the student will be awarded B.A. degree in History with a Minor Specialization in Ancient India within the same discipline; or if a student of Political Science obtains 12 credits from one theme such as International Relations, the student will be awarded B.A. degree in Political Science with a minor specialization in International Relations, within the same discipline; or if a student of Sociology obtains 12 credits from one theme such as Gender, the student will be awarded B.A. degree in Sociology with a minor specialization in Gender, within the same discipline.

Awarding UG Certificate, UG Diploma, and Degrees

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 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 80 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 minimum ….. credits and satisfying the minimum credit requirements as given in the table.

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 ….. credits and have satisfied the credit requirements as given in table.

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 ……. 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 92 creditsfrom DSCs, FCs, and/or Dissertation in 4-year UG degree to be awarded Major in the concerned discipline.

For example, in a 4-year UG programme, if a student earns 92 credits from History from DSCs, FCs and/or Dissertation, he/she will be awarded Major in History in B.A. (Liberal Arts).

UG Degree Programmes with Minor Stream is the discipline or subject other than the discipline or subject in which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student will be awarded with Minor in the said stream. Minor Stream should be different from Major discipline. For example, if a student who earns 32 credits from Minor Stream Courses of Sociology, he/she will be awarded Minor in Sociology in BA (Liberal Arts).

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 table 3). 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.

S. No.	BroadCategoryofCourse	MinimumCredit Requirement	
		3-yearUG	4-YearUG
1.	Major(Core)	60	80
2.	MinorStream	24	32
3.	Inter-disciplinary	09	09
4.	Ability Enhancement Courses (AEC)	08	08
5.	Skill Enhancement Courses (SEC)	09	09
6.	Value Added Courses common for all UG Programmes	06 - 08	06 – 08
7.	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

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

SCHEME OF EVALUATION:

The students will undertake individual assignment which includes assignments and presentation.

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

- Minor test -10
- Project work -10
- Field work/Audio-visual clips, discussion and participation -10
- Assignments/Term or Seminar Paper -10

Instructions 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 each carrying 12 marks. There shall be one question from each unit with internal choice. The last question shall be comprehensive testing students' understanding of the entire course.
- COs and POs to be kept in mind while setting the questions.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR				
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA.**

****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 out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

***** To be borrowed from USEM**

******Languages to be borrowed from USHSS or to be borrowed from other USS.**

Note: Entrepreneurship Mindset is SEC Compulsory. Students can take this in any odd semester, if not taken in first semester.

Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*NUES: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators 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.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

1st Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

FIRST SEMESTER

		First Semester					
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Exam**	**L**	**T/P**	**Credits**
		Theory					
FC*		BALA101	Culture and Civilizations	UES	3	1	4
FC		BALA103	Indian Constitution and Governance	UES	3	1	4
FC		BALA105	Society in India	UES	3	1	4
IDC*		BALA107	Art Appreciation Course**	NUES	2	1	3
			OR				
		BALA109	Politics and Society	UES	2	1	3
			OR				
		BALA111	Society and Culture	UES	2	1	3
			OR				
		BALA113	Story of Science (USBAS)	UES	2	1	3
			OR				
		BAENG103	Introduction to Literary Studies	UES	2	1	3
			Or Any IDC from other USS				
SEC		BAENG105	Communication Skills (USHSS)	UES	2	1	3
			OR				
		BALA115	Entrepreneurship Mindset (USMS)	UES	2	1	3
			OR				
		ICTLA113T	Introduction to Computers Skills (USICT)	UES	2	1	3
			Or Choice from other USS				
AEC		BAENG107 BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	English Language and Grammar - I Punjabi-I French-I German-I Japanese-I Spanish – I (Any one)**** OR Any AEC from other USS****	UES	1	1	2
Value Addition Course I (VAC)		EMES111	Environment Studies Compulsory***	NUES	4	-	4
	Total						**24**

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Group	Code	Paper	Mode of Exam	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
		Science and practice of Happiness **	NUES			2

*<u>NUES</u>: Comprehensive evaluation of the students by the concerned coordinator of NCC / NSS / Cultural Clubs / Technical Society / Technical Clubs, out of 100 as per the evaluation schemes worked out by these activity societies, organizations; the co-ordinators 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.

** Science and practice of Happiness is an open elective paper paper. The course can be opted by the students anytime in the first three years of study. The School will announce the availability of the slots in the beginning of each semester, as there will be restriction on the intake of students depending on the resources available.

Detailed Syllabus for Common Courses in History, Political Science and Sociology

Semester One
Foundation Course

Nature of the Course: Foundation Course (FC) | **Mode of Examination: UES**
Course Code: Culture and Civilisations
Course Code: BALA101 | **Course ID:**
Credits: 4 (L3 T1) | **Marks: 100 (40+60)**

Course Objective: To understand how the human life emerged and interacted with the habitat.

Course Outcome:

CO1 (KNOWLEDGE): Understand how Human species evolved over the centuries.
CO2 (UNDERSTANDING):: Understand the development of civilizations in different regions of the world.
CO3: Find out the similarities, differences and patterns of civilizations.
CO4: Engage with artefacts and other primary sources used in History and Archaeology.

Course Content

UNIT-I:: From Footprints to Genetics: Evolution of of Homo Sapiens **(Lectures-12)**

a. Palaeolothic Era
b. Mesolithic Age
c. Neolithic Age
d. Agricultural Revolution

UNIT-II: Sumerian and Mesopotamian Civilisation **(Lectures-12)**

a. Geographical location in modern times and
b. Features of Advanced civilisation
c. Akkadian and Babylonian Empires
d. Writing, Culture and Literature

UNIT-III: Egyptian Civilisation **(Lectures-12)**

a. Centrality of River Nile in the emergence of the Civilization
b. Technology - papyrus and Stonework
c. Pyramids, material remains, and Historical Repersentations
d. Old and New Kingdom

UNIT-IV:Indus Valley City-States **(Lectures-12)**

a. Urbanism
b. Trade and Workshops
c. City states and planning
d. Art, architecture and Culture

Pedagogy:

- Classroom Lectures/Map and Geography /Project Work/Archeology
- Examining and analysing the civilisational patterns/How an ancillary Field to Geology
- Screening documentaries on the layout and archaeological finds of the civilisations

Text Books:

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017
3. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013

4. Leakey, Mary.*Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
5. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.
6. McIntosh, Jane R., *Ancient Mesopotamia: New Perspectives*, ABC-CLIO, USA and England, 2005.
7. Mitchell, Timothy,*Colonising Egypt*, University of California Press, 1991.

Recommended Readings:

1. Bauer,SusanWise,*The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, The *Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.

First Semester
Foundation Course (FC)

Nature of the Course: Foundation Course (FC)
Course: Indian Constitution and Governance
Course Code: BALA103
Credits:4 (L3 T1)

Mode of Examination: UES

Course ID:

Marks: 100 (40+60)

Course Objectives

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.

CourseOutcomes

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.

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

CO4: (Application and Research): 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 Contents:

Unit I - Evolution of Indian Constitution (12 lectures)

i. Nationalist Movement, Philosophical Foundations of Constitution.
ii. Salient Features of Indian Constitution.
iii. Fundamental Rights and Duties, Directive Principles of State Policy.

Unit II- Indian Federal System (10 lectures)

i. Centre-State Relationship
ii. Decentralisation -Local and Grassroots Politics
iii. Contemporary Trends- Asymmetrical Features of Federalism

Unit III- State Government (10 lectures)

i. State Legislature: Composition and Functions
ii. State Executive :Governor, Chief Minister and Council of Ministers

Unit IV-Party System and Social Movements: (12 lectures)

i. National and Regional Parties; Coalition Politics
ii. Workers and Peasants Movements
iii. Environmental and Women's Movements

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work
- Minor Test

Text Books

1. Chakrabarty, Bidyut,& Rajendra Kumar Pandey, *Indian Government and Politics*, New Delhi: Sage India, 2008.
2. Chandoke, Neera, & Praveen Priyadarshi,*Contemporary India: Economy, Society, Politics,* New Delhi: Pearson, 2010.
3. Mehta, Pratap Bhanu, &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 Univ. Press, 1999.
2. Austin, G.,*Working of a Democratic Constitution of India*, New Delhi: Oxford University Press, 2004.
3. Bhargava, Rajeev &AchinVanaik, Understanding Contemporary India – Critical Perspectives, New Delhi: Orient Blackswan, 2010.
4. Chandra, Kanchan (ed.),Dem*ocratic 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, & 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 Nigam, A., *Power and Contestation: India since 1989*, London: Zed Book, 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. & Saxena, R., *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
13. Vanaik, A. & Bhargava, R. (eds.),*Understanding Contemporary India: Critical Perspectives*, New Delhi: Orient Blackswan, 2010.

First Semester
Foundation Course

Nature of the Course: Foundation Course(FC)
Subject: Society in India
Course Code: BALA105
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The aim is to make students aware of the various aspects of the Indian society.

Course Outcome:
CO1 (Knowledge): Will enhance knowledge and help students evaluate concepts pertaining to Indian society and its structure
CO2 (Understanding): Demonstrate critical reflection on professional knowledge and skills of students by incorporating broad subject knowledge and perspectives.
CO3 (Synthesis): Help in critically analysing the current undercurrents of Indian social stratification and its implications in day to day life
CO4 (Application and Research): Apply the information on Indian society for better understanding of functioning of society and sensitize them over the related issues

Course Content

UNIT-I: Unity and Diversity **Lectures-10**

a.) Meaning of Unity and Diversity
b.) Sources of Diversity in India
c.) Importance of diversity
d.) Factors Contributing to the Unity of India
e.) Unity in diversity- models, factors contributing to unity in diversity, merits and demerits

UNIT-II: Social stratification **Lectures-10**

a.) Caste System- theories of origin, salient features, functions and dysfunctions, trends of change
b.) Class system- concept, class as open entity, factors of class formation, class based inequalities
c.) Gender- concept, binary and non- binary, gender as basis of stratification, gender inequalities
d.) Ethnic groups- ethnicity, ethnic boundary and ethnic identity, ethnic and racial stratification
e.) Meritocracy as basis of ideal stratification

UNIT-III: Family, kinship and marriage in India **Lectures-10**

a.) Meaning and definition of family, types- nuclear and joint
b.) Features and trends in family system, reasons for changes
c.) Meaning and definition of Kinship - Functions of Kinship; Kinship in north and south India- comparison
d.) Meaning and definition of Marriage, Rules of Mate selection in Marriage
e.) Latest trends- divorce, live- in relations, homosexual relations

UNIT-IV: Religion **Lectures-10**

a.) Definition, Composition and features of religion
b.) Religions of India and tehri components
c.) Religious pluralism,
d.) Fundamentalism and communalism
e.) Secularism

Pedagogy:
- Lectures
- Discussions and Presentations

- Project Work

Text books:

1. Hasnain, Nadeem,*Indian Society and Social Issues*, McGraw Hill, 2019.
2. Nagla, B. K.,*Indian Sociological Thought*, Rawat Publications, 2015.
3. Sharma, R.,*Indian Society, Institutions and Change*, Atlantic Publishers and Dist., 2004.

Recommended Readings:

1. Pandey, V.,*Indian Society and Culture*. Rawat Publications, 2016.
2. Ahuja, R.,*Society in India: Concepts, Theories and Change*, Rawat Publications, 1999.
3. Dube, S. C.,*Indian Society*, National Book Trust, New Delhi, 1990.
4. Uberoi, P.,*Family, Kinship and Marriage in India*, Oxford University Press, New Delhi, 1994.
5. Bailey, F G.,*Tribe, Caste, Nation*, Manchester University, Manchester, 1957.

Semester One
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Art Appreciation
Course Code: BALA107
Credits: 3 (L2 T1)

Mode of Examination: NUES

Course ID:
Marks: 100

Course Objective: The course aims at providing a comprehensive understaning 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, colour and colour 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 disismilarities 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

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: Characterstic and Stylistic Features of Different Periods

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

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

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.

First Semester
Interdisciplinary Core (IDC)

Nature of the Course: Interdisciplinary Core (IDC)
Course: Politics and Society
Course Code: BALA109
Credits:3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objectives:
Politics and Society is an inter-disciplinary subject that explores questions through the intersection of political science and sociology, and analyzes various political processes and social transformations both at the macro level of national and international 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 and democracy.
CO3 (Synthesis): The course provides an analysis of the functioning of civil society institutions.
CO4 (Application and Research): The paper explores the relationship between process of globalization with the polity and how it impacts the society.

Course Contents:

Unit I- Polity and Society (10Lectures)

i. Political Domain- concepts
ii. Sociological ideas and concepts

Unit II - State, Nation and Society (12 lectures)

i. Conceptions of State, Nation and Society
ii. Distinctions between State and Society
iii. Distinction between State and Nation
iv. Contemporary perspectives on state and society dynamics

Unit III- Society, Citizenship and Democracy (10 Lectures)

i. Diverse Understanding of Democracy
ii. Conceptions of Democracy and Citizenship
iii. Citizen's Rights and Responsibilities in Changing Society

Unit IV- Civil Society, Globalization& Politics (12 Lectures)

i. Conceptions of Civil Society
ii. Civil society and Participatory Development &Processes of Political Action
iii. Characteristics of Globalization and Civil society
iv. Role of Global Civil Society

Text Books

1. Chakrabarty,Bidyut, *Indian Politics and Society Since Independence- Events, Processes and Ideology*, Taylor and Francis Ltd.Paperback, 2008.
2. Hasnain, Nadeem, *Indian Society- Themes and Social Issues*, McGraw Hill, 2019.
3. Kohli, Atul (ed.),*The Success of India's Democracy*, Cambridge University Press, 2001.

Recommended Readings

1. Bardhan, P., *The Political Economy of Development in India*, Oxford: Blackwell, 1984.
2. Bottomore, Tom, *Political Sociology*, London: Hutchistan, 1979.
3. Chatterjee,Partha, 'Democracy and Economic Transformation in India', *EPW*, Vpl.43, No. 16 (April 19-25, 2008 pp. 53-62, 2008.
4. Fuller and Benei (eds.),*Everyday State and Society in Modern India*, Social Science Press, Delhi, 2001.

5. Janoski, Thomas, Robert Alfred, Alexander Hicks and Mildred A. Schwartz, *The Handbook of Political Sociology -States, Civil Societies and Globalisation* (ed.),Cambridge University Press, UK, 2005.
6. Kothari, Rajni, *Caste in Indian Politics*, Orient Longman, Hyderabad, 1970.
7. Lipset,S.M.(ed.), *Politics and Social Science*, OUP, New York, 1969.
8. Macpherson, C.B,*The Real World of Democracy*, Oxford: Clarendon Press, 1966.
9. Myrdal, Gunnar,*Asian Drama: An Inquiry into the Poverty of Nations*, Allen Lane : London, 1972.
10. Rudolf, Lloyd and Rudolf Susan,(eds.), *In Pursuit of Lakshmi: The political Economy of the Indian State,* Chicago University Press, 1987.
11. Sanyal, Kalyan, *Rethinking Capitalist Development: Primitive Accumulation, Governability and Post-Colonial Capitalism*, Routledge, New Delhi, 2007.
12. Sen, Amartya,*Development as Freedom*, OUP, New Delhi, 1999.
13. Sharma A. &A.Gupta (ed.),*The Anthropology of State: A Reader*, Oxford: Blackwell, 2006.
14. Weber, Max , *The Theory of Social And Economic Organisation*, The Free Press, New York, 1947.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: Interdisciplinary Course (IDC)
Subject: Society and Culture
Course Code: BALA111
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is draw on cross- disciplinary concepts and research methodologies from different social sciences and provide social and cultural literacy to students on basis of which a more just society can be founded.

Course Outcome:

CO1 (Knowledge): Acquaint students with basic concepts of society and culture.
CO2 (Understanding): Understand the pattern of human response to different social situations.
CO3 (Synthesis): Identify basic elements of society and culture and the emerging issues.
CO4 (Application and Research):Explain how society and culture mold individual identities and behavior.

Course Content

Unit I. Basic concept of society and culture

a) Society: Definition, quintessential features, 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
e) Development of personal and social identity in various socio- cultural settings

Unit II: Intercultural communication

a. Behavior of people in different social, cultural and environmental
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
e. Social exclusion and inclusion

Unit III: Belief system and Ideologies

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

Unit IV: Popular culture

a. What is popular culture- features associated with commercial products and paraphernalia, different perceptions of popular culture, local to global perspective
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
- Discussions and Presentations
- Project Work

Text Books:

1. Turner, B. S. and Rojek, C.,*Society and Culture: Scarcity and Solidarity*, SAGE Publications Ltd, 2001.
2. Raymond, W.,*Society and Culture*, Vintage Publishing, 2017.
3. Kottak, C. P.,*Anthropology: The Exploration of Human Diversity*, McGraw hill, Boston, 2002.

Recommended Books:

1. Ferraro, G. P.,*Cultural Anthropology: An Applied Perspective,* West Publishing company, New York, 1994.
2. Klyukanov. I. G.,*Principles of Intercultural Communication*, Taylor and Francis Ltd. 2020.
3. Ojha, N.,*Intercultural Communication*, Peridot Literary Books, 2019.
4. Rutjens, B., and Brandt, M.,*Belief Systems and the Perception of Reality*, Routledge, 2019.
5. Sartori, G.,'Politics, Ideology and Belief Systems' , *The American Political Science Review*, Vol. 63, no. 2, June 1969.
6. Guins, R. and Cruz, O. Z. (ed.),*Popular Culture: A Reader*, Sage Publications Ltd., 2005.
7. Storey, J. , Cultural *Theory and Popular Culture: An Introduction*, Pearson Education, 2013.

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Story of Science
Course Code: BALA113
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

To be Offered by USBAS*

First Semester
INTERDISCIPLINARY COURSE

Nature of the Course: IDC
Subject: Introduction to Literary Studies
Course Code: BAENG103
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To prepare the foundation for the study of literature; to help understand basic methods of literary studies; to introduce them to forms of English literatures.

Course Outcome: (Cos): After the completion of the programme, students will

CO1 (Knowledge): Gain knowledge of the basic forms of literature, and artistic nuances;.
CO2 (Understanding): Have an understanding of all basic forms of literature-Poetry, drama and Novel and major literary movements;
CO3 (Research): The capability to prepare himself/herself to carry out the analysis of literary texts;
CO4 (Synthesis): The capability to use the knowledge of literary studies while studying different courses of the progrmme.

Course Content

Unit I: What is Literature; Functions of Literature; Literature and Society; Literature and Author; Literature and Reader;

Unit II: Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Free Verse; Poetic Devices-Personification; Metaphor; Simile; Paradox; Metonymy; Synecodoche

Unit III: Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View;

Unit IV: Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

Note: The concerned teacher will propose a list of works for teaching the course before the commencement of the semester. The list would be duly approved by the APC.

Recommended Readings:

1. Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms.* Cengage India Private Limited, 2015
2. Boulton, Marjorie. *The Anatomy of the Drama* (Routledge Revivals). Taylor & Francis, 2014.
3. --*The Anatomy of the Literary Studies* (Routledge Revivals). Taylor & Francis, 2014.
4. --*The Anatomy of the Novel* (Routledge Revivals). Taylor & Francis, 2014.
5. –*The Anatomy of the Poetry* (Routledge Revivals). Taylor & Francis, 2014.
6. Forster, E.M. *Aspects of the Novel. Penguin, 1927.*

Examination Scheme:

1. There will be **five** questions in total with internal choice. Each question will carry **12 marks.**
2. Question no. 1 will have 4 short notes on Literary Terms. Students will be required to attempt any 3. Each short note will carry 4 marks.
3. Question no. 2 to 5 will be essay type questions testing students understanding of the concepts; or else, it can have two sub-sections of short answer type questions.
4. In question no. 2 to 5 there will be one question form each unit with internal choice.

OR
Any IDC from other USS**

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Communication Skills
Course Code: BAENG105
Credits: 3 (L2 T1)

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

Nature of the Course: Skill Enhancement Course
Course Title: Entrepreneurship Mindset
Course Code: BALA115
Credits: 3 (L2 T1)

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

Course Objective:

1. To provide a fundamental for basic enrrpreneruial skills and to acquaint them with the world of entrepreneruship and inspire them to set up and manage their businesses.
2. To acquiant 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 entrepreners.

Course Outcome:
Upon completion of the course, the student will be able to demonstrate knowledge of the following topics:
CO1 (KNOWLEDGE): Form a strong foundations for basic entrepreneurial skills
CO2 (UNDERSTANDING): Understand creativity and innoation for opportunity recognition.
CO3: Learn about opportunity analysis and writing of business plans.
CO4: Students will be inspired by examples of successful entrepreneurs.

Course Content

1. Indroduction: The Entrepreneur, theories of Entrepreneruship; Charactertistics of sucessful entrepreneurs, myths of entrepreneruship;
2. Entrepreneurial mindset-creatiity (steps to generate creative ideas, developing creativity) and innovation (typses of innnovations)
3. Promotion of Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis, Busines plan- What is buiness plan, parts of a business plan. Writing a Business plan.
4. Entrepreneurship Support: Entrepreneural Development Programmes (EDP): EDP Role of Goverrnement in organizing EDPs.
5. Instituions supporting small business entreise: Central level, state level, other agenies, industry associations.
6. Practicals:
    i. Presenting a business plan
    ii. Project on Strt up India any other Governement policy on entreoprenerushiip
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.

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.

Semester One
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course | **Mode of Examination: UES**
Course Title: Introduction to Computers Skills | **Course ID:**
Course Code:ICTLA113T
Credit: 3 (L2 T1) | **Marks: 100 (40+60)**

Inroduction for Paper Setter:

1. There should be 9 questions in the term end examinations question paper.
2. The first (1st) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 12 marks.
3. Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, th student shall be asked contain upto 5 sub-parts/ sub-questions. Each Unit shall have a marks weightage of 12.
4. The questions are to be framed keepin in view the learning outcomes of the course / paper. The standard / level of the questions to be asked should be at the level of the prescribed textbook.
5. The requirement of (Scientific) calculators / log-tables / data –tables may be specified if required.

Course Outcome:

CO1: Understand the evolution of computers and their capability.
CO2: Ability to use a word-processor software to create documents.
CO3: Ability to use a spreadsheet program for elementary data analysis.
CO4: Ability to use a presentation software to make presentations.

Unit – I

Hardware & software- Opening systems – Directories and File properties. Definition, charactersitics, history, computer terminology, computer organization, Computer Foundamentals: Input & Output devices, sotrage deices (including latest devices), classifications of computers (including current computer systems).

Unit - II

Word – Processor: Documents: Creating, Editing, Saving, Fonts, Tables: creating and formatting, Image insertion, Margins of pages, Paragraph setting, Equation Editing, Headers and Footers, Bulltes, Headings, Table of contents, Table of figures, Referencing, Multiple Columns, Mail-Merge.

Unit - III

Spreadsheets: Structure, Editing, Copying cells, Calculations in celss, Using inbuilt formulas, Creation of chart. Formatting, Printing , page fomatting. Copying content form spreadsheet to wordprocessor.

Unit -IV

Presentation software: Creating presentations, Formatting Presentation, Adding / Modifying Text, Tables, Images. Headers and footers.

Text Book(s)/ References(s):

1. Peter Norton, Introduction to Computers, TMH, 2008
2. Brian K. Williams and Stacey C. Sawyer, Using Information Technology, McGraw –Hill, 2021
3. Andy Channelle, Beginning Open office 3: From Novice to professional, Apress, 2009
4. Linda Foulkes, Learn Microsoft Office 2021, Packt, 2022.

OR
To be Offered by other USS***

Semester One
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Subject: English Language and Grammar-I
Course Code: BAENG107
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Subject: Punjabi - I
Course Code: BAENG109
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - I
Course Code: BAENG111
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - I
Course Code: BAENG113
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - I
Course Code: BAENG115
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - I
Course Code: BAENG117
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

***To be offered by USHSS**
OR
Any AEC from other USS***

Semester One
Value Addition Course I (VAC)

Nature of the Course: VAC (For Under-graduate Programme) **Mode of Exam: NUES**
Course Title: Environment Studies
Course Code: EMES111
Credits-04 (L-4/ T/P-00) **Course ID:**
Marks: 100

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

Course Outcomes:
CO1: Environmental Studies course will provide necessary information and knowledge about the various aspects of environment, ecosystems and related biodiversity.

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

CO3: Course will help them to learn about various social issues and role of human in conservation and protection.

Unit I: Fundamentals: **(16 hours)**

The Multidisciplinary nature of environmental studies:
Definition, scope and importance, need for public awareness;
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
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)**

Energy Resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources-green fuel.
Water Resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems
Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people, case studies
Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies
Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
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)**

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.
Water Pollution: Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
Soil Pollution: Composition of soil, classification and effects of solid pollutants and their control.
Solid Waste Management: Classification, waste treatment and disposal methods; compositing, sanitary land filling, thermal processes, recycling and reuse methods.
Hazardous wastes -Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
Marine Pollution: Causes, effects and control of marine pollution, coastal zone management
Thermal pollution: Causes, effects and control of marine pollution, coastal zone management
Disaster Management: Floods, earth quake, cyclone and landslides

Unit IV: Social Issues, Human Population and Environment (13 hours)

Water conservation- rain water harvesting, watershed management; Environmental ethics; Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, case studies; wasteland reclamation; Environmental Impact Assessment; Some important Environmental laws, 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, Role of government and non-government organizations in public awareness and environment improvement.

Field work

Text Book:

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.

References:

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.

Nature of the Course: Open Elective | **Mode of Examination: NUES**

Course Title: Science and Practice of Happiness

Course Code: BALA151 | **Course ID:**

Credits: 2 (L2) | **Marks: 100**

Course Objective: The course aims to instill 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 every day lives.

CO2 (Understanding): Create an understanding of harmonising the human creativity with the challneges of modernity.

CO3 (Synthesis): Providing work-life balance.

CO4 (Application): Holding workshops to provide experiential learning.

Course Content

UNIT- I : Understanding Emotions

i. The importance of different emotions
ii. Why stay happy
iii. Emotion contagion
iv. Introducing the different perspectives of happiness

UNIT- II: Science of Happiness and Wellbeing

i. Understanding the neuroscience of happiness
ii. Brain- behavior relationship in happiness
iii. Why do we need to measure happiness
iv. Role of Technology
v. Importance of empathy, gratitude, kindness
vi. Understanding employee happiness
vii. Designing happy workplace
viii. Role of humour in workplace

UNIT- III: Practice of Happiness

i. Introduction to different practices that help calm the mind and foster happiness
ii. Self awareness
iii. Self motivation
iv. Sharing examples, cases, practices that have been implemented and which have yielded result in spreading happiness

v. The emotional impact of a team leader on its members
vi. Sensitivity training
vii. Creativity Vs Routine
viii. Importance of intuition
ix. Nurturing relationship
x. Importance of networking

UNIT- IV: Career, Life and Happiness

i. Understanding the importance of career and it's limits
ii. Work Life balance
iii. Achieving personal and professional success
iv. Engaging the senses to keep oneself and others happy
v. Resilience in times of uncertainty and stress
vi. Nurturing skills, values, perception and mindset for resilience

Practical Exercise for Evaluation

1. **Projects**
2. **Workshop, Experimental Learning**

Text Books

1. *A Compass towards Just and Harmonious Society: 2015 GNH Survey Report* (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan. (can be downloaded online).
2. *Happiness : Transforming the* landscape. Center for Bhutan Studies and GNH, Thimpu, 2017.
3. Helliwell, J.F. Huang, H.& Wang. S.(2017). *The Social Foundations of World Happiness*. World Happiness Report 2018.
4. Lama, Dalai & Howard C, Cutler (2020) . *The Art of Happiness: A handbook for living*. Riverhead Books.
5. Lyle, Lesley (2014). *Laugh your Way to Happiness: The Science of Laughter for Total Well-being*. Watkins Publishing.
6. O'Brien, C. (2008). 'Sustainable happiness: How happiness studies can contribute to a more sustainable future'.*Canadian Psychology/PsychologieCanadienne*, 49(4),289.

Reference Books

1. Aristotle, (Edited and Translated by R. Crisp)(2000). *Nichomachean Ethics*. Cambridge : Cambridge University Press.
2. Chetri, Saamdu. *Tashi: A GNH Journey (Secrets of Life from Bhutan)* (Amazon Kindle).

3. Covey, Stefan F. (2004). *Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.
4. Kaku, Michio. (2018). *The Future of Humanity: Transforming Mars, Interstellar Travel, Immortality, and Our Destiny Beyond.* Allen Lane, India.
5. Hanh, Thich Nhat.(2008). *The Miracles of Mindfulness: The Classic Guide to Meditation.* (Free Kindle)
6. Hanh, Thich Nhat. (2013). *Love letter to the Earth.*Kindle Edition.
7. Tawil, S, &Cougoureux, M. (2013). *Revisiting Learning: The Treasure Within-N 4-Assessing the impact of the 1996 'Delors Report'! A Framework for Learner Well-Being in the Asia Pacific*. Bangkok: UNESCO
8. Zangmo, Tshoki, Karma Wangdi&Jigme Phuntsho. (2017). *Gross National Happiness of Business*, Centre for Bhutan Studies & GNH, Thimpu.

	Second Semester						
Nature of the Course	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits
	Theory						
FC*		BALA102	What is History	UES	3	1	4
FC		BALA104	Introduction to Political Science	UES	3	1	4
FC		BALA106	Introduction to Sociology	UES	3	1	4
IDC		BALA108	History of Science and Technology in India	UES	2	1	3
			OR				
		BALA110	Caves to Cinema Halls: History of Indian Architecture		2	1	3
			OR				
		BALA112	The Idea of Power				
			OR				
		BAENG104	Introduction to Film Studies (USHSS)		2	1	3
SEC		BAENG110	Writing Skills Or Choice from other USS* Or MOOCS	UES	2	1	3
AEC (Any one)		BAENG112 BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	English Language & Grammar - II Punjabi-II French-II German-II Japanese-II Spanish-II* OR Choice from Other USS**	UES	1	1	2
VAC II		HVE201	Human Values and Ethics	NUES	3	1	4
	Total						24

***All Foundation and Interdisciplinary Courses mentioned in the scheme will be part of USLA. Students of BA in Liberal Arts can opt for Foundation Courses of USHSS or other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.**
****To be borrowed from the USHSS/other USS**

Group	Code	Paper	Mode of Exam	L	P	Credits
		Summer Training/Internship*	NUES**			2

*A student is required to undertake minimum 2 week long summer training or internship to acquire the requisite skills for Certificate after first year.

****At the end of two semesters, those students who wish to exit will be given the Certificate after earning the minimum 40 credits. Such students are required to undertake a workshop/summer internship. 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.**

Allocation of Major Discipline by the School

Before the end of 2nd semester, every student must submit a request for opting for a major discipline out of the following three disciplines:

1. History
2. Sociology
3. Political Science

A major discipline shall have maximum of 25 seats 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 disciplines shall be allocated to the student on the basis of the merit of 1st semester SGPA and choice of the student.

**For a student to earn a Minor degree, he/she must compulsorily do Discipline Specific Courses from the specific discipline of the Minor he/she wishes to pursue. In addition, a student should earn credits from Discipline Specific Elective (DSE) or Minor Stream.

Second Semester
Foundation Course (FC)

Nature of the Course: Foundation Course
Course Title: What is History
Course Code: BALA102
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The objective is to give a critical understanding of what is History, the past and the present.

Course Outcomes:

CO1 (Knowledge): Provide an insight intothe subject-matter of History.
CO2 (Understanding): Learn to think critically.
CO3 (Synthesis): Understand the nature of History
CO4 (Research): Study history in relation to other disciplines

Course Content:

UNIT-I: Defining History **(Lectures-10)**

a. Meaning of History
b. Scope of History
c. Relevance of History

UNIT-II: History, Periodization and Change **(Lectures-14)**

a. Time in History
b. Space in History
c. Events in History

UNIT-III: Patterns in History **(Lectures-14)**

a. Pre-history
b. Proto-history
c. Oral History
d. Written History

UNIT-IV: Past and Present **(Lectures-10)**

a. History as Modern Discipline
b. History and Interdisciplinarity

Pedagogy:

- Classroom Lectures/Experiential Learning/Project Work
- Visit to National Museum, New Delhi/Any Historical Place
- Screening Roshomon (1950): A film by Akira Kurosawa (1910-1998) for multiple interpretations in History

Text Books:

1. Carr, E.H. *What is History*, Penguin,UK, 2008.
2. Jenkins, Keith, *Re-thinking History*, Routledge Classics, 2003 (Paperback).
3. Thapar, Romila, *Time as a Metaphor of History: Early India*, OPU, 1996.

Recommended Readings:

1. Bloch, Marc,*Historian's Craft*, 2017 (Paperback).
2. Hobsbawm, E.J., *On History*, Free Press, 1998 (Paperback).

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Political Science
Course Code: BALA104
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions.

Course Outcomes:

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

CO2(Understanding): They will be able to answer why the state plays so much central place in the discourses on politics.

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

CO4 (Research):They will come to know about different theories on nationalism. Students would be able to answer what are social movements and make a distinction between the old and new social movements.

Course Content

Unit-I: Introduction to Politics

a. What is Politics?
b. Different Approaches to Understand Politics

Unit-II: Centrality of State

a.What is State? Why State Occupies Central Position in Discussion of Politics?
b.Theories of State
c.Ideologies and Understanding of State
d.Changing Role of State in the Era of Globalization

Unit-III: State and Nation
a. How State is different from Nation?
b. Debates in Nation and Nationalism

Unit-IV: Democracy and Social Movements
a.Theories of Democracy
b.Social Movements
c.Political Communication and Mass Media:
    i. Political Communication
    ii. Role of Mass media

Pedagogy:

- Classroom interactions/Discussions
- Project preparation and Presentation

Text Books:

1. Heywood, A. (2004). *Political Theory - An Introduction*, (3rd ed.), Basingstoke: Palgrave.
2. Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*, New Delhi: Pearson Longman.

3. Neumann, F. (1950). 'Approaches to the Study of Political Power', *Political Science Quarterly*, 65(2), pp. 161-180.
4. Harding, A. (1994). 'The Origins of the Concept of the State', *History of Political Thought*, 15(1), pp. 57-72.
5. Dawisha, A. (2002). 'Nation and Nationalism: Historical Antecedents to Contemporary Debates', *International Studies Review*, 4(1), pp. 3-22.

Recommended Readings:

1. Bellamy, R. (1993). Introduction: The Demise and Rise of Political Theory. In Bellamy, R. (Ed.), *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.
2. Barry, N. (1981). An Introduction to Modern Political Theory. London: Macmillan.
3. Ball, T. (1995). *Ideals and Ideologies: A Reader*. Boston: Addison Wesley.
4. Laski, H. J. (1935). *The State in Theory and Practice*. London: George Allen & Unwin.
5. Macpherson, C. B. (1973). *Democratic Theory: Essays in Retrieval*. Oxford: Clarendon Press.
6. Gurevitch, M., Coleman, S., &Blumler, J. (2009). 'Political Communication—Old and New Media Relationships', *The Annals of the American Academy of Political and Social Science*, 625, pp. 164-181.
7. Calhoun, C. (1988). 'Populist Politics, Communications Media and Large Scale Societal Integration', *Sociological Theory*, 6(2), pp. 219-241.
8. Page, B. (1996). 'The Mass Media as Political Actors', *PS: Political Science and Politics*, 29(1), pp. 20-24.

Second Semester
FOUNDATION COURSE (FC)

Nature of the Course: FOUNDATION COURSE
Subject: Introduction to Sociology
Course Code: BALA106
Credits: 4 (L3 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: Aim is to make students appreciate the relevance of the discipline of Sociology.
Course Outcome:

CO1 (Knowledge): Help in demonstrating nature, scope and subject matter of sociology
CO2 (Understanding): Students will be able to explain social facts and concepts related to society
CO3 (Synthesis): Relate sociological knowledge with understanding of society and its functioning
CO4 (Application and Research):Convey latest developments in sociology

Course Content

Unit I: Definition, Nature and Scope of Sociology

a. Rise and growth of sociology as a discipline
b. Sociology as a science
c. Relation with other social sciences
d. Applications; Sociological imagination

Unit II: Basic concepts

a. Society, culture, civilization
b. Community and association
c. Human groups- primary and secondary groups
d. Status and role

Unit III: Social stratification

a. Meaning and forms of stratification
b. Theories of stratification- fundamental, Marxian and Weberian perspectives
c. Class, gender, race,
d. Ethnic stratification

Unit IV: Social institutions

a. Family and marriage
b. Religion
c. Education
d. Polity and economy

Pedagogy:

- Lectures
- Discussions and Presentations
- Project Work

Text Books:

1. Giddens, A., Carr D., Dunneier M. and Richard P. Applebaum. *An Introduction to Sociology*. W. W. Norton and Company. 2018.
2. Tomley, S. and Hobbs, M.,*The sociology Book: Big Ideas simply Explained*, D K Publishing, 2019.

Recommended Readings:

1. Mead, G. H. (ed.), *Mind, Self and Society*, Charles W. Morris, The University of Chicago Press. Chicago, 2015.
2. Schaefer, R. T., *Sociology Matters*, McGraw Hills, 2018.
3. Mills, C. W., *The Sociological Imagination*, Oxford University Press, 2000.
4. Berger, P. L. and Luckman, T., *The Social construction of Reality*, Penguin Books, 1966.
5. Newman, D. M.,*Sociology: Exploring the Architecture of Everyday Life.*, Thousand Oaks CA, 2000.

Second Semester
Inter-disciplinary Course (IDC)

Nature of the Course – IDC
Course Title : History of Science and Technology in India
Course Code: BALA108
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (60+40)

Course Objecetives: Expose students to the historical developments in the field of science and technology.

Course Outcome:
CO1 (Knowledge):An overview of science and technology in India.
CO2 (Understanding): An evolution and development of Science and Technology in India.
CO3 (Synthesis): Connecting the past knowledge traditions with the Present developments.
CO4 (Application): Must be aware of the past knowledge traditions while using contemporary technology.

Course Content:

Unit I: Science and Technology in Ancient India

Astronomy (Surya-Siddhanta, Aryabhatta, Varahamihira), Mathematics, Agriculture, Architecture, Physics and Chemistry, Medicine (Ayurveda), Metallurgy, Textile Production, Shipbuilding and Armaments

Unit II: Science and Technology in Medieval India

Geometry, Trigonometry and Algebra, Architecture, Agriculture (Canals), Graeco-Arabic Medicine (Unani-tibb)), Astronomy, medicine, textile, arms-making, shipbuilding and horticulture

Unit III: Modern Science in India

Surveys, the idea of Laboratory, Botanical Investigations, Cash Crops Boom, Geological Explorations, Scientific Education, Scientific Societies, Growth of Scientific Institutions in colonial India, Indian Response

Unit IV: Post-Independence India

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 Defence Technology, TIFR and Department of Atomic Energy and Nuclear Energy, ISRO and Space Programme (Satellite and Synthesis Revolution), Digital India (IT Revolution and computerization of Indian Railways), Green and Milk Revolution, C-DOT and Telecom Advancement, Drugs and Vaccines Manufacturing

Pedagogy:

Written Examination
Project Work

Text Books:

1. Babu, D. Senthil, *Mathematics and Society*, Oxford University Press, 2022.
2. Bose,D.M., S.N. Sen & B.V. Subbarayappa (Eds.), *A Concise History of Science in India*, New Delhi: Indian National Science Academy, 1971.
3. Arnold, David *The New Cambridge History of India, III-5 (Science Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2004.

Recommended Readings:

1. Nandy, Ashis (Ed.), *Science, Hegemony and Violence*, The United Nations University, Tokyo, Japan.
2. Sarkar, Suvobrata (Ed.), *History of Science, Technology, Environment and Medicine in India*, London
3. and New York: Routledge (Taylor & Francis), 2022.
4. Kumar, Deepak,*Science and the Raj: A Study of British India*, Oxford Scholarship Online, October 2012.
5. Rao, P. Rama,'Science and Technology in Independent India: Retrospect and Prospect', in *Current Science*, Vol. 74, No.5, 10 March 1998, pp.418-432.
6. Basham, A.L.,*The Wonder That was India*, Vol. I, New Delhi: Rupa & Co., 1981 (Only Chapter VIII: The Arts and the Appendices: Astronomy, The Calendar, Mathematics, Physics and Chemistry, Physiology and Medicine, Logic and Epistemology, Weights and Measures, Coinage).
7. Rizvi,S.A.A.,*The Wonder That was India*, Vol. II, London: Sidgwick & Jackson, 1987 (Chapter VII; Fine Arts-only on Monuments, Architecture and Painting for Geometry, etc.).
8. Khan, M.S., 'Science and Technology in Early Medieval India', in https://dergipark.org.tr/tr/download/article-file/688183.

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: Introduction to Film Studies
Course Code: BAENG104
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: To acquaint students with the cinema as an art form; to help students understand language and different genre of cinema; to equip students with tools of film analysis.

Course Outcome (COs):
CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various asepects.
CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres
CO3 (Communication): To enable them to critical discuss films as a cultural text.
CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

Course Content

Unit I: Indtroduction: Introduction to film studies, language of cinema, misce-en-scene, montage

Unit II: Orson Welles: *Citizen Kane*
De Sicca: *The Bicycle Thieves*
Francis Ford Coppola: *The Godfgather*
Sergio Leone: *The Good, the Bad and the Ugly*

Unit III: Raj Kapoor: Awara
Guru Dutt: Pyaasa
Sayyajit Ray: Pather Panjali
Kundan Shah: *Jaane Bhi Do Yaaro*

Unit-IV: Review Writing

Suggested Films:

Charlie Chaplin: *The Great Dictator*
Sergei Eisenstein: *Battleship Potemkin*
Francois Truffaut: *The 400 Blows*
Alfred Hitchcock: *The Rear Window*
Alfred Hitchcock: *Psycho*
Victor Fleming: *Gone With the Wind*
Sergio Leone: *For a Few Dollars More*
Bimal Roy: *Do Bigha Zameen*
Shyam Benegal: *Manthan*
Shyam Benegal: *Junoon*

Suggested Reading List:

Beaver, Frank Eugene. *A Dictonary of Film Terms*: *The Aesthetic Companion to Film Art*. Peter Lang, 2006.
Bordwell, David and Kristin Thompson. *Film Art*: *An Introduction. McGraw Hill, 2012.*
Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.
Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies.* Oup, 1998.
--*Film studies: Critical Approaches*. OUP,2000.
Monaco, James. *How to Read a Film*: *Motives, Media, and Beyond*. OUP,2007.
Ray, Satyahit. *Our Films, Their Films. Oreint Longman*, 1976

***offered by USHSS**

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course **Mode of Examination: UES**
Course Title: Caves to Cinema Halls:
History of Indian Architecture
Course Code: BALA110
Credits: 3(L2 T1) **Course ID:**
Marks: 100 (40+60)

Course Objective: The course would focus on the techniques and practices of architectural style since ancient to modern times.

Course Outcome:
CO1 (Knowledge): The visual and the aesthetics play an important role in developing the architectural sensibilities.
CO2 (Understanding): Understanding the differences between the architectural styles of different periods.
CO3 (Synthesis): While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.
CO4 (Application and Research): The course will briefly focus on the issues of power, class and visions in the architectural styles.

Course Content

Unit I: History and Theory of Architecture:

a. Theories of Architecture: Ruskin and E.H. Gombrich
b. Historiography: Fergusson, Coomaraswamy, ParthaMitter, Senthil Babu, etc
c. World Architecture: An Overview – case studies

Unit II: Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit III: Architecture in Medieval Period
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Unit IV: Modern Architecture
a. Religious
b. Imperial
c. Cityscapes
d. Everyday Architecture

Pedagogy:

Practical analysis of distinction between modern architecture and the ancient one
Project work on different imaginations that have shaped architectural landscapes in India and worldwide
Field Work

Text Book:

1. Babu, D. Senthil *Mathematics and Society: Numbers and Measures in Early Modern South India*, Oxford, 2022.
2. Coomaraswamy, Ananda K., *Introduction to Indian Art*, MunshilalManoharlal Publishers, 1999
3. Coomaraswamy, Ananda K., *Visvakarma: Examples of Indian Architecture, Sculpture, Paintings, Handicraft*, London, 1914
4. Nilsson, Sten, *European Architecture in India 1750-1850*, Faber and Faber, London, 1968

5. Tillotson, G.H.R. *Paradigms of Indian Architecture: Space and Time in Representation and Design*, Routledge, NY,1997

Recommended Readings

1. Le Corbusier, *Chandigarh and the Modern City*, Mapin Publishing, Ahmedabad, 2009
2. Fergusson, James, *History of Indian and Eastern Architecture*, John Murray, London, 1876
3. Guha-Thakurta, Tapti, *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India*, Columbia University Press, NY, 2004
4. Havell, E.B., *The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization*, John Murray, London, 1915
5. Havell, E.B., *Indian Architecture, Its Psychology, Structure and History from the first Muhammedan Invasion to the Present Day*, J. Murray, 1913
6. Metcalf, Thomas R., *An Imperial Vision: Indian Architecture and Britain's Raj*, Faber and Faber, London, 1989
7. Mitter, Partha, *Much Maligned Monster: A History of European Reactions to Indian Art*, Clarendon Press, Oxford, 1977
8. Michell, George, *The Hindu Temple: An Introduction to its Meanings and Forms*, University of Chicago Press, 1977
9. Punja, Shobita, *Divine Ecstasy: The Story of Khajuraho*, Penguin India, 1992
10. Said, Edward W., *Orientalism: Western Conception of the Orient*, Pantheon Books, NY, 1978
11. Rowland, Benjamin, *The Art and Architecture of India: Buddhist, Hindu, Jain*, Pelican History of Art, Penguin, 1967 (3rd Edition)
12. Sinopoli, Carla M., *The Political Economy of Craft Production: Crafting Empire in South India, C. 1350–1650*, Cambridge University Press, 2003
13. Tadgell, Christopher, *The History of Architecture in India: From the Dawn of Civilization to the End of the Raj*, Architecture Design and Technology Press, London, 1990
14. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003
15. Van Dyke, Ruth M., Susan E. Alcock, *Archaeologies of Memory*, Wiley Blackwell Publishers, UK, 2003

Second Semester
Interdisciplinary Course (IDC)

Nature of the Course: Interdisciplinary Course
Course Title: The Idea of Power
Course Code: BALA112
Credits: 3(L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Course Objective: The course would explore the way power runs within states and institutions and the responses of the people and groups.

Course Outcome:
CO1 (Knowledge): Study different thinkers who studies the concept of power.
CO2 (Understanding): Understanding how power operates
CO3 (Synthesis): Correlate understanding of power with the present state systems and institutions
CO4 (Application and Research): How power affects every day lives, social groups, communities and individuals.

Course Content

Unit I: Different Thinkers on the Idea of Power
a. What is power?
b. George Orwell: Reading Power in *Animal Farm*
c. Thomas Hobbes: *Leviathan*
d. Karl Marx: *The 18th Brumaire*
e. Michel Foucault: *Power/Knowledge*

Unit II: Power and Resistance
a. Gender
b. Racial Violence and Oppression
c. Disability
d. Caste

Unit III: Politics and Power
a. Political Power: Authority, Legitimacy, Sovereignty
b. Power and capabilities, Power and relation to other states, Power and International Structures
c. Three Dimensions of Power: One-dimensional View, Two-dimensional View, Three-dimensional View
d. Politics, Coercive Power and Hegemony

Unit-IV: Power and Change
a. David and Goliath: How the powerless can bring about change
b. Change through power
c. Power and Leadership

Pedagogy:
- **Reading,**
- **Viewing films**
- **Games play to understand the way power works**
- **Class discussions**

Text Books:
Russell, Bertrand, *Power: A New Social Analysis*
Lukes, Steven, *Powere: A Radical View*

Second Semester
Skill Enhancement Course (SEC)*

Nature of the Course: Skill Enhancement Course
Course Title: Writing Skills
Course Code: BAENG110
Credits: 3 (L2 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

**To be offered by other USS

Second Semester
Ability Enhancement Course*

Nature of the Course: Ability Enhancenemnt Course
Course Title: English Language & Grammar- II
Course Code:BAENG112
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Punjabi - II
Course Code: BAENG114
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: French - II
Course Code: BAENG116
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: German - II
Course Code: BAENG118
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Japanese - II
Course Code: BAENG120
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Nature of the Course: Ability Enhancenemnt Course
Course Title: Spanish - II
Course Code: BAENG122
Credits: 2 (L1 T1)

Mode of Examination: UES

Course ID:
Marks: 100 (40+60)

Semester Two
Value Addition Course (VAC) II

Nature of the Course: VAC (For Under-graduate Programme) II **Mode of Exam: NUES**
Course Title: Human Values and Ethics
Course Code: HVE-201
Credits-04 (L-3/ T/P-01) **Course ID:**

Course Objectives:

1. To develop sustainable harmony within self, family, fellow human beings, society, global communities, and nature.
2. To critically reflect and respect our existence as humans.
3. To develop commitment and courage of conviction.
4. To be able to work as a team for a socially relevant cause.

Course Outcomes:

CO1 (Knowledge): Students would become more mindful of themselves and their surroundings, handling problems with sustainable solutions, while keeping human relationships and human nature in mind.
CO2 (Understanding):Students would cultivate critical skills.
CO3 (Synthesis): Students would become sensitive to their commitment towards values, human relationships and society at large.
CO4 (Application): Students will learn from their real-life experience to work as a team towards socially productive causes.

Course Content

UNIT 1:

Introduction to Value Education: **06 hours**

- Are values absolute or relative?
- Need for Universal Human Values
- Appreciating diversity as laid down in the constitution - lingual, sociocultural, regional or religious
- Pluralism, multi-culturalism and secularism

UNIT 2:

Harmony in Human-Human Relationships: **06 hours**

- Harmonious coexistence within self, thoughts (mental process) & action
- Harmonious coexistence of self with other selves
- Fostering concepts like difference, respect, trust and coexistence.

UNIT 3: **06 hours**

Harmony in Human - Nature Relationship:

- Harmony with Nature
- Sustainable existence and Sustainable Development Goals (SDGs)

UNIT 4: **10 hours**

Project or Field-Work/Case Study/Workshop - The students will form teams of 4 to 5 and may carry out **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 cause such as: Energy Conservation, Mental health, Gender related, Human Rights, Health Care, Swachta Mission, Biodiversity and Conservation, Financial Literacy, Social Justice/Injustice, Caste/Class based Issues, Law & Society, Literature/Films and Human Values or any other related subject with the approval of 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. R. R. Gaur, R. Sangal, G. P. Bagaria. A foundation course in Human Values and professional ethics, Excel books,New Delhi. 2019 ISBN-10 9788174467812, ISBN-13 978-8174467812.
2. A.N. Tripathy. Human Values. New Age International Publishers. 2004
3. Text books from NCERT .
4. Motilal Shashi . An Alliance Beyond the Human Realm for Ecological Justice in *Ethique-Economique*, Vol..16 Number 1, June 2019 pp.46-56

Recommended Readings:

1. Nagraj, Jeevan Vidya ekParichay, Divya Path Sansthan. Amarkantak, 1999.
2. L. Bajpai, Indian Ethos and Modern Management, New Royal Book Company, Lucknow, Reprinted: 2008 ISBN-10 8185936943, ISBN-13 978-8185936949.
3. Universal human values on Sustainable Development Goals (SDG), Link:
4. https://www.undp.org/sustainable-development goals?utm_source=EN&utm_medium=GSR&utm_content=US_UNDP_PaidSearch_Brand_English&utm_campaign=CENTRAL&c_src=CENTRAL&c_src2=GSR&gclid=Cj0KCQiAgaGgBhC8ARIsAAAyLfEfOe_NvhZgmNwP0jJWiSonxm4KNRi9bca9BHG-202LhHoktQEwQUaAvHHEALw_wcB
5. NBT abridged version of constitution for case studies.
6. Case Study on "Fabricating Data" and other issues can be taken up by the instructor.
7. Case study:
8. https://onlineethics.org/cases/ethics-science-classroom/overly-ambitious-researchers-fabricating-data

9. Motilal, Shashi."Sustainable Development Goals and Human Moral Obligations: The Ends and Means Relation" *Journal of Global Ethics.* Volume 11, Issue 1 2015 , Online version published on 13 March 2015 Online version available on http://dx.doi.org/10.1080/17449626.2015.1010096. ISSN: 1744-9634

Distribution of Credits (2023-24 Batch)

Semester	(FC)	(DSC)	(MSC)	(IDC)	(SEC)	DSC (E) Workshop/ Seminar	AEC	VAC	Internship/ skill based vocational course/apprenticeship	Dissertation/ Seminar	Statutory Course NSS/Cultural Activity/ Community Outreach	Minimum Credits Required	Total Credits
Sem 1	**12**			**3**	**3**	**-----**	**2**	**4**	------	-------	-------	**24**	**24**
Sem 2	**12**			**3**	**3**	**------**	**2**	**4**	------	-------	-------	**24**	**24**
Students exiting the Programme after securing **48 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 for evaluation.													
Sem 3		**12**	**4**	**3**	**3**	**-----**	**2**	-----	-------	-------	-------	**24**	**24**
Sem 4		**12**	**8**	------	------	**2**	**2**	-----	-------	-------	-------	**24**	**24**
Students exiting the Programme after securing **96 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 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.													
Sem 5		**16**	**4**	-------	--------	**2**	--------	----	-------	-------	-------	**22**	**22**
Sem 6		**12**	**8**	-------	-------	-----	-------	-----	2	-------	**2**	**24**	**24**
Total Credits after 3 Years – 142 + 2 = 144													
Students exiting the Programme after completing 6 semesters or 3 years shall secure 142 + 02* = 144 credits. Students must complete their internship/apprenticeship and statutory course by the end of the sixth semester. The credits of the same will be added in the sixth semester. This will include the 02 credits of Internship/Apprenticeship and 02 credits of Statutory Course i.e. Community Activity/NSS/NCC/Cultural Activity/ Clubs, etc. 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 **144 credits** shall be earned for the award of a **Bachelor of Arts in Liberal Arts degree** with a **Major and Minor.**													
Sem 7		**16**	**8**	-------	-------	------	-------	-----	--------	-------	-------	**24**	**24**
Sem 8 A		**4**	**4**	-------	-------	-------	-------	-----	-------	**12**	**------**	**20**	**20**
Sem 8 B		**16**	**4**									**20**	**20**
Credits after 4 Years- 188													
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 **188 credits.**													
Total Credits Offered (Scheme A)	**24**	**72**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	12	**2**	**188**	**188**
Total Credits offered (Scheme B)	**24**	**84**	**36**	**9**	**9**	**4**	**8**	**8**	**2**	--	**2**	**188**	**188**

* The Course 'Science and Practice of Happiness' is a 2 Credit Open Elective Compulsory Course which students can undertake in any of the first six Semesters.
Note 1: Students must complete their internship and statutory course by the end of the sixth semester. The credits of the same will be added at the end of sixth semester for Exit.
Note 2: Total number of credits for skill-based vocational courses/internship/apprenticeship at the time of Exit (4 credits each). One each to be undertaken after the 2nd & 4th Semester).
Note 3: All Foundation Courses are DSCs.
Note 4: See **Appendix** for the Degree of Double Major, i.e. BA Liberal Arts (Honours) with First Major and Second Major.

FC- Foundation Course	**DSC**- Discipline Specific Course	**MSC**- Minor Stream Course	**IDC**- Inter- Disciplinary Course	**SEC**- Skill Enhancement Course	**AEC**- Ability Enhancement Course	**DSC (E) –** Discipline Specific Course Elective	**VAC**- Value Addition Course



Detailed Curriculum Scheme Framework for Political Science (From 3rd to 8th Semester)

2023-24 Batch

Semester III*									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
			Theory						
DSC	011231	BALAP231	**Understanding Political Theory**	UES	3	1	4	4	Compulsory
DSC	011233	BALAP233	**Indian Political Thought**	UES	3	1	4	4	Compulsory
DSC	011235	BALAP235	**Theories of International Relations**	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)**	012207	BALAS207	Ethnicity and Ethnic Identity	UES	3	1	3	4	Elective
	012209	BALAS209	Social Change and Mobility	UES	3	1	4		Elective
	012211	BALAS211	Sociology of Development	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010249	BALAH249	Religious Traditions in India (1500 BCE to 1000 CE)	UES	3	1	4		Elective
	010251	BALAH251	Voyages and Visions: Travel Narratives as Sources of History	UES	3	1	4		Elective
	010253	BALAH253	History of Cricket in India	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011237	BALAP237	Nation and Nationalism	UES	3	1	4		Elective
	011239	BALAP239	Challenges and Concerns of Governance	UES	3	1	4		Elective
	011241	BALAP241	Gandhi in the Contemporary World	UES	3	1	4		Elective
MS English Minor (Choose Any One)	617207	BAENG207	Literature and History	UES	3	1	4		Elective
	617209	BAENG209	Literature and Society	UES	3	1	4		Elective
IDC (Choose Any One)	218213	BALA 213	Popular Culture	UES	2	1	3	3	Elective
	218215	BALA 215	Human Rights	UES	2	1	3		Elective
	218217	BALA 217	Society and Humor	UES	2	1	3		Elective
	617211	BAENG211	Popular Fiction	UES	2	1	3		Elective
			OR MOOC***						
SEC (Choose Any One)	218219	BALA 219	Indian Heritage and Culture	UES	2	1	3	3	Elective
	218221	BALA 221	Ethics and Dilemmas in Politics	UES	2	1	3		Elective
	218223	BALA 223	Conceptualizing Everyday Life	UES	2	1	3		Elective
	617213	BAENG213	Translation: Theory and Practice	NUES	2	1	3		Elective
			OR						

Applicable for 2023-24 Batch

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			MOOC						
AEC (Choose Any One)	218225	BALA 225	Travel Accounts	NUES****	1	1	2	2	Elective
	218227	BALA 227	Public Opinion and Survey	NUES	1	1	2		Elective
	218229	BALA 229	Introduction to Social Work	NUES	1	1	2		Elective
	617215	BAENG215	English Language and Grammar III	UES	1	1	2		Elective
	617217	BAENG217	Punjabi-III	UES	1	1	2		Elective
	617219	BAENG219	French-III	UES	1	1	2		Elective
	617221	BAENG221	German-III	UES	1	1	2		Elective
	617223	BAENG223	Japanese-III	UES	1	1	2		Elective
	617225	BAENG225	Spanish-III	UES	1	1	2		Elective
			OR MOOC						
	Total							**24**	

* 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 seminar papers, minor project, and major project.
**MS is equivalent to DSE.
*** 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.
**** NUES: The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.
Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

Applicable for 2023-24 Batch
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Semester IV									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
				Theory					
DSC	011224	BALAP224	**Public Administration**	UES	3	1	4	4	Compulsory
DSC	011226	BALAP226	**Comparative Government and Politics**	UES	3	1	4	4	Compulsory
DSC	011228	BALAP228	**India's Foreign Policy**	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012208	BALAS208	Sociology of the Marginalised Sections	UES				8	Elective
	012210	BALAS210	Sociology of Ageing	UES	3	1	4		Elective
	012212	BALAS212	Religion in South Asia	UES	3	1	4		Elective
MS History Minor (Choose Any Two)	010242	BALAH242	Devotion and Dissent in Indian Culture (500 CE to 1500 CE)	UES	3	1	4		Elective
	010244	BALAH244	Religious Communities, Identities and Institutions (1500 CE to 1800 CE)	UES	3	1	4		Elective
	010246	BALAH246	Studies in Archival Research	UES	3	1	4		Elective
MS Political Science Minor (Choose Any Two)	011230	BALAP230	Public Policy in India	UES	3	1	4		Elective
	011232	BALAP232	Interrogating the Past: Memory and Museumization	UES	3	1	4		Elective
	011234	BALAP234	Contemporary Human Rights Concerns	UES	3	1	4		Elective
MS English Minor (Choose Any Two)	6177208	BAENG208	Women's Writings	UES	3	1	4		Elective
	617210	BAENG210	Literature and Caste	UES	3	1	4		Elective
	617210	BAENG212	Literature and Race	UES	3	1	4		Elective
DSE (Sem/ Workshop)	218214	BALA214	Archives and Archaeology	NUES	1	1	2	2	Elective
	218216	BALA216	Workshop on Quantitative Data Analysis*	NUES	1	1	2		Elective
AEC (Choose Any One)	218218	BALA218	Cityscapes	NUES	1	1	2	2	Elective
	218220	BALA220	Introducing the Art of Diplomacy	NUES	1	1	2		Elective
	218222	BALA222	Introducing Census and NSSO Data	NUES	1	1	2		Elective
	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

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	617226	BAENG226	Spanish-IV	UES	1	1	2		Elective
			OR MOOC						
	Total							**24**	

* For the students opting for History Major, the course Workshop on Quantitative Data Analysis will be optional. But for the students opting for Sociology Major and Political Science Major, the course Workshop on Quantitative Data Analysis is compulsory.

Note:

1. At the end of four semesters, those students who wish to exit will be given the Undergraduate Diploma in Liberal Arts after earning a minimum 96 credits. Such students are required to undertake a 4-credit workshop/summer internship/ skill based vocational course/apprenticeship. After completing the workshop/summer internship/ skill based vocational course/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. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an internship/ skill based vocational course/apprenticeship of 2 credits during the summer vacation. The credits of this internship/ skill based vocational course/apprenticeship semester will be added in the 6th semester.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

Applicable for 2023-24 Batch

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Semester V									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
DSC	011321	BALAP 321	**International Law and Politics**	UES	3	1	4	4	Compulsory
DSC	011323	BALAP 323	**Indian Politics: Institutions, Political Processes, and Development Politics**	UES	3	1	4	4	Compulsory
DSC	011325	BALAP 325	**Feminisms: Theory and Practice**	UES	3	1	4	4	Compulsory
DSC	011327	BALAP 327	**Modern Indian Political Thought I**	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any One)	012309	BALAS309	Law and Social Transformation	UES	3	1	4	4	Elective
	012311	BALAS311	Science, Technology, and Society	UES	3	1	4		Elective
	012313	BALAS313	Globalization and Society	UES	3	1	4		Elective
MS History Minor (Choose Any One)	010343	BALAH343	History of Africa in Modern Times	UES	3	1	4		Elective
	010345	BALAH345	History of Modern Russia	UES	3	1	4		Elective
	010347	BALAH347	Imperialism, Colonialism and Nationalism	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)	011329	BALAP 329	Comparative Constitutions	UES	3	1	4		Elective
	011331	BALAP 331	Introducing Ambedkar	UES	3	1	4		Elective
	011333	BALAP 333	United Nations and Conflict Analysis	UES	3	1	4		Elective
MS English Minor (Choose Any One)	617309	BAENG309	War Literature	UES	3	1	4		Elective
	617311	BAENG311	Writings of the South Asian Diaspora	UES	3	1	4		Elective
DSE (Seminar/ Workshop)	218315	BALA 315	History through Everyday Objects	NUES	1	1	2	2	Elective
	218317	BALA 317	Gender, Violence and International Guidelines and Toolkits	NUES	1	1	2		Elective
	218319	BALA 319	Visual Anthropology	NUES	1	1	2		Elective
	Total						**22**		

Note:

1. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.
2. Those students who will be pursuing 3rd and/or 4th Year of the Programme are mandatorily required to do an internship/ skill based vocational course/apprenticeship of 2 credits during the summer vacation. The credits of this semester will be added in the 6th semester.

Applicable for 2023-24 Batch

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Semester VI									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
				Theory					
DSC	011314	BALAP 314	**State Politics in India**	UES	3	1	4	4	Compulsory
DSC	011316	BALAP 316	**Western Political Thought**	UES	3	1	4	4	Compulsory
DSC	011317	BALAP 318	**Modern Indian Political Thought II**	UES	3	1	4	4	Compulsory
MS Sociology Minor (Choose Any Two)	012308	BALAS308	Sociology of Environment	UES	3	1	4	8	Elective
	012310	BALAS310	Rural Sociology	UES	3	1	4		Elective
	012312	BALAS312	Sociology of Policy	UES	3	1	4		Elective
MS History Minor (Choose Any Two	010332	BALAH332	History of Modern China	UES	3	1	4		Elective
	010334	BALAH334	History of Modern Japan	UES	3	1	4		Elective
	010336	BALAH336	American History: Independence to Cold War	UES	3	1	4		Elective
MS Political Science (Choose Two)	010320	BALAP 320	**International Organisations**	UES	3	1	4		Elective
	010322	BALAP 322	**Political Processes and Institutions in Comparative Perspective**	UES	3	1	4		Elective
	010324	BALAP 324	**Contemporary Indian Foreign Policy**	UES	3	1	4		Elective
MS English Minor (Choose Any Two)	617310	BAENG310	Literature and Gender	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
	617316	BAENG316	Classical Drama	UES	3	1	4		Elective
			Total					**24#**	

Group	**Code**	**Paper**	**L**	**P**	**Credits**
		Summer Training/Internship/ skill based vocational course/apprenticeship			2

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Group	Code	Paper	Mode of Examination	L	P	Credits
Statutory Course		Statutory Course(s) NSS/NCC/Cultural Activity/ Community Outreach	NUES			2
		Note: Students are required to undertake a mandatory 2 Credits NSS/NCC/ in any of the first six semester. The credits will be added in the sixth semester.				

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 percent and above till the Sixth Semester will be eligible for the BA Liberal Arts (Hons.) Research Programme.
3. USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

#Which includes the credits of internship/ skill based vocational course/apprenticeship and the statutory courses.

Semester VII									
Group	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
		Theory							
DSC		BALAP405	**Gender and International Politics**	UES	3	1	4	4	Compulsory
DSC		BALAP407	**Identity and Politics**	UES	3	1	4	4	Compulsory
DSC		BALAP409	**Introduction to Political Economy**	UES	3	1	4	4	Compulsory
DSC (Choose one)		BALAP401	Research in Political Science (Qualitative and Quantitative)	UES	3	1	4	4	Elective
		BALAP403	Or Citizenship in a Global Order*	UES	3	1	4	4	Elective
MS Sociology Minor (Choose Any Two)		BALAS411	Sociology of Social Movement	UES	3	1	4		Elective
		BALAS413	Sociology of Indian Diaspora	UES	3	1	4		Elective
		BALAS415	Sociology of Gender	UES	3	1	4		Elective

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MS History Minor (Choose Any Two		BALAH423	Regional History	UES	3	1	4	8	Elective
		BALAH425	Museum, Memory and Public History	UES	3	1	4		Elective
		BALAH427	History of Modern South America	UES	3	1	4		Elective
MS Political Science (Choose Two)		BALAP411	India's Security Environment	UES	3	1	4		Elective
		BALAP413	Political Dimensions of Rural Economy	UES	3	1	4		Elective
		BALAP415	Regions and Regionalism in International Politics	UES	3	1	4		Elective
MS English Minor (Choose Any Two)	617407	BAENG407	Literature and Cinema	UES	3	1	4		Elective
	617409	BAENG409	Science Fiction	UES	3	1	4		Elective
	617411	BAENG411	Gender as Performance	UES	3	1	4		Elective
	617413	BAENG413	Narratives of Life	UES	3	1	4		Elective
							24		

*For those who do not take up research.

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

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Semester VIII - Scheme A*									
Nature of the Course	**Course ID**	**Course Code**	**Course Title**	**Mode of Examination**	**L**	**T/P**	**Credits**	**Total Credits**	**Type**
Choose Any One				**Theory**					
DSC		BALAP402	**Peace and Conflict Resolution**	UES	3	1	4	4	Elective
		BALAP404	**Population, Poverty, And Public Policy**	UES	3	1	4		E
		BALAP406	**Environmental Concerns and Global Politics**	UES	3	1	4		Elective
		BALAP408	**Diplomacy and Negotiations in International Politics**	UES	3	1	4		Elective
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		Elective
		BALAP414	Political Ideologies: Ideas And Practices	UES	3	1	4		Elective
		BALAP416	Social Movements in Modern India	UES	3	1	4		Elective
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour History	UES	3	1	4		Elective
		BALAH424	Colonial Economy	UES	3	1	4		Elective
		BALAH426	Voices from the Margins	UES	3	1	4		Elective
MS English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
Research Project		BALAP410	**Research Dissertation**				12	12	Compulsory
	Total						**20**		

*Applicable only for 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 Course.

Applicable for 2023-24 Batch

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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		BALAP402	**Peace and Conflict Resolution**	UES	3	1	4	4	Elective
DSC		BALAP404	**Population, Poverty, And Public Policy**	UES	3	1	4	4	E
DSC		BALAP406	**Environmental Concerns and Global Politics**	UES	3	1	4	4	Elective
DSC		BALAP408	**Diplomacy and Negotiations in International Politics**	UES	3	1	4	4	Elective
MS Sociology Minor (Choose Any One)		BALAS410	Sociology of Deviance and Crime	UES	3	1	4	4	Elective
		BALAS412	Economy and Society	UES	3	1	4		Elective
		BALAS414	Sociology of Ethnicity	UES	3	1	4		Elective
MS Political Science Minor (Choose Any One)		BALAP412	Politics of Space	UES	3	1	4		
		BALAP414	Political Ideologies: Ideas And Practices	UES	3	1	4		
		BALAP416	Social Movements in Modern India	UES	3	1	4		
MS History Minor (Choose Any One)		BALAH422	Indian Business and Labour Economy	UES	3	1	4		
		BALAH424	Colonial Economy	UES	3	1	4		
		BALAH426	Voices from the Margins	UES	3	1	4		
MS English Minor (Choose Any One)	617416	BAENG416	European Drama	UES	3	1	4		Elective
	617418	BAENG418	Bhakti and Sufi Poetry	UES	3	1	4		Elective
	Total						**20**		

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

Note: USHSS (English and Economics) Courses have been mentioned as approved by USHSS Scheme of 2023.

Applicable for 2023-24 Batch

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

THIRD SEMESTER

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

Nature of the Course: DSC
Semester: Third (III)
Course Code: BALAP 231
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 Outcome

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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Project and Assignment
- Documentaries, Films
- Minor Exam

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 for 2023-24 Batch
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DISCIPLINE SPECIFIC COURSE (DSC)

Indian Political Thought

Nature of Course: DSC
Semester: Third (III)
Course Code: BALAP233
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. 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 Outcome

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 and Danda

Pedagogy:

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

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 for 2023-24 Batch
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DISCIPLINE SPECIFIC COURSE (DSC)
Theories of International Relations

Nature of the Course: DSC
Course Code: BALAP235
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

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 Outcome

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: Introduction to International Relations (15 Hours)

a. History of Modern State System
b. Globalisation and International politics

Unit II: Theorising International Relations (15 Hours)

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

a. Realpolitik and Institutionalism
b. Neo-Realism and Neo-Liberalism
c. Social Constructivism
d. Game Theory

Unit III: Critical Perspectives of International Relations (15 Hours)

a. Feminist Perspectives
b. Post-Structural and Critical Theories
c. Theorising IR from Global South

Unit IV: Key Concepts (15 Hours)

a. Cold Power Politics and Its Relevance
b. Power in IR- Balance of Power, Hegemony, Great Powers, Soft Power
c. Actors and Agents in IR- States and Non-State Actors, International Organisations- UN, Regional Organisations – EU, BRICS, ASEAN, AU, SAARC, BIMSTEC, SCO

Pedagogy

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

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. Goldstein, Joshua S., and Jon C. W. Pevehouse. International Relations. 11th ed. New York: Pearson, 2017.
4. 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.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Nation & Nationalism

Nature of the Course: MS
Course Code: BALAP237
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 Outcome

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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Project and Assignment
- Documentary/ Movies
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Challenges and Concerns of Governance (MS)

Nature of Course: MS
Course Code: BALAP239
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 Outcome

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)**

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Project and Assignment
- Documentary/ Movies
- Minor Test

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.

Applicable for 2023-24 Batch
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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

MINOR STREAM COURSE (MS)
Gandhi in the Contemporary World (MS)

Nature of the Course: MS
Course Code: BALAP241
Semester: Third (III)
Credits: 4 (L3 T1)

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

Course Objective

In a world marred with war, environmental crisis, and injustice, Gandhi's ideas are much more relevant than ever. The objective of the course is to enlighten students about the relevance of Mahatma Gandhi in the contemporary world.

Course Outcome

CO1 (Knowledge): The students will engage with the writings of Gandhi on the ideas of non-violence, satyagraha and views on development.

CO2 (Understanding): The students will have the understanding of the political legacy of Gandhi.

CO3 (Synthesis): The students can understand the relevance of Gandhian ideas in the modern-day world.

CO4 (Application): After the end of the course, the students will be equipped with analytical tools to engage with the various dimensions of Gandhian thoughts. Furthermore, the students

will be able to critically engage with Gandhi's thoughts in the contemporary world.

Course Content

Unit I: Non-Violence in a Violent World: Principles and Practices (15 Hours)

a. Non-Violence and Satyagraha
b. Peace and Tolerance

Unit II: Development and Modernity: Gandhian Perspective (15 Hours)

a. Industrialisation and Modernity
b. Gandhi's critique of development
c. Village development

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Unit III: Social Justice: Gandhi's views **(15 Hours)**

a. Caste
b. Women

Unit IV: Gandhian Influence on Environmental Movements **(15 Hours)**

a. Gandhi's idea of Environment
b. Environmental Movements

Pedagogy

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

Text Books

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. Gandhi, M. K. Constructive Programme: Its Meaning and Place. Ahmedabad: Navjivan Trust, 1941.
4. Gandhi, M. K. India of my Dreams (compiled by RK. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at : https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf.

Recommended Readings

1. Baviskar, A."The Politics of the Andolan." In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, 202-228. Delhi: Oxford University Press, 1995.
2. Brown, J. "Gandhi and Human Rights: In search of True humanity." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 93-100. New Delhi: Lexington Books, 2000.
3. Chatterjee, P. "The Moment of Maneuver." In Nationalist Thought and the Colonial World: A derivative discourse? Delhi: Zed Books, 1986.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

4. Dalton, D. "Gandhi's originality." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 63-86. New Delhi: Lexington Books, 2000.
5. Hardiman, D. "The Kheda Satyagraha." In Peasant Nationalists of Gujarat: Kheda District, 1917-1934, 86-113. Delhi: Oxford University Press, 1981.
6. Hardiman, D. "Gandhi's Global Legacy." In Gandhi in His Time and Ours, 238-283. Delhi: Oxford University Press, 2003.
7. 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
8. Ishii, K. "The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development." Review of Social Economy, (2001)59(3),pp. 297-312.
9. Iyer, R. ed. The Essential Writings of Mahatma Gandhi (Chapter 4). New Delhi: Oxford University Press, 1993.
10. Parekh, B. "The Critique of Modernity." In Gandhi: A Brief Insight, 63-74. Delhi: Sterling Publishing Company, 1997.
11. Younger, P. (2012). "M. K. Gandhi: A Postcolonial Voice." In Brian K. Pennington (Ed.), Teaching Religion and Violence, AAR Teaching Religious Studies Series. Oxford Academic.

INTERDISCIPLINARY COURSE (IDC)
Human Rights

Nature of Course: IDC
Course Code: BALA215
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 Outcome

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
- Project and Assignment
- Documentary/ Movies
- Minor Test

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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

SKILL ENHANCEMENT COURSE (SEC)
Ethics and Dilemmas in Politics

Nature of Course: SEC
Course Code: BALA221
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 Outcome

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)**

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Project and Assignment
- Documentary/ Movies
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

ABILITY ENHANCEMENT COURSE (AEC)
Public Opinion and Survey

Nature of the Course: AEC | **Mode of Examination: NUES**
Course Code: BALA 227 | **Course ID:**
Semester: Third (III) | **Marks: 100 (40+60)**
Credits: 2 | **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 Outcome

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.

CO3 (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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Project and Assignment
- Field Visits
- Documentary/ Movies

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

FOURTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
Public Administration

Nature of the Course: DSC
Course Code: BALAP224
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 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 Outcome

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: 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
d. Different approaches to study public administration

Unit II: Administrative thinkers (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: Administrative System Models (15 Hours)

a. China (Food Distribution Model)
b. Japan (Healthcare Model)
c. United Kingdom (Education)

Unit IV: Administrative Landscapes in India (15 Hours)

a. Evolution of Administration in India
b. Public distribution system
c. Administration during Covid times
d. Social welfare administration in India and issues

Pedagogy

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

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. Public Administration. Calcutta: World Press, 2000.
4. Bhattacharya, Mohit. Public Administration: Issues and Perspective. New Delhi: Jawahar Publishers and Distributors, 2012.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Recommended Readings

1. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers and Distributors, 2008.
2. Bhattacharya, Mohit, and B. Chakrabarty, eds. Public Administration: A Reader. New Delhi: Oxford University Press, 2003.
3. Bhatnagar, Subhash. Unlocking E-Government Potential: Concepts, Cases and Practical Insights. New Delhi: Sage Publications, 2009.
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. Medury, U. Public Administration in the Globalisation Era. New Delhi: Orient Black Swan, 2010.
8. Mishra, B. B. Administrative History of India. New Delhi: Oxford University Press, 1970.
9. Raj, Srinivas B. E-Governance Techniques: Indian and Global Experiences. New Delhi: New Century Publications, 2008.
10. Riggs, F. Administration in Developing Countries: The Theory of Prismatic Society. Boston: Houghton Miffin, 1964.
11. Taylor, F. "Scientific Management." In Classics of Public Administration, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
12. 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 for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC COURSE (DSC)
Comparative Government and Politics (DSC)

Nature of the Course: DSC
Course Code: BALAP226
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 Outcome

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

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
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC COURSE (DSC)
India's Foreign Policy

Nature of Course: DSC
Course Code: BALAP228
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 introduce the dynamic nature of Indian foreign policy, its making, challenges, and its different determinants. Being a democracy, it is very important to understand how domestic politics shapes the formulation and implementation of foreign policy. It will introduce the genesis, sources, and approaches to understanding the changing dynamics of foreign policy. This course seeks to introduce India's relationships with its neighbors and other global powers. The course also introduces new policies along with India's relationship with various international and regional organizations.

Course Outcome

CO1 (Knowledge): The students will understand the evolving dynamics of the Foreign Policy of India.

CO2 (Understanding): The students will have the understanding of the change and continuity in the foreign policy of India in the globalised world.

CO3 (Synthesis): The students will have the basic knowledge to understand the different dynamics of India's bilateral and multilateral relationship with different countries and organisations.

CO4 (Application): The students will have the analytical tool to understand the different policies and tools of foreign policy.

Course Content

Unit I: Introduction to India's Foreign Policy (15 Hours)

a. Foundations, Determinants, Sources of India's Foreign Policy
b. Evolution of India's Foreign Policy - Continuity and Change
c. Institutions and Actors in Foreign Policy Making in India

Unit II: India and its Neighbours (15 Hours)

a. India and Its Neighbourhood: Exploring the Neighbourhood First Policy

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

b. India's Himalayan Strategy- Nepal and Bhutan
c. From Look East Policy to Act East Policy

Unit III: India's Rising Power Share (15 Hours)

a. India and USA
b. India and Russia
c. India and South Africa

Unit IV: Contemporary Issues and India's Foreign Policy (15 Hours)

a. An overview of India's defence partnership
b. Soft Power and Track II Diplomacy and foreign policy of India
c. Regional Organisations and India- UN, ASEAN, BRICS, BIMSTEC, SCO, OECD
d. India's Evolving Security Policy- Indo-Pacific and Quad

Pedagogy

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

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. New Delhi: 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. Washington DC: Brookings Institution Press, 2021.

References:

1. Bajpai, Kanti, and Harsh V. Pant, (eds). India's Foreign Policy: A Reader. New Delhi: Oxford University Press, 2013.
2. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." Journal of Indo-Pacific Affairs (2023).
3. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. New Delhi: Pentagon Press, 2021.
4. Malone, David M. Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford: Oxford University Press, 2011.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

5. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books, 2005.
6. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific. Washington DC: Carnegie Endowment for International Peace, 2012.
7. Nye, Joseph S. Soft Power: The Means to Success in World Politics. New York: Public Affairs, 2004.
8. Pant, Harsh V., and Julie M. Super. “India's Foreign Policy: The Modi Era.” International Affairs, 2022.
9. Sharma, R. R. India and Emerging Asia. New Delhi: Sage Publications, 2005.
10. Pant, Harsh V. India’s Foreign Policy-An Overview. New Delhi: Orient Blackswan, 2016.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Public Policy in India

Nature of Course: MS
Course Code: BALAP230
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 explore the field of public policy in India to understand if one policy can be uniformly implemented given the persisting inequalities

Course Outcome

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: Models of Public Policy Analysis (15 Hours)

a. Models of Policy Making-Systems model, Rational Incremental approach & Public choice Approach
b. Policy Making in India

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Unit III: Practical Approach to Policy Implementation and Evaluation (15 Hours)

a. Beti Bachao- Formulation, Implementation and Evaluation
b. NREGA- Formulation, Implementation and Evaluation

Unit IV: Globalisation and Addressing Social and Environmental Issues through Public Policy (15 Hours)

a. Violence against Women- Implementation in India
b. COP, Green Budget and India

Pedagogy:

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

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. McCool, Daniel C. (ed). Public Policy Theories, Models, and Concepts: An Anthology. NJ: Prentice-Hall, 1995.
2. Bardach, Eugene. The Implementation Game: What Happens After a Bill Becomes a Law. Cambridge, MA: MIT, 1977.
3. Bergerson, Peter J., ed. Teaching Public Policy: Theory, Research and Practice. Westport, RI: Greenwood Press, 1991.
4. 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.
5. Brewer, Gary D., and Peter de Leon. The Foundations of Policy Analysis. Homewood, IL: The Dorsey Press, 1983.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

6. Dror, Yehezkel. Public Policy Making Re-examined. Oxford: Transaction Publication, 1983.
7. Dye, Thomas R. Understanding Public Policy. Singapore: Pearson Education, 2008.
8. Henry, Nicholas. Public Administration and Public Affairs. New Delhi: Prentice Hall, 2003.
9. Hill, Michael. The Public Policy Process. 5th ed. Harlow, UK: Pearson Education, 2005.
10. Hyderbrand, William. "A Marxist Critique of Organization Theory." In Frontiers in Organization & Management, edited by William Evan, 123-150. New York: Praeger, 1980.
11. Jay M. Shafritz, ed. International Encyclopedia of Public Policy and Administration. Boulder, CO: Westview Press, 1998.
12. 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.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Interrogating the Past: Memory and Museumization

Nature of Course: MS
Course Code: BALAP232
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

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 Outcome

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)**

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)
Contemporary Human Rights Concerns (MS)

Nature of Course: MS
Course Code: BALAP234
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 Outcome

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
- Minor Test

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.

Applicable for 2023-24 Batch
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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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE-SPECIFIC CORE [DSC (WORKSHOP/ SEMINAR)]

Workshop on Quantitative Data Analysis

Nature of Course: DSC Workshop/Seminar
Course Code: BALA216
Semester: Fourth (IV)
Credits: 2
Mode of Examination: NUES
Course ID:
Marks: 100 (40+60)
Continuous Evaluation

Course Objective

The course provides foundational knowledge and tools to conduct quantitative data analysis.

Course Outcome

CO1 (Knowledge): The students will have a foundational knowledge of what is data and quantitative data analysis.

CO2 (Understanding): The students will have the understanding of the different types of data and different methods to conduct quantitative analysis.

CO3 (Synthesis): The students can analyse data through different methods of quantitative analysis.

CO4 (Application): The students will have the foundational and analytical tools to understand and analyse data through using different quantitative methods of analysis.

Course Content

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

a. Data- Quantitative and Qualitative data
b. Quantitative data analysis
c. Types of Quantitative data analysis- Experimental, Survey, Content Analysis

Unit II: Data Collection **(8 Hours)**

a. Tools for Data Collection: Questionnaire, Interview, Schedule, Observation.
b. Introduction to Statistical Tools: Sample Size, Mean, Median, Mode, Standard Deviation, Mean Deviation, Chi-square, T-Test, F-Test

Unit III: Data Analysis **(8 Hours)**

a. Data Visualisation
b. Analysing Quantitative Data: Testing of Hypothesis

Unit IV: Digital Tools **(7 Hours)**

a. SPSS, NVivo, MAXQDA Pro, atlasti, Qda Miner 6

Pedagogy

- Lectures
- Workshops
- Seminars
- Project, Assignments

References

1. Kothari C. R. and Garg Gaurav. Research Methodology: Methods and Techniques. New Delhi, New Age International Publication, 2015
2. David, McNabb. Research methods for Political Science. Quantitative and Qualitative Methods, (New Delhi: Prentice Hall, 2004).
3. Lowndes, Vivien, David Marsh and Gerry Stoker ed. (2018) Theory and Methods in Political Science, London: Macmillan International.

Recommended Readings

1. Henry E. Brady, and David Collier 2008. (eds.) The Oxford Handbook of Political Methodology. Oxford: Oxford University Press.
2. Balnaves, Mark and Peter Caputi. 2001. Introduction to Quantitative Research Methods: An Investigative Approach, London: Sage.
3. Yin, Robert K. 2011. Qualitative Research from Start to Finish, New York and London: The Guilford Press, pp. 132-140.
4. Gronmo, Sigmund. Social Research Methods: Qualitative, Quantitative, and Mixed Methods Approaches. Sage. London. 2024 (Chapters;1, 2, 17, 18, 19, 20, 21, and 22)

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

ABILITY ENHANCEMENT COURSE (AEC)
Introducing the Art of Diplomacy

Nature of Course: AEC
Course Code: BALAP220
Semester: Fourth (IV)
Credits: 2

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 Outcome

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. Hamilton, Keith, and Richard Langhorne. The Practice of Diplomacy: Its Evolution, Theory, and Administration. New York: Routledge, 2011.
2. Jönsson, Christer, and Martin Hall. Essence of Diplomacy. New York: Palgrave Macmillan, 2005.
3. Kissinger, Henry. Diplomacy. New York: Simon & Schuster, 1994.

Recommended Readings

1. 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.
2. Neumann, Iver B. International Diplomacy: Theory and Practice. New York: Palgrave Macmillan, 2012.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

3. Young, John W. The Art of Diplomacy. London: Palgrave Macmillan, 2016.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

FIFTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
Feminisms: Theories and Practice

Nature of Course: DSC
Course Code: BALAP 325
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 is an introductory course to familiarise the students withsome 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 Outcome

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 analyze 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)

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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
- Minor Exam

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.

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. Jagger, Alison. Feminist Politics and Human Nature. U.K.: Harvester Press, 1983.
8. 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
9. MacKinnon, Katherine. "Sexuality." In Toward a Feminist Theory of the State. Cambridge: Harvard University Press, 1989.
10. Millet, Kate. Sexual Politics. Urbana and Chicago: University of Illinois Press, 1969 2000.
11. 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.
12. 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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE-SPECIFICCOURSE (DSC)
Indian Politics: Institutions, Political Processes, and Development Politics

Nature of Course: DSC
Course Code: BALAP323
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 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, its institutions, social stratification, and the discourse on development highlighting the dynamics of contemporary state-society dynamics.

Course Outcome

CO1 (Knowledge): This course will introduce the students to Indian Politics and its various issues. It will give knowledge about the Indian state, institutions, 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. Party Politics: Change and Continuity

Unit II: Key Institutions of Indian Democracy **(15 Hours)**

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

a. Parliament
b. Supreme Court
c. Election Commission

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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. Political Economy of Indian State
b. Democracy, Development and Displacement
c. Resistance

Pedagogy:

- Lecture
- Discussions/Interactions
- Projects and Assignments
- Documentaries/ Films
- Minor exam

Text Books:

1. Brass, Paul. "Introduction." In The Politics of India since Independence. Cambridge: Cambridge University Press, 1994.
2. Jones, W. H. Morris. Parliament in India. Philadelphia, PA: University of Pennsylvania Press, 1957.
3. Sathyamurthy, T. V., ed. Region, Religion, Caste, Gender and Culture in India. Oxford: Oxford University Press, 1998.
4. Singh, Ujjwal Kumar and Anupama Roy. Election Commission of India Institutionalising Democratic Uncertainties. Delhi: Oxford University Press, 2024.

Recommended Readings

1. Baxi, Upendra. The Supreme Court in Indian Politics. New Delhi: Eastern Book Company, 1980.
2. Bhargava, Rajeev, ed. Secularism and Its Critics. New Delhi: Oxford University Press, 1998.
3. Hansen, Thomas, and Christophe Jaffrelot, eds. The BJP and the Compulsions of Politics in India. New Delhi: Oxford University Press, 1998.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

4. Hasan, Zoya, ed. Parties and Party Politics in India. New Delhi: Oxford University Press, 2002.
5. Harris, John. “Comparing Political Regimes across Indian States.Economic and Political Weekly, Nov 27, 1999.
6. Kapur, Devesh, and Pratap B. Mehta, eds. Public Institutions in India: Performance and Design. New Delhi: Oxford University Press, 2007.
7. Kohli, Atul. The State and Poverty in India: The Politics of Reform. Cambridge: Cambridge University Press, 1987.
8. Pai, Sudha. Dalit Assertion and the Unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh. New Delhi: Sage, 2002.
9. Rudolph, Lloyd, and Susanne Rudolph. In Pursuit of Lakshmi: Political Economy of the State in India. Chicago: University of Chicago Press, 1987.
10. Singh, Ujjwal Kumar. “Artificial Intelligence and Elections in India”. Economic and Political Weekly,”Vol. 59, Issue No. 22, 01 , 2024.
11. Weiner, Myron. Party Politics in India: The Development of a Multiparty System. New Jersey: Princeton University Press, 1957.
12. Weiner, Myron. Sons of the Soil: Migration and Ethnic Conflict in India. New Delhi: Oxford University Press, 1987.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC COURSE (DSC)
International Law and Politics

Nature of Course: DSC
Course Code: BALAP321
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 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 Outcome

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
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC COURSE (DSC)
Modern Indian Political Thought I

Nature of Course: DSC
Course Code: BALAP327
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 Outcome

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: The Context, Modernity and Tradition (15 Hours)

a. Engagement with Modernity
b. Invocation of tradition (With special reference to Bhudev Mukhopadhyay)

Unit II: Ideas of Social Reform (15 Hours)

a. Kandukuri Veeresalingam
b. Raja Ram Roy
c. Sir Syed Ahmad Khan
d. Jyotiba Phule

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Unit III: Thoughts 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 IV: Feminist Social Reformers (15 Hours)

a. Pandita Ramabai
b. Tarabai Shinde

Pedagogy

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

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. Chaterjee 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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)
Comparative Constitutions

Nature of Course: MS
Course Code: BALAP329
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 study various countries and their constitutional provisions from the vantage point of India to figure out best practices to strengthen our democracy.

Course Outcome

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
- Minor exam

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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).

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Introducing Ambedkar

Nature of Course: MS
Course Code: BALAP331
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 engage students with the B.R. Ambedkar's views on dignity, fraternity and democracy. Besides the significant role he played in drafting India's Constitution, the course will engage with the rich social and political philosophy of B.R. Ambedkar. The course also seeks to engage closely with to understand the society of equals conceived by him.

Course Outcome

CO1 (Knowledge): The students will be introduced to B.R. Ambedkar's engagement with the ideas of fraternity, social justice, fraternity and democracy.

CO2 (Understanding): The students will have the understanding of his principles and struggles and the role he played drafting the Constitution.

CO3 (Synthesis): The students will be able to understand the significance and relevance of his thoughts and principles in contemporary times.

CO4 (Application): The students will have conceptual and analytical tools to understand to apply Ambedkar's thoughts on democracy, social justice, religion, and fraternity to critically understand the various socio-political dynamics of Indian democracy.

Course Content

Unit I: Social Philosophy **(15 Hours)**

a. Caste
b. Untouchability

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Unit II: Political Role **(15 Hours)**

a. Mahar Satyagraha
b. Poona Pact

Unit III: Making of Indian Constitution **(15 Hours)**

a. Hindu-Code Bill
b. Debates on Untouchability, Reservation

Unit IV: Quest for Dhamma **(15 Hours)**

a. Writings on Buddhism

Pedagogy

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

Text Books

1. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
2. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
3. Kuber, W.N. Ambedkar: A Critical Study.

Recommended Readings

1. Gore, M. The Social Context of an Ideology: Ambedkar's Political and Social Thought. Delhi: Sage Publication, 1993.
2. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
3. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
4. Ministry of Social Justice and Empowerment, Government of India. Dr. Babasaheb

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Ambedkar Writings & Speeches. Vol. 1, 3, 7, 8, 9, and 11. Published by Dr. Ambedkar Foundation. Available at: https://www.mea.gov.in/Images/CPV/Volume17_Part_I.pdf.
5. Valerian, Rodrigues. The Essential Writings of B.R. Ambedkar. Oxford University Press, 2010.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
United Nations and Conflict Analysis (MS)

Nature of Course: MS
Course Code: BALAP333
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 inform students of the United Nations, 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 Outcome

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 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
- Minor Test

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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 Statebuilding: 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.

DISCIPLINE-SPECIFIC CORE [DSC (WORKSHOP/SEMINAR)]
Gender, Violence and International Guidelines and Toolkits

Nature of Course: DSC (Workshop/Seminar) **Mode of Examination: NUES**

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Course Code: BALAP317 **Course ID:**
Semester: Fifth (V) **Marks: 100 (40+60)**
Credits: 2 **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 Outcome

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- GBV, CRSV and SGBV
c. Victims and Survivors

Unit II: UN Strategies for Combating Sexual Violence in Conflict (8+8 Hours)

a. Women, Peace, and Security Agenda (WPS Agenda)
b. UN System Responding and Preventing CRSV- UN Action, OSRSG-SVC
c. Reports, Guidelines and Toolkits
   i. Sexual Violence against Refugees: Guidelines on Prevention and Response (UNHCR 2020)

   ii. The Inter-Agency Standing Committee- Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery (2015)

   iii. United Nations Peacekeeping and Regulations Against Sexual Exploitation and Abuse (SEA)

Unit III: Humanitarian Organisations and Humanitarian Practices (8 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
- 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.

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SIXTH SEMESTER

DISCIPLINE SPECIFIC COURSE (DSC)
State Politics in India

Nature of Course: DSC
Course Code: BALAP314
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 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 Outcome

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 understand 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
- Minor Test

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

Applicable for 2023-24 Batch
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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.

DISCIPLINE SPECIFIC COURSE (DSC)
Western Political Thought

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Nature of Course: DSC
Course Code: BALAP316
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 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 Outcome

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

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC COURSE (DSC)
Modern Indian Political Thought II

Nature of Course: DSC
Course Code: BALAP318
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 of the course is to introduce students to the different social and political thinkers and leaders of 20th-century India whose ideas and works have helped shape the democracy of India.

Course Outcome

CO1 (Knowledge): The students have knowledge of the different Indian Political thinkers of late 19th and 20th century India.

CO2 (Understanding): The students have an understanding of how their works and ideas have shaped the ideals of Indian democracy.

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): 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: Ideas on Indian State **(15 Hours)**

a. Mahatma Gandhi- Swaraj
b. Jawaharlal Nehru- Socialism, Secularism
c. Deen Dayal Upadhyaya- Integral Humanism

Unit II: Social Justice **(15 Hours)**

a. Ambedkar- Caste and Religion
b. Ram Manohar Lohia- Ideas on Socialism
c. EV Ramaswami- Self Respect Movement

Unit III: Indian Adaptations of Marxist and Socialist Ideals (15 Hours)

a. MN Roy- Radical Humanism
b. E.M.S. Namboodiripad-Application of Marxism to Indian conditions
c. Jayaprakash Narayan- Total Revolution

Unit IV: Contribution of Women Philosophers (15 Hours)

a. Savitribai Phule
b. Begum Rokeya
c. Kamaladevi Chattopadhyay

Pedagogy

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

Text Books

1. Guha, Ramchandra Makers of Modern India. Penguin: Delhi,2010.
2. Singh, M. P. and Himanshu Roy eds. Indian Political Thought: Themes and Thinkers, Pearson: Delhi,2011.
3. Datta, P. K. and Sanjay Palshikar eds. Indian Political Thought. ICSSR & Oxford University Press: New Delhi,2013
4. Mehta, V. R. Foundations of Indian Political Thought. Manohar: Delhi,2013

Recommended Readings

1. Deen Dayal Upadhyay. Political Diary. New Delhi: Suruchi Prakashan, 1968.
2. Deendayal Upadhyaya. Integral Humanism. Delhi: Bharatiya Jan Sangh, 1964.
3. Ellen Carol DuBois, Vinay Lal ed. A Passionate Life: Writings by and of

KamaldeviChottopadhay. Zubaan, 2017.
4. Hansa Mehta. Indian Women. Butala and Company, 1981.
5. Rokeya Sakhawat Hossain. The Essential Rokeya: Selected Works of Rokeya Sakhawat Hossain (1880-1932): 13 (Women and Gender: The Middle East and the Islamic World). Translated by Mohammad Quayum. Originally published in English in Madras: The Indian Ladies' Magazine, 1905. Reprinted in "Sultana's dream; and Padmarag: two feminist utopias by Rokeya Sakhawat Hossain.

MINOR STREAM COURSE (MS)
International Organisations

Nature of Course: MS | **Mode of Examination: UES**
Course Code: BALAP320 | **Course ID:**
Semester: Sixth (VI) | **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) | **Internal Evaluation: 40**
External Evaluation: 60

Course Objective

The aim of this course is to equip students with a thorough grasp of the functions and significance of international organizations (IO) in the contemporary world. The emphasis lies in exploring the underlying philosophy, principles, and the array of issues that these organizations endeavor to address. Furthermore, it will focus on the problems of cooperation in the international system and how international institutions are used, with varying degrees of success, to overcome these problems.

Course Outcome

CO1 (Knowledge): The students will be equipped with foundational ideas about the different international organisations and their workings in global politics.

CO2 (Understanding): The objective of this course is for students to cultivate both theoretical and practical comprehension of international organisations (IOs) and the global challenges they strive to tackle.

CO3 (Synthesis): The students will have the foundational workings of international organisations and their relevance.

CO4 (Application) The students can articulate prominent theories within political science elucidating the existence of IOs, controversies surrounding them in the realm of international relations theory, their perceived efficacy in addressing global issues, and the primary obstacles impeding IOs from fulfilling their goals.

Course Content

Unit I: International Organisations: Concept, Types and Historical Legacies (15 Hours)

a. Conceptualising International Organisations (IOs).
b. Typologies of International Organisations
c. History of International Organisations: From League of Nations to United Nations

Unit II: Key International Organizations and Their Roles (15 Hours)

a. Peace and Security: The United Nations
b. Collective Defence: NATO
c. Economic IOs: WTO, IMF, World Bank
d. Human Rights regimes: UNHRC, ECHR, IACHR, ICC

Unit III: Regional IGOs (15 Hours)

a. EU
b. Organisation of American States
c. AU
d. ASEAN
e. The League of Arab States

Unit IV: Future of IOs and Global Shifts (15 Hours)

a. Challenges to the multilateral international institutional order
b. Institutional change
c. Accommodating rising powers

Pedagogy

- Lectures
- Classroom Discussions/Interaction

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

- Project and Assignment
- Documentary/ Films
- Minor exam

Text Books

1. Archer, Clive. International Organizations. Fourth Edition, Routledge, 2014.
2. Barkin, J. Samuel. International Organisations: Theories and Institutions. Second Edition, Palgrave Macmillan, 2013.
3. Baylis, John, et. al. The Globalization of World Politics: An Introduction to International Relations. 8th Edition, Oxford University Press, 2020.
4. Davies, Michael, and Richard Woodward. International Organizations: A Companion. Edward Elgar, 2014.

Recommended Readings

1. Bennett, A. LeRoy and James K. Oliver. International Organizations: Principles and Issues. 7th Edition; Prentice Hall; 2002.
2. Buzan, Barry, and George Lawson. The Global Transformation: History, Modernity and the Making of International Relations. Cambridge Studies in International Relations: 135, Cambridge University Press, 2015.
3. Cogan, Jacob Katz, Ian Hurd, and Ian Johnstone (eds.). The Oxford Handbook of International Organizations. 2017.
4. Frederking, Brian, and Paul F. Diehl. The Politics of Global Governance: International Organizations in an Interdependent World. Fifth Edition, Lynne Rienner, 2015.
5. Gutner, Tamar. International Organizations in World Politics. Sage Publications, 2017.
6. Hurd, Ian. International Organisations: Politics, Law, Practice. 4th edition, Cambridge University Press, 2021.
7. Karns, P. Margaret, and Karen A. Mingst. International Organizations: The Politics and Processes of Global Governance. Lynne Rienner Publishers, 2010.
8. Rittberger, Volker, Bernard Zangl, Andreas Kruck, and Hylke Dijkstra. International Organization. 3rd edition, Palgrave, 2019.
9. Weiss, Thomas G., and Rorden Wilkinson. International Organizations and Global Governance. Routledge, 2013.
10. Ziring, Lawrence; Robert E. Riggs; and Jack C. Plano. The United Nations, International Organization and World Politics. 4th Edition, Thomson, Wadsworth, 2005.

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MINOR STREAM COURSE (MS)
Political Processes and Institutions in Comparative Perspective

Nature of Course: MS
Course Code: BALAP322
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 objective of the course is to provide analytical and conceptual tools to compare different political processes and political institutions in different countries.

Course Outcome

CO1 (Knowledge): The students will have the knowledge of the different approaches and methods to compare different political processes and institutions.

CO2 (Understanding): The students will have the understanding of the typologies of constitutions and different forms of governments.

CO3 (Synthesis): The students will have the analytical tool to compare the working and trajectories in different countries.

CO4 (Application): The students will have the conceptual and analytical tool to apply comparative methods to compare different political processes, political institutionsand workings of various democratic processes.

Course Content

Unit I: Understanding Comparative Politics (15 Hours)

1. Approaches
2. Significance

Unit II: Constitutions: Forms and Typologies (15 Hours)

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

1. Written and Unwritten -USA and UK
2. Rigid and Flexible - US and New Zealand
3. Federal and Unitary- Germany and France
4. Parliamentary vs. Presidential- India and Brazil

Unit III: Comparative Analysis of Monarchies and Republics (15 Hours)

1. Monarchy- Absolute monarchy (Brunei, Saudi Arabia), Constitutional monarchy (Sweden and Japan).
2. Republic- Presidential Republic (Brazil), Semi Presidential Republic (Russia, Portugal) and Parliamentary Republic (Ireland).

Unit IV: Democratic Trajectories: A Comparative Analysis (15 Hours)

1. Singapore and Hong Kong
2. India and Pakistan

Pedagogy

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

Text Books

1. Caramani, Daniele. Comparative Politics. 2023.
2. Johari, J.C. Comparative Politics. 2020.
3. Mukherjee, Subrata, and Sushila Ramaswamy. Theoretical Foundations of Comparative Politics. 2024.
4. O'Neil, P. Essentials of Comparative Politics. Third Edition. New York: WW. Norton & Company, Inc., 2009.

Recommended Readings

1. Almond, Gabriel A. and G. B. Powell, Jr. Comparative Politics: A Developmental Approach. New Delhi, Oxford and IBH Publishing Co., 1978.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

2. Almond, Gabriel A. and G. B. Powell Jr. Comparative Politics: System, Process and Policy. Boston: Little Brown and Co., 1978.
3. Caramani, D. "Party Systems." In Comparative Politics, edited by D. Caramani, 2008.
4. Hague, R. and Harrop, M. Comparative Government and Politics: An Introduction. London: Palgrave McMillan, 2004.
5. Hague, R. and Harrop, M. "The Political Executive." In Comparative Government and Politics: An Introduction. London: Palgrave McMillan, 2004.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)
Contemporary Indian Foreign Policy

Nature of Course: MS
Course Code: BALAP324
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

This course aims to engage with India's foreign policy, particularly the contemporary trends, and policies concerning its neighbors 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 Outcome

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. India's Foreign Policy- Continuity and Changes, Key Determinants.
b. The China Factor and India's Neighbourhood Policy- Neighbourhood First, Act East
c. India and Pakistan
d. India and Japan

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Unit III: India and Middle East **(15 Hours)**

a. India and the Arab World
b. India and the Non- Arab World
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. India, UN, and Global South
d. India and the Indo-Pacific and QUAD

Unit IV: Tools of Foreign Policy **(15 Hours)**

a. India's Multilateral Diplomacy
b. India's Soft Power- Cultural Diplomacy
c. India's Defence and Security Partnership

Pedagogy

- Lectures
- Classroom discussion/Interaction
- 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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

SEVENTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)

Research in Political Science (Qualitative and Quantitative) (DSC)

Nature of the Course: DSC
Course Code: BALAP401
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 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

Applicable for 2023-24 Batch
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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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC CORE (DSC)

Citizenship in a Global Order (DSC)

Nature of the Course: DSC
Course Code: BALAP403
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 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 (Females, lower castes, black, physically handicapped, other genders)
c. Changing roles and responsibilities- 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.

Applicable for 2023-24 Batch
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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. Held, David. *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance*. Stanford: Stanford University Press, 1995.
4. 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.
5. Kymlicka, W. "Liberal Multiculturalism as a Political Theory of State–Minority Relations." *Political Theory* 46, no. 1 (2018): 81–91.
6. Marshall, T. H., and T. B. Bottomore. *Citizenship and Social Class*. United Kingdom: Pluto Press, 1987.
7. Oliver, D., and D. Heater. *The Foundations of Citizenship*. London: Harvester Wheatsheaf, 1994.
8. Scholte, Jan Aart. *Globalization: A Critical Introduction*. New York: St. Martin's, 2000.
9. Yuval-Davis, N. "The Citizenship Debate: Women, Ethnic Processes, and the State." *Feminist Review* 39, no. 1 (1991): 58–68.
10. Yuval-Davis, N. "Women, Citizenship, and Difference." *Feminist Review* 57, no. 1 (1997): 4–27.
11. Zolo, Danilo. *Cosmopolis: Prospects for World Government*. Cambridge, UK: Polity Press, 1997.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC CORE (DSC)
Gender and International Politics

Nature of 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 objective of the course is to familiarise the students on how gender intersects with international politics and how gender shapes global power structures, policies, and conflicts. Through theoretical frameworks, case studies, and contemporary debates, students will critically analyse the role of gender in areas such as diplomacy, war, security, human rights, and development. The students will also be introduced to the concept of Feminist Foreign Policy, Gender Mainstreaming along with several relevant case studies to illustrate how gender influences and is influenced by international politics.

Course Outcomes:

CO1 (Knowledge): The students will have the knowledge of the concept of gender and its interaction with global power structures along with how it influences the international politics. The students will also develop an understanding of feminist and intersectional theories in international relations.

CO2 (Understanding): The students will have the understanding of the various development in international politics on incorporating gender concerns in diplomacy, peace and conflict resolution and foreign policy agenda. They can also critically analyse the role of gender in shaping political and economic structures.

CO3 (Synthesis): The students can apply gendered frameworks to examine key international events and policies. The students will also critically understand the idea of gender and the various issue areas concerning gender and international politics.

CO4 (Application and Research): The students will gain skills in researching and presenting case-based analyses on gendered international issues like war and violence, global representation etc. The students can provide gender-sensitive solutions to contemporary global challenges like environment, migration, gender mainstreaming etc.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Course Content

Unit I: Introducing Gender and International Politics (15 Hours)

a. Gender as a variable in International Politics.
b. Feminist Critique of Mainstream International Theories
c. Feminist Methodologies
d. Queer Theory and International Politics

Unit II: Gender, War and Security (15 Hours)

a. Feminist Security Studies- Idea of Militarised Masculinities
b. Gender and Sexual Violence in Conflict
c. Gender and Women, Peace and Security (WPS)- UNSC Resolution 1325 (2000)
d. Terrorism and Gender

Unit III: Gender, Development, and Human Rights (15 Hours)

a. Gender and Global Health
b. Gender and Human Rights
c. Gender and Climate Change

Unit IV: Gender, International Political Economy and Global Governance (15 Hours)

a. Women in the Global Labor Force
b. Global Feminism and Transnational Activism
c. Gender and International Institutions: UN, EU, World Bank
d. Contemporary Challenges and Future Directions

Pedagogy

- Class Lecture
- Discussion
- Assignments
- Project, Presentations
- Films, Movies, Documentaries

Textbooks:

1. Cynthia Enloe. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics.* Berkeley: University of California Press, 1989.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

2. Shepherd, Laura J., and Caitlin Hamilton. *Gender Matters in Global Politics: A Feminist Introduction to International Relations*, 3rd ed. Routledge, 2023.
3. Shepherd, Laura J., ed. *Handbook on Gender in World Politics*. Oxford University Press, 2017.

Recommended Readings:

1. Elias, Juanita, and Adrienne Roberts, eds. *Handbook on the International Political Economy of Gender*. Edward Elgar Publishing, 2018.
2. MacKenzie, Megan. *Female Soldiers in Sierra Leone: Sex, Security, and Post-Conflict Development*. New York: New York University Press, 2012.
3. Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham, NC: Duke University Press, 2003.
4. Peterson, V. Spike, and Anne Sisson Runyan. *Global Gender Issues in the New Millennium*. 4th ed. Boulder: Westview Press, 2014.
5. Sjoberg, Laura. *Gender, Violence, and War*. Polity Press, 2016.
6. Sjoberg, Laura, and Caron E. Gentry. *Mothers, Monsters, Whores: Women's Violence in Global Politics*. Zed Books, 2013.
7. Tickner, J. Ann. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. New York: Columbia University Press, 1992. ISBN-13: 9780231075383.
8. Tickner, J. Ann. "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists," *International Studies Quarterly* 41, no. 4 (1997): 611-632.
9. Tripp, Aili Mari, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa. *African Women's Movements: Transforming Political Landscapes*. Cambridge: Cambridge University Press, 2008.
10. True, Jacqui. *Feminism and International Relations: An Introduction*. New York: Routledge, 2005.
11. True, Jacqui. *The Political Economy of Violence Against Women*. New York: Oxford University Press, 2012.
12. Zalewski, Marysia, Paula Drumond, Elisabeth Prügl, and Maria Stern, eds. *The Sexual Violence in Conflict Reader*. London: Routledge, 2018.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC CORE (DSC)
Identity and Politics in India

Nature of Course: DSC **Mode of Examination: UES**
Course Code: BALAP407 **Course ID:**
Semester: Seventh (VII) **Marks: 100 (40+60)**
Credits: 4 (L:3 T:1) **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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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. Guru, Gopal. *Social Justice and Political Identity*. New Delhi: Permanent Black, 2001.
2. John, Mary E., ed. *Women in India: A Reader*. India: Penguin, 2008.
3. Kailash, K. K. "The Politics of Social Welfare: The BJP and the Discerning Voter." *Studies in Indian Politics* 12, no. 2 (2024): 228–250.
4. Kaviraj, Sudipta. *Politics in India*. New Delhi: Oxford University Press, 2009.
5. Kohli, Atul. *Democracy and Discontent: India's Growing Crisis of Governability*. New Delhi: Oxford University Press, 1991.
6. Kohli, Atul, ed. *The Success of India's Democracy*. New Delhi: Cambridge University Press, 2004.
7. Kothari, Rajni. *Caste in Indian Politics*. Delhi: Orient Longman, 1970.
8. Kothari, Rajni. *Politics in India*. New Delhi: Orient Blackswan Pvt. Ltd., 2009.
9. Roy, Ramashray, and Paul Wallace, eds. *Indian Politics and the 1998 Elections: Regionalism, Hindutva and State Politics*. New Delhi: Sage, 2000.
10. Tillin, Louise. *Remapping India: New States and Their Political Origins*. New Delhi: Oxford University Press, 2013.

Applicable for 2023-24 Batch
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DISCIPLINE SPECIFIC CORE (DSC)

Introduction to Political Economy

Nature of Course: DSC
Course Code: BALAP409
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:

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: International Political Economy and Emerging Issues (15 Hours)

a. State in the Era of Globalisation
b. Role of International Institutions: IMF, WTO, World Bank and ILO
c. Emerging Issues: Climate Change, and Digital Economy, Labour

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. Das, Raju J. *The Political Economy of New India: Critical Essays*. Abingdon, UK: Routledge, 2021.
6. Dreze, Jean, and Amartya Sen. *An Uncertain Glory: India and Its Contradictions*. Princeton: Princeton University Press, 2013.
7. Esping-Andersen, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton: Princeton University Press, 1993. 1-34.
8. Folbre, Nancy. *Who Pays for the Kids? Gender and the Structures of Constraint*. New York: Routledge, 1994.
9. Foster, John Bellamy. *Capitalism in the Anthropocene: Ecological Ruin or Ecological Revolution*. New York: Monthly Review Press, 2022.
10. Muralidharan, Karthik. *Accelerating India's Development: A State-Led Roadmap for Effective Governance*. New Delhi: HarperCollins India, 2023.
11. Rudolph, Lloyd I., and Susanne Hoeber Rudolph. *In Pursuit of Lakshmi: The Political Economy of the Indian State.* Chicago: University of Chicago Press, 1987.
12. Sweezy, Paul M. *The Theory of Capitalist Development*. New York: Monthly Review Press, 1942.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)

India's Security Environment

Nature of Course: MS
Course Code: BALAP411
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 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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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. Pant, Harsh V., ed. *New Directions in India's Foreign Policy: Theory and Praxis*. New Delhi: Cambridge University Press, 2019.
10. Pant, Harsh V. *Indian Foreign Policy: An Overview*. 2016.
11. Paul, T. V., and C. Vinodan. "India and the Great Powers: Balancing and Diplomatic Engagement Revisited." 2024.
12. Prys-Hansen, Miriam, and Simon Kaack. *India's Security and Climate Policy: Navigating the China Challenge*. 2024.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)
Political Dimensions of Rural Economy in India

Nature of Course: MS
Course Code: BALAP413
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:

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)

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

MINOR STREAM COURSE (MS)

Regions and Regionalism in International Politics

Nature of Course: MS
Course Code: BALAP415
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 objective of the course is to critically understand the concept of regions and the development of regionalism in international politics. It analyses the key conceptual, historical and theoretical dimensions to understanding regionalism around the world. It will further examine the multidimensional aspects of regional issues, the role of external actors in regional problems, and the relationship between regionalism and global governance. The course will also provide the students information about the different regions and their significance in international politics.

Course Outcomes:

CO1 (Knowledge): Students will also acquire a foundational knowledge of historical issues and theoretical approaches to understand regionalism today.

CO2 (Understanding): Students will understand the various theoretical approaches to regionalism and its various dimensions in the contemporary international politics.

CO3 (Synthesis): Students can synthesise the complex issues and processes related to the development of regionalism and regionalization while looking at the different regions in global politics.

CO4 (Application and Research): Students will be versed with the various theoretical approaches and apply them to understand the different the different manifestation of regionalism in global politics.

Course Content

Unit I: Introducing Regions and Regionalism in International Politics (15 Hours)

a. Approaches and Factors of Regionalism
b. Evolution of Regions and Regionalism
c. Regional Cooperation Vs Regional Integration

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

Unit II: Different Types of Regional Integration (15 Hours)

a. Political Regionalism and Security Communities- NATO
b. Economic Regionalism and Trade Blocs- NAFTA, USMCA, and regional economic partnerships.
c. Social and Cultural Dimensions of Regionalism-ASEAN

Unit III: Regions and Regionalism- I (15 Hours)

a. Regionalism in Europe
b. Regionalism in Africa- AU and ECOWAS

Unit IV: Regions and Regionalism- II (15 Hours)

a. Regionalism in Middle East- GCC
b. Regionalism in Latin America- MERCOSUR and ALBA

Pedagogy:

- Class lecture
- Discussions
- Seminars, Workshops
- Films and Documentaries
- Projects and Assignments

Textbooks:

1. Acharya, Amitav. "Culture, Identity, and Regionalism." In *Regionalism in World Politics: Regional Organization and International Order*, edited by Louise Fawcett and Andrew Hurrell, 160-179. Oxford: Oxford University Press, 2012.
2. Adler, Emanuel, and Michael Barnett, eds. *Security Communities and Regionalism*. Cambridge: Cambridge University Press, 1998.
3. Hettne, Björn, András Inotai, and Osvaldo Sunkel, eds. *Theories of New Regionalism: A Palgrave Reader*. London: Palgrave Macmillan, 1999.
4. Hurrell, Andrew. "One World, Many Worlds? The Place of Regions in the Study of International Politics." *International Affairs* 83, no. 1 (2007): 151-166.

Recommended Readings:

1. Bajpai, Kanti, and S. D. Muni. *India's Foreign Policy: The Politics of Regionalism.* New Delhi: Orient Longman, 2007.
2. Buzan, Barry, and Ole Wæver. *Regions and Powers: The Structure of International*

Security. Cambridge: Cambridge University Press, 2003. 27-127.

3. Edozie, Rita Kiki, and Moses Khisa. *Africa's New Global Politics: Regionalism in International Relations.* Boulder, CO: Lynne Rienner Publishers, 2020.
4. Fawcett, Louise, and Andrew Hurrell, eds. *Regionalism in World Politics: Regional Organization and International Order.* Oxford: Oxford University Press, 2012.
5. Higgott, Richard, Geoffrey Underhill, and Andreas Bieler, eds. *The Political Economy of Regionalism.* London: Routledge, 2000.
6. Keohane, Robert O., and Lisa L. Martin. "The Regional Integration Theory." *International Organization* 45, no. 4 (1991): 459-487.
7. Mohan, C. Raja. "South Asia and the World: The Security Complex and Regional Cooperation." *International Security* 20, no. 1 (1995): 148-175.
8. Rhamey, Jon Patrick, Jr., and Thomas J. Volgy. *Regional Politics and Powers: Hierarchy and Comparative Regional Analysis in International Relations.* 2024.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

EIGHTH SEMESTER

DISCIPLINE SPECIFIC CORE (DSC)

Peace and Conflict Resolution (DSC)

Nature of Course: DSC
Course Code: BALAP402
Semester: Eighth (VIII)
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 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-defence 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

Applicable for 2023-24 Batch
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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 for 2023-24 Batch

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC CORE (DSC)
Population, Poverty, and Public Policy (DSC)

Nature of Course: DSC
Course Code: BALAP404
Semester: Eighth (VIII)
Credits: 4 (L:3 T:1)

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.

CO3 (Synthesis)- Integrate demographic insights to design inclusive and sustainable policy interventions.

CO4 (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
- 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.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

DISCIPLINE SPECIFIC CORE (DSC)
Environmental Concerns and Global Politics (DSC)

Nature of Course: DSC
Course Code: BALAP406
Semester: Eighth (VIII)
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 aim of the course is to look at environment as an issue area in global politics. With the global race towards mindless development, environmental concerns have come to the forefront of diplomatic tables. The course will introduce the different environmental concerns and how global politics have progressed in advancing the cause of environment. Furthermore, the course will bring in the North-South Debate and the Climate Change regimes along with different organisations to inform the student the current trends in dealing with Environmental concerns. The course will further look at various environmental movements in India, the contemporary issues and challenges that India faces towards balancing the goals of environmental sustainability and its goal to become global power.

Course Outcomes:

CO1 (Knowledge): The students will have the basic knowledge of environment and the various environmental concerns in the 21st century. The students will also have the understanding of environmental concerns and India.

CO2 (Understanding): The students will have knowledge of the key concepts like Anthropocene, Global commons, North and South Divide, mechanisms of environmental governance and others to have nuance understanding of the environmental concerns of the 21st century. The students will also gather information on different environment protection regimes and how these have been implemented in India.

CO3 (Synthesis): The students can have analytical understanding of the various issue areas and the various actors and institutions involved in global environmental management.

CO4 (Application and Research): The students can apply their understanding in critically understanding the various developments in sustainable development and suggest ways and policies to mitigate various challenges.

Course Content

Unit I: Introducing Environment and its concerns in the 21st Century (15 Hours)

a. What is Environment - Anthropocene and Anthropogenic issues of the 21st Century
b. Globalization and the Environment- The global commons and the issue of sustainable development.

Unit II: Environmental Problems and Global Environmental Governance (15 Hours)

a. Institutions- UNFCC, World Bank, IMF, WTO
b. Ozone Depletion, Climate Change- IPCC and UNFCC, Kyoto Protocol, Montreal Protocol.
c. From Stockholm to Sustainability- Different Climate conferences, The Paris Agreement
d. Sustainable Development Goals

Unit III: Issue Areas (15 Hours)

a. Waste Management
b. Oil Spill
c. Resource scarcity, International Conflict and Environment
d. North-South Debate

Unit IV: India and Environment (15 Hours)

a. History of environmental movements in India
b. Forest Governance in India
c. Sustainable Development and India
d. Challenges and Way Forward

Pedagogy:

- Class Lecture, Discussion,
- Assignments, Quizzes
- Projects, Presentations
- Movies, Documentaries
- Field Visits

Textbooks:

1. Gadgil, Madhav, and Ramachandra Guha. *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Oxon: Routledge, 1995.
2. Guha, Ramachandra, and J. Martinez-Alier. *Varieties of Environmentalism: Essays*

North and South. New York: Earthscan, Taylor and Francis, 2006.
3. Nicholson, Simon, and Sikina Jinnah, eds. *New Earth Politics: Essays from the Anthropocene*. Cambridge, MA: MIT Press, 2016.
4. Rangarajan, Mahesh, ed. *Environmental Issues in India: A Reader*. Delhi: Pearson Longman, 2007.

Recommended Readings:

1. Betsill, Michelle M., Kathryn Hochstetler, and Dimitris Stevis, eds. Palgrave Advances in International Environmental Politics. 2d ed. New York: Palgrave, 2014.
2. Choucri, Nazli, ed. Global Accord: Environmental Challenges and International Responses. Global Environmental Accords. Cambridge, MA: MIT Press, 1993.
3. Maizland, Lindsay (2023), "Global Climate Agreements: Successes and Failures", *Council on Foreign Relations*, URL: https://www.cfr.org/backgrounder/paris-global-climate-change-agreements
4. Om Axelrod, Regina S., David Leonard Downie, and Norman J. Vig (eds). 2005. The Global Environment: Institutions, Law, and Policy. Washington D. C., CQ Press.
5. Shiva, Vandana, and Maria Mies. *Ecofeminism*. London: Zed Books, 1993.
6. Stevis, Dimitris. "International Relations and the Study of Global Environmental Politics: Past and Present." In Oxford Research Encyclopedia of International Studies. New York: Oxford University Press, 2017.

Applicable for 2023-24 Batch
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DISCIPLINE SPECIFIC CORE (DSC)
Diplomacy and Negotiations in International Politics

Nature of Course: DSC
Course Code: BALAP408
Semester: Eighth (VIII)
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 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 – a. Cyber Diplomacy and Digital Security b. 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 for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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 (L:3 T:1) | **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

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

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. Smith, Neil. *Uneven Developments: Nature, Capital, and the Production of Space*. University of Georgia Press, 2008.
2. Lefebvre, Henri. *The Production of Space*. Translated by Donald Nicholson-Smith. Blackwell, 1991.
3. Massey, Doreen. *Space, Place, and Gender*. University of Minnesota Press, 1994.
4. Soja, Edward W. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. Verso, 1989.

Recommended Readings:

1. Harvey, David. *Justice, Nature, and the Geography of Difference*. Blackwell Publishers, 1996.
2. Mitchell, Don. *Cultural Geography: A Critical Introduction*. Blackwell, 2000.
3. Agnew, John A. *Spaces of Globalization: Reasserting the Power of the Local*. Rowman & Littlefield, 2002.
4. Ó Tuathail, Gearóid. *Critical Geopolitics: The Politics of Writing Global Space*.

Applicable for 2023-24 Batch
Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2024 through circulation and approved in the 58th Academic Council meeting dated 19.06.2024 vide agenda item no. 58.50. 7th and 8th semester scheme and syllabus 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.

University of Minnesota Press, 1996.

5. Sassen, Saskia. *The Global City: New York, London, Tokyo*. Princeton University Press, 1991.
6. Agnew, John A. *Spaces of Globalization: Reasserting the Power of the Local*. Rowman & Littlefield, 2002.
7. Bhabha, Homi K. *The Location of Culture*. Routledge, 1994.

Applicable for 2023-24 Batch
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MINOR STREAM COURSE (MS)
Political Ideologies: Ideas And Practices

Nature of Course: MS
Course Code: BALAP414
Semester: Eighth (VIII)
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 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 Outcome:

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.

CO4 (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.

MINOR STREAM COURSE (MS)

Social Movements in Modern India

Nature of Course: MS
Course Code: BALAP416
Semester: Eighth (VIII)
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 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: Theories of Social Movements (15 Hours)

a. Structural- Functional
b. Marxist
c. Weberian
d. Contemporary

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 Movement

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.