

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

ON

MASTERS OF ARTS (POLITICAL SCIENCE)

*(Two Year Postgraduate Programme to be Offered from 2023-24 Academic
Session in UGC-CBCS Mode)*



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CONTENTS

	Page Nos.
1. Overview	1
2. Programme's Mission and Objectives	2
3. Relevance of the Programme with KKHSOU's Mission and Goal	3
4. Nature of Prospective Target Group of Learners	3
5. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to acquire Specific Skills and Competence	4
6. Instructional Design	4
6.1 Curriculum Design	4
6.2 Programme Structure	4
6.3 Duration of the Programme	6
6.4 Definition of Credit Hours	6
6.5 Faculty and Other Support Staff Requirement	6
6.6 Instructional Delivery Mechanisms	7
6.7 Identification of Media – Print, Audio or Video, Online, Computer Aided	8
6.8 Learner Support Services	8
7. Procedure for Admissions, Curriculum Transaction and Evaluation	13
7.1 Procedure for Admission	13
7.2 Curriculum Transaction	15
7.3 Assessment and Evaluation	16
7.3.1 Formative Assessment	17
7.3.2 Summative Assessment	18
7.3.3 Assessment of Seminar/Presentation/Project and Dissertation	18
8. Requirement of Laboratory Support and Library Resources	19
9. Cost Estimate of the Programme and the Provisions	20
9.1 Programme Development Cost	20
9.2 Programme Delivery Cost	20
9.3 Programme Maintenance Cost	21
10. Quality Assurance Mechanism and Expected Programme and Course Learning Outcomes	21
10.1 Quality Assurance Mechanism	21
10.2 Expected Programme Outcomes	22
10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in Political Science Programme	22
11. <i>Annexure I: Structure of MA in Political Science Programme</i>	23
12. <i>Annexure II: Detailed Course-wise Syllabus of MA in Political Science Programme</i>	24-98
13. <i>Annexure III: Guidelines for Seminar Paper Presentation</i>	99-100
14. <i>Annexure IV: Guidelines for Project/Dissertation</i>	101-11
15. <i>Annexure V: List of Assigned Faculty (course-wise) in MA in Political Science Programme</i>	112
16. <i>Annexure VI: Common Basket of AECs and VACs for PG Programmes</i>	113-136

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

PROGRAMME PROJECT REPORT

MASTER OF ARTS IN POLITICAL SCIENCE

1. OVERVIEW

Master of Arts in Political Science (MA Political Science) is a two year postgraduate programme proposed to be offered from July 2023 academic session onwards. The programme is offered in Choice Based Credit System (CBCS) mode in pursuance of the notifications, guidelines and regulations of the UGC released from time to time. Further, the programme also incorporates the broad and overarching ideals and principles of National Education Policy (NEP) 2020 while preparing the structure of the proposed programme. Besides, the framework proposed by the Draft National Credit Framework released in September 2022 has also been kept in view in designing the programme. In addition, the notification and the Model Framework of the Department of Higher Education, Government of Assam, dated January 25, 2023 regarding the implementation of the NEP 2023 in the State of Assam has also been considered in preparing the proposed programme.

The 35th Academic Council of the University has, accordingly, adopted various provisions of the Curriculum and Credit Framework of the UGC in terms of credit requirement, provision of lateral entry and exit, and adoption of multidisciplinary/interdisciplinary focus in designing and delivering different. Also, the assessment and evaluation method has also been revised to letter grades with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

The Programmes on offer, thus, incorporate discipline specific core (DSC) courses along with a set of elective courses (DSE) both from disciplines as well as allied disciplines, which are expected to offer the learners wider exposure and opportunities. Besides, bundles of courses are also being provided as ability enhancement courses (AEC) and value added courses (VAC) to fulfil requirements of the NEP 2020.

Notably, the academic disciplines of the University are organised as School System; hence, it is expected that implementation of multidisciplinary/interdisciplinary programmes and courses

would be relatively smooth and undemanding. To this effect, learners are allowed to take courses from allied and/or related disciplines and necessary processes for attaching relevant faculty from related disciplines have been arranged. Further, Ability Enhancement Courses (AEC) has been included in first and third semesters, while Value Added Courses (VAC) has been incorporated in the first two semesters. In addition to these, Seminar and Project/Dissertation works have been incorporated in the second and fourth semesters of the programme. It has been expected that inclusion of seminar/project/dissertation will help offer you an activity-based rich learning experience. The University has also registered in the Academic Bank of Credit (ABC) for seamless transfer of credit allowing flexibility to the learners as mandated by the NEP 2020.

The Centre for Internal Quality Assurance (CIQA) of the University has organised a number of meetings and workshops regarding the implementation of NEP 2020 in the context of ODL. With all the inputs, the faculty of the discipline with the help of Committee on Courses (CCS) and the Schools of Studies, involving outside subject experts drawn from Gauhati University as well as IIT (Guwahati) has designed the proposed Programme and the detail syllabi. This Programme Project Report (PPR) on Two-Year (semester-based, CBCS) PG Programme in Political Science is an outcome of this process.

1. PROGRAMME'S MISSION AND OBJECTIVES

The MA in Political Science programme has been offered by the Discipline of Political Science, under the Surya Kumar Bhuyan School of Social Sciences, KKHSOU. This Master's programme in Political Science has been designed in accordance with the UGC Regulations on Open and Distance Learning, 2020. As already mentioned, syllabi of this Programme have been finalised after a series of deliberations and discussions with academic experts in the respective field from Universities of repute, viz., Gauhati University, Bodoland University and Cotton University. The quality of Curriculum and Syllabus of this programme has been so designed to accommodate the recent developments in the field of Higher Education in general and the subject in particular.

The overall mission of this programme is to create a pool of human resources that would have the capability of critically analyzing the socio-economic issues in the society and by applying their acquired skills can positively contribute towards betterment of the society. More specifically, the MA in Political Science programme aims at creating an academically sound pool of human resources who can undertake either serious academic or research activities in the field of Political Science and Developmental Studies.

To achieve this overall mission statement, the following specific objectives have been framed:

- (a) To equip the learners with knowledge of both classical and contemporary concepts and issues in the realm of political philosophy including liberalism, neo-liberalism, Marxism, justice, utilitarianism, etc.
- (b) To make the learners aware of the various approaches and tools for investigating political phenomena in the contemporary period in the form of modern political analysis.
- (c) To make the learners aware of certain dynamic areas of political life at the global, national and regional levels, ranging from issues in international politics, governance and administration in India to events and movements taking place at a more regional level including North East India.
- (d) To impart specialized knowledge to the learners with regard to certain specific areas such as comparative public administration and issues in peace and conflict.
- (e) To make the learners aware of the interaction between the political system and its environment in the form of political sociology.
- (f) To enable the learners seek a career in teaching and research in higher educational institutions and research institutes and explore employment avenues in the NGO sector.
- (g) To enable the learners to appear in various competitive examinations under the State and the Central Governments.

3. RELEVANCE OF THE PROGRAMME WITH THE UNIVERSITY'S MISSION AND GOAL

The MA in Political Science programme offered by KKHSOU has been prepared conforming to the mission and goals of KKHSOU. This programme follows the following mission and goals of HEIs:

- (a) To expand higher education to cover maximum population.
- (b) To maintain equity and justice in the field of higher education.
- (c) To ensure quality and excellence in higher education.
- (d) To create a pool of human resources that can undertake research on important social issues.
- (e) To contribute towards growth and development of the country.

4. NATURE OF THE PROSPECTIVE TARGET GROUP OF LEARNERS

The nature of the prospective target groups of learners of this programme are as follows:

- (a) The students who are desirous to obtain a Master's Degree in Political Science.
- (b) All the stakeholders of the society like-development agents, government officials, policy makers, industrialists, farmers, grassroots workers, who are interested in ensuring a better standard of living for the people of the society.
- (c) Persons unable to complete higher education in the normal course of time and who are interested in Political Science.

- (d) People engaged in different avenues who wish to develop their professional skill, including the aspirants for civil services.
- (e) People living in rural and remote area and other disadvantageous conditions but desirous of higher education in Political Science.
- (f) People willing to continue learning with earning.
- (g) Persons deprived of higher education in conventional system for variety of reasons.
- (h) Denied and deprived sections of people who need education of Political Science to uplift their economic conditions.

5. APPROPRIATENESS OF THE PROGRAMME TO BE CONDUCTED IN ODL MODE TO ACQUIRE SPECIFIC SKILLS AND COMPETENCE

The MA programme in Political Science is basically theoretical and therefore, is, in general, suitable for the ODL mode. The entire programme has been so designed that the learners can learn the different courses through undergoing the Self Learning Materials (SLMs) designed for the specific programme. Certain add-on resources, like CDs, community radio programme and counselling sessions conducted in the study centres, are expected to help the learners clarify their doubts, if any. Moreover, the video lectures made by the concerned faculty in an readily accessible way also facilitates delivery of the proposed programme in ODL mode.

6. INSTRUCTIONAL DESIGN

6.1 Curriculum Design

The MA in Political Science program has been so designed that it meets the standards of CBCS framework within the provision of the UGC ODL Regulations 2020. Further, programme attempts at mainstreaming the fundamental principles underlying the NEP 2020 viz. academic flexibility, awareness about Indian as well as Assamese tradition and culture, ability and skill enhancement and imbibing values and cultures. Designed with the help of experts in the subject from other reputed universities in the region, the contents of the syllabi of the various courses offered under the programme are updated. It may be underlined that while preparing the syllabi, NEP-2020 Documents, UGC Distance and Online Education Regulations 2020, UGC LOCF Curricular Framework, Academic Integrity Regulation 2018, UGC-definitions-of-Degrees-July-2014, syllabi of other Universities and recommendations of Madhava Menon Committee have been consulted.

6.2 Programme Structure and Duration

The Two-year (semester-based) MA in Political Science programme has been designed according to the UGC CBCS Curriculum Framework, National Credit Framework 2022 (Draft) and the broad guidelines of NEP 2020. The courses have been incorporated such that as the learners move in the programme, they obtain theoretical concepts starting from the foundational to the intermediate

and then to the advance level. Certain skills like presentation of a research paper in seminar have also been incorporated in the intermediate semesters. And as the learners move towards higher semesters, they can attain certain computing and research skills, which will help them to undertake a socially relevant project activity in the final semester. The overall programme-structure of the MA in Political Science has been shown in Table 1.

Table 1: Programme Structure of MA in Political Science

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	Recent Political Theory	Indian Political System/ Economics of Social Sector <i>(Any one: 4 Credit)</i>	Any Course from the bundle of AEC 1 <i>(4 credits)</i>	VAC I <i>(2 credits)</i>		22
	Western Political Thought					
	Indian Political Thought					
II	Public Administration: Concepts and Theories	Indian Administration/ Economic Sociology* <i>(Any one: 4 Credit)</i>		VAC II <i>(2 credits)</i>	1 Seminar <i>(4 credits)</i>	22
	International Politics: Theory					
	Contemporary International Relations					
III	Modern Political Analysis	Political Sociology/ Sociology of Development* <i>(Any one: 4 Credit)</i>	Any Course from the bundle of AEC 2 <i>(4 credits)</i>			20
	Human Rights: Theory					
	Human Rights: Institutional Arrangements					
IV	Social Movements	Women and Politics/ Environmental Sociology* <i>(Any one: 4 Credit)</i>			1 Project /Dissertation <i>(8 credits)</i>	24
	Comparative Public Administration					
	Peace and Conflict Studies					
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Note:

DSC: Discipline Specific Core; DSE/GE: Discipline Specific Elective/Generic Elective. AEC: Ability Enhancement Course; VAC: Value Added Course (AECs and VACs may be selected from available basket, as may be offered from time to time).

*Adopted from the set of Generic Elective offered by the related/allied discipline.

The structure of the MA in Political Science Programme and detailed course wise syllabus are presented in Annexure I and Annexure II respectively. Relevant seminar and Project/Dissertation Guidelines have been attached in Annexure III and IV respectively.

6.3 Duration of the Programme

The duration of the MA programme in Political Science offered by the University is as follows:

- Minimum Duration : 4 semesters (2 years).
- Maximum Duration : 4 years.

In case, a learner is not able to qualify a course in its first attempt, he/she has to qualify in the particular course within the next four attempts, subject to maximum duration of the study.

6.4 Definition of Credit Hours

As per UGC ODL Regulations 2020, the University follows the system of assigning 30 hours of study per credit of a course. Thus, following this norm, a 4 credit course constitutes a total of 120 hours of study. Out of the total credit hours, a minimum of 10 percent, i.e., minimum 12 hours of counselling per course are offered to learners at their respective study centres or through centralized online counselling. The semester-wise credit distribution of the programme has been shown in Table 2.

Table 2: Semester-wise Credit Distribution in MA in Political Science

Semester	DSC courses	DSE courses	AEC courses	VAC courses	Dissertation/ Seminary/ Project	Total credit in the semester
I	12	4	4	2		22
II	12	4		2	4	22
III	12	4	4 (3+1)			20
IV	12	4			8	24
Total Credits	48	16	8	4	12	88

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

6.5 Faculty and Support Staff Requirement

The Discipline of Political Science under the Surya Kumar Bhuyan School of Social Sciences of KKHSOU currently has 3 full time faculty members (1 Associate Professor and 2 Assistant Professors). However, as the MA in Political Science programme includes courses from other disciplines (in the form of Generic Electives, AECs and VACs), hence it requires an interdisciplinary and multidisciplinary effort. Therefore, support of faculties from different schools of the University has been mobilized for its design and delivery. A list of assigned faculty

(discipline-wise) against each course of the MA in Political Science programme has been shown in Annexure V.

Moreover, supports for required counselling to the learners will be provided through a network of well-qualified and experienced counsellors at their respective study centres.

Besides the faculty, the University also has adequate numbers of other supporting staff to look after the learners' requirements of SLM preparation, delivery and distribution; timely conduct of examinations; providing IT enabled services; preparing digital and multimedia contents; addressing grievances and queries of the learners. The Regional Centre and the LSCs are also well-equipped with required support staff starting from the Assistant Regional Director to the Centre Coordinators and counsellors to the secretarial staff.

6.6 *Instructional Delivery Mechanisms*

The primary instructional delivery mechanism of the proposed Programme involves Self Study Materials (SLM) prepared for each course. The SLMs have been prepared keeping in mind the requirements of instructional design, especially in three domains viz. the behavioural domain, cognitive domain, and constructive domain. Accordingly, emphasis has been placed, while preparing the SLMs, on aspects of memorising, concept learning, reasoning, understanding, problem setting as well as problem solving.

In planning, designing and preparing the SLMs and other instructional delivery mechanisms the faculty of the discipline has taken the lead and also played the major role. The faculty members of the discipline have been engaged as the content writers as well as content editors. In addition, help from outside resource persons across the state and country has also been sought in preparing the SLMs. Senior/retired Professors, Associate Professors and Assistant Professors from different Universities and Colleges have been engaged as SLM writers, content editors, translators and language editors.

The Self Learning Materials have been prepared keeping in mind the requirements of instructional design. Particular attention has been given so that the basic three domains of knowledge, viz., the behavioural domain, cognitive domain, and constructive domain can be addressed. In general, the university offers printed SLMs and the same in audio-visual formats. Apart from that, plans are being made to deliver the MA in Political Science Programme through LMS. The LMS consists of four quadrants: video lectures, downloadable/printable reading material, self-assessment tests through tests and quizzes, and an online discussion forum for

clarifying questions. As majority of the learners are from rural areas and disadvantage groups, attempts are made to make the SLMs easy to read and easy to understand with the following major components:

- (a) **Learning Objectives** (major objectives of the unit are stated)
- (b) **Introduction** (linkage with previous unit as may be applicable and general introduction of the content is provided)
- (c) **Check Your Progress** (generally after every section CYP is provided to learners to gauge their understanding)
- (d) **Answers to Check Your Progress** (CYP answers are provided at the end of the Unit)
- (e) **Activity** (activities for enhancing learners' critical outlook is included in SLM)
- (f) **Let us Know** (Depending on the necessity some important information related to the content is provided in a box)
- (g) **Let us Sum up** (pin pointed summary of the unit is given)
- (h) **Further Reading** (this section has been incorporated for those learners who are interested in advance knowledge of the content)
- (i) **Model Questions** (Different types of questions have been provided in the unit).

All the learners are proposed to be provided with print SLMs for all the semesters. The learners will also be given access to the e-SLMs simultaneously. The University also has its own LMS – e-bidya with the four quadrants i.e. video lectures, downloadable/printable reading materials, self-assessment tests and quizzes, and an online discussion forum for clarifying doubts and queries. For efficient and enhanced instructional delivery of the proposed Programme, the LMS of the University will be utilised to the optimum level.

6.7 Identification of Media–print, Audio or Video, Online, Computer Aided

All learners are provided with Self Learning Materials, which are comprehensive in terms of the contents of the syllabus. These learning resources are prepared with the help of resource persons across the state/country. Senior/Retired Professors/Associate Professors/Assistant Professors from different Universities/Colleges are engaged as SLM writers and Content Editors. In addition, certain topics are also covered through community radio programmes broadcast through the 90.4 FM *Jnan Taranga* Community Service Station of the University. Most of the audio-video programmes are accessible online through YouTube videos.

6.8 Learner Support Services

The learners of the proposed postgraduate programme in Political Science would be provided with a wide range of support services helping them to imbibe the required knowledge and skills;

to seek avenues in gainful employment; to go for higher studies; and to provide in-depth disciplinary as well as multi/interdisciplinary knowledge. Learner support services of the proposed Programme include, inter alia, the followings:

(a) KKHSOU City Campus:

The KKHSOU City Campus at the heart of Guwahati city organises training for coordinators, counsellors, and other functionaries. The City centre provides a venue for learners and academic counsellors to interact on a particular subject matter. Responsibility for admission, distribution of SLMs and Examination also lies with the City Campus. Besides, faculty of the University conducts online counselling regularly which is open to learners from all study centres. The City Campus has the provision of walk-in-counselling for the learners in all working days. In addition, the City Campus hosts a model study centre fully managed and maintained by the University with all infrastructural facilities including regular face to face counselling by the University faculty and outside subject experts.

(b) Regional Centres:

The Regional centre of KKHSOU located at Jorhat in upper Assam provides training for coordinators, counsellors, and other key functionaries. The centre provides a venue for learners and academic counsellors to interact on various matters, responding to their queries and clearing their doubts. Responsibility for Admission, distribution of SLMs and Examination in select districts of upper Assam also lies with Regional Centres. Establishment of some other regional centres is in the pipeline.

(c) Study Centres/Learners' Support Centres:

Study centres are the backbone of an open and distance learning institution. On behalf of the University, the study centres cater to the various requirements of learners, such as, admissions related information, delivery of SLMs, conduction of counselling sessions, distribution, collection and evaluation of assignments, completion of various requirements of formative and summative assessments etc. The study centres, throughout the state, handle these affairs on behalf of the University. There are at present 234 study centres providing these support services to the learners.

(d) Pre-admission Counselling:

In cooperation with the study centres, the University provides pre-admission counselling for all the programs through online and offline modes. It provides basic information about the various aspects of the Programme viz. salient features of the Programme, eligibility and cost of the Programme, modes of delivery of the Programme, details of counselling sessions, assessment processes and opportunities and options available after completion

of the Programme to the learners. Also, Programme specific pre-admission counselling is also provided to the aspiring learners.

(e) Siksharthi Mitra:

A few employees of the University have been engaged as Siksharthi Mitra in order to provide necessary information and assistance to the learners including the technical support during the online admission process. This facility is available in the City Campus of the University.

(f) Learners' Charter:

The University has brought out a Learners' Charter, which can be accessed at http://www.kkhsou.in/web_new/lcharter.php, pronouncing the basic rights and responsibilities of its learners and those of the University to the learners. In the Induction Programmes at the Study Centres, the learners are sensitized about this Charter.

(g) Handbook/SOP:

The University has brought out a Learners' Handbook with all necessary information and guidelines (<https://tinyurl.com/y4w592f3>) and Handbook for the Study Centres(<https://tinyurl.com/5sz342ud>) in addition to a Standard Operating System (SOP) of Examination (<https://tinyurl.com/y4w592f3>) which can be used by the learners for deriving required information and also for assistance in myriad situations.

(h) Audio CDs for Visually Impaired Learners:

The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.

(i) Face-to-face/Online Ticketing/Complaint System:

Learners' queries are attended to in the face-to face mode and digital mode as well in a continuous way, through telephone, SMS and emails. There is a dedicated online portal (<https://www.kkhsou.in/complain/ui/index.php>) through which the queries received are automatically moved to concerned department for solving the same. Once the problem is solved, the learner is informed by SMS and email. The University also has a single window grievance redressal cell for handling the grievances of the learners.

(j) Face to face, online and walk-in Counselling:

The learners of all programmes are provided with face-to-face counselling at the study centres. The University also provides face-to-face counselling to learners at the University's Model Study Centre located at the City Campus Sundays by its faculty and other qualified and experience counsellors. Besides, the University faculty offers online counselling to all learners on a regular basis for various programmes. The routine is made available through the University's website and the links are shared through the mentoring

groups. Further, the University's City Campus also provides walk-in-counselling to the learners on all working days wherein they get an opportunity to come to the City Campus of the University and meet the concerned faculty for clarification of their doubts and queries.

(k) ICT Support:

ICT support is a major component of any ODL system of education. Some of the important ICT-based support services provided by the University for the learners are briefly described below:

- **Website:** The University has a full-fledged official website <http://www.kkhsou.in>, which contains all relevant information and resources for learners and the general public. It has a Learners' Corner (http://kkhsou.in/web_new/learner_corner.php) that contains exhaustive information and links to useful resources. It also provides links for downloading e-SLMs, assignments, e-admits, e-mark-sheets etc. besides important notices and latest news. Furthermore, the Website provides links to social-networking sites like Facebook where learners, faculty members, and stakeholders can interact. Additionally, the site offers a tailored search by Programmes and Study Centres. Also, most of the audio-visual learning resources are accessible online through YouTube videos (accessible at <https://www.youtube.com/user/kkhsou>)
- **University's Own LMS e-Bidya:** As part of its ongoing attempts to enhance student learning, the University has developed a Learning Management System (LMS) portal called e-Bidya using open source MOODLE which can be accessed via <https://www.lmskkhsou.in/web/>. The site allows learners to access e-resources 24 X 7, regardless of where they are in relation to the particular programme they are enrolled in. It contains all four quadrants including video lectures and tutorials and the reading materials. Learners can also interact with experts through the discussion forum. Learners can experience the benefits of online learning through their mobile devices as well. The proposed Programme will also be made available in e-Bidya with all resources for all learners enrolling in the Programme.
- **E-Mentoring:** The University introduces an innovative e-mentoring system where a group of learners enrolled in a Programme is placed under the mentorship of a faculty of the University from the concerned discipline. This facilitates a bonding between the mentor and the mentees helping the learners to continue their studies with self-confidence, self-esteem, morale, and a feeling of identity. The main objective of this initiative is to help learners minimise personal difficulties

and identify the obstacles they face in matters related to academic as well as non-academic. During this process, they are also guided to develop appropriate learning strategies for overcoming these difficulties and problems. The e-mentoring system, utilises the Telegram App and/or WhatsApp, and helps learners derive all the benefits of open and distance learning at their finger tips instantly.

- ***Community Radio Service:***

The University introduced the first Community Radio station in the North Eastern part of the country Jnan Taranga (90.0 MHz). The Community Radio, being a platform for the community for taking up community issues, is also a platform for broadcasting educational programmes. This includes debates, discussions, talk shows and phone in Q & A sessions with the learners. Recently, the programmes of Jnan Taranga are made available over internet radio, which can now be heard by all learners through internet (<https://tinyurl.com/y4w592f3>).

- ***Digital Library:***

The digital library (<http://dlkhsou.inflibnet.ac.in/>) of the University hosts a large number of resources which include documents, SLMs, e-books, conference/seminar proceedings, faculty publications, theses and dissertations etc. Links are also provided to other open access resources which can be easily accessed by the learners.

- ***Online Counselling:***

The University's faculty conducts online counselling sessions through different online platforms like Zoom, Google Meet, and Cisco WebEx etc. Sessions are also conducted through Facebook Live on examination related issues especially during the time of pandemic. Most of the online counselling sessions are recorded and archived as additional digital learning resources for the use of the learners.

- ***KKHSOU Mobile App:***

The University has developed a mobile application KKHSOU (<https://tinyurl.com/35y7brrj>) that allows students to access the university website 24x7. The main purpose of this application is to provide the relevant information to all learners in an easily accessible manner. Using this application, learners can view the course information, fees structures based on their requirements. At the same time they can directly call any study centre of KKHSOU. Learner can download assignments, old question papers and other important forms.

- ***SMS Alert Facility:***

The University has implemented an SMS alert system for learners for sending notification of university news, events, and similar other learner-related information.

- ***E-mail Support:***

Learners can also write emails to any officials/faculty members of the University at atinfo@kkhsou.in. Concerns raised through email are addressed by the concerned officials or faculty members. Apart from that, the email and phone numbers of all faculty members are available on the website and Information Brochure. Any learners can write directly to them as well for any kind of support and assistance.

- ***KKHSOU in Social Media:***

KKHSOU has incorporated social media like Facebook pages (<https://www.facebook.com/groups/272636986264210/>), WhatsApp group, Twitter Account (<https://twitter.com/KKHSOU1?s=09>) to its official website that enables interaction with the learners on a real time basis. The Facebook page also allows moderated discussions within as well as among the learners' community.

7. PROCEDURE FOR ADMISSIONS, CURRICULUM TRANSACTION AND EVALUATIONS

7.1 Procedure for Admission

- (a) **Minimum Qualification:** For the MA in Political Science programme, learners need to have a UG Degree pass or equivalent qualification (in any stream/subject) from a University recognized by UGC.
- (b) **Online Admission:** Admission to the proposed Programme will be conducted entirely in online mode through the University's Online Admission Portal (<https://tinyurl.com/2p8ht9da>). The learners have to register first in the portal providing their email and mobile number. After successful registration, the login credentials are provided to their registered email and mobile numbers. Learners can login to the admission portal using the credentials provided to them and then fill up the online application form and upload all required supporting documents and photograph. They can choose their subjects and preferred study centres. Upon completing all the requirements of application process they can make online payments of the requisite fee via net banking, credit/debit card, UPI or by using the QR code. Once the fee is paid, they can get their enrolment receipt with their enrolment number and get a print out of the application form for future reference. On completion of the admission process the learners receive a welcome email with all relevant information and links to various digital resources for instant access.

- (c) **Refusal/Cancellation of Admission:** At the time of admission the learners have to submit a declaration that all information and document provided by her/him at the time admission are, correct, true and valid. If, however, any false declaration is detected at any stage, the University has the authority to refuse, reject and/or cancel his/her admission, mark sheets, certificates etc as the case may be.
- (d) **Continuous Admission:** The University practices the system of continuous admission. By paying the necessary fees, a learner has the provision of obtaining admission to the next semester after the completion of any semester. Admission to the subsequent semester is not determined by the results of the previous semester. One may take admission in the next semester even without appearing in the previous semester examination. The learners are given 60 days of time for admission in the intermediate semesters. Incomplete exams, including back papers, will be allowed to be taken up when announcements of examination results are made. Learners are advised to regularly visit the University's website and maintain regular contact with their allotted study centres.
- (e) **Lateral Entry:** The University, following the NEP 2020's mandate and the UGC's guidelines, adopts the policy of later admission to all its UG and PG programmes. Accordingly, for the proposed PG programmes, provision for lateral entry into the 3rd semester is made for those learners who had chosen to exit in the 2nd semester earlier due to various reasons. For this the University adopts a credit transfer policy to facilitate the process of lateral admission to all academic programmes.
- (f) **Pursuing Two Academic Programmes Simultaneously:** The University has implemented and also promotes the system of dual degree as per the UGC's notification and guidelines dated April 2022. Learners are encouraged and allowed to register in two academic programmes simultaneously including UG and PG programme in order to enhance their choices and opportunities. The aspiring learners of the proposed Programme will also be encouraged to take the advantage of this provision at the time of their admission.
- (g) **Fee Waiver for Differently Able Persons (DIVYANGJAN):** The fee waiver will be applicable for differently able learners in all semesters of the programme where he/she has enrolled. Such learners must submit 'Form no. IV' issued by the Social Welfare Department or Disability Certificate issued by the Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India. The forms/certificates of differently able learners which are verified by the Social Welfare Department, Govt. of Assam will be allowed the fee waiver for the eligible learners of this MA in Political Science programme also.

- (h) **Fee Waiver for Jail Inmates:** The University also offers free education to jail inmates in all the programmes. At present, the University offers free of cost education to jail inmates in 16 district jails of the state. The University is in the process of including more numbers of Central/District Jails in the coming Academic Session.
- (i) **Economically Weaker Section (EWS):** The learners applying for admissions in EWS category shall submit EWS documents as per the latest Govt. of Assam guidelines.
- (j) **Fee Structure:** The fee structure of the MA in Political Science programme would have a break-up across semesters of the programmes. The fee is inclusive of Enrolment fees, Course fee, Examination fee, Exam centre fee and Mark-sheet fee. At present, all inclusive fees for the MA in Political Science programme is charged as Rs 5000 per semester.

7.2 *Curriculum Transaction*

(a) **Activity Planner:**

The University prepares an activity planner, which guides the overall academic activities in all academic programmes. This is released before the beginning of the academic session and prior to the University's admission. The CIQA office, as per UGC guidelines, prepares this activity planner and the office of the Academic Dean, after due approval, upload the Academic Plan and month wise Academic Calendar to the University's website. This enables learners to plan their studies and activities accordingly. The same practice shall be followed in case of the proposed Programme also.

(b) **Self-learning Materials (SLMs):**

The transaction of the curriculum is primarily carried out through the Self Learning Materials (SLM). The SLMs are conceived, designed and prepared in such a way that the learners can easily follow them. The SLMs are prepared with the help of well-known subject experts and they provide all relevant and up-to-date information in the subject in a clear, concise and coherent manner, which are sufficient for self learning. Both print and e-SLMs are made available to all the learners. In the proposed Programme too, SLMs – both print and digital – will form the primary mode of curriculum transaction.

(c) **Multimedia Materials:**

Apart from the printed and digital copies of the SLMs, the university provides multimedia learning materials in the form of audio-video presentations, tutorial videos, and recorded version of the online counselling sessions etc. related to the course content of various academic programmes. Such materials will also be prepared and provided to learners of the proposed Programme.

(d) **Induction and Counselling Sessions:**

Induction sessions are conducted by university officials and faculty together at the beginning of each academic session both centrally as well as at the study centres. Counselling sessions are conducted by the Study Centres with qualified and experienced academic counsellors. Normally, all counselling sessions are scheduled on Sundays. A face-to-face interaction between the learners and the counsellor takes place during the counselling session. This enables learners to clear their doubts with regard to the various courses provided to them. Apart from that, from time to time, online counselling sessions are provided by the faculties of the University for different Programmes. For the proposed Programme also both online and offline counselling will be continued at the University and the study centres.

7.3 Assessment and Evaluation

The assessment and evaluation of the learners' performance in all academic programmes of the University are carried out with the objectives of maintaining sanctity, quality and transparency. The assessment and evaluation of the learners' performance and achievement are conducted with reference to the defined learning outcomes of the programmes as a whole, and also those of the courses under a specific programme. While setting the question papers, assignments and evaluation of answer scripts this aspect is always considered thoughtfully.

The assessment and evaluation system of the University consists of two components i.e. Formative and Summative Assessments as per the UGC regulation of 2020. The 33rd Academic Council of the University decided that Formative Assessment is to be given a weight of 30 percent while the Summative Assessment is to be assigned the remaining 70 percent of the weight. Further, 35th Academic Council has adopted the SGPA and CGPA system of evaluation as per the UGC's Curriculum and Credit Framework for UG Programme, 2022. As per the UGC's Curriculum and Credit Framework for UG Programme, 2022, the "Letter Grades" will be provided to the learner after due assessment and evaluation as given under:

Table 3: Letter Grades System of KKHSOU

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The Semester Grade Point Average (SGPA) will be computed from the grades as a measure of the learner's performance in a given semester. The SGPA will be based on the grades of the current term, while the Cumulative GPA (CGPA) will be based on the grades in all courses taken after joining the programme of study. Here SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a learner in all the courses taken by a learner and the sum of the number of credits of all the courses undergone by a learner, while the Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a learner over all the semesters of a programme. As recommended by the UGC, the SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above mentioned Letter grades, grade points and SGPA and CGPA, the transcript for each semester and a consolidated transcript indicating the performance in all semesters will be provided to the learners.

Notwithstanding, the details of the Formative and Summative assessment followed by the University, which will also be followed in case of the proposed Programme, are described in sections 7.3.1 to 7.3.3.

7.3.1 Formative Assessment

Formative assessment of the learners is conducted in a continuous and comprehensive manner. There are provisions for self-evaluation based on the Self Learning Materials. The University has decided to adopt a mechanism for continuous evaluation of the Learners through a judicious mix of various flexible methods.

Considering the practical limitations of the learners and the other operational difficulties, the University has adopted the formative assessment consisting of the followings:

- MCQ/Written test/Quiz/Viva etc. = 10 marks
- Home Assignment (submitted at study centre) = 10 Marks
- Participation in extension activities (environment related/workshop etc.) and/or Additional Home Assignment in lieu of this = 3 marks.
- Timely submission of assignment etc. as mentioned above = 2 marks (e.g. submission on time = 2 marks; submission after due time = 1 mark; Non-submission = 0 mark)
- Attendance/Participation in the various Personal Contact Programmes like induction, orientation or other such programmes = 5 marks

The learners are communicated about the details through the University website, official notifications, study centres, mentoring groups and social media. The concerned study centres conduct MCQ based test (online/offline) for the learners. However, if required, they may

alternatively arrange for written test/ Viva/Quiz etc. and assess the learners for maximum 10 marks. Depending on situations, additional assignments of 10 marks are also given in lieu of the MCQs.

Assignments for total 13 marks are administered course-wise comprising three assignments viz. 2 for 5 marks and 1 for 3 marks by the concerned discipline. Out of the three assignments, one is closed-ended assignment directly from the course or SLM (5marks), one is open-ended assignment i.e. analytical/opinion/view etc. to be answered by the learner based on the course (5 marks), the third one relates to environmental or community works and/or activities (3 marks) concerning the issues/topics covered.

Learners are required to submit the hand written hard copies of these assignments to their respective study centres. The study centres will get them evaluated by academic counsellors and offer comments and suggestions for further improvements.

The study centres also arranges Personal Contact Programmes (Online or Offline) and the learners are expected to attend the same, as per UGC Guidelines. Based on their level of participation and engagement they are given marks. Marks obtained by the learners after the wholesome Formative Assessment as described above are uploaded by the coordinators of the study centres in the Home Assignment portal specifically created by the examination branch.

7.3.2 Summative Assessment

The Summative Assessment is conducted in pen and paper mode in designated study centres. The University follows a SOP in conducting these examinations. Besides, examination monitoring is an essential feature in conducting the examinations of the University. The University appoints Supervisory Officers (SO), Examination Monitoring Officers (EMO) and Examination Squads on a regular basis for smooth conduct and maintaining the standards of the examinations. Question papers are set and moderated, and answer scripts are evaluated by both internal and external faculty members. Results are declared after a process of due scrutiny and thorough diligence check. The learners have the options of re-scrutiny and re-evaluation of their answer scripts (within a stipulated time) in case they are not satisfied with the result.

7.3.3 Assessment of seminar/presentation/project and dissertation

A learner has to make seminar/presentation and prepare a project/dissertation on a particular topic under the guidance of a professionally qualified supervisor/guide in Semester VII and VIII of proposed Programme. They should devise instruments for the collection and interpretation of

data and the preparation of research report. The length of the report may be between 60-70 pages. A detailed guideline is available on the website. The link is http://kkhsou.in/web_new/guidelines-download.php.

8. REQUIREMENT OF LABORATORY SUPPORT AND LIBRARY RESOURCES

Library services are offered to the learners of the University by providing access to the library facilities in its recognized study centres and also through the central library of the University's City Campus. The reference books are suggested by the faculty of the respective disciplines and schools and also by the SLM writers. The Central Library of the University has quite a good stock of relevant reference books and textbooks relating to the various Programmes including the proposed one. It has about 20000 print books, 36 print journals on various disciplines and 8 Newspapers. The books available at the Central Library are quite helpful not only for the learners, but also for the faculty members, SLM contributors and the content editors as well. Apart from the print resources, a good number of electronic resources comprising e-journals, online databases, gateway portal to e-journals are made accessible to the learners. The learners are given the access to all these library resources after their successful enrolment into a programme. The library web page is integrated to the University's main website.

The library is fully computerised with an ILS (Integrated Library System) and also equipped with RFID (Radio-Frequency Identification Technology). All the learners of the University including the learners of the proposed Programme can access the webpage of the University library at their own time and convenience (<http://library.kkhsou.in/>). Moreover, the learners can take advantage of the facilities of the Digital Library (<http://dlkkhsou.in/libnet.ac.in/>). The digital library provides an online platform for collecting, preserving and disseminating the teaching, learning and intellectual output of the University to the global community including its learners. Further, the Library of the university maintains a web catalogue (<http://opac.kkhsou.ac.in/>) to facilitate the learners to browse library collection online.

The University also has an OER Policy (<https://tinyurl.com/2yukrp5r>). The University has signed Content Partner Agreement with National Digital Library of India to share its digital resources. The main objective of NDLI is to integrate several national and international digital libraries in one single web-portal. The learners' community of University can avail the services through a single-window (<https://ndl.iitkgp.ac.in/>).

In addition, the learners can also use, the OAJSE – i.e. Open Access Journal Search Engine (www.oajse.com) to browse and search 4,775 Open Access Journals from the rest of the World excluding India, 532 journals from India, and 32 Indian Open Access Indian Repositories.

Even though courses of the proposed PG Programme in Political Science do not require much of the laboratory services as such, support in terms of computer laboratory is provided to the learners by way of giving access to the existing facilities at their respective study centres and the University's city campus. The city campus of the Guwahati has two state of the art computer labs equipped with statistical and data analysis software like SPSS, STATA and R which can be used by learners should they feel any requirement for the same. Moreover, these softwares can also be practiced on own without any lab support.

9. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

The office of the Finance Officer of the University keeps all the records of finances regarding print of SLMs, honorarium paid to the members of the Committee on Courses, honorarium paid to Content Writers, Content Editors, Language Editors, Translators, Proof Readers and also the expenditure related to organising counsellors' workshops, meetings of the co-ordinators of the study centres etc. Moreover, office of the Finance Officer also maintains records of purchase of computers, online space, books, journals etc. The accounts are maintained as per the laid down government procedures. Regarding the cost of programme development, programme delivery, and programme maintenance, the finance office conducted an exercise based on the past data on costs to arrive at the following indicative figures for the PG Programmes including the one proposed here.

9.1 Programme Development Cost

The office of the Finance Officer of KKHSOU has worked out the following:

- (a) **SLM Development Cost for Post Graduate programme:** Rs. 7600/- per Unit. A course normally has 14 Units. In Two Year PG Programme, there will be 16 to 20 Courses. The discipline specific courses will be explicitly attributed to this programme. The rest can be apportioned depending on the learners' enrolment and number of units to be printed.
- (b) **Printing Cost per Unit of SLM:** The printing cost per unit is Rs. 69. However, this also depends on the print number as scale related advantage of cost is normally availed.

9.2 Programme Delivery Cost

The SLMs prepared have to be delivered to various study centres located at the far flung remote areas. On an average, the University delivers about 2.2 KGs of study materials per student. The cost of delivery of 1 KG of such material is Rs. 60. Accordingly, depending upon the number of

candidates; the cost for the MA in Political Science programme will be provisioned by the University. The office of the Finance Officer has calculated the delivery cost of SLM per student at Rs. 132.00. Moreover, there will be apportionable expenditures on providing LMS based services for which a detailed exercise will be required.

9.3 Programme Maintenance Cost

The University will keep financial provision for organizing stakeholders' meetings, counselling workshops etc. as per the Academic Plan and Academic Calendar approved by the Academic Council of the University. The workshops conducted by the University will not only benefit the learners of the programme, but will also benefit the learners of other programmes. The University will also bear the cost of organizing the meetings of Committee on Courses, School of Studies, Academic Council etc. and also for supply of additional study materials if required for improving the quality of the programme. Moreover, the University will keep on investing in developing the IT infrastructure so that the learners can benefit from the ICT enabled programme. The cost calculated by the office of Finance Officer as regards maintenance of Arts programmes- is Rs. 1750/-.

The figures as indicated above will be applicable for the MA in Political Science programme of the University. The University will keep adequate financial provision for development, delivery, and maintenance of the programme presented as per the Programme Project Report.

10 QUALITY ASSURANCE MECHANISM AND EXPECTED PROGRAMME AND COURSE LEARNING OUTCOMES

10.1 Quality Assurance Mechanism

As required by the NEP 2020, the University adopts a Learning Outcome Based Curriculum Framework for all academic programmes including the 2 year PG programmes. Accordingly, all academic programmes have been redesigned with clearly stated programme and course specific objectives and learning outcomes. Besides, the academic outcomes, certain non-academic outcomes such as team work, effective communications, ethical conduct etc. are also identified at all academic levels. Further, attempts are also made to map the programme and course specific learning outcomes with the expected outcomes of the NHEQF and NSQF for each academic level so that the programmes and courses offered by the University while being consistent with the overall perspective and framework of the NEP 2020 enable the learners to enter the job market with requisite qualifications. The formative as well as summative assessment and evaluation of various programmes and courses too are accordingly redesigned linking with the programme and course specific learning outcomes as identified. Moreover, the intended learning outcomes are

also embedded in the assessments and evaluations of the activities and projects as parts of the curriculum.

10.2 Expected Programme Outcomes

The outcomes of the programme are manifold, as noted below:

- (a) It will enable the learners to acquire knowledge enabling them to articulate well the condition around them.
- (b) This programme will also enable the learners to look for job in the civil services.
- (c) The programme will also help the learners to seek employment avenues in the development sector and/or other upcoming sectors like banking, insurance and other service sectors.
- (d) The programme will also encourage the learners to go for research in the field of Political Science and Developmental Studies.
- (e) The programme will enable the learners to undertake a teaching job up to the Post Graduation level subject to fulfilment of other eligibility criteria.
- (f) The programme will enable the learners to engage with the society in a fruitful manner leading to the welfare of all and thus contribute to the betterment of the society.

10.3 Learning Outcome based Curriculum Framework (LOCF) of the MA in Political Science Programme

The learning outcome based LOCF of the MA in Political Science programmes has been presented along with the detailed syllabi of the programme in Annexure II, where the objectives and outcomes are provided for all the core (DSC) and electives (DSE/GE) courses. Similarly, objectives and outcomes are also provided for Ability Enhancement Course (AEC) and Value Added Courses (VACs).

ANNEXURE I

Structure of the MA Programme in Political Science

Sem	DSC (Core)	Elective (DSE/GE)	AEC	VAC	Dissertation/ Seminar	Total Credits
I	Recent Political Theory	Indian Political System/ Economics of Social Sector <i>(Any one: 4 Credit)</i>	Any Course from the bundle of AEC 1 <i>(4 credits)</i>	VAC I <i>(2 credits)</i>		22
	Western Political Thought					
	Indian Political Thought					
II	Public Administration: Concepts and Theories	Indian Administration/ Economic Sociology* <i>(Any one: 4 Credit)</i>		VAC II <i>(2 credits)</i>	1 Seminar <i>(4 credits)</i>	22
	International Politics: Theory					
	Contemporary International Relations					
III	Modern Political Analysis	Political Sociology/ Sociology of Development* <i>(Any one: 4 Credit)</i>	Any Course from the bundle of AEC 2 <i>(4 credits)</i>			20
	Human Rights: Theory					
	Human Rights: Institutional Arrangements					
IV	Social Movements	Women and Politics/ Environmental Sociology* <i>(Any one: 4 Credit)</i>			1 Project /Dissertation <i>(8 credits)</i>	24
	Comparative Public Administration					
	Peace and Conflict Studies					
Total	48 credits (12x4 credits)	16 credits (4x4 credits)	8 credits (2x4 credits)	4 credits	12 credits	88

Total no. of courses : 20, 1 Seminar, 1 Project/Dissertation
DSC : 48 credits [Total courses: 12 (4 credits each)]
DSE : 16 credits [Total courses: 4 (Out of 8; 4 credits each)]
AEC : 08 credits [Total courses: 2 (4 credits each)]
VAC : 04 credits [Total courses: 2 (2 credits each)]
Seminar; Project/Dissertation : 12 credits [Seminar: 1; Project/Dissertation: 1 (4 + 8 credits)]
Total Credits : 88 credits

Note:

DSC: Discipline Specific Core; DSE: Discipline Specific Elective. AEC: Ability Enhancement Course; VAC: Value Added Course

* To be adopted from related/allied disciplines

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**DETAILED COURSE WISE SYLLABUS OF
MA IN POLITICAL SCIENCE PROGRAMME**

SEMESTER – I

DSC 1: RECENT POLITICAL THEORY

Course Objectives:

The course “Recent Political Theory” is designed to help the learners to have an understanding of the contemporary discourse in Political Science in terms of theoretical formulations to critically analyse socio-political realities. Accordingly, the course will begin by seeking to provide insights into the nature and significance of political theory to begin with. The course then will discuss certain key issues and concepts in the realm of political analysis including liberalism, neo-liberalism, libertarianism and communitarianism. A critical perspective of capitalism in the form of Karl Marx’s class perspective, Antonio Gramsci’s hegemonic perspective and J.M. Keynes’ reformist perspective will also be highlighted in the course. The theories of V.I. Lenin and Mao Zedong will also be covered in the course. The course will also try to look into the various approaches to the concept of justice. Accordingly, the feminist and subaltern perspectives and John Rawls’ theory of distributive justice will be discussed in the course. A cornerstone of modern political life is the concept of democracy. The course, accordingly, will discuss various types of democracy including liberal democracy, elitist democracy, pluralist democracy and participatory democracy. The course will also discuss an important aspect of political existence - that of nationalism, its meaning and nature. Finally, the course will end with a discussion on the “End of Ideology” debate and the concept of “End of History”. While the concept of “End of Ideology” offers an explanation of the post-second world war political reality in the western world characterised by the absence of ideological conflict, the concept of “End of History” signifies the triumph of western liberal democracy in the post-Cold War period.

Learning Outcomes:

- The learners will be able to explain the meaning, nature and significance of political theory.
- The learners will be able to become familiar with the concept of liberalism and explain its various aspects.

- The learners will be able to have a critical understanding of the concept of neo-liberalism.
- The learners will be able to explain the concept of libertarianism and discuss the views of F.A.Hayek and Robert Nozick.
- The learners will be able to explain the concept of libertarianism.
- The learners will be able to discuss the Marxian view on capitalism with reference to the class perspective of Karl Marx.
- The learners will be able to discuss the hegemonic perspective of Antonio Gramsci.
- The learners will be able to become familiar with the views of V.I. Lenin and Mao Zedong.
- The learners will be able to explain the feminist and subaltern perspectives on justice.
- The learners will be able to discuss John Rawl's theory of distributive justice.
- The learners will be able to explain the concept of democracy and discuss the contemporary theories of democracy.
- The learners will be able to explain the meaning and nature of nationalism.
- The learners will be able to familiarize themselves with the "End of Ideology" debate and explain Francis Fukuyama's concept of "End of History".

Unit 1: Nature and Significance of Political Theory

Meaning of Political Theory; Nature of Political Theory; Significance of Political Theory

Unit 2: Liberalism

Meaning and Characteristics of Liberalism; Implications of Liberalism; Growth of Liberalism: Evaluation of Liberalism

Unit 3: Neo-Liberalism

Meaning of Neo-Liberalism: Views on Neo-liberalism, Nature of Neo-liberalism; Neo-Liberalism and Globalization; Criticisms leveled against Neo-Liberalism

Unit 4: Libertarianism and Communitarianism

Libertarianism: Meaning of Libertarianism, Principles of Libertarianism; F.A. Hayek: Views of F.A. Hayek; Robert Nozick : Views of Robert Nozick; Meaning of Communitarianism

Unit 5: Capitalism- Class Perspective of Karl Marx

Dialectical Materialism; Marxian notion on Capitalism; Class Perspective- Karl Marx; Marxian Approach to the study of politics

Unit 6: Hegemonic Perspective of Capitalism- Antonio Gramsci

State and Civil Society: Antonio Gramsci, State and Civil Society; Concept of Civil Society; Hegemony and the State

Unit 7: Revolution, Imperialism: V.I. Lenin

Lenin's modification in Marxism; Lenin on Imperialism; Lenin on Revolution

Unit 8: New Democracy and Cultural Revolution: Mao Zedong

New Democracy and Cultural Revolution of Mao Zedong; Mao's Hundred Flowers Policy

Unit 9: Feminist and Subaltern Perspectives on Justice

Feminist Perspective on Justice; Subaltern Perspective on Justice; Comparison of the two perspectives

Unit 10: Distributive Justice- John Rawls

Rawls on Distributive Justice; Comparison with the Entitlement theory; Analysis and Criticism

Unit 11: Concept of Democracy

Meaning and Definitions of Democracy; Origin of the concept of Democracy; Principles of Democracy; Forms of Democracy; Concept of Liberal Democracy; Mechanism for making Liberal Democracy successful

Unit 12: Contemporary Theories of Democracy

Meaning of the Elitist Theory of Democracy; Features of the Elitist Theory of Democracy; Criticisms against the Elitist Theory of Democracy ;Meaning of the Pluralist Theory of Democracy; Features of the Pluralist Theory of Democracy; Criticisms against the Pluralist Theory of Democracy

Unit 13: Nationalism- Meaning and Nature

Meaning of Nation; Development of Nationalism; Kinds of Nationalism; Factors of Nationalism

Unit 14: Ideology; The "End of Ideology" Debate

Meaning of Ideology; The "End of Ideology" Debate; Francis Fukuyama and the "End of History"; Critics of Fukuyama's concept of "End of History"

Basic Reading List:

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- 3) Callinicos, Alex. (2009). *Imperialism and Global Political Economy*. Cambridge: Polity Press.
- 4) Chandrasekhar, S. (2014). *Political Theory and Thought*. New Delhi: Astha Publishers and Distributors.

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- 13) Kymlicka, Will. (1993). 'Appendix -I: Some Questions about Justice and Community', in Daniel Bell (ed) *Communitarianism and its Critics*. Oxford: Clarendon Press.
- 14) Lenin, V.I.: "Freedom to Criticize and Unity of Action" in *V.I. Lenin Collected Works*, 1965. Moscow: Progress Publishers.
- 15) Macpherson, C.B, (1973). *Democratic Theory: Essays in retrieval*. Clarendon Press, Oxford.
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- 17) MacIntyre, Alasdair. (1984). *After Virtue*. Notre-Dame: University of Notre Dame Press, 2nd edition.
- 18) Paul, Bowles. (2007). *Capitalism*. London: Pearson Publications.
- 19) Sandel, Michael. (1982). *Liberalism and the Limits of Justice*. New York: Cambridge University Press.
- 20) Sharma, D.B. and Sharma, Dipti. (2011). *Political Theory*. Guwahati: Ashok Book Stall.
- 21) Varma, SP. (2006). *Modern Political Theory*. New Delhi: Vikas Publishing House Pvt Ltd.
- 22) Walzer, Michael. (1984). *Spheres of Justice: A Defence of Pluralism and Equality*. USA: Basic Books.

DSC 2: WESTERN POLITICAL THOUGHT

Course Objectives:

This course “Western Political Thought” is designed to help the learners to have an understanding of the philosophy and thought of some of the most prominent political thinkers from the western hemisphere, starting from the classical age to the modern period. The thought and philosophy of these eminent thinkers and writers have contributed immensely to the development of the entire range of western political thought at various stages of history. Accordingly, the course will begin by discussing the views and ideas of Plato, one of the most prominent philosophers belonging to ancient Greece. Plato’s literary works like “The Republic”, where he explores the nature and ingredients of an Ideal State have had an unparalleled influence on the course of development of political thought. The course will also explore the views of Aristotle, the most prominent disciple of Plato, in terms of Aristotle’s views on Citizenship and Revolution. The views of Plato and Aristotle constitute the very bedrock of western philosophical tradition. The course then will approach to discuss medieval political thought. During the medieval period, political thought was greatly influenced by theological traditions. Accordingly, the course will discuss the views of two prominent Christian thinkers namely St. Thomas Aquinas and St. Augustine. The course then will discuss the views of Niccolo Machiavelli, who is heralded for his ideas on statecraft. The course will discuss Machiavelli’s views on Human Nature and his advice to the Prince. Significantly, the course will delve into the ideas and practices governing collective life in any society in the form of the concepts of individualism and liberalism and will discuss the views of Thomas Hobbes, John Locke and Jean-Jacques Rousseau. A fundamental principle of western political thought is that of utilitarianism whereby the aim is to secure the greatest good of the greatest number. The course therefore will deal with the principle of Utilitarianism as expressed in the political philosophy of Jeremy Bentham and John Stuart Mill. The course will also discuss the views of the idealist thinker, T. H. Green who laid stress on a humanistic approach and talked about such issues as rights and freedoms. The post industrialization period in Eastern Europe and Great Britain marked the beginning of a new set of ideas calling for moral reformation in the form of Utopian Socialism. The Course therefore will discuss the concept of Utopian Socialism and the views of Robert Owen with regard to the same. The course then will discuss the views of one of the most influential thinkers of the modern age, namely, Karl Marx in terms of his theory of historical materialism and class struggle. Another important theory in the realm of western political thought is that of Anarchism. Accordingly, the course will discuss the theory of Anarchism and the views of two prominent exponents of anarchism, namely, Joseph Proudhon and Peter Kropotkin. The Course will also discuss some other important ideologies and concepts in the realm of western political thought, namely, Fascism, New Leftism, Evolutionary Socialism with reference to Eduard Bernstein and Fabianism with reference to Henry George. The course finally will end with a discussion on the views of

two leading thinkers of the contemporary period, namely, Michel Foucault and Noam Chomsky.

Learning Outcomes:

- The learners will be able to explain Plato's theory of justice and ideal state.
- The learners will be able to explain Aristotle's views on citizenship and revolution.
- The learners will be able to have an understanding of the views of two notable early Christian thinkers, namely, St. Augustine and St. Thomas Aquinas.
- The learners will be able to familiarize themselves with the views of Niccolo Machiavelli.
- The learners will be able to discuss the views of Thomas Hobbes, John Locke and Jean Jacques Rousseau and explain the concepts of individualism and liberalism.
- The learners will be able to discuss the philosophy of utilitarianism in the light of the views of Jeremy Bentham and J.S. Mill.
- The learners will be able to familiarize themselves with the views of T.H. Green in the context of the philosophy of English idealism.
- The learners will be able to discuss the concept of utopian socialism of Robert Owen.
- The learners will be able to discuss Karl Marx's historical materialism and class struggle.
- The learners will be able to explain Eduard Bernstein's evolutionary socialism and become familiar with Fabianism of Henry George.
- The learners will be able to become familiar with the theory of anarchism with reference to the views of Joseph Proudhon and Peter Kropotkin.
- The learners will be able to explain the concept of fascism and its various aspects.
- The learners will be able to discuss the views of Michel Foucault and Noam Chomsky.

Unit 1: Plato's Theory of Justice and Ideal State

Plato's Theory of Justice: Influences on Plato's philosophy, Plato's concept of justice, Plato's Justice- A critical Analysis; Ideal State of Plato, Criticisms of Plato's Ideal State

Unit 2: Aristotle- Citizenship and Revolution

Aristotle's views on Citizenship: Non-Essential Qualifications of Citizenship, Essential Qualifications of Citizenship, Virtues of a Citizen, Classes excluded from Citizenship, Criticisms of Aristotle's views on Citizenship; Aristotle's views on Revolution, Causes of Revolution

Unit 3: Church and the State- St. Thomas Aquinas and St. Augustine

Views of St. Augustine (354-430 A.D.), St. Augustine's conception of Two Cities, St. Augustine's views on State and Church, St. Augustine's views on Peace and Justice; Views

of St. Thomas Aquinas (1225-1274): St. Thomas Aquinas views on State, St. Thomas Aquinas' Classification of Government and views on Monarchy, St. Thomas Aquinas' views on Sovereignty and Law, St. Thomas Aquinas' views on the Church and the State

Unit 4: Political Theory of Niccolo Machiavelli

Machiavelli: A Child of his time and A Child of Renaissance; Methodology; Machiavelli on Reason of State and Power Politics; On Human Nature; On Dual Standards of Morality; Advice to the Prince; On Republicanism; Critical Appreciation

Unit 5: Individualism and Liberalism- Hobbes, Locke and Rousseau

Thomas Hobbes; John Locke; Jean Jacques Rousseau; Individualism and Liberalism

Unit 6: Utilitarianism- Jeremy Bentham and John Stuart Mill

Jeremy Bentham; Bentham's Utilitarianism; J.S. Mill; Mills' Utilitarianism

Unit 7: English Idealism- T.H. Green

T. H. Green and English Idealism; Green on State; Green on Freedom and Rights: Green's views on Freedom, Green's views on Rights; Green on War; Other key concepts of Green: Punishment, Property, Natural Law, Society; An Estimate of Green's views

Unit 8: Utopian Socialism-Robert Owen

Robert Owen and Utopian Socialism: Concept of Utopian Socialism, Robert Owens' views

Unit 9: Karl Marx- Historical Materialism and Class Struggle

Historical Materialism, Class-struggle, Marxist perspective of State

Unit 10: Evolutionary Socialism-Eduard Bernstein

Eduard Bernstein and Revisionism; Bernstein on 'Theory of Breakdown'; Bernstein on Class Structure and Class War; Bernstein on Dialectical and Historical Materialism; Bernstein on Surplus Value

Unit 11: Fabianism: Henry George

Meaning of Fabianism; Henry George as a prominent Source of Influence on Fabianism; Henry George's Theory of Distribution: Theory of Single Taxation, Law of Human Progress, An Estimate of Henry George's views

Unit 12: Anarchism: Joseph Proudhon and Peter Kropotkin

Meaning and Definitions, Features of Anarchism, Features of the Anarchist Society; Joseph Proudhon and Peter Kropotkin

Unit 13: Fascism

Meaning and Definitions of Fascism; Features of Fascism: Curtailing Fascism

Unit 14: Michel Foucault and Noam Chomsky

Michel Foucault on Power; Michel Foucault on Knowledge is Power; Noam Chomsky on Manufacturing Consent and Propaganda

Basic Reading List:

- 1) Arora, Prem. (2005). *Political Science (Theory)*. Cosmos Bookhive (P) Ltd.
- 2) Balibar, Etienne. (1995). *The Philosophy of Marx*. Verso: University of California.
- 3) Bentham, Jeremy. (1988). *The Principles of Morals and Legislation*. New York: Prometheus Books.
- 4) Coker, Francis William. *Readings in Political Philosophy*. Nabu Press.
- 5) Gupta, R.C. (2009). *Great Political Thinkers*. Agra: Lakshmi Narain Agarwal Educational Publishers.
- 6) Fraser, R. (1988). *A Student Generation in Revolt*. London: Chatto and Windus.
- 7) Foucault, Michel. *Power/Knowledge-Selected Interviews and Other Writings-1972-1977*. New York: Pantheon Books, 1979.
- 8) Hacker, Andrew. (1961). *Political Theory- Philosophy, Ideology and Science*. Toronto: Macmillan.
- 9) Harvey, David. (1982). *The Limits to Capital*. Verso: University of California.
- 10) Horn, G. *The spirit of 68: Rebellion in Western Europe and North America, 1956-76*. UK: Oxford University Press.
- 11) Jayapalan, N. (1999). *Aristotle*. New Delhi: Atlantic Publishers Distributors.
- 12) Jha, Shefali. (2010). *Western Political Thought – From Plato to Marx*. Pearson.
- 14) Leftwich, Adrian (ed.) (1984). *What is Politics: The Activity and its Study*. Oxford: Basil Blackwell.
- 18) Mukherjee, Subrata. and Sushila, Ramaswamy. (2003). *A History of Political Thought, Plato to Marx*. New Delhi: Prentice Hall.
- 19) Nelson, Brain R. (1996). *Western Political Thought*. New Delhi: Pearson Education.
- 21) Rai, Milan. (1995). *Chomsky's Politics*. New Delhi: Rawat Publications.
- 22) Sabine G.H. (1973). *History of Political Thought*. New Delhi: Oxford and IBH.
- 23) Sharma, S.K. and Sharma, Urmila. (2003). *Western Political Thought-From Plato to Burke*. Atlantic.
- 24) Skinner, Quentin. *Machiavelli: A Very Short Introduction*. Oxford University Press.
- 25) Subrata, Mukherjee. and Sushila, Ramaswamy. (2003). *A History of Political Thought, Plato to Marx*. New Delhi: Prentice Hall.

DSC 3: INDIAN POLITICAL THOUGHT

Course Objectives:

The course titled “Indian Political Thought” is designed to help the learners to have a deep understanding of the political ideas of different political thinkers of ancient as well as modern India whose ideas and contributions have significantly helped in the development of Indian political thought. The course will begin with a discussion on the political ideas of Manu who is regarded as the father of ancient Indian polity and the author of the famous book *Manusmriti*. The course will also discuss the political ideas of Kautilya who is known by the name Chanakya. Kautilya’s theory of Saptanga and his views on the King and the State are discussed in the course. The course then will discuss the political ideas of Raja Ram Mohan Roy and explains his views on Brahmo Samaj. Subsequently, the ideas of Jyotiba Phule will also be discussed in the course. Phule was a social reformer who contributed a lot towards the development of Indian political thought. Phule’s views on religion, Indian economy, varna and caste system and solutions to the agrarian problem will be analysed in the course. The political ideas of M. K. Gandhi and Jawaharlal Nehru will be discussed in the course. Gandhi’s views on Satya and Ahimsa, State, Satyagraha and perspective on Peace will be covered in the course. Similarly, Nehru’s views on nationalism, democracy, modernism and internationalism will also be included in the course. The course will also discuss M. N. Roy. Roy’s views on humanist ideology, materialism, party-less democracy and his involvement in India’s freedom struggle are elaborately explained. The views of another social reformer and the father of the Indian Constitution, Dr. B. R. Ambedkar will also be discussed in the course. The course will discuss the political ideas of Maulana Abul Kalam Azad. Azad’s views on Hindu-Muslim unity, Nationalism, non-violence, Democracy and partition of India will be discussed in the course. The contributions of Jay Prakash Narayan will also be included in the course. Narayan was influenced by Marxism as well as Gandhian thought. Discussions will be made on Narayan as a socialist and the impact of Gandhian thought upon him and Narayan’s views on Sarvodaya and Total Revolution. The course then will also discuss the views of Acharya Vinoba Bhave. He is known as the father of Bhoodan Movement. Bhave’s religious and social work, his relationship with Gandhi and his views on Bhoodan Movement, Brahma Vidya Mandir will be analysed in this course. The course will also focus on the contributions of Ram Manohar Lohia. He has been one of the most original and ingenious modern Indian thinkers who advocated for decentralised socialism. In the course, Lohia’s ideas on socialism and Gandhism and his concept of International Society will be discussed. The course will also focus on the ideas of Amartya Sen. The concepts of Development as Freedom and Missing Women put forward by Amartya Sen will be discussed in the course. The course will end with a discussion on the great nationalist thinker from Assam, Ambikagiri Raicoudhury. His ideas on humanism, freedom and state, Assamese nationalism, among others, along with his contributions to the freedom struggle of India will be incorporated in the course.

Learning Outcomes:

- The learners will be able to discuss the philosophical foundation and political ideas of Manu including his views on the four varnas.
- The learners will be able to explain Kautilya's views involving various aspects of statecraft.
- The learners will be able to discuss the thought and ideas of noted social reformers including Raja Ram Mohan Roy and Jyotiba Phule.
- The learners will be able to discuss the views of Mahatma Gandhi centering on the principles truth and nonviolence.
- The learners will be able to become familiar with the ideas of Jawaharlal Nehru.
- The learners will be able to explain the views of M.N.Roy including his idea of radical humanism.
- The learners will be able to explain the thought and contribution of Dr. B.R.Ambedkar.
- The learners will be able to become familiar with the political ideas of Maulana Abul Kalam Azad.
- The learners will be able to explain the views of J.P. Narayan including his idea of total revolution.
- The learners will be able to discuss the views of Acharya Vinoba Bhave including his concept of bhoodan.
- The learners will be able to explain Ram Manohar Lohia's ideas on socialism and Gandhism.
- The learners will be able to explain Amartya Sen's concepts of development as freedom and missing women.
- The learners will be able to discuss the views of Ambikagiri Raichoudhury, a prominent thinker from Assam.

Unit 1: Manu

Philosophical foundation of Manu's thought; Four Varna's of Manu; Political ideas of Manu

Unit 2: Kautilya

Saptanga Theory of Kautilya; Kautilya's views on the King; Kautilya's views on States; Comparison between Kautilya and Machiavelli

Unit 3: Raja Ram Mohan Roy

Political ideas of Raja Ram Mohan Roy: Theory of Personal and Political Freedom, Roy's Ideas on Educational, Economic and Political issues, As a Progressive and Liberal Thinker, Subjects of Law and Morality, Brahmo Samaj

Unit 4: Jyotiba Phule

Attitude towards Colonial Government; Indian Social Order- a Critique: Varna and Caste System, Equality between Men and Women; Views on Religion; Indian Economy: Solution to the Agrarian problem

Unit 5: M. K. Gandhi

Satya and Ahimsa; Satyagraha- Scope and Significance; Gandhian perspective on Peace; Gandhian perspective of the nature of the State

Unit 6: Jawaharlal Nehru

The ideas of Nehru: Nehru's Views on Nationalism, Nehru on Democracy, Nehru's Modernism, Nehru's Views on Internationalism

Unit 7: M. N. Roy

M.N. Roy and the Communist Movement; Humanist Ideology; Roy's Materialism; Radical Humanism ; Roy's involvement in the national struggle; Party less Democracy

Unit 8: B. R. Ambedkar

Movement against Class Discrimination; Framers of the Constitution of India; Other Contributions of Ambedkar: Ambedkar and Buddhism, Support to Uniform Civil Code, Economic Planning, Ambedkar as a Litterateur

Unit 9: Maulana Abul Kalam Azad

Political Ideas of Abul Kalam Azad: Azad's Views on Hindu- Muslim Unity, Views on Nationalism, Views on Non-Violence, Views on Democracy, Azad's Views on Partition of India

Unit 10: J. P. Narayan

Influence of Marxism; Impact of Gandhian thoughts: A shift from Socialism to Sarvodaya; Total Revolution

Unit 11: Acharya Vinoba Bhave

Religious and Social work; Bhoodan Movement; Brahma Vidya Mandir; Bhave and Gandhi; Literary Career

Unit 12: Ram Manohar Lohia

Lohia's Ideas on Socialism and Gandhism; Lohia's Concept of International Society

Unit 13: Amartya Sen

Development as Freedom; Missing Women

Unit 14: Ambikagiri Raichoudhury

Literary contribution of Ambikagiri Raichoudhury; Ambikagiri and India's Freedom Struggle; Ambikagiri and Humanism; Ambikagiri on Freedom and State; Ambikagiri on Assamese Nationalism

Basic Reading List:

- 1) *Ambikagiri Raichoudhury Rachanavali*. Guwahati: Publication Board Assam. 2009.
- 2) Bharati, K.S. (1995). *Thoughts of Mahatma.Vol.1*. Nagpur: Dattsons.
- 3) Brian, K. Smith. (1991). *The Laws of Manu*. Penguin Classics.
- 4) Chandra, Prakash. (1998). *Modern Indian Political Thought*. New Delhi: Vikas Publishing House.
- 5) Dandavate, Madhu. (2002). *Jayaprakash Narayan: Struggle with Values-A Centenary Tribute*. New Delhi: Allied Publishers.
- 6) Das, Sandip. (ed). (2005). *Jayaprakash Narayan: Centenary Volume*. New Delhi: Mittal Publications.
- 7) *Dr. Babasaheb Ambedkar: Writings and Speeches. Vol. 1* (First Edition by Education Department, Govt. of Maharashtra: 14 April, 1979)
- 8) Gandhi, Mohandas K. (1957). *Non-Violence in Peace and War. Vol. II*. Ahmedabad: Navajivan Publishing House.
- 9) Gandhi, Mohandas K. (1938). *Indian Home Rule and Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- 10) Gandhi, Mohandas K. (1932). *From Yeravda Mandir*. Ahmedabad: Jitendra T. Desai Navajivan Mudranalaya.
- 11) Gavaskar, Mahesh. (1999). "Phule's Critique of Brahmin Power", in Michael, S.M. *Untouchable: Dalits in Modern India*. Boulder, Colorado- Lynne Rienner Publishers.
- 12) Ghosal, U.N. (2004). *Manusmriti*. New Delhi, Sage Publication.
- 13) Guha, Ramachandra. (eds). (2011). *Makers of Modern India*. Harvard: Harvard University Press.
- 14) Gupta, R.C. (2009-10). *Great Political Thinkers*. Agra: Lakshmi Narain Agarwal Educational Publishers.
- 15) Karriem, Razack. (2010). *Peace, its Indices and Implications for Swaraj*. Los Angeles: Sage Publication.
- 16) *Kautilya's Arthasastra* (2008). Guwahati: Publication Board Assam.
- 17) Keer, Dhananjay. (1974). *Mahatma Jotirao Phooley: Father of the Indian Social Revolution*. Mumbai: Popular Prakashan Ltd.
- 18) Mehta, V. R. (1986). *Foundations of Indian Political Thought*. New Delhi: Manohar Publications.
- 19) Shahare, M. L. *Dr. BR Ambedkar, His life and work*. NCERT.
- 20) Maini, S.K., Vishwanath, Pandey. and Chandramouli, K. (2012). *Visionary of Modern India: Madan Mohan Malaviya*. New Delhi: Showcase/Roli Books.

- 21) Mehta, V.R. (1986). *Foundations of Indian Political Thought*. New Delhi: Manohar Publications.
- 22) Narayanasamy, S. (2003). *The Sarvodaya Movement: Gandhian Approach to Peace and Non-violence*. New Delhi: Mittal Publications.
- 23) Nehru, Jawaharlal (2004). *Discovery of India*. Penguin Books.
- 24) Parekh, Bhikhu, (1997). *Gandhi: A Very Short Introduction*. New Delhi: Oxford University Press.
- 25) Parel, Antony J.(ed.) (2011). *Gandhi, Freedom and Self- Rule*. New Delhi: Vistaar Publication.
- 26) Raghavan N. Iye, (1973). *The Moral and Political Thought of Mahatma Gandhi*. Delhi: Oxford University Press.
- 27) Sen, Amartya. (2009). *The Idea of Justice*. Harvard University Press.
- 28) Sen, Amartya. and Dreze, Jean. (1989). *Hunger and Public Action*. Oxford University Press.
- 29) Sharma, Urmila and Sharma, S.K. (2001). *Indian Political Thought*. Atlantic.
- 30) Sinha, Nilima, (1990) "Jayaprakash Narayan" in *Remembering Our Leaders*. New Delhi: Children's Book Trust.
- 31) Singh, Mahendra Prasad. and Roy, Himanshu. (2001). *Indian Political Thought*. Pearson.
- 32) Varma, V.P. (2013). *Modern Indian Political Thought*. Agra: Lakshmi Narayan Agarwal, Educational Publishers.

DSE 1: INDIAN POLITICAL SYSTEM

Course Objectives:

The course “Indian Political System” is designed to help the learners to have a deeper understanding of the theoretical and practical dimensions of Indian political system. The functioning of the Indian political system is based on a written Constitution, which is the basic and fundamental law of the land. The Constitution subscribes to the principles of popular sovereignty and democracy. Accordingly, the course will begin with a discussion on the philosophy of the Indian Constitution as enshrined in the Preamble to the Constitution of India. Some parts of the Indian Constitution are regarded as the basic structure of the Constitution. The parts which constitute the basic structure of the Constitution cannot be amended. Accordingly, the course will deal with the basic features and basic structure of the Indian Constitution. After independence India adopted parliamentary democracy as a form of government. Subsequently, the course will make the learners familiar with the fundamental aspects of functioning of parliamentary democracy in India. Various challenges to the functioning of parliamentary democracy as well as future prospects of parliamentary democracy in India will also be discussed in detail. One of the cardinal principles of the Indian Constitution is the concept of secularism. The Constitution of India has established India as a secular state. In this context the course will focus on the tradition of secularism as the hallmark of the Indian political system. A significant pre-requisite in a democratic polity is the existence of an independent judicial system to act as the guardian of the Constitution and the rights of the people. The Constitution of India too provides for an independent integrated judicial system, with the Supreme Court standing at the apex of the judicial structure below which stand the High Courts and the subordinate courts. Accordingly, the course will discuss the judiciary in India with reference to the structure of the Indian judiciary and issues like judicial review, judicial activism and Public Interest Litigation. The Indian political system is federal in structure. However, the federal model in India has its own characteristics. The course therefore will discuss the nature of Indian federalism with special reference to the scheme of division powers between the Union and the States. The Constitution of India has put special emphasis on decentralisation of power and participation of people at the grassroots through rural and urban local self-government institutions including Panchayati Raj Institutions and Municipalities. The course will deal with politics of decentralisation in India with special reference to the 73rd and 74th Amendment Acts. The issue of regionalism has been one of the most debatable issues in Indian politics. A number of states in India have been experiencing various types of movements based on the assertion of linguistic and regional identities. Accordingly, the course will introduce the learners to the Language Movement in Assam, the Assam Movement and the Dravidian Movement. In India the problem of insurgency has been a serious issue, more particularly in North East India, which has threatened the security, unity and integrity of India. Thus the course will discuss the problem of insurgency in the northeastern region of India, with special reference to insurgency movements led by NSCN, ULFA, NDFB. The course will also discuss the party system in India and its recent trends. In India, we have a parliamentary system of government with periodic elections based on a multi-party system. There is a system of direct and indirect elections for Parliament, legislative assemblies of States and Union Territories, local government institutions and for the posts of President and Vice President. Accordingly, the course will

deal with various aspects associated with electoral politics and voting behaviour in India. Another important concept in the study of Political Science is the concept of political economy involving the interface between political system and the economic system. The course therefore will offer a discussion on the concept of political economy in Indian context. Presence of pressure groups is one of the important characteristics of any democratic society. In a democratic country these groups act as mediators between the people and the government and seek to influence the formulation of public policy. The course therefore will end with a discussion on the various dimensions associated with pressure groups in India.

Learning Outcomes:

- The learners will be able to explain the philosophy and basic features of the Constitution of India.
- The learners will be able to familiarize themselves with the institutional dynamics and recent trends of parliamentary democracy in India.
- The learners will be able to discuss the meaning and nature of secularism in India.
- The learners will be able to explain the institutional and operational aspects relating to the judiciary in India.
- The learners will have an understanding of the nature and dynamics of Indian federalism.
- The learners will be able to explain the structural and functional dynamics of grassroots democracy in India.
- The learners will be able to discuss the manifestation of regional aspirations in India in the form of certain movements based on linguistic and ethnic identities.
- The learners will be able to become familiar with the issue of insurgency in North East India.
- The learners will be able to have an understanding of the party system in India and will also be able to familiarize themselves with electoral politics in India.
- The learners will be able to discuss the dynamics of the political economy in India covering the pre-independent era up to the contemporary period.
- The learners will be able to explain the role of pressure group politics in India.

Unit 1: Philosophy of the Indian Constitution

Philosophy of the Indian Constitution: Ideas and Principles

Unit 2: Basic Features of the Indian Constitution

Basic Features of the Indian Constitution, Concept of the Basic Structure of the Constitution: Judicial Interpretation

Unit 3: Parliamentary Democracy- Structure and Recent Trends

Structure of the Indian Parliament, Law Making Procedure of the Indian Parliament, Functioning of Parliamentary Democracy in India: Challenges and Prospects

Unit 4: Secular Tradition in Indian Politics- Issues and Challenges

Meaning of Secularism; Secularism in India: Tenants of Indian Secularism, Views of Gandhi and Nehru on Secularism, Challenges to Secularism in Contemporary India

Unit 5: Indian Judiciary

The Supreme Court, The High Courts, Subordinate Courts, Judicial Review, Public Interest Litigation, Judicial Activism: A Critical Appraisal

Unit 6: Federal Structure and Its Dynamics- Issues in Centre-State Relations

Nature of Indian Federalism: Federal and Non-federal Features, Division of Powers between the Centre and the States: Relation between the Centre and the States, An Estimate of Indian Federalism

Unit 7: Politics of Decentralisation

Evolution of the Panchayati Raj System in India, Growth of Local Self Government in Assam; 73rd and 74th Amendment Acts, Functioning of Panchayati Raj Institutions: Issues and Challenges

Unit 8: Regional Aspirations- Identity Politics in Assam (Language Movement and Assam Movement)

Regional Aspirations and Identity Politics in Assam: Genesis of the Problem, Language Movement, Assam Movement, Critical Assessment

Unit 9: Regional Aspirations- Dravidian Movement

Regionalism and Regional Aspirations, Genesis of the Dravidian Movement: Pre-Independence Era, the Dravidian Movement in Independent India, Critical Analysis of the Dravidian Movement

Unit 10: Insurgencies in the North-East India- NSCN, ULFA, NDFB

Overview of Conflict in North-East India, Insurgency: Meaning and Causes, Insurgent Groups in North East India: National Socialist Council of Nagaland (NSCN), United Liberation Front of Assam (ULFA), National Democratic Front of Bodoland (NDFB); Recent Developments

Unit 11: Party System in India

Era of One Party Dominance, Breakdown of Congress Dominance, Process of Regionalisation, Coalition Politics, Recent Trends

Unit 12: Electoral Politics and Voting Behaviour in India

Role of Election in Democracy, Election Machinery, Electoral System and Process, Voting Pattern, Determinants of Electoral Behaviour, Drawbacks of Electoral System, Electoral Reforms

Unit 13: Political Economy- Nehruvian Model and Mixed Economy; Recent Trends

Political Economy of Pre Independent India, Political Economy of Nehru Era, Political Economy in Post Nehru Era, Dawn of Liberalization, Privatization, Globalization (LPG), Beyond LPG

Unit 14: Pressure Group Politics in India

Meaning of Pressure Group, Methods used by the Pressure Groups, Pressure Groups in India, Role of Pressure Groups in India

Basic Reading List:

1. Abbas, H.; Kumar, R. & Alam, M.A. (2011). *Indian Government and Politics*. New Delhi: Pearson.
2. Baruah, Sanjib. (2000). *India Against Itself*. New Delhi: Oxford University Press.
3. Basu, Durga Das. (2015). *An Introduction to the Constitution of India*.
4. Basu, Durga Das. and Bakhi, P. M. (2013). *The Constitution of India*. New Delhi: Universal Law Publishing Co.
5. Bhargava, Rajeev. (2010). *The Promise of India's Secular Democracy*. New Delhi: Oxford University Press.
6. Bhuyan, Dr. P.R. (2014). *Secularism: The Nucleus of Indian Democracy*. New Delhi: Kunal Books.
7. Chander, Prakash. (2008). *Indian Government and Politics*. Gurgaon: Cosmos Bookhive (P) Ltd.
8. Chandra, Bipan; Mukherjee, Mridula; and Mukherjee Aditya. (2008). *India Since Independence*. New Delhi: Penguin India.
9. Chelliah, R.J. (2010). *Political Economy of Poverty Eradication in India: An Essays on Fiscal Reform*. New Delhi: Sage Publications.
10. Dhyani, S.N. (1996). *Secularism: Socio-legal Issues*. Jaipur: Rawar Publications.
11. Frankel, F.R. (2005). *India's Political Economy 1947-2004*. New Delhi: Oxford University Press.
12. Ghai, K.K. (2008). *Indian Government and Politics*. New Delhi: Kalyani Publishers.
13. Gohain, Hiren. (1984). *Assam: The Burning Question*. Gauhati: Spectrum Publications.
14. Goswami, Sandhya. (1997). *Language Politics in Assam*. New Delhi: Ajanta Publication.
15. Gowda, M. V. Rajeev. and Sridharan, E. (2007). 'Parties and the Party System. 1947-2006', in Sumit Ganguly, Larry Diamond, and Marc F. Plattner (eds) *The State of India's Democracy*, John Hopkins University: Maryland.
16. Hasan, Zoya. (ed) (2002). *Parties and Party Systems*. New Delhi: OUP.
17. Hussain, Monirul. (1994). *The Assam Movement - Class, Ideology and Identity*. Delhi: Manak Publications.
18. IPCS Special Report 21 May 2006: ULFA & THE PEACE PROCESS IN ASSAM. Internal Security Problems in Northeast India: Insurgency and Counter Insurgency in Assam Since 1985 (English, Hardcover, Onkar Pawar)
19. Jayal, N.G.; Prakash, A. and Sharma, P.K. (ed) (2006). *Local Governance in India: Decentralisation and Beyond*. New Delhi: Oxford University Press.
20. Jayaraman, R. (1964) 'The Dravida Movement', *Economic and Political Weekly*, Sep 26, pp.1555-1556.
21. Jha, Rajesh. (ed) (2012). *Fundamental of Indian Political System*. New Delhi: Pearson.
22. Kothari, Rajani. (1972). *Politics in India*. New Delhi: Orient Longman.
23. Myron, Weiner. (1962). *The Politics of Scarcity-Public Pressure and Political Response in India*. Chicago: The University of Chicago Press.
24. Narula, Sanjay. (2007). *The Indian Political System*. New Delhi: Murari Lal & Sons.
25. Needham, A.D. and Rajan, R.S (ed). (2009). *The Crisis of Secularism in India*. Ranikhet: Permanent Black Publications.
26. Pawar, M.R. (ed) (2013). *Panchayati Raj System in India*. New Delhi: Garima Prakashan.

27. Sadiq, T. Umar. 'Emergence of Tamil Nationalism- A Socio- Political Study' in *SSRG International Journal of Economics and Management Studies*, Vol. 4, No. 5 May 2017.
28. Sharma, R. (ed) (2005). *Grass-Root Governance: Changes and Challenges in Rural India*. Jaipur: Aalekh Publishers.
29. Shunmugasundaram, Manuraj. (2016). 'A Century of Reform', *The Indian Express*, Nov 22.
30. Sikri, S. L. (2002). *Indian Government and Politics*. New Delhi: Kalyani Publishers.

DSE - 1: ECONOMICS OF SOCIAL SECTOR

Course Objectives:

This course shall provide the learners with a foundation on social sector. Social sector here represents basically education and health. The course begins with some basic concepts in Economics of education and ends with the discussion on economic appraisal of health programmes. This course is quite innovative, and it aims to discuss certain current theoretical concepts in the field of Economics of Education and Economics of health care.

Learning Outcomes:

- This course will help the learners know the concept of social sector. its importance and role.
- Learners will be able to outline the role of social sectors such as role of education in economic development.
- Learners will be able to explain the concepts like cost and benefits of education, return of education, education and labour market and education planning.

This course will also help the learners conceptualise socially relevant issues for undertaking research in future higher studies.

Unit 1: Economics of Education

Role of Education in Economic Development, Human Capital- Human Capital Vs Physical Capital, Components of Human Capital, Provision and Utilization of Educational Facilities

Unit 2: Demand for Education and Its Relationship with Employment

Private and Social Demand for Education, Relationship between Employment Opportunities and Educational Demand

Unit 3: Costs and Benefits of Education

Cost of Education – Expenditure on education, Private costs and social costs and wastage and stagnation; Benefits of education: Direct and indirect benefits, Private and social benefits

Unit 4: Returns of Education and Its Financing

Problems involved in measuring returns from investment in education; Educational financing- Resource mobilization and utilization.

Unit 5: Education and Labour Market - I

Education and labour market- Effects of educational financing on income distribution; Effects of education

Unit 6: Education and Labour Market - II

Ability and family background on earnings, Poverty and income distribution

Unit 7: Educational Planning and Development - I

Cost-benefit analysis of Education, production function models, Growth accounting equations of Schultz and Denison

Unit 8: Educational Planning and Development - II

Manpower requirements approach, Programming and input-output models; Educational Planning in developing countries with emphasis on India

Unit 9: Role of Public and Private Sectors in Education

Role of public and private sectors in Education; Public private partnerships in Education

Unit 10: Economics of Health-I

Nature and Scope of Health Economics; Interrelationship between health and development; Health and Productivity; Determinants of Health Status; Disease Burden and its Measurement, Global burden of disease

Unit 11: Economics of Health-II

Economic dimensions of health care – demand and supply of health care; Economics of Nutrition: Linkages with Morbidity, Mortality and Female Education, Concept of Missing Women, Consequences of Gender Bias in Health

Unit 12: Financing of Health

Financing health care and resource constraints; Economics of Health Insurance; Health policy in India; Financing health sector in India

Unit 13: Role of Public and Private Sectors in Health

Role of public and private sectors in Health; Public private partnerships in Health

Unit 14: Economic Appraisal of Health Programmes

Forms of economic appraisal of health programmes- cost minimization, cost benefit analysis, cost effectiveness analysis, cost utility analysis

Basic Reading List:

- 1) Bhattacharya, J., T. Hyde & P. TU (2014). *Health Economics*. London: Palgrave Macmillan
- 2) Eklund, F. J. (2008). *Resource Constraints in Health Care*. Finland: Helsinki University of Technology
- 3) Finkelstein, A. (2014). *Moral Hazard in Health Insurance*. New York: Columbia University Press
- 4) Govender, V. & L. P. Kekana (2007). *Gender Biases and Discrimination: A Review of Health Care Interpersonal Interactions*. South Africa: WHO
- 5) Gupta, K.R. (1977). *Economics of Development and Planning*. Delhi: Atma Ram & Sons.
- 6) Herz, B. & G. B. Sperling (2004). *What Works in Girls Education*. New York: Council on Foreign Relations
- 7) Hicks, L. (2014). *Economics of Health and Medical Care*. USA: Jones & Bartlett Learning
- 8) Jacob, P. & J. Rapoport (2002). *The Economics of Health and Medical Care*. Massachusetts: Jones and Bartlett Publishers.

- 9) Naik, J. P. (1961). *The Role of the Government of India in Education*. New Delhi: Ministry of Education, Government of India.
- 10) Purohit, B. C. (2020). *Economics of Public and Private Healthcare & Health Insurance in India*. New Delhi: SAGE Publications India Pvt. Ltd.
- 11) Sengupta, K. (2016). *Determinants of Health Status in India*. New Delhi: Springer India Pvt. Ltd.
- 12) Whittington, R. (2008). *Introduction to Health Economics Concepts*. UK: Greenflint Ltd.

SEMESTER II

DSC 4: PUBLIC ADMINISTRATION: CONCEPTS AND THEORIES

Course Objectives:

The course titled “Public Administration: Concepts and Theories” is designed to help the learners to have an understanding of the basic conceptual and theoretical framework with regard to the discipline of public administration. Accordingly, the course will begin with an explanation of the meaning, nature and scope of Public Administration. The course then will seek to trace the evolution of the discipline of public administration from the early period to the present. A new era in the field of Public Administration was heralded with the emergence of the concept of New Public Administration which will also be discussed in detail in the course. Another very important issue in the field of Public Administration is that of New Public Management for ensuring greater effectiveness in the delivery of public services. The course therefore will introduce the learners to the said concept. A key area in the field of Public Administration is that of development administration. The concept focusses on evolving developmental programmes and policies suitable for developing and developed countries. The concept of development administration will therefore be discussed in detail in the course. The course will also discuss concept of organisation and some of the core principles of organisation such as hierarchy, span of control, etc. Subsequently, the course will discuss two very important concepts in Public Administration including line and staff agencies, chief executive and public corporations. The course then will discuss certain key theories in the realm of Public Administration including Scientific Management theory, Human Relations theory, Bureaucratic theory, Bureaucratic theory, Decision management and Ecological theory. An important concept in Public Administration is that of motivation. The course therefore will deal with different dimensions relating to the concept of motivation. Finally, the course will end with the concept of civil service with regard to its meaning, nature, civil service neutrality and commitment and role of civil service in democracy.

Learning Outcomes:

- The learners will be able to explain the nature and scope of public administration.
- The learners will be able to discuss the evolution of public administration from the early period to the contemporary times.
- The learners will be able to become familiar with various aspects of New Public Administration and explain its various goals.
- The learners will be able explain the concept of New Public Management.
- The learners will be able to discuss the meaning and features of development administration.

- The learners will be able to explain the types, approaches and principles of organisation and become familiar with line and staff agencies.
- The learners will be able to discuss different theories of leadership.
- The learners will be able to discuss certain important and basic theories in the realm of public administration, namely, the Scientific Management theory, the Human Relations theory, the Bureaucratic theory, the decision-making theory and the ecological approach
- The learners will be able to explain the meaning and theories of motivation.
- The learners will be able to explain the meaning and nature of civil service.

Unit 1: Public Administration: Nature and Scope

Meaning, Nature (Integral view and Managerial view); Scope of Public Administration (POSDCoRB view, Subject Matter view, Administrative Theory, Applied Administration)

Unit 2: Evolution of Public Administration

Different phases of the growth of public administration: Phase 1: Early Tradition (Politics-Administration Dichotomy); Phase 2: Search for Principles of Administration (Economy and Efficiency); Phase 3: Human Relations Movement; Phase 4: Development of a Scientific and Inter-disciplinary Character; Phase 5: Emergence of New Public Administration, Phase 6: Interest in Alternative Paradigms

Unit 3: New Public Administration

Background, Landmarks in the growth of New Public Administration, Goals of New Public Administration, Critical Evaluation

Unit 4: New Public Management

Meaning, Nature; Importance of New Public Management

Unit 5: Development Administration

Meaning and Features of Development Administration; Role of Bureaucracy in Development Administration

Unit 6: Organization

Types, Approaches, and Principles; Line and Staff; Chief Executive and Corporations

Unit 7: Theories of Leadership

Meaning of Leadership; Great Man, Trait, Situational and Contingency Theories

Unit 8: Scientific Management Theory: F. W. Taylor

Meaning of Scientific Management, Origin of the Scientific Management Theory, Aims of Scientific Management, Features of the Scientific Management Theory, Principles of the Scientific Management Theory, Advantages of the Scientific Management Theory,

Criticisms of the Scientific Management Theory: Workers' Criticisms, Employers' Criticisms, Criticisms from the Psychologists

Unit 9: Human Relations Theory: Elton Mayo

The Hawthorne Experiments, Elements of the Human Relations Theory, Views of Chester. I. Barnard, Criticisms of Human Relations Theory

Unit 10: Bureaucratic Theory: Max Weber

Meaning and Types of Bureaucracy, Weber's concept of "Ideal Type" model of Bureaucratic Organisation, Criticisms of the Weberian Theory of Bureaucracy

Unit 11: Decision-Making Theory: Herbert Simon

Meaning of problem solving and decision making; Herbert Simon's Model of Decision Making (Intelligence-search for problems; Design- developing courses of action; Rational Choice- as choice of appropriate course of action)

Unit 12: Ecological Approach: Fred W. Riggs

Meaning of the Ecological Approach, Fred Riggs' models- Fused Model, Diffracted Model and Prismatic Model

Unit 13: Theories of Motivation: Abraham Maslow and Douglas McGregor

Meaning of Motivation, Maslow's Hierarchy of Needs Theory; McGregor's Theory X and Theory Y

Unit 14: Civil Service: Meaning and Nature

Meaning of Civil Service; Civil Service Anonymity and Neutrality

Basic Reading List:

- 1) Basu, Rumki. (2004). *Public Administration-Concepts and Theories*. New Delhi: Sterling Publishers Private Limited.
- 2) Bhagwan, Vishnoo. and Bhushan, Vidya. (2007). *Public Administration*. New Delhi: S.Chand & Company Ltd.
- 3) Bhattacharya, Mohit. (2010). *Public Administration*. Kolkata: The World Press Private Ltd.
- 4) Fadia and Fadia. (2008). *Public Administration- Administrative Theories and Concepts*. Agra: Sahitya Bhawan Publications.
- 5) Lakshmikant, M. (2012). *Public Administration*. New Delhi: Tata McGraw-Hill Education Pvt. Ltd.
- 6) Maheswari, Shriram. (2003). *Administrative Theory: An Introduction (Second Edition)*. New Delhi: Macmillan.
- 7) Naidu, S. P. (2005). *Public Administration- Concepts and Theories*. New Delhi: New Age International (P) Ltd.

- 8) Sharma, Dr. M. P. & Sadana, Dr. B. L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.

DSC 5: INTERNATIONAL POLITICS: THEORY

Course Objectives:

The course “International Politics: Theory” is designed to help the learners to have a deep understanding about various theoretical dimensions of international politics. Accordingly, the course will begin with a very basic discussion on the meaning, nature and scope of International Politics. The course then will discuss various stages of evolution of international politics as an academic discipline. A number of theories have been formulated whereby the conduct of international politics is sought to be explained through particular standpoints. Accordingly, the Idealist theory, the Realist theory, the Game theory, the Bargaining theory, the Decision Making theory and the Communication theory will be covered in the course. There are certain concepts which are very necessary in order to have a comprehensive understanding about various phenomena of international politics. Through this course the learners will be introduced to certain key concepts and processes in the field of International Politics such as national power, balance of power and collective security, foreign policy and national interest. Along with national interest, ideology also influences the course of action of a country in its dealings with other states. Accordingly, the course will discuss the concept of ideology and the relationship between national interest and ideology. The course will also focus on the concept of diplomacy which is considered to be an important means whereby international relations are conducted and managed. Another major issue of international relations of contemporary time is conflict among nations at various levels. Accordingly, the course will discuss the dynamics of international conflict and war. Disarmament and arms control are two other important issues through which world peace is sought to be preserved and maintained. The course will therefore deal with various aspects associated with disarmament and arms control. In the contemporary time, the concept of security has assumed new connotations. Accordingly, some alternative concepts of security, such as human security, cooperative security and human development will be included in the course.

Learning Outcomes:

- The learners will be able to explain the meaning, nature and scope of international politics.
- The learners will be able to discuss the four stages of development of international politics as an academic discipline.
- The learners will be able to discuss the concepts of idealism and realism in international politics.
- The learners will become familiar with the basic theoretical framework of international politics. involving the game theory, bargaining theory, decision-making theory and communication theory.

- The learners will be able to explain concepts such as national power, balance of power, collective security, foreign policy and national interest.
- The learners will be able to become familiar with diplomacy as an important means to conduct and manage international relations.
- The learners will be able to explain the meaning of international conflict and discuss the dynamics of conflict and war.
- The learners will be able to explain the meaning of and other aspects related to disarmament and arms control.
- The learners will be able to familiarize themselves with the alternative concepts of security, namely, cooperative security and human security.

Unit 1: Nature and Scope of International Politics

Meaning of International Politics; Nature and Scope of International Politics

Unit 2: Development of International Politics as an Academic Discipline

Four stages of the development of International Politics (the Diplomatic History Stage; the Current Events Stage; the Law and Organization Stage; the Contemporary Stage)

Unit 3: Idealism and Realism in International Politics

Idealism and its Features; Realism and its Features; Difference between Idealism and Realism

Unit 4: Game Theory and Bargaining Theory

Game Theory- Meaning and Nature, Criticisms of Game Theory; Bargaining theory- Meaning and Nature, Criticisms of Bargaining Theory

Unit 5: Decision-Making and Communication Theory

Decision-Making theory- Meaning and Nature, Criticisms of Decision-Making Theory; Bargaining Theory- Meaning and Nature, Criticisms of Bargaining Theory

Unit 6: Power in International Politics

Concept and Elements of National Power, Methods of Using Power by a State, Limitations on National Power; A Critical Appraisal of National Power

Unit 7: Balance of Power and Collective Security

Concept of Balance of Power, Characteristics of Balance of Power, Devices of Balance of Power, Criticism and Relevance; Meaning of Collective Security, UN and Collective Security

Unit 8: Foreign Policy

Objectives of Foreign Policy and Determinants of Foreign Policy

Unit 9: National Interest

Components, Types, Methods of securing National Interest

Unit 10: National Interest and Ideology

Relationship between National Interest and Ideology; Decline of Ideology

Unit 11: Diplomacy

Development of Diplomacy, Functions and Types of Diplomacy; Decline of Diplomacy

Unit 12: International Conflict

Meaning of International Conflict; Dynamics of Conflict and War

Unit 13: Disarmament and Arms Control

Meaning of Disarmament; Meaning of Arms Control; Difference between Disarmament and Arms Control; Military, Economic and Moral Arguments for Disarmament

Unit 14: Alternative Concepts on Security

Cooperative Security, Human Security and Development

Basic Reading List:

- 1) Chander, Prakash. & Arora, Prem. (2015). *Comparative Politics and International Relations*. New Delhi: Cosmos Bookhive Pvt. Ltd.
- 2) Dhar, S. N. *International Relations and World Politics since 1919*. New Delhi: Kalyani Publishers.
- 3) Ghai, K. K. (2005). *International Relations– Theory and Practice*. New Delhi: Kalyani Publishers.
- 4) Goldstein, Joshua S. (2007). *International Relations. (6th edition)*. New Delhi: Pearson Education.
- 5) Kumar, Mahendra. (1998). *Theoretical Aspects of International Politics*. New Delhi: Shiva Lal Agarwal & Company.
- 6) Malhotra, Vinay Kumar. (2006). *International Relations*. New Delhi: Anmol Publications Pvt.Ltd.
- 7) Pruthi, R. K. (2006). *International Relations– Since 1919*. New Delhi: Mohit Publications.
- 8) Srivastava, Dr. L. S. & Joshi, Dr. V. P. *International Relations*. Goel Publishing House.

DSC 6: CONTEMPORARY INTERNATIONAL RELATIONS

Course Objectives:

The course “Contemporary International Relations” is designed to help the learners to have a deep understanding of the various dimensions of the International Relations. The course will begin with a discussion on the meaning, nature and phases of the Cold War. The various dimensions of the emerging world order will be discussed in the course, including the features of the emerging world order. The course will focus on the United Nations and will make the learners familiar with the structure and functions of the United Nations, its role in maintenance of world peace and UN Peace Keeping Missions. The course will also focus on the meaning and nature of South-South cooperation. Various regional groupings like NAM, G-77, ASEAN etc. will be discussed in the course. The course will also seek to focus on the meaning, objectives and basic principles of India’s foreign policy. India’s relations with other powers like Russia and America will be discussed elaborately in the course. India’s relations with her neighbours, namely, Pakistan, China and Bangladesh will also be discussed in the course. The course will also make a detailed discussion on neocolonialism and the dependency theory. The course will also include an important burning issue of the present day world, i.e. international terrorism. Discussions will be offered in the course on meaning, nature and strategies to combat terrorism. The course will also focus the importance and impact of globalization in international politics and will seek to explain the role of IMF, World Bank and WTO in this context. Finally, the course will end with a discussion on certain environmental issues in the contemporary while focusing on the concept of sustainable development.

Learning Outcomes:

- The learners will be able to discuss the meaning and phases of the Cold War.
- The learners will become familiar with the emerging world order in the post-Cold War period.
- The learners will be able to become familiar with the role and significance of the UN in maintenance of world peace and discuss the UN Peace Keeping Missions.
- The learners will also be able to have an understanding about south-south cooperation and become familiar with important regional groupings in this context, namely, NAM, G-77, ASEAN and OPEC.
- The learners will be able to discuss India’s relations with powers such as Russia and US.
- The learners will be able to discuss India’s relations with the neighbouring countries of China, Pakistan and Bangladesh.
- The learners will have an understanding of neo-colonialism and dependency.
- The learners will be able to discuss the challenge posed by international terrorism and also explain the campaign against international terrorism.

- The learners will be able to examine the impact of globalization on international politics and explain the role of IMF, World Bank and WTO.
- The learners will be able to discuss certain environmental issues in the contemporary while being able to explain the Sustainable Development Goals (SDGs).

Unit 1: Cold War

Meaning and Nature; Phases of the Cold War

Unit 2: Emerging World Order

End of the Cold War; Features of the Emerging World Order

Unit 3: United Nations

Role and Significance of the UN in maintenance of world peace; UN Peace Keeping Missions

Unit 4: South-South Cooperation

Meaning of South-South Cooperation; Regional groupings (NAM, G-77, ASEAN, OPEC)

Unit 5: India's Foreign Policy

Basic Principles of India's Foreign Policy; Objectives of India's Foreign Policy

Unit 6: India's Relations with Russia

Background; Stages and Recent Trends

Unit 7: India's Relations with the US

Background; Stages and Recent Trends

Unit 8: India's Relations with Pakistan

Background; Stages and Recent Trends

Unit 9: India's Relations with China

Background; Stages and Recent Trends

Unit 10: India's Relations with Bangladesh

Background; Stages and Recent Trends

Unit 11: Neo-Colonialism and Dependency

Meaning and Nature of Neo-Colonialism; Dependency Theory in International Relations

Unit 12: International Terrorism- Issues and Challenges

Meaning and Nature; Campaign against International Terrorism (Devising Strategies and Counter- Narratives)

Unit 13: Globalization and its impact on International Politics

Globalization and International Politics; Role of IMF, World Bank and WTO in globalization.

Unit 14: International Environmental Concerns and Sustainable Human Development

Environmental Issues in the contemporary period; Initiatives of the World Community; Meaning of Sustainable Development, Sustainable Development Goals (SDGs)

Basic Reading List:

- 1) Acocella, Nicola. (2005). *Economic Policy in the age of Globalisation*. Cambridge University Press.
- 2) Baylis, John., Smith, Steve. & Owens, Patricia. (2011). *Globalisation of World Politics, (fifth edition)*. Oxford University Press.
- 3) Borthakur, B.N. (2004). *Sociological Aspects of Economic Development*. Dibrugarh: Upasana Publishing Academy.
- 4) Burns, Vincent and Peterson, Dempsey Kate. (2005). *Terrorism - A documentary and Reference Guide*. Greenwood Press.
- 5) Cadman, T.(ed.) (2013). *Climate change and Global Policy Regions: Towards Institutional Legitimacy*. Palgrave Macmillan.
- 6) Chander, Prakash, & Arora, Prem. (2005). *Comparative Politics and International Relations*. New Delhi: Cosmos Bookhive (P) Ltd.
- 7) Duffield, M. (2001). *Global Governance and the New War*. London: Zed.
- 8) Ghai, K. K. (2010). *International Relations: A simple study of International Politics*. Kalyani Publishers.
- 9) Gupta, Suman. *Replication of Violence Thoughts on International Terrorism after Sept 11th 2001*. London: Pluto Press.
- 10) Held, David. & McGrew, Anthony G., Goldblatt, David. & Perraton, Jonathan. (1999). *Global Transformation Politics, Economics and Culture*. Stanford University Press.
- 11) James, Paul., Mittelman, James H., (2014). *Globalisation and Politics in Political Critiques and Social Theories of the Globe, Vol.3*. London: Sage Publications.
- 12) Malhotra, Vinay Kumar. (2011). *International Relations*. New Delhi: Anmol Publisher.
- 13) Myneni, S. R., (2010). *World Trade Organization*. New Delhi: Asia Law House.
- 14) Singh, Pavneet. (2018). *International Relations*. Mc Graw Hill Education.

DSE 2: INDIAN ADMINISTRATION

Course Objectives:

The course "Indian Administration" is designed to help the learners to have a deep understanding of the various dimensions of the Indian Administration. The course will begin with the evolution of the Indian administrative system from the pre-colonial period to the post-colonial period and explains the features of the Indian administrative system. The course will discuss the structural framework of the civil service in India. Various dimensions of the All India Services, Central Services and State Services will be discussed including their role in running the administration of India. Through this course, the learners will be made familiar with the structure and functions of the Union and State Public Service Commissions, about which the course will make a detailed discussion. The course then will discuss the powers and functions of the Comptroller and Auditor General of India. The meaning of Generalist and Specialist Bureaucracy including the ongoing debate and controversy between the two will also be included in the course. The evolution, meaning and functioning of the Development Administration in India and various aspects of financial administration in India, including the budgetary process in India will be elaborately explained in the course. The course will also deal with ideas and concepts of good governance, accountability and commitment and will include a discussion on e-governance in India including National e-governance Plan and National e-governance Division. The course will also deal with another burning issues of India i.e. corruption. A detailed discussion will be made on the meaning, definition, causes and remedies of corruption. The course will also include a discussion on the institutions of Ombudsman in the form of the institutions of Lok Pal and Lok Ayuktas. The course will also highlight the importance of transparency in administration. The Right to Information Act, 2005 will also clearly be explained in the course. The course will also focus on the importance and benefits of people's participation in administration. The course will end with a discussion on the various aspects of administrative reforms in India with special reference to the recommendations of various committees constituted for the purpose in the post-independent period.

Learning Outcomes:

- The learners will be able to explain the evolution of the administrative system in India while being able to explain the salient features of the administrative system in India.
- The learners will be able to discuss the structural framework of civil services in India covering the All India Services, the Central Services and the State Services.
- The learners will be able to discuss the composition, functions and other related aspects of the constitutional bodies of Union Public Service Commission and State Public Service Commissions.

- The learners will be able to explain the powers and functions of the Comptroller and Auditor General of India.
- The learners will be able to discuss the bureaucracy in India in the light of the generalist vs. specialist argument and, neutral and committed bureaucracy.
- The learners will be able to explain the evolution of Development Administration in India and its functioning.
- The learners will be able explain aspects of financial administration in India with reference to the budgetary process in India and also become familiar with concepts of performance budgeting and zero-base budgeting in India.
- The learners will be able to become familiar with different aspects of good governance and e-governance in India.
- The learners will be able to explain the issue of corruption in India and also discuss the anti-corruption measures in India.
- The learners will be able to explain the institutions of Lokpal and Lokayukta and also discuss the features and provisions of the Right to Information Act, 2005.
- The learners will be able to explain the issue of people's participation in administration with reference to Citizen's Charter.
- The learners will be able to discuss the background of administrative reforms in India and explain the recommendations of the First Administrative Reforms Commission (1966) and Second Administrative Reforms Commission (2005).

Unit 1: The Indian Administrative System: Evolution and Features

Evolution of the Administrative system in India; Features of the Indian Administrative System

Unit 2: Civil Services in India: Structural Framework

All India Services, Central Services and State Services: Structure and Functions

Unit 3: Union Public Service Commission and State Public Service Commissions

Constitutional Provisions on Public Service Commissions in India; Union Public Service Commission and State Public Service Commissions

Unit 4: Comptroller and Auditor General of India

Powers and Functions of the Comptroller and Auditor General of India

Unit 5: Bureaucracy in India

Generalist vs. Specialist argument in India; Neutral and Committed bureaucracy

Unit 6: Development Administration in India

Meaning of Development Administration; Evolution of Development Administration in India and its functioning

Unit 7: Financial Administration

Budgetary Process in India: Preparation and Enactment of Budget; Performance Budgeting and Zero-Base Budgeting in India

Unit 8: Good Governance: Accountability and Commitment

Concept of Good Governance; Structural Reforms and Good Governance in India

Unit 9: e-Governance

Meaning and Nature; National e-Governance Plan (NeGP), 2005; National e-Governance Division (NeGD) of Government of India; Implications and Importance

Unit 10: Corruption: Issues and Challenges

Meaning of Corruption; Causes of Corruption; Anti-Corruption measures in India: Central Vigilance Commission (CVC) and Vigilance Machinery of the States, Central Bureau of Investigation (CBI)

Unit 11: Ombudsmanic Institutions

Lok Pal and Lok Ayuktas

Unit 12: Transparency in Administration

The RTI Act, 2005: Background; Features and Provisions

Unit 13: People's Participation in Administration

Citizen's Charter: Concept and Origin; Citizen's Charter at the Central and State levels

Unit 14: Administrative Reforms in India

Background: A. D. Gorwala Committee Report on Public Administration (1951), Paul Appleby Committee Report on Public Administration in India (1953), Santhanam Committee on Prevention of Corruption (1962); Administrative Reforms Commission: Recommendations of the First Administrative Reforms Commission (1966); Recommendations of the Second Administrative Reforms Commission (2005)

Basic Reading List:

- 1) Lakshmi Kant. M. (2012). *Public Administration*. New Delhi: Tata Mcgraw Hills Education Pvt. Ltd.
- 2) Bhattacharya, Mohit. (2010). *Public Administration*. Kolkata: The World Press Private Ltd.
- 3) Fadia and Fadia. (2008). *Public Administration- Administrative Theories and Concepts*. Agra: Sahitya Bhawan publications.
- 4) Taneja, V. (2011). *E-Governance*. New Delhi: Alfa Publications.
- 5) Tripathi, V. (2007). *E-Governance in India*. New Delhi: Anmol Publications Pvt. Limited.

- 6) Bose, J. (2006). *E-Governance in India: Issues and Cases*. Tripura: S. Icfai Books.
- 7) Satyanarayana, J. (2006). *E-Government: the science of the possible*. New Delhi: Prentice Hall of India Private Limited.
- 8) Avasthi, Amreswar. & Avasthi, Anand Prakash. (1999). *Indian Administration*. Agra: Lakshmi Narain Agarwal.
- 9) Bhagwan, Vishnoo, & Bhushan, Vidya. (2007). *Public Administration*. New Delhi: S. Chand & Company Ltd.
- 10) Maheshwari, S.R. (2003). *Indian Administration*. New Delhi: Orient Longman.
- 11) Sharma, Dr. M.P., & Sadana, Dr. B.L. (2000). *Public Administration in Theory and Practice*. Allahabad: Kitab Mahal.
- 12) Arora, Ramesh K. and Rajni, Goyal. (1995). *Indian Public Administration: Institutions and Issues*. Wishwa Prakashan
- 13) Bhat, Sairam. (2012). *Right to Information*. Guwahati: EBH Publishers.
- 14) Dr. Vinay N. Paranjape. (2013). *Right to Information Law in India*. Allahabad: Central Law Agency.
- 15) Oakley, Piter. (1991). *Projects and people: The Practice of Participation in Rural Development*. Geneva: ILO.
- 16) Chambers, Robert. (1983). *Rural Development: Putting the Last first*. London: Longman.
- 17) Mehta, Vinod. (2000). *Reforming Administration in India*. Har- Anand Publications.

DSE 2: ECONOMIC SOCIOLOGY

Course Objectives:

This course discusses various issues of development from a multi-disciplinary theoretical perspective. Thus, the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy have been looked from the perspectives of the discipline of Sociology.

Learning Outcomes:

- This course will help learners get insights into a few important issues of economics from the perspective of a different branch of social science, viz., Economics.
- In true spirit of New Education Policy, this course will inculcate multidisciplinary perspectives among the learners on certain key issues of development.
- Learners will be able to look into the issues of economic growth and development, Marxism, property, money, modes of production, tribal society and tribal modes of production, peasant, capitalist and socialist society, as well as the relationship between state and the economy from a different perspectives of social science.
- Learners will be able to become better social science researchers from such multi-disciplinary perspective.

Unit 1: Economic Sociology: An Introduction

Meaning; Origin and Development; Importance; Scope;

Unit 2: Basic Concepts

Value; Market, Exchange; Gross Domestic Product; Labour, Property, Money and Rationality

Unit 3: Economic Growth and Economic Development

Meaning, Definitions and Difference

Unit 4: Functionalist Approach to Economic Sociology

Economy as a sub system of the Social System

Unit 5: Marxist Approach to Economic Sociology

Key Arguments, Economy as infrastructure, Criticism

Unit 6: Property

Concept of property; Human Beings as Property (Slavery); Property as a form of Social Relationships; Perspectives on Property: Hegel; Marx

Unit 7: Exchange

Concept; Reciprocity and Gift; Perspectives on Exchange: Malinowski; Mauss and Levi Strauss

Unit 8: Money

Definitions; Structural perspective on Money; Cultural perspective on Money

Unit 9: Mode of Production

Meaning and Concept; Forces of Production; Relations of Production; Asiatic Mode of production

Unit 10: Mode of Production in Tribal Societies

Production and Consumption in tribal societies

Unit 11: Hunting and Gathering Society

Systems of Production, Circulation and Consumption

Unit 12: Peasant Society

Characteristics; Systems of Production, Circulation and Consumption

Unit 13: Capitalist Society

System of Production, Circulation and Consumption

Unit 14: Socialist Society

System of Production, Circulation and Consumption

Unit 15: Economy and the State

Planned Economies, Welfare Systems, The State and Global Markets, Globalization, Economy and Society

Basic Reading List:

- 1) Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press.
- 2) Wilk, R. 1996. *Economies and Cultures: Foundations of Economic Anthropology*. Boulder, (eds.). 1992. *The Sociology of Economic Life*. Boulder, Colorado, West View Press
- 3) Smelser, Neil. J. and Richard Swedberg. 1994. "The Sociological Perspective on the Economy" in N.J. Smelser and Richard Swedberg (eds.).1994.*The Handbook of Economic Sociology*. Princeton and New York. Princeton University Press and Russell Sage Foundation

- 4) Granovetter, M. 1985. "Economic Action and Social Structure: The Problem of Embeddedness". *American Journal of Sociology*. Vol. 91. No. 3 (Nov).
- 5) Zelizer, Viviana A. 1989. "The Social Meaning of Money: "Special Monies" in *American Journal of Sociology*, Vol. 95. (Sept.)
- 6) Sahlins, M. 1974. *Stone Age Economics*. London, Tavistock.
- 7) Meillassoux, C. 1973. "On the Mode of Production of the Hunting Band" in P. Alexandre (ed.) *French Perspectives in African Studies*. London.

SEMESTER III

DSC 7: MODERN POLITICAL ANALYSIS

Course Objectives:

The course “Modern Political Analysis” is designed to familiar the learners with various analytical approaches and concepts in the domain of Political Science. Traditionally, the field of political analysis has been dominated by a discourse on the trying to find out answers to certain normative concerns or value based questions in terms of how the state “ought to be”. The search for an “ideal” paved the way for the development of a number of approaches to study political phenomena and to analyse the institutional structures of the state. However, as opposed to these traditional approaches, in the contemporary period, the realm of political analysis is dominated by the use of modern and scientific approaches with an emphasis on making factual analysis of political phenomena covering not only the formal structures but also the informal factors influencing political behaviour of individuals and groups. Thus, instead modern political analysis talks about the “political system” instead of the “state” as the former helps political scientists to scientifically analyse the interactions between politics and the environment in which it operates. Thus, political analysis is becoming increasingly, fact-based and hence, scientifically reliable. At the same time political analysis in the contemporary period has become cross-cultural in nature. It may be noted here, in the contemporary period, the scientific and fact based character of political analysis is also supplemented by a concern for values the same time so that the ultimate goal of political analysis is served, which is to provide relevant answers to socio-political issues through scientific investigation. This course will discuss the fundamental framework of political analysis starting from the meaning and nature of Political Analysis, meaning and types of traditional and modern approaches to studying some of the important modern approaches and then moving on to study some important processes relating to the political system such as political development and political modernization. As mentioned earlier, political analysis, in the contemporary period investigates both the formal and informal processes. As such, the present course will look into the concepts of power, authority and legitimacy. The course will also discuss political parties, pressure groups and state intuitions like military, police and bureaucracy as the scope of political analysis has become very broad-based and comprehensive in nature in the contemporary period.

Learning Outcomes:

- The learners will be able to understand the meaning, nature and scope of Political Analysis.
- The learners will be able to gain knowledge about various traditional as well as modern approaches to political analysis, such as- Behaviouralism, Post-

behaviouralism, Systems approach, Structural-Functional approach, Communication theory, Decision-Making theory, Game theory, Elite theories.

- The learners will be able to gain knowledge about concepts like power, authority, legitimacy
- The learners will be able to critically examine important process related to political system, such as modernization and political development.
- The learners will be able to gain knowledge about various agents that are involved in the political process of a country as well as various state mechanisms, such as political parties, pressure groups, military, police & bureaucracy respectively.

Unit 1: Meaning and Nature of Political Analysis

Meaning of Political Analysis; Scope and Nature of Political Analysis: Fact, Value and Theory Analysis, Empirical Theory vs. Normative Theory

Unit 2: Traditional vs. Modern Approaches

Meaning and Nature of Traditional Approaches; Meaning and Nature of Modern Approaches; Differences between Traditional and Modern Approaches

Unit 3: Behaviouralism and Post-Behaviouralism

Meaning of Behaviouralism, David Easton's Intellectual Foundation Stones of Behaviouralism, Criticisms; Post Behaviouralism- Meaning and Nature, Credo of Relevance

Unit 4: Systems Analysis of David Easton

Meaning of System, David Easton's General Systems Theory; Criticisms and Importance

Unit 5: Structural-Functional Analysis of Gabriel Almond

Background of Structural-Functionalism; Gabriel Almond's Structural Functional Analysis; Robert Merton's Structural Functionalism; Morton Kaplan's Contribution; Criticisms and Importance

Unit 6: Communication theory

Karl Deutsch's Communication Theory; Criticisms and Importance

Unit 7: Decision-Making theory

Decision-Making Approach: Features of the Decision-Making Theory; Richard Snyder's Decision- Making Theory; Criticisms and Importance

Unit 8: Game Theory

Origin of the Concept; Types of Games (Zero-Sum Games and Variable -Sum Games); Basic Assumptions; Criticisms and Importance

Unit 9: Elite Theories

Vilfred Pareto; G.Mosca; Robert Michel; Ortega Gasset; Other Elite Theories

Unit 10: Power, Authority & Legitimacy

Meaning of Power; Characteristics of Power; Sources of Power; Forms of Power; Methods of exercising Power; Meaning of Authority; Sources of Authority; Characteristics of Authority; Basis of Authority; Authority and Power; Meaning of Legitimacy; Basis of Legitimacy, Types of Legitimacy

Unit 11: Theories of Modernization: W.W. Rostow, Samuel P. Huntington

Meaning and Characteristics of Modernisation; Agents of Modernisation; Views of W.W. Rostow and Samuel P. Huntington on Modernisation

Unit 12: Political Development: Views of Lucian Pie

Meaning of Political Development, Characteristics of Political Development as identified by Lucian Pye, Factors Leading to Political Development; Difference between Political Modernization and Political Development

Unit 13: Political Parties and Pressure Groups

Meaning of Political Parties; Classification of Political Parties; Role and Functions of Political Parties; Pressure Groups and Interest Groups-Nature & Political Significance
Meaning and Nature of Pressure Groups and Interest Groups; Types of Pressure Groups; Similarities and Differences between Pressure Groups and Political Parties; Political Significance of Pressure Groups and Interest Groups

Unit 14: State Institutions: Military, Police & Bureaucracy

Features and Role of the Military; Civilian Control of the Military; Role and Functions of the Police; Types of Policing; Role of Bureaucracy in a Modern State; Bureaucracy and Democracy

Basic Reading List:

- 1) Ball, A.R. (1988). *Modern Politics and Government*. London: McMillan Press.
- 2) Easton, D. (1962). "Introduction: The Current Meaning of "Behaviouralism", In Charles Worth, James. *Political Science*. Philadelphia: American Academy of Political and Social Science.
- 3) Finer, S. (1970). *Comparative Government*. London: The Penguin Press.
- 4) Friedrich, C.J. (1972). *Tradition and Authority*. London: MacMillan.
- 5) Heath, A. F. (1991). *Understanding Political Change*. Oxford: Pergamon Press.
- 6) Heath, A. F., Jowell, R., and Curtice, J. (1985). *How Britain Votes*. Oxford: Pergamon Press.
- 7) Johari, J.C. (1982). *Contemporary Political Theory*. New Delhi: Sterling Publishers Pvt. Ltd.

- 8) Johari, J.C. (2017). *Comparative Politics*. New Delhi: Sterling Publishers (P) Ltd.
- 9) Kumar, M. (2004). *Comparative Politics and Political Analysis*. New Delhi: Anmol Publications.
- 10) Lasswell, H.D. (1958). *Politics, who gets what? When? How?*. New York.
- 11) Louis, D. Hayes and Ronald D. Hedlund. (1970). (eds). *The Conduct of Political Inquiry. Behavioural Analysis*. Eaglewood Cliff: Prentice Hall.
- 12) Lowndes, V. (1996). 'Varieties of New Institutionalism: A Critical Appraisal', *Public Administration*, 74 (2),
- 13) Mahajan, V.D. (1988). *Political Theory*. New Delhi: S. Chand & Company Ltd.
- 14) Maheswari, S.R. (2001). *Comparative Government and Politics*. Agra: Laxmi Narain Agarwal.
- 15) Mckinnon, C. (ed.) (2009). *Issues in Political Theory*. New Delhi, Oxford University Press
- 16) Mills, C.W. (1959). *The Power Elites*. Oxford: Oxford University Press.
- 17) Pathi, Dr. Srinibus. & Dr. Mishra, Madhusmita. (1998). *Political Sociology*. New Delhi: Kalyanni Publishers.
- 18) Ray, S.N. (2006). *Modern Comparative Politics*. New Delhi: Prentice Hall of India Private Limited.
- 19) Sharan, Dr. Parmatma. (1995). *Comparative Politics and Government*. Meerut: Meenakshi Prakashan.
- 20) Soma Shekar, N.T. (2007). *Development Economics*. New Delhi: New Age International Publishers Pvt. Limited.
- 21) Verma, S.P. (1988). *Modern Political Theory*. New Delhi: Vikas Publishing House Pvt. Ltd.
- 22) Verma, S.L. *A Framework of Modern Political Theory*. New Delhi: Meenakshi Prakashan.
- 23) Weldon, T.D. (1953). *Vocabulary of Politics*. London: Pelican.
- 24) Young, O.R. (1968). *Systems of Political Science*. New Delhi: Prentice Hall.

DSC 8: HUMAN RIGHTS: THEORY

Course Objectives:

The course “Human Rights: Theory” is designed to help the learners to have an understanding of the concept of human rights. The concept of human rights has become an important subject of study in the contemporary period. Human Rights are inalienable and inherent rights of every human being which enable a person to lead a dignified life. Human rights are very important for the all-round development of all individuals. Accordingly, this course will make the learners familiar with the meaning, nature and sources of human rights. The concept of human rights has assumed its present shape by way of its evolution through various stages from the ancient period to the present time and this evolution process will be examined in this course. A number of theories and approaches have been formulated whereby the concept of human rights is sought to be explained through particular standpoints. Accordingly, this course will look into the Universalistic approach, Relativist approach, Feminist perspective, Marxist perspective and Third World perspectives, classical liberal theory of human rights, natural, legal and historical theories of human rights and modern theories of human rights. Right to health is one of the important rights which helps an individual to lead a dignified life. Right to health constitutes basis of enjoying other rights by the individual. This course will discuss the relationship between health and human rights, importance of right to health and the role of the World Health Organisation in this regard. In a democratic country, the process of development and human rights norms must go together. The greatest success of democracy lies with the very idea of human development and human rights. But in the age of globalization, the activities on the part of neo-liberal state mechanism have undermined certain humanitarian issues which ultimately effect the whole process of development and human rights. In this, the course will also focus on interlink between development and human rights. This course will also focus on the impact of environmental degradation on human rights. This course will also offer a discussion on one of the very important concepts, i.e. Human Rights Education which is very important for developing human personality, promoting fraternity and maintaining peace in the society. This course will also critically examine the relationship between human rights and human security and various issues and challenges in this regard.

Learning Outcomes:

- The learners will be able to gain knowledge about the meaning, nature, sources and evolution of Human Rights.
- The learners will be able to critically examine various approaches, perspectives and theories, such as Universalistic approach, Relativist approach, Feminist perspective, Marxist perspective, Third World perspectives, Classical Liberal theory, Natural, Legal and Historical theories, Modern theories to analyse different dimensions of the concept of human rights.

- The learners will be able to raise their consciousness about the interlink between health and human rights, development and human rights, environment and human rights.
- The learners will be able to understand the meaning and significance of human rights education.
- The learners will be able to critically examine the link between human rights and human security and issues and challenges in this regard.

Unit 1: Meaning, Nature and Sources of Human Rights

Concept of Human Rights, Meaning of Human Rights, Nature of Human Rights, Sources of Human Rights

Unit 2: Evolution of Human Rights

Three Generation Rights; Theories of Evolution of Human Rights

Unit 3: Universalistic Approach and Relativist Approach to Human Rights

Main Arguments of the Universalistic Approach, Criticisms against the Universalistic Approach; Main Arguments of the Relativist Approach, Criticisms against the Relativist Approach

Unit 4: The Classical Liberal Theory of Human Rights

Views of Hobbes, Locke and Rousseau; Criticisms against the Classical Theory of Human Rights

Unit 5: Natural Theory of Rights, Legal Theory of Rights, Historical Theory of Rights

Main Arguments of the Natural Theory of Rights, Criticisms against the Natural Theory of Rights; Main Arguments of the Legal Theory of Rights, Criticisms against the Legal Theory of Rights; Main Arguments of the Historical Theory of Rights, Criticisms against the Historical Theory of Rights;

Unit 6: The Modern Theories of Human Rights

Views of John Rawls, Criticisms of the views of John Rawls

Unit 7: Feminist Perspective on Human Rights

Concept of Gender Equality: Definition of Gender Equality, Causes of Gender Inequality, Main Arguments of the Feminists about Human Rights

Unit 8: Marxist Perspective on Human Rights

Concepts related to Marxian Philosophy: Alienation and Freedom; Karl Marx's Views on Human Rights; Human Rights and Marxism

Unit 9: Third World Perspectives on Human Rights

Views of Mahatma Gandhi on Human Rights; Views of Mandela on Human Rights

Unit 10: Health and Human Rights

Right to Health, Importance of Right to Health, Violation of Right to Health, WHO and Right to Health

Unit 11: Development, State and Human Rights

Relationship between Development and Human Right: Issues and Challenges; Idea of Human Rights in the Global Political Economy; State, Sovereignty and Human Right; Human Rights as a Resistance to the Global Political Economy

Unit 12: Environment and Human rights

Environmental Degradation and its Impact on Human Life

Unit 13: Human Rights Education

Meaning of Human Rights Education, Importance of Human Rights Education, Problems and Prospects

Unit 14: Human Rights and Human Security

Meaning of Human Security, Relationship between Human Rights and Human Security, Issues and Challenges

Basic Reading List:

- 1) Agarwal, H.O. (2006). *Human Rights*. Allahabad: Central Law Publications.
- 2) Anuradh, K.P. (2010). *Human Rights Issues in India*. New Delhi: Adhyayan Publishers and Distributors.
- 3) Dhiman, O.P. (2011). *Understanding Human Rights: An Overview*. Delhi: Kalpaz Publications.
- 4) Gupta, D.C. (2010). *Indian Government and Politics*. Delhi: Vikas Publishing House Pvt. Ltd.
- 5) Malhotra, S., Upadhyay, P., Gupta, M., Srivastava, R., & Pandey, S. (2005). *Human Rights: Emerging Issues*. New Delhi: Kilaso Books Publication.
- 6) Rai, R. (2000). *Human Rights: UN Initiative*. Delhi: Authors Press Publication.
- 7) Saksena, K.P.(ed). (2003). *Human Rights and The Constitution Vision and the Reality*. New Delhi: Gyan Publishing House.
- 8) Sanajoaba, N. (1994). *Human Rights: Principles, Practices and Abuses*. New Delhi: Omsons Publication.
- 9) Stephen, R.M. (2002). *Human Rights: Concepts and Perspectives*. New Delhi: Concept Publishing Company.
- 10) Syed, M.H. (2003). *Human Rights: The New Era*. New Delhi: Kilaso Books.
- 11) Yasin, Adil-ul. & Upadhayay, Archana. (2004). *Human Rights*. New Delhi: Akansha Publishing House.

DSC 9: HUMAN RIGHTS: INSTITUTIONAL ARRANGEMENTS

Course Objectives:

The course "Human Rights: Institutional Arrangements" is designed to help the learners to have a deep understanding of the various dimensions of Human Rights. It is supposed that the learners of the Master's Degree Programme in Political Science should have thorough knowledge about various aspects of Human Rights and Institutional Arrangements both national and international. Keeping this in view, the course will deal with the concept of human rights and the various institutional arrangements which have significantly helped in the development and protection of human rights in the world. This course will discuss the efforts and initiatives of the United Nations in the field of human rights. It will specifically mention role and significance of the Universal Declaration of Human Rights, International Covenants and Protocols on Human Rights such as ICESCR, ICCPR and Optional Protocols and United Nations High Commissioner for Refugees. The role of the UN in the promotion and protection of human rights of the vulnerable groups, like women, children, elderly person, refugees, indigenous people will also be discussed in this course. The role of the International Labour Organization and some other important NGOs like the Amnesty International and Human Rights Watch will also be examined in this regard. Struggle for securing human rights in India, both in colonial and post-colonial period, will be highlighted in this course. Constitutional provisions and role of the Parliament and judiciary in promotion and protection of human rights in India will also be evaluated in this course. The measures adopted in India to protect the rights of women, children, and people lived in conflict prone areas will also be analysed.

Learning Outcomes:

- The learners will be able to gain knowledge about the role of the United Nations in the promotion and protection of human rights across the world.
- The learners will be able to examine the role of the United Nations in the promotion and protection of human rights of vulnerable groups like women, children, refugees, indigenous people and elderly people.
- The learners will be able to evaluate the role of the International Labour Organization and NGOs like Amnesty International and Human Rights Watch in the field of human rights.
- The learners will be able to know the struggle and movement that took place in India, during colonial and post-colonial period, for securing human rights.
- The learners will be able to raise their consciousness about constitutional, legislative and judicial provisions for the protection of their human rights.
- The learners will be able to raise their consciousness about various measures which are adopted in India for the protection of rights of women and children.

- The learners will be able to critically evaluate the role of the state and non-state actors in conflict situation in India and status of human rights living in the conflict prone areas of India.

Unit 1: United Nations and Human Rights

Human Rights Provisions of the UN Charter; the Universal Declaration of Human Rights: Adoption, Provisions and Significance, Human Rights Council

Unit 2: International Covenants and Protocols on Human Rights - ICESCR, ICCPR and Optional Protocol

Adoption of International Covenant on Civil and Political Rights (ICCPR), Provisions of the ICCPR, Optional Protocols to the ICCPR; Adoption of International Covenant on Economic, Social and Cultural Rights (ICESCR), Provisions of the ICESCR, Optional Protocol to the ICESCR

Unit 3: The United Nations High Commissioner for Refugees (UNHCR)

Rights of the Refugees, Human Rights and the United Nations High Commissioner for Refugees: Organisational Structure of the UNHCR, Role of the UNHCR

Unit 4: United Nations and Rights of Women

Role of the United Nations in Promoting and Protecting Rights of Women: Various Declarations, Conventions adopted by the UN and World Conferences on Women

Unit 5: United Nations and Rights of Children

Role of the United Nations in Promoting and Protecting Rights of Children: Various Declarations, Conventions adopted by the UN

Unit 6: United Nations and Indigenous People

Role of the UN in Promoting and Protecting Rights of Indigenous People, Declaration on Rights of Indigenous People, Permanent Forum of Indigenous Issues

Unit 7: International Labour Organization and Human Rights

Formation of International Labour Organization (ILO), Role of the ILO in Promoting and Protecting Human Rights

Unit 8: Rights of Elderly Persons

Rights of Elderly Persons, Global and National Initiatives for Promoting and Protecting Human Rights of Elderly Persons

Unit 9: Human Rights and NGOs

Role of NGOs in spreading Human Rights awareness and protecting Human Rights in general; Role of the Amnesty International in Promoting and Protecting Human Rights; Role of the Human Rights Watch in Promoting and Protecting Human Rights

Unit 10: Human Rights Movement in India

Awareness regarding Human Rights during Colonial Period, Human Rights Movement in India in the Post-Colonial Period

Unit 11: Constitutional and Legal Framework of Human Rights in India

Fundamental Rights, Role of the Parliament in protecting Human Rights, Role of the Indian Judiciary in protecting Human Rights, National Human Rights Commission

Unit 12: Women Rights in India

Constitutional Provisions for protecting Rights of Women, Role of the Legislature in protecting Rights of Women, Issues and Challenges

Unit 13: Rights of Children in India

Constitutional Provisions for protecting Rights of Children, Role of the Legislature in protecting Rights of Children, Problem of Child Labour in India

Unit 14: Conflict and Human Rights Violation in India

Human Rights Violation in Conflict Situation: Role of State and Non-State Agencies

Basic Reading List:

- 1) Agarwal, H.O. (2006). *Human Rights*. Allahabad: Central Law Publications.
- 2) Anuradh, K.P. (2010). *Human Rights Issues in India*. New Delhi: Adhyayan Publishers and Distributors.
- 3) Dhiman, O.P. (2011). *Understanding Human Rights: An Overview*. Delhi: Kalpaz Publications.
- 4) Malhotra, S., Upadhyay, P., Gupta, M., Srivastava, R., & Pandey, S. (2005). *Human Rights: Emerging Issues*. New Delhi: Kilaso Books Publication.
- 5) Rai, R. (2000). *Human Rights: UN Initiative*. Delhi: Authors Press Publication.
- 6) Saksena, K.P.(ed). (2003). *Human Rights and The Constitution Vision and the Reality*. New Delhi: Gyan Publishing House.
- 7) Sanajoaba, N. (1994). *Human Rights: Principles, Practices and Abuses*. New Delhi: Omsons Publication.
- 8) Stephen, R.M. (2002). *Human Rights: Concepts and Perspectives*. New Delhi: Concept Publishing Company.
- 9) Syed, M.H. (2003). *Human Rights: The New Era*. New Delhi: Kilaso Books.
- 10) Yasin, Adil-ul. & Upadhayay, Archana. (2004). *Human Rights*. New Delhi: Akansha Publishing House.

DSE 3: POLITICAL SOCIOLOGY

Course Objectives:

The course "Political Sociology" is designed to help the learners to have a deep understanding of the various aspects of Political Sociology. It is supposed that the learners of the Master Degree Programme in Political Science should have thorough knowledge about different aspects of political sociology. Keeping in view of the above, the course will provide conceptual understanding of political sociology, political socialization, civil society, social change etc. This course will provide knowledge about the meaning, nature and scope of political sociology as well as relationship between political sociology and political science and approaches to the study of political sociology will also be dealt with. This course will also discuss the origin and development of political sociology as a discipline and contributions of Karl Marx and Max Weber in this regard. This course will also elaborately discuss meaning and nature of political socialization, agents of political socialization and various forms of political socialization as well as its importance. This course will also critically examine meaning, nature and theories of political culture and the role and utility of political culture. The role of civil society in the present time is very crucial. This course will also critically examine the meaning and nature of civil society, state-civil society dichotomy and dynamics of civil society. This course will also deal with the various aspects of the concept of political participation, like- its forms and determinants and importance of political participation. This course will also discuss the concept of social change. Different theories and agents of social change as well as resistance to social change will be elaborately explained in this course. Violence is another issue which needs to be critically examined in any academic discourse. This course will also discuss meaning and nature of violence, different theories and forms of violence, culture of violence and impact of violence in the society. Nature of agrarian class structure and urban-industrial class structure, role of the state in this regard, rural leadership in India and their impact in the society will also be discussed in this course. The concept of demographic change in India will also be examined in this course. Various factors responsible for demographic change in India and impact of demographic change in socio-economic and political spheres will be discussed in this course. This course will also examine different aspects of the issue of migration and its impact along with the measures to check migration in India. This course will also highlight two burning issues of Indian society - domestic violence and child labour. This course will critically examine the causes and factors responsible for domestic violence and child labour and various constitutional and legal provisions to combat these problems in India will also be highlighted.

Learning Outcomes:

- The learners will be able to gain knowledge about the concept of political sociology-its meaning, nature, evolution, approaches to analyse various topics of Political Sociology and its relationship with Political Science.

- The learners will be able to understand and critically examine various concept associated with our socio political life, such as political socialization, political culture, political participation.
- The learners will be able to critically examine various aspects of civil society in the contemporary time as well as the relationship between the state and civil society.
- The learners will be able to understand the meaning, nature and agents of social change. Apart from that they will also be able to analyse different theories to explain the phenomenon of social change and resistance to social change.
- The learners will be able to raise their consciousness against the problem of violence and its impact in the society.
- The learners will be able to gain knowledge about the agrarian class structure, rural leadership and urban-industrial class structure of India and different aspects associated with them.
- The learners will be able to analyse various aspects of demographic change in India and its impact in the socio political and economic spheres.
- The learners will be able to critically examine the issue of migration in India and its impact and the measures to check migration in India.
- The learners will be able to raise their consciousness about two major problems of Indian society, these are – domestic violence and child labour and various measures adopted in India to combat these two problems.

Part A

Unit 1: Political Sociology

Meaning, Nature and Scope of Political Sociology; Relationship between Political Sociology and Political Science, Approaches to the study of Political Sociology.

Unit 2: Evolution of Political Sociology as a Discipline

Origin and Development of Political Sociology as a Discipline, Contributions of Karl Marx and Max Weber.

Unit 3: Political Socialization

Meaning and Nature of Political Socialization; Agents of Political Socialization; Forms of Political Socialization; Importance of Political Socialization

Unit 4: Political Culture

Meaning and Nature; Theories of Political Culture; Types of Political Culture; Role and Utility of Political Culture

Unit 5: Civil Society

Meaning and Nature of Civil Society, State-Civil Society Dichotomy, Dynamics of Civil Society

Unit 6: Political Participation

Meaning and Nature of Political Participation; Stages, Forms and Determinants of Political Participation; Importance of Political Participation

Unit 7: Social Change

Meaning and Nature of Social Change; Theories of Social Change; Agents of Social Change; Resistance to Social Change

Unit 8: Violence

Meaning and Nature of Violence, Different Theories and Forms of Violence, Culture of Violence, Impact of Violence in the Society

Part B**Unit 9: Agrarian Class Structure and Rural Leadership in India**

Nature of Agrarian Class Structure in India, State Intervention in Rural Transformation in Post- Independent India, Changing Dynamics and Emerging Pattern of Rural Leadership in India.

Unit 10: Urban-Industrial Class Structure: Rise of Middle Class

Emergence of the Urban Middle Class, Role of the Urban Middle Class and its Impact on the Indian Society; Future of Urban Middle Class in India.

Unit 11: Demographic Change in India

Meaning and Nature of Demographic Change in India, Factors responsible for Demographic Change in India; Impact of Demographic Change in Socio-Economic and Political spheres.

Unit 12: Migration

Meaning and Nature of Migration, Rural-Urban Migration, Inter-State Migration; Impact of Migration; Measures to check Migration in India.

Unit 13: Domestic Violence and Legal protection in India

Meaning and Nature of Domestic Violence, Factors Responsible for occurrence of Domestic Violence, Measures to check Domestic Violence in India: Legal Provisions

Unit 14: Issues of Child Labour in India

Nature and Forms of Child Labour in India; Factors responsible for the development of Child Labour in India; Constitutional Provisions to combat Child Labour in India.

Basic Reading List:

- 1) Abraham, Francis M. (1974). *Dynamics of Leadership in Village India*. Allahabad: Indian International Publication.
- 2) Ahuja, R. (2011). *Social Problems in India*. New Delhi: Rawat Publication.
- 3) Almond, G.A. and Verba, Sidney. (1972). *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Boston: Little Brown and Company.
- 4) Annamalai, V. (1996). *Formation and Transformation of Power in Rural India*. New Delhi: Discovery Publishing House.
- 5) Ashraf, Ali and Sharma, L.N. (1995). *Political Sociology: A New Grammar of Politics*. New Delhi: University Press (India) Pvt Limited.
- 6) Banerjee, B. (1986). *Rural to Urban Migration and the Urban Labour Market*. Delhi: Himalaya Publishing House.
- 7) Bilsborrow et al. (eds.) (1984). *Migration Surveys in Low Income Countries*. London: Croom Helm.
- 8) Janoski, Thomas. Alford, Robert R. Hicks, Alexander, M. & Schwartz, Mildred, A. (2005). *Handbook of Political Sociology*. UK: Cambridge University Press.
- 9) Misra, B. B. (1963). *The Indian Middle Classes: Their Growth in Modern Times*. London: Oxford University Press.
- 10) Rathod, P. B. (2005). *Fundamentals of Political Sociology*. Jaipur: ABD Publishers.
- 11) Rao, C.N. Shankar. (2004). *Sociology primary principles*. New Delhi: S. Chand & company Ltd.
- 12) Srivastava, Usha (2011). *Political Sociology*. New Delhi: Kunal Books.
- 13) Varma, Pavan. (1998). *The Great Indian Middle Class*. New Delhi: Viking Publisher.

DSE 3: SOCIOLOGY OF DEVELOPMENT

Course Objectives:

This course shall provide the basic theoretical foundation relating to the field of Public Finance and Policy. The course begins with certain introductory concepts in the field and ends with the discussion on Finance Commissions in India.

Learning Outcomes:

- Learners will be able to look into the issues of economic social structure, perspectives of development, paths of development, different theories of underdevelopment, politics and development, role of civil society, development and resultant displacement as well as certain contemporary concerns and issues of development from a different perspectives of social science.
- Learners will be able to become better social science researchers from such multi-disciplinary perspective.

Unit 1: Introduction

Evolution of the concept of Development instead of Meaning of development over time, historical location of the idea of development, Meaning of growth, difference between growth and development.

Unit 2: Social Structure and Development

Meaning of social structure, meaning of culture, social structure as inhibitor/facilitator of development.

Unit 3: Perspectives on Development (I)

Liberal, Marxist, Socialist

Unit 4: Perspectives on Development (II)

Ecological: Ecofeminism, Sustainable development,

Unit 5: Paths of Development

Capitalist, Socialist, Mixed Economy and Gandhian

Unit 6: Modernization theories

Meaning of the term 'modern' and 'modernization'; Modernization and globalization
Historical context of the modernization theories.

Unit 7: Theories of underdevelopment

Liberal theory: Max Weber; Gunnar Myrdal, Dependency theory: Centre-periphery (GunderFrank), Uneven development (Samir Amin), World-system theory: (Wallerstein).

Unit 8: Politics of development

Knowledge and power in the development process, post-development theories, critique of post development theories.

Unit 9: Civil Society and Alternative discourses of development

Meaning of civil society, emergence of the idea of civil society, significance of Civil society, meaning of non- governmental organizations and its significance in development process, meaning of Corporate social responsibility and Institutional social responsibility and its significance in the development process

Unit 10: Contemporary concerns in development

Poverty, Social capital, gender and development.

Unit 11: Development and Displacement

Adverse effects of Development, Development leading to displacement and marginalisation, especially of socially vulnerable groups

Unit 12: Development and protest movements in India

Historicizing the protest movements against development projects in India, Protests against developmental projects due to loss of land, environmental destruction, loss of livelihood

Unit 13: Development discourse in North East India

Understanding Development discourse in north east India, Establishment of north eastern council, DONER, Look/Act East policy, Public response

Basic Reading List:

- 1) Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development In Latin America, Penn State Press,
- 2) Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul
- 3) Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co., Bombay
- 4) Datt and Sundaram, 2008, Indian Economy, S. Chand & Co., New Delhi
- 5) Eade D. & Ligteringen E., 2006, Debating Development – NGOs and the future, Rawat Publications, Jaipur

SEMESTER IV

DSE: SOCIAL DEMOGRAPHY

Course Objectives:

This course “Social Demography” is designed to help the learners to have a deep understanding about various concepts and theoretical perspectives of Demography. Further, the Learners shall have an understanding about the population dynamics of India as well as the Northeastern Region of India. Various issues and concerns of population growth will also be discussed to develop critical thinking among the learners. Further an analysis of Census 2011 will also be included in this course to give the learners an updated understanding of the trends in population growth in India as well as its Northeastern Part. The course will also attempt to give the learners an overview of the trends of population growth in the whole world.

Learning Outcomes:

- The learners will be able to describe the relationship between population and society.
- The learners will be able to comprehend the conceptual and theoretical approaches on demography.
- The learners will be able to engage with the issues pertaining to population growth.
- The learners will be able to Know about the recent trends of global, national and local population dynamics.

Unit 1: Introduction

Meaning of Demography and Social Demography, significance of Social Demography, Relation with other social sciences.

Unit 2: Basic concepts

Fertility, Mortality (Maternal Mortality; Infant Mortality), Fecundity

Unit 3: Migration

Meaning of migration, types, causes and consequences of migration

Unit 4: Sources of Demographic Data

Census; Registration Data; National Sample Survey; Recent Initiatives like Aadhaar, NRC; International Sources

Unit 5: Population theories (I)

Antiquity, Malthusian, Demographic transition

Unit 6: Population theories (II)

Post-Malthusian, Neo-classical, Marxian, Biological theories, Optimum theory

Unit 7: Population growth and Demographic transition

Determinants of population growth, Consequences of population growth

Unit 8: Demography and Urbanization

Meaning; Methods of Measuring Size of Urbanization; Factors responsible for Urbanization; Problems of Urbanization

Unit 9: Demographic structure of India:

Age, Sex, Religious, Racial and Ethnic Composition

Unit 10: Population policies in India

Population policies, programmes, initiatives and their critique.

Unit 11: Demographic Structure in N.E India

Inter-state, Inter-community and gender perspectives.

Unit 12: Demographic Problems in N.E India

Poverty; Unemployment; Child and Women Trafficking; Immigration; Inter Community feuds; Outmigration

Unit 13: Census 2011 (Major Features from National Data)

Introduction; Growth, Composition and Occupational Structure of Indian Population According to Census 2011; Major Demographic Changes Compared to Earlier Census

Unit 14: Census 2011 (Major Features from North East Region)

Introduction; Growth, Composition and Occupational Structure of the Population of North East Region of India According to Census 2011; Major Demographic Changes Compared to Earlier Census; Comparing the North East Region of India with All Indian Level with respect to Census 2011

Unit 15: Trends in World Population

Introduction; Distribution of World Population; Recent Trend of World Population

Basic Reading List:

- 1) Agarwal, S.N. (1989). *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet
- 2) Publication.
- 3) Bose, Ashish. (1991). *Demographic Diversity in India*. Delhi: B.R. Publishing Corporation.

- 4) Banarjee, D. (1985). *Health and Family Planning Services in India*. New Delhi: Lok Parkshan.
- 5) Chandrasekhar, S. (ed.) (1974). *Infant Mortality, Population Growth and Family Planning in India*. London: George Alen and Unwin Ltd.
- 6) Dubey, Surendra Nath. (2001). *Population of India*. Delhi: Authors Press.
- 7) Kohli, S. (1977). *Family Planning in India*. New Delhi.
- 8) Malthus, T.R. (1986). *An Essay on the Principle of Population*. London: William Pickering.

DSC 10: SOCIAL MOVEMENTS

Course Objectives:

The course "Social Movements" is designed to help the learners to have a clear understanding of the various dimensions of Social movements. It is supposed that the learners of the Master Degree Programme in Political Science should have thorough knowledge about the concept of social movements. Keeping this in view, this course will discuss the concept of social movements and its historical background which have significantly helped in the development of the concept of social movements. Various types of social movement and role of leadership in social movement will also be discussed in this course. This course will also look into Durkheim's concept of Anomie and the concept of relative deprivation. Different aspects of social change will also be examined in this course. This course will also highlight the Marxist and Post-Marxist theories of social movements. This course will also focus on the concept of social action with reference to Weberian theory of action and Talcott Parsons' theory of social action. The course will also emphasis on the idea of New Social Movements. Further, the course will progress with special emphasis laid on particular kinds of social movements, with specific reference to the context of India. Here, discussions shall be initiated on the peasant movement, labour and trade union movements, ecological and environmental movements, autonomy and identity movements of Assam and women's movements in North East India.

Learning Outcomes:

- The learners will be able to gain knowledge about various dimensions of social movements and its importance as well as Marxist and post-Marxist theories to look into various aspects of social movement.
- The learners will be able to understand Durkheim's concept of Anomie and concept of relative deprivation that contribute towards the emergence of social movement.
- The learners will be able to understand the concept of social change.
- The learners will gain knowledge about Max Weber and Talcott Parsons' theories of social action
- The learners will be able to analyse various dimensions associated with new social movements.
- The learners will be able to acquire knowledge about various social movements that occurred in India with special reference to peasant movement, labour and trade union movement, ecological and environmental movements, autonomy and identity movements in Assam and women's movement in North East India.

Unit 1: Social Movement

Meaning and Definition of Social Movements; Historical Background; Features of Social Movements; Importance of Social Movements

Unit 2: Types of Social Movements; Leadership Dynamics

Various phases and types of Social Movements; Determinants of Social Movements; Different Approaches to Social Movements; Causes of Social Movements and their outcomes; Organizational and Leadership dynamics of Social Movement; Role of Leadership in Social Movements

Unit 3: Durkheim's Concept of Anomie; Concept of Relative Deprivation

Theories of Social Movements, Anomie Theory, Durkheim's Concept of Anomie; Concept of Relative Deprivation

Unit 4: Social Movements and Social Change

Meaning and Definition of Social Change; Factors responsible for Social Change; Different Theories of Social Change; Impact of Social Change; Reform, Revival, Revolution and Counter Movements

Unit 5: Marxist and Post-Marxist Theories of Social Movements

Marxist Theory of Social Movement, State and Societal Revolution in Capitalist Society; Post-Marxist Theories of Social Movement: Gramsci's Perception, Louis Althusser's Structural Perspective, Nicos Poulantzas' perspective on Social Movements

Unit 6: Weberian Theory of Social Action

Weberian Theory of Action: Types of Social Action, Features of Social Action

Unit 7: Talcott Parsons' Theory of Social Action

Talcott Parsons' Structural-Functionalism, Parsons' Theory of Social Action

Unit 8: New Social Movement: Nature and Dynamics

Meaning and Nature of New Social Movements, Dynamics of New Social Movements, Impact of New Social Movements

Unit 9: Peasant Movement in India

Meaning, Nature and Organization of Peasant Movements; Origin and Development of Peasant Movements in Post-Independent India; The Naxalbari Movement: Its Origin and Development, Impact of the Naxalbari Movement

Unit 10: Labour and Trade Union Movements

Origin and Development of Trade Union Movements, Nature and Kinds of Trade Union Movements, Significance of Trade Union Movements, Trade Union Movements in India

Unit 11: Ecological and Environmental Movements in India: Chipko Movement, Narmada Bachao Andolon

Meaning and Nature; Various Environmental Movements in India; Narmada Bachao Andolan; Chiko Movement; Significance of Environmental Movements in India

Unit 12: Autonomy and Movements in Assam: Karbi-Dimasa and Bodo Movements

Concept of Ethnicity, Origin and Developments of Autonomy Movements in Assam; Factors responsible for the growth of Autonomy Movement in Assam; Karbi-Dimasa Movement; Bodo Movement

Unit 13: Identity Movement in Assam: Assam Movement

Meaning and Nature of Identity Movement in Assam; Origin and Development of the Assam Movement; Features of the Assam Movement, Consequences of the Assam Movement

Unit 14: Women's Movement in NE India: Meira Paibis, Naga Mothers' Association

Emergence of Women's Movement in North East India; Characteristics of Women's Movements in North East India; Role of Meira Paibis and Naga Mothers' Association (NMA)

Basic Reading List:

- 1) Altbach, Philip G. (1969). *Turmoil and transition: higher education and student politics in India*, Basic Books. University of Michigan.
- 2) Ambedkar, B.R. (1987). *Writings and Speeches, Volume 3*. Bombay: Government of Maharashtra.
- 3) Anjaneyalu, Y. (2004). *Introduction to Environmental Science*. Hyderabad: BS Publications.
- 4) Bakhurst, D., & Shanker, S. (2001). *Jerome Bruner: Language, Culture, Self*. Sage Publication.
- 5) Buechler, Steven. (2011). *Understanding Social Movements: Theories from the Classical Era to the Present*. Paradigm Publishers.
- 6) Charsley, Simon. (2004). "Interpreting Untouchability: The Performance of Caste in Andhra Pradesh, South India," in *Asian Folklore Studies*, Volume 63, No. 2, Pp. 267–290.
- 7) Chatterjee, P. (2001). "On Civil Society and Political Society in Postcolonial Democracies," in Sudipta Kaviraj and Sunil Khilnani (eds.) *Civil Society: History and Possibilities*. Cambridge: Cambridge Press, Pp. 165–178.
- 8) Desai: A.R. (ed.). (1979). *Peasant Struggles-in India*. Bombay: OUP.
- 9) Dietrich, Gabriele. (1992). *Reflections on the Women's Movement in India: Religion, Ecology, Development*. New Delhi: Horizon India Books.
- 10) Eder, K. (1985). *The new social movements: Moral crusades, political pressure groups, or social movements?* Social Research 52: 869-901.

- 11) Gellner, David N. (ed). (2009). *Ethnic Activism and Civil Society in South Asia*. New Delhi: Sage Publications.
- 12) Goodwin, J. (2001). *No Other Way Out States and Revolutionary Movements*. Cambridge University Press.
- 13) Guha, Amalendu. (1977). *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam: 1926-1947*. New Delhi: ICHR.
- 14) Guha, Ranajit. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: OUP.
- 15) Hardtmann, Eva-Maria. (2009). *The Dalit Movement in India: Local Practices, Global Connections*. Delhi: Oxford University Press.
- 16) Kaul, S.N. and Ashutosh Gautam. (2002). *Principles of Environmental Studies*. New Delhi: Daya Publishing house.
- 17) Kothari S. (1989). The Human Rights Movement in India: Crisis and Challenges. In Forsythe D.P. (eds) *Human Rights and Development. International Political Economy Series*. London: Palgrave Macmillan.
- 18) Mazumdar, Vina. (ed.) (1979). *Symbols of Power: Studies on the Political Status of Women in India*. New Delhi: Allied Publishers.
- 19) Mazumdar, Vina. and Sharma, K. (1979). Women's Studies: New Perceptions and Challenges. *Economic and Political Weekly*, 14 (3): 113-120.
- 20) Mazumdar, Vina. (2000). *Political Ideology of the Women's Movement's Engagement with Law*. Occasional Paper 34. New Delhi: Centre for Women's Development Studies.
- 21) Melucci, A. (1988). Social movements and the democratization of everyday life, in J. Keane (ed.) *Civil Society and the State*. London: Verso: 245-60.
- 22) Misra, Udayon. (2014). *India's North-East: Identity Movements, State and Civil Society*. New Delhi: Oxford University Press.
- 23) Pathy, Jagannath. (1984). *Tribal Peasantry: Dynamics of Development*. New Delhi: Inter-India.
- 24) Rajimwale, A. (2001). *History of student movement in India: Origins and development (1920-1947)*. New Delhi: Manak Publications.
- 25) Ray, A.K. (2003). 'Human Rights Movement in India: A Historical Perspective.' *Economic and Political Weekly*, August 9, 2003, p. 3411.
- 26) Rudolph, Lloyd I, Susanne Hoeber Rudolph and Karuna Ahmed. Student Politics and National Politics in India, *Economic and Political Weekly*, Vol. 6, No. 30/32, Special Number (Jul., 1971).
- 27) Shah, Ghanshyam. (2004). *Social Movements in India: A Review of Literature*. Sage Publication.
- 28) Srinivas, M.N. (1962). *Caste in Modern India and Other Essays*. London: Asia Publishing House.
- 29) Srinivas, M.N. (1966). *Social Change in Modern India*. Berkeley and Los Angeles: University of California Press.
- 30) Thakurta, Paranjy Guha; Shankar, Raghuraman. (2004). *A Time of Coalitions: Divided We Stand*. New Delhi: Sage Publications.

DSC 11: COMPARATIVE PUBLIC ADMINISTRATION

Course Objectives:

The course "Comparative Public Administration" is designed to help the learners to have a clear understanding of the different aspects of comparative public administration. It is supposed that the learners of the Master Degree Programme in Political Science should have thorough knowledge about the concept of comparative public administration. Keeping this in view, the course will discuss the concept of comparative public administration and its scope which have significantly helped in the development of the concept. This course will also focus on the origin and development of comparative public administration. This course will also highlight on the important aspects of public administration of UK, USA and India, such as merit system, recruitment, training, promotion, classification plan and employer-employee relation. This course will also provide a comparative analysis of budgetary procedure and practice of India, UK and USA. Legislative control over administration and expenditure in India and USA will also be examined in this course. Administrative reforms that took place in India and UK will also be highlighted in this course. This course will also focus on the concept of ethics in administration in India and UK. This course will also look into various aspects of good governance and e-Governance in India and USA.

Learning Outcomes:

- The learners will gain knowledge about the concept, scope and development of comparative public administration.
- The learners will be able to understand the merit system of UK, USA and India, recruitment system of UK, USA and India, system of training and promotion in India and UK, classification plan of India and USA, employer-employee relations in UK and India.
- The learners will be able to critically examine the budgetary procedure and practice in India, UK and USA.
- The learners will be able to know about the legislative control over administration and expenditure in USA and India.
- The learners will be able to gain knowledge about issues of ethic in administration and administrative reforms that took place in India and UK.
- The learners will be able to gain knowledge about the concept and practices of good governance and e-governance in India and USA.

Unit 1: Concept and Scope of Comparative Public Administration

Concept of Comparative Public Administration; Scope and Horizons of Comparative Public Administration

Unit 2: Origin and Development of Comparative Public Administration

Post-War rise of Comparative Public Administration; Emergence of a Comparative Politics Movement and Area for Comparative Research; Comparative Public Administration Movement; Comparative Administration Group (CAG)

Unit 3: Merit System: (India, UK and USA)

Meaning of the Merit System; Development of the Merit System in India, UK, USA

Unit 4: Recruitment: (India, UK and USA)

Meaning of Recruitment; Different Types of Recruitment, Methods of Recruitment, Problems of Recruitment (India, UK, USA)

Unit 5: Training: (India, UK)

Meaning of Training; Methods and Techniques of Training (India, UK)

Unit 6: Promotion: Meaning and Principles (India and UK)

Meaning of Promotion; Types and Principles of Promotion (India and UK)

Unit 7: Classification Plan (India and USA)

Rank and Position Classification (India, USA)

Unit 8: Employer-Employee Relations (UK and India)

Scope of Employer-Employee Relations; Whitley Council in the UK; Staff Councils of India, Joint Consultative Machinery (JCM) Scheme in India

Unit 9: Budgetary Procedure and Practice (India, UK and USA)

Budgetary Procedures and Practices in India; Budgetary Procedures and Practices in the UK; Budgetary Procedures and Practices in the USA (Zero Base Budgeting, Planning Programming Budgeting, Board or Commission Type of Budgeting)

Unit 10: Legislative Control over Administration (India and USA)

Legislative Control over Administration in India (Techniques); Legislative Control over Administration in the USA (Techniques)

Unit 11: Legislative Control over Expenditure (India and USA)

Public Accounts Committee, Estimates Committee, Committee on Public Undertakings (India); US House of Representatives', "power of the purse", US House Committee on Appropriations

Unit 12: Administrative Reforms in India and UK

Administrative Reforms in India before Independence; Administrative Reforms in India after Independence; Administrative Reforms in the UK (Citizen's Charter)

Unit 13: Ethics in Administration (India, UK)

Integrity, Transparency and Accountability – principles and practice (India, UK)

Unit 14: Good Governance, e-Governance (India and USA)

Good Governance: Principles and Practices (India, USA); e-Governance in India {The National e-Governance Plan (NeGP)}; e-Governance in the USA (Federal, State and Local governments)

Basic Reading List:

- 1) Avasthi, Dr. Amreshwar. and Maheswari, Dr. Shriram. (2002). *Public Administration*. Agra: Lakshmi Narain Agarwal Publication.
- 2) Bhattacharya, Mohit. (2007). *Public Administration*. Kolkata: The World Press Private Ltd.
- 3) Dahiya, S.S., and Singh, Ravindra. (2014). *Comparative Public Administration*. New Delhi: Sterling Publishers.
- 4) Fadia, B. L., & Fadia, K. (2015). *Public Administration: Administrative Theories and Concepts (12th ed.)*. Agra: Uttar Pradesh: Sahitya Bhawan.
- 5) Indumathi, J. (2016). *Decentralisation and Local Governance*. New Delhi: Alfa Publications.
- 6) Mehta, Vinod. (2000). *Reforming Administration in India*. Har-Anand Publications
- 7) Milakovich, M. E., & Gordon, G. J. (2013). *Public administration in America*. Boston, MA: Wadsworth/Cengage Learning.
- 8) Nagendra, Shilaja. (2015). *Panchayati Raj System in India*. Ishika Publishing House.
- 9) Nigam, S.R. (1982). *Local Government*. New Delhi: S. Chand & Company Ltd.
- 10) Sharma, M. P., Sadana, B. L., & Kaur, H. (2013). *Public Administration in Theory and Practice (49th ed.)*. Allahabad, Uttar Pradesh: Kitab Mahal.

DSC 12: PEACE AND CONFLICT STUDIES

Course Objectives:

The course "Peace and Conflict Studies" is designed to help the learners to have an understanding of the basic conceptual and theoretical framework with regard to the area of Peace and Conflict Studies. The evolution of the field of Peace and Conflict studies could be traced back to the 19th century while it was in the 20th century after the end of World War II that the subject came to be formulated in a more theoretical framework. Accordingly, the course will discuss the concept of peace covering both negative and positive peace while at the same time will try to explore the meaning and types of conflict as well as the sources of conflict. The course will also trace the evolution of the discipline of peace and conflict studies up to the present period. The course will also focus on certain key concepts and ideas in the realm of peace and conflict studies. These include the concepts of structural violence and cultural violence. It is also important that the learners became aware of the different traditions of peace available in different cultural traditions across the globe. Accordingly, the course will discuss the diverse perspectives on peace in different cultures of the world. Again, the course will also highlight some of the leading peace movements in the world such as the Anti-War Movement (Opposition to the Vietnam War), Mahatma Gandhi's Satyagraha Movement, American Civil Rights Movement led by Dr. Martin Luther King (Jr.) and Anti-Apartheid Movement led by Nelson Mandela. An important dimension of peace and conflict studies is that of culture of peace initiated by the UNESCO's Culture of Peace Programme which is an integrated approach to peace building and post conflict reconstruction. At the same time, the concept of peace education aims to help people acquire skills for conflict prevention and conflict resolution through peaceful means. The course therefore will highlight these two very important concepts in the field of peace and conflict studies. The course will also examine the relationship between war and militarism and will discuss the impact of militarism on the society and economy. An important topic that will be discussed in this course is that of International humanitarian law or IHL which set certain rules that regulate the conduct of war and conflict. A central focus of peace and conflict studies is that of resolution of conflict. Accordingly, the course will explore the concepts of conflict management and conflict resolution on the one hand and conflict settlement and conflict transformation on the other. The themes of reconstructive and transformative peace building and peace making constitute an important area of study in the field of peace and conflict studies. Accordingly, both the themes will also be adequately addressed by this course. The course will also highlight on the legal means for conflict resolution. Diplomacy plays an important role in peace making. Accordingly, the course will try to explore the different types of diplomacy in peace making, namely, Track 1, Track 2 and Track 3 Diplomacy and will also examine the role of the media in this regard. Finally, while exploring the conflict situation in a more localized context, the course will provide a discussion on the impact of the conflict situation in North East India on women and children.

Learning Outcomes:

- The learners will be able to gain knowledge about the concepts of peace and conflict and evolution of peace and conflict studies as an academic discipline.
- The learners will become aware about various forms of violence.
- The learners will be able to gain knowledge about diverse perspectives on peace and peace movement that took place across the world.
- The learners will be able to gain knowledge about peace culture and peace education and UNESCO's role in this regard.
- The learners will be able to analyse impact of war and militarism on society and economy.
- The learners will be able to gain knowledge about International Humanitarian Law.
- The learners will be able to know about conflict management, conflict resolution, conflict settlement, conflict transformation, peace building and peace making.
- The learners will be able to examine the role of diplomacy in peace making.
- The learners will be able to analyse the impact of armed conflict on women and children in conflict prone areas with special reference to North East India.

Unit 1: Concept of Peace and Conflict

Concept of Peace: Negative and Narrow Peace, Positive and Broad Peace; Meaning and Types of Conflict, Sources of Conflict

Unit 2: Evolution of Peace and Conflict Studies

Origin, Growth and Present Status of Peace and Conflict Studies

Unit 3: Conflict Studies

Concept of Structural Violence, Concept of Cultural Violence

Unit 4: Peace Traditions and Approaches: A global perspective

Diverse Perspectives on Peace in different cultures of the world

Unit 5: Peace Movements

Meaning of Peace Movements; Anti-War Movement (Opposition to the Vietnam War), Mahatma Gandhi's Satyagraha Movement, American Civil Rights Movement led by Dr.Martin Luther King (Jr.), Anti-Apartheid Movement led by Nelson Mandela

Unit 6: Peace Culture and Peace Education

UNESCO's Culture of Peace Initiative; Peace Education

Unit 7: War and Militarism: Impact on Peace

Military and the National Security Paradigm; Militarization and its socio-economic impact

Unit 8: International Humanitarian Law

The Law of Armed Conflict or International Humanitarian Law (IHL)-Meaning and Nature, Evolution of International Humanitarian Law, Basic Rules of International Humanitarian Law in Armed Conflicts, Developments in the Post-Geneva Conventions period

Unit 9: Conflict Management, Conflict Resolution

Concept of Conflict Management; Concept of Conflict Resolution (Western and Non-Western Approaches)

Unit 10: Conflict Settlement, Conflict Transformation

Concept of Conflict Management; Concept of Conflict Transformation, Approaches to Conflict Transformation

Unit 11: Reconstructive and Transformative Peace Building and Peace Making

Peace Making- Meaning and Methods; Peace Building- Reconstruction and Transformation (Actors and Processes)

Unit 12: Legal Means for Conflict Resolution

Conflict Resolution in International Law; Conflict Resolution in Municipal Law

Unit 13: Role of Diplomacy in Peace Making

Track 1, Track 2 and Track 3 Diplomacy and their Role; Role of Media (Peace Journalism)

Unit 14: Women and Children in Conflict Situations in North East India

Militarization in India, Conflict situation in North East India and its impact on Women and Children

Basic Reading List:

- 1) Ackerman, A. (2000). *Making Peace Prevail: Preventing Violent Conflict in Macedonia*. Syracuse: University Press.
- 2) Adam, Heribert. and Kogila, Moodley. (1993). *The Opening of the Apartheid Mind: Options for the New South Africa*. Berkeley: University of California Press.
- 3) Baylis, John; Smith, Steve. and Patricia, Owens. *The Globalization of World Politics: An Introduction to International Relations*. Oxford University Press.
- 4) Callicot, J.B., Frodeman, R. (2009). *Encyclopaedia of Environmental Ethics and Philosophy*. United States: Macmillan
- 5) Chatterjee, S.C. & Datta, D.M. (1984). *An Introduction to Indian Philosophy*. Calcutta: University of Calcutta.
- 6) Choudhury, Sanghamitra. (2016). *Women and Conflict in India*. Routledge.

- 7) Dunn, David. and B. Bernaldez, Pedro. (1999). 'Peace Studies', Young Seek Choue (ed.) *World Encyclopedia of Peace*, Vol. IV, second edition, Oceana Publications, Inc.
- 8) David, Dunn. and Pedro, B. Bernaldez. (1999). 'Peace Studies', Young Seek Choue (ed.) *World Encyclopedia of Peace*, Vol. IV, second edition, Oceana Publications, Inc.
- 9) Elias, Robert. and Turpin, Jennifer. (1994). "Introduction: Thinking About Peace', Robet Elias and Jennifer Turpin *Rethinking Peace*, Lynne Rienner Publishers.
- 10) Foltz, Richard C. (2005). *Environmentalism in the Muslim World*. New York: Nova Science Peace and Conflict Studies.
- 11) Gauba, O P. *An Introduction to Political Theory*. Delhi: Macmillan India Ltd.
- 12) Galloway, Gorge. *The Philosophy of Religion*. International Theological Library.
- 13) Galtung, Johan. (1996). *Peace by Peaceful Means- Peace and Conflict, Development and Civilization*. PRIO. SAGE Publications Ltd.
- 14) Galtung, Johan. (1990). 'Violence and Peace', A Reader in Peace Studies, in Paul Smoker, Ruth Davies & Barbara Munske (eds.), Pergamon Press.
- 15) Galtung, Johan, "On the role of the media in worldwide security and peace," in Tapio Varis (ed.), *Peace and Communication*. San Jose, Costa Rica: Universidad para La Paz.
- 16) Green, Robert P. and Cheatham, Harold E. *The American Civil Rights Movement: A Documentary History*. Manchester University Press.
- 17) Hastings, James (Ed.). *The Encyclopaedia of Religion and Ethics*. Vol XII.
- 18) Hazen, J.M. (2008). *Armed Violence in Asia and Pacific: An Overview of the Causes, Costs and Consequences*. UNDP.
- 19) Md. Touhidul Islam, Peace and Conflict Studies: Evolution of an Academic Discipline, in *Journal of Asiatic Society of Bangladesh (Humanities)*, Vol 58 (1), 2013.
- 20) Jeong, Ho-Won. (2000). *Peace and Conflict Studies: An Introduction (Studies in Peace and Conflict Research)*.
- 21) Johnson, Bernard (Ed.). *Colliers Encyclopaedia*. Macmillan, Education Co. New York.
- 22) Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. United States Institute of Peace.
- 23) Lynch, J. & McGoldrick, A. (2005). *Peace Journalism*. Gloucestershire: Hawthorn Press.
- 24) Menkhaus, Ken (2000). "Traditional Conflict Management in Contemporary Somalia", in I. William Zartman (ed.). *Traditional Cures for Modern Conflicts: African Conflict Medicine*. Lynne Rienner.
- 25) Nan, A.S. (2003). *Track I Diplomacy*.
- 26) Rogers, Paul. (2010). 'Peace Studies', *Contemporary Security Studies*, Alan Collins (ed.), Oxford University Press.
- 27) Sinha, J. N. (2010). *Outlines of Indian Philosophy*. Kolkata: New Central Book Agency Pvt. Ltd.

DSE 4: WOMEN AND POLITICS

Course Objectives:

The course “Women and Politics” is designed to help the learners to have an understanding of various important issues associated with the role of women in society and politics. This course will make the learners familiar with the basic concepts of gender and patriarchy. This course will also discuss Feminism and its development. A number of theories have been formulated whereby the concept of feminism is sought to be explained through particular standpoints. Accordingly, various theories of feminism, such as theory of Liberal Feminism, theory of Marxist Feminism, theory of Socialist Feminism, theory of Radical Feminism, theory of Cultural Feminism, theory of Eco Feminism, theory of Postmodern Feminism, theory of Multicultural Feminism, theory of Global Feminism will be discussed in this course. This course will also highlight two very important concepts associated with feminist movement, such as gender mainstreaming and gender budgeting. Movements for women’s rights in India will also be examined in this course. It is very important to examine position of women in the family and in society. Family is the primary unit of the society. Position of women in the family reflects the position of women in the society. Relationship between family and women, power structure of family, position of women in the family will also be analysed in this course. One major problem faced by women across the world is violence of various forms. Violence against women is a serious crime which violates basic dignity of human being. This course will examine various causes of violence against women, forms of gender based violence and will try to offer possible solutions to this problem. Empowerment is one of the important ways through which the position of women can be uplifted to a great extent. The concept of empowerment refers to the process of strengthening oneself to be more potential and powerful to guide himself or herself for a good life and to claim his or her rights to lead a good life. The concept of empowerment of women is related to gender equality. To ensure women empowerment, equality must be established between men and women. Accordingly, this course will focus on the concept of gender empowerment, political empowerment of women and the present scenario of political empowerment of women across the world and various issues related to political empowerment of women in India and in Assam will also be highlighted. Along with political empowerment, the significance of economic empowerment for women and the initiatives adopted in India for the same will also be discussed in this course. This course will also look into the impact of various environmental issues on women. This course will also evaluate participation of women in two very important socio-political movements of Assam, such as- the Assam Movement and the Bodoland Movement.

Learning Outcomes:

- The learners will be able to understand the concepts of gender, patriarchy, feminism, gender mainstreaming and gender budgeting.

- The learners will be able to critically examine various theories and perspectives to look into the topic of feminism, such as- Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism and Global Feminism.
- The learners will be able to discuss movements for women's rights in India during colonial and post-colonial period.
- The learners will be able to examine the position of women in the family and society.
- The learners will be able to raise their consciousness and voice against one of the major problems of the society, i.e. violence against women that occur in public as well as private spheres.
- The learners will be able to analyse the significance of political as well as economic empowerment in the lives of women and present scenario in India in this regard.
- The learners will be able to examine the impact of environmental degradation on the lives of women.
- The learners will be able to evaluate the role played by women in the Assam Movement and Language Movement that took place in Assam.

Part A: Theoretical Perspective

Unit 1: Concepts of Gender and Patriarchy

Meaning and Nature of Gender; Meaning and Nature of Patriarchy, Forms of Patriarchy

Unit 2: History of Feminism

Waves of Feminism: First Wave of Feminism, Second Wave of Feminism, Third Wave of Feminism

Unit 3: Theories of Feminism

Socialist Feminism, Liberal Feminism, Radical Feminism, Marxist Feminism, Cultural Feminism, Eco Feminism, Postmodern Feminism, Multicultural Feminism, Global Feminism

Unit 4: Gender Mainstreaming and Gender Budgeting

Concept of Gender Mainstreaming, Importance of Gender Mainstreaming; Concept of Gender Budgeting, Importance of Gender Budgeting

Unit 5: Women's Movements

Historical Perspective, Women's Movement in India, Contemporary Movements, Women's Issues in South Asia, Women in Contemporary Southeast Asia

Unit 6: Women and Family

Structure of Family, Power Structure in family, Position of Women in Family

Unit 7: Violence against Women

Causes of Violence against Women, Forms of Violence, Sexual Harassment at Workplace, Female Trafficking

Unit 8: Political Empowerment of Women: Global Perspective

Concept of Empowerment, Concept of Gender Empowerment, Political Empowerment of Women: Initiative taken at the global level for Political Empowerment of Women, Role and Position of Women in Electoral Politics: Global Perspective

Part B: Indian Perspective

Unit 9: Political Empowerment of Women in India with Special Reference to Assam

Factors that affect Political Participation of Women, Measures adopted in India for Political Empowerment of Women, Role and Position of Women in the Parliament, Role and Position of Women in Assam Legislature

Unit 10: Economic Participation of Women in India: Issues and Challenges

Stridhan, Personal Law and Women, Initiative taken by SAFP for Women Empowerment

Unit 11: Economic Empowerment of Women and Skill Development

Importance of Economic Empowerment, Importance of Skill Development, Economic Issues and Challenges Confronting Women, National Policy for Empowerment, 2001

Unit 12: Women and Self-Help Groups with special reference to Assam

Development of Self Help Groups in India, Development of Self Help Groups in Assam, Role played by the Self Help Groups for Enhancing Capacity of Women

Unit 13: Environment and Women

Impact of Environmental Issues on Women

Unit 14: Participation of Women in various Socio-Political Movements in Assam

Participation of in the Assam Movement, Participation of in the Bodo Movement

Basic Reading List:

- 1) Agarwal, M.(Ed). (2013). *Women Empowerment and Gender Equality*. New Delhi: Kanishka Publishers, Distributors.
- 2) Arora, N.D. & Awasthy, S.S. (2004). *Political Theory*. New Delhi: Har Anand Publications Pvt. Ltd.

- 3) Beauvoir, Simone de. (2015). *The Second Sex*. New Delhi: Vintage Classics, India.
- 4) Bhasin, Kamla. (2003). *Understanding Gender*. New Delhi: Kali for Women.
- 5) Bhasin, Kamla. (1993). *What is Patriarchy?* New Delhi: Kali for Women.
- 6) Biju, M. R. (2006). *Women's Empowerment: Politics and Policies*. New Delhi: Mittal Publication.
- 7) Brush, L.D. (2007). *Gender and Governance*. Jaipur: Rawat Publication.
- 8) Chatterji, S.A. (1997). *The Indian Women's Search for an Identity*. New Delhi: Vikas Publishing House.
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- 13) Jhunjhunwala, B. & Jhunjhunwala, M. (2004). *Indian Approach to Women's Empowerment*. Jaipur: Rawat Publication.
- 14) Menon, Nivedita. (2012). *Seeing like a Feminist*. New Delhi: Penguin India.
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- 19) Pani, S.P. and Pani, N. (ed) (2010). *Essays on Contemporary Gender Issues*. New Delhi: Hirmoli Press Publication.
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- 21) Roy, K. (1999). *Women in Indian Politics*. Delhi: Rawat Publication.
- 22) Sarkar, I. (2008). *Women in Changing Society*. New Delhi: Serials Publication.
- 23) Sinha, Niroj. (2000). Women Participation in National Freedom Struggle, in Noroj Sinha (ed), *Women in Indian Politics*. New Delhi: Gyan Publishing House.
- 24) Srivastav, V.P. (2005). *Handbook on Crime against Women*. Indian Publication.
- 25) Sumanlata. (2010). *Towards Empowering Women: Views and Reviews*. New Delhi: Akansha Publishing House.
- 26) Thakur, Anil Kumar and Rahman, R. (2009). *Women Entrepreneurship*. New Delhi: Deep & Deep Publication.
- 27) Tilly, Louise. Scott, W Joan. (1989). *Women, Work, and Family*. UK: Psychology Press.

- 28) Verma, R.B.S., Verma, H.S. and Hasnain, N. (ed) (2007). *Towards Empowering Indian Women: Mapping Specifics of Tasks in Crucial Sectors*. New Delhi: Serials Publications.
- 29) Yadav, Hridari R. (2015). *Women Empowerment: History, Policy and Legislation Volume I*. New Delhi: Concept Publication.

DSE 4: ENVIRONMENTAL SOCIOLOGY

Course Objectives:

This course deals with the discussion on the fundamentals pertaining to environment and ecology. The historical context of development of environment sociology as a domain of study as well as the sociological approaches in studying the society and environment interaction has been discussed in this course.

Learning Outcomes:

- Learners will be able to discuss the fundamentals pertaining to environment and ecology and
- Learners will be able to discuss the historical context of development of environment sociology as a domain of study.
- Learners will be able to explain the sociological approaches in studying the society and environment interaction.
- Learners will be able to analyse the contemporary environmental challenges

Unit 1: Environment and Ecology

Understanding the basic concepts, Eco-system, Ecological Perspectives: Cultural and Political Ecology, Importance of the study of ecology and society

Unit 2: Environmental Sociology

Emergence and Scope; Environmental Sociology in India

Unit 3: Approaches to Study Environmentalism

Marxism; Gandhism; Ecofeminism; Anthropocentrism; NEP

Unit 4: Different types of Environmentalisms

Deep, Social, Radical Ecology

Unit 5: Sustainable Development

Concepts, Measurement and Indicators of Sustainable Development, Perspectives from Indian Experiences - Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act

Unit 6: Natural Resource and their Utilization

Common Land; Water and Forest: Access; Control; Distribution

Unit 7: Environmental Issues

Pollution, Soil Erosion, deforestation, Salinization,

Unit 8: Contemporary Environmental Problems

Problems of Water, Deforestation, Urban waste, Slums, Technological waste,

Unit 9: Global Warming and Climate change

Concept of Global Warming and Climate Change, Intensity of Global Warming over the years, Consequences to human life, ways to mitigate the problem

Unit 10: Environment, Development and Modernization

Development and Implications on environment, Construction of roads, buildings and destruction of greenery, Development, Modernization and Threat to Environment

Unit 11: Environmental Movements

Causes, Diff. Movements, State Power and Developmentalist Ideology, Politics of Environmental movements

Unit 12: Initiatives of State and International Agencies

Stockholm; Rio conference mandates etc..

Unit 13: Environmental Ethics and Environmental Laws

Meaning and Concept of Environmental Ethics, Policies and programmes and measures to protect and preserve environment,

Unit 14: Environmental Issues in Northeast India

Deforestation, Construction of dams , Extinction of species, Exploitation of natural resources and Bio diversity conservation

Basic Reading List:

- 1) Hannigan, John A. 1995. *Environment Sociology: A Social Constructionist Perspective*. London: Routledge
- 2) Brara, Rita. 2004. Ecology and Environment. In Veena Das ed. *Handbook of Indian Sociology*. New Delhi: Oxford University Press,
- 3) Milton, Kay. 1996. *Environment and Cultural Theory: Exploring the Role of Anthropology in Environmental Discourse*. London: Routledge.
- 4) Robbins, Paul. 2004. *Political Ecology: A Critical Introduction*. Oxford: Blackwell.
- 5) Conklin, Beth and Laura Graham. 1995. "The Shifting Middle Ground: Amazonian Indians and Eco-Politics", *American Anthropologist*, 97 (4): 695-710.
- 6) Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader* Pearson. Longman. New Delhi.
- 7) Peet, Richard and Michael Watts. (ed.). 1996. *Liberation Ecologies*. London: Routledge.
- 8) Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson. Longman, Section V, Global issues

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MA in Political Science Programme

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the MA Programme in Political Science, you will need to present a Seminar paper in your second semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
 - (a) Discuss the major issues;

- (b) Separate issues and sub-issues
- (c) Order issues logically
- Small-Scale Organization: This follows the following tasks:
 - (a) Introduce and conclude on each issue
 - (b) Present your arguments and rebut opposing arguments
 - (c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothetical in your introduction, revisit the hypothetical to "tie-up" your paper.

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. . The University may ask this Video at any point of time.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MA in Political Science Programme

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Under the MA Programme in Political Science, you will need to complete a project/dissertation in your fourth semester. Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in the light of the theoretical information obtained while going through the different types of PG courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical issue, or any socially relevant issues that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of any book on “Research Methodology”. Also try to utilise the analytical skills you have so far acquired from the various courses. In brief, it is a method of applying the information acquired via various courses to the difficulties and concerns raised by daily socio-political occurrences. We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely

copied from some sources, the University has the right to out rightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). APA Citation Guide can be downloaded from the Website.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.
- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points:

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.

- You may be asked to present your Report either at the University Headquarters/or at any assigned place face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the End and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the spiral bound copy of the report should indicate the following:

- The title of the report. It should be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT /DISSERTATION

On

“ Topic Name ”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STAE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MA IN POLITICAL SCIENCE

(YEAR)

by

Name :

Enrollment No.....

Study Centre Code:

Under the Guidance of

Name of Internal Guide / External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor

Mentor / Guide Name:

Designation:

This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrolment number _____ under my supervision and guidance, for the partial fulfilment of MA in Political Science of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date:

Signature of Guide

Certificate of the Study Centre Coordinator/ Academic Consultant of Study Centre

Certificate of Study Centre Coordinator/ Academic Counsellor

Coordinator/ Academic Counsellor's Name:

Designation:

This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ under the guidance of Dr./ Sri/Mr./Ms. _____, for the partial fulfilment of MA in Political Science programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Date:

Signature

Acknowledgement: The learner should provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his / her signature and the Enrolment No. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

<u>Self-Declaration by The Learner</u>	
<p>I do hereby declare that this project work entitled “ _____ ” submitted by me for the partial fulfilment of the requirement for the award of MA in Political Science programme of Krishna Kanta Handiqui State Open University is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or University.</p>	
Name:	Signature of the Learner
Enrolment Number:	Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally, the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** This chapter should provide a background of the problem and what is proposed to be investigated. The significance of the problem, the objective and the scope of the study and the contribution and impact your study will make should be elaborated. A brief description of the organization where you have conducted the project should be provided.
- **Chapter-II: Theoretical Perspective/ Origin of the problem:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding(s) thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.
- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. If you have done a sample survey, the basis of sampling its size etc. should be discussed. The sources of primary and secondary data

must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.

- **Chapter-IV, V, VI Discussion/Body of the Report/Conclusion:** Presentation of the relevant data and analysis and discussion thereon from the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapter required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g. Appendix A, Appendix B, etc. and contain the table and data collection for the study. They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerical e.g., Annexure II etc. and contain such supporting information which though not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** references can be mentioned either at the bottom of the appropriate page where these are referred or at the end or each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices / Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. The title is frequently used to refer to the independent and dependent variables. Thus, descriptive names such as Political Awareness among the Women in Assam/North East India, or Impact of Communalism in Democracy, Problem and Prospects of Open and Distance Learning in Assam,

etc. would be suitable. Avoid titles that imitate newspaper headlines (e.g., “Current Budget Proposals”); a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. Your project/dissertation title should be a short yet accurate description of the report’s content. Avoid using terms such as “a research into...” or “an experiment to discover...” in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase “title” is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. Exclude detailed information such as statistics and statistical test names from this section. Aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: To begin, you should defend the study you’re addressing. This implies that after reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study’s specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and may be your own) that relates to the subject at hand.

Justify your previous work’s inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically lead to the study you did. You are not need to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research’s mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study's and report's comprehension. If this part is well-defined, discussing and evaluating the outcomes will be lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather of being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights to their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Chapter Plan: Based on your chapter plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify

that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

8. Typing Instructions:

- The cover page and certificate page should not have any numbering. Numbering of the pages may start from the next page of the content page.
- The Type Font should be Arial. For general continuous texts, Font Size: 11. The major Section should be typed with Title Case bold letters with Font Size 12.
- The project report should be typed in double line space. It should be printed on one side only and should be spiral bound.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

- 1) Relevance of Open and Distance Learning (ODL)
- 2) Use of ICT in ODL Institutions
- 3) Relevant Socio-Political Issues
- 4) Environmental Issues
- 5) Gender Studies, Women Empowerment
- 6) Role of Civil Society
- 7) Culture and Tradition of our Society

- 8) Peace and Conflict Studies
- 9) Challenges of Democracy
- 10) Role of Supra-National Organizations
- 11) Impact of Health Expenditure on the Household Level Income/Standard of Living in Assam/North East India.
- 12) Impact of MGNREGA on Labour market in Assam/North East India
- 13) Environmental pollution and its impact on the Social Cost/Health
- 14) Characteristics of Entrepreneurs and their Effect on Entrepreneurial Profitability
- 15) Human Rights and Human Security
- 16) Woman empowerment through political participation in Assam/North East India/ India.
- 17) Political Influences on Monetary and Fiscal Policy
- 18) Globalization and its impact on National/Regional/State Polity

ANNEXURE V**List of Assigned Faculty (course-wise) in MA in Political Science Programme**

Sem	Title of the Course	Faculty/Course Coordinator	Discipline	School
I	Recent Political Theory	Dr. Abhijit Bhuyan	Political Science	Surya Kumar Bhuyan School of Social Sciences
	Western Political Thought	Dr. Abhijit Bhuyan	Political Science	
	Indian Political Thought	Dr. Bipul Das	Political Science	
	Indian Political System	Dr. Jahnabi Devi	Political Science	
	Economics of Social Sector	Dr. Sarmishtha Rani Baruah	Economics	
II	Public Administration: Concepts and Theories	Dr. Abhijit Bhuyan	Political Science	Surya Kumar Bhuyan School of Social Sciences
	International Politics: Theory	Dr. Jahnabi Devi	Political Science	
	Contemporary International Relations	Dr. Bipul Das	Political Science	
	Indian Administration	Dr. Bipul Das	Political Science	
	Economic Sociology	Dr. Dola Borkataki	Sociology	
III	Modern Political Analysis	Dr. Abhijit Bhuyan	Political Science	Surya Kumar Bhuyan School of Social Science
	Human Rights: Theory	Dr. Jahnabi Devi	Political Science	
	Human Rights: Institutional Arrangements	Dr. Bipul Das	Political Science	
	Political Sociology	Dr. Bipul Das	Political Science	
	Sociology of Development	Dr. Gargi Gayan	Sociology	
IV	Social Movements	Dr. Bipul Das	Political Science	Surya Kumar Bhuyan School of Social Science
	Comparative Public Administration	Dr. Bipul Das	Political Science	
	Peace and Conflict Studies	Dr. Abhijit Bhuyan	Political Science	
	Women and Politics	Dr. Jahnabi Devi	Political Science	
	Environmental Sociology	Dr. Dola Borkataki	Sociology	

ANNEXURE VI**Common Basket of Ability Enhancement Courses (AECs) and Value Added Courses (VACs) for PG Programmes**

Semester	Course Type	Name of the Course
I	AEC (any one course)	101 Essential Assamese <i>(Open to all except those from Assamese)</i>
		102 English for Media Studies
		103 Social Entrepreneurship and Project Management
	VAC (any one course)	101 Introduction to Ethics <i>(Open to all except those from Philosophy)</i>
		102 Essentials of Indian Constitution <i>(Open to all except those from Political Science)</i>
		103 Indian Traditional Knowledge System
		104 English Communication Skills
		105 Traditional Media
II	VAC (any one course)	201 Advertisement Strategy
		202 Cyber Security
III	AEC (any one course)	301 Life Skills
		302 Computer Applications in Quantitative Analysis
		303 Writing for Media

AEC 101 Essential Assamese

Course Objectives

- To introduce learners with the nuances of Assamese grammar
- Illustrate useful contents related to vocabulary, narrative writing and professional writings

Course Outcomes

- The learners will develop their art of speaking and writing
- The learners will be able to demonstrate their professional skill in media houses and other professional houses

Syllabus

অধ্যায় ১: বর্ণ আৰু আখৰ

বর্ণ বা আখৰ, ধ্বনি, বর্ণ বা আখৰ আৰু ধ্বনিৰ সম্পর্ক, অসমীয়া স্বৰ আৰু ব্যঞ্জন ধ্বনি, অসমীয়া ভাষাৰ আখৰ, চন্দ্রবিন্দুৰ ব্যৱহাৰ, গত্ববিধি আৰু ষত্ববিধি

অধ্যায় ২: বাক্যসজ্জা

অসমীয়া ভাষাৰ বাক্যৰীতি : উদ্দেশ্য আৰু বিধেয়, বাক্যৰ শ্রেণীবিভাজন, বাচ্য, উক্তি, বাক্যত পদৰ ক্ৰম

অধ্যায় ৩: প্রত্যয় আৰু বিভক্তি

প্রত্যয় : কৃৎ প্রত্যয়, তদ্ধিৎ প্রত্যয়, নিদিষ্টতাবাচক প্রত্যয়, বিভক্তি : নাম বিভক্তি বা কাৰক বিভক্তি, ক্ৰিয়া বিভক্তি, বিভক্তি আৰু প্রত্যয়ৰ পাঠ্যক্য, উপসর্গ,

অধ্যায় ৪: কাৰক, লিঙ্গ আৰু বচন

কাৰকৰ সংজ্ঞা, কাৰকৰ ভাগ, লিংগৰ সংজ্ঞা, লিংগৰ ভাগ, লিংগবিচাৰৰ নিয়ম, বচনৰ সংজ্ঞা, বচনৰ ভাগ

অধ্যায় ৫: সন্ধি আৰু সমাস

স্বৰসন্ধি, ব্যঞ্জনসন্ধি, দ্বন্দ্ব সমাস, দ্বিগু সমাস, বহুব্রীহি সমাস, কর্মধাৰয় সমাস, তৎপুৰুষ সমাস, অব্যয়ী ভাব সমাস

অধ্যায় ৬: জতুৱা ঠাঁচ আৰু ভাব সম্প্রসাৰণ

জতুৱা ঠাঁচ আৰু খণ্ডবাক্য, ভাব সম্প্রসাৰণ, সাৰাংশ লিখন

অধ্যায় ৭: ৰচনা লিখাৰ সাধাৰণ প্ৰণালী

ৰচনা কি, ৰচনা লিখাৰ নীতি, ৰচনাৰ শ্ৰেণীবিভাগ

অধ্যায় ৮: লিখনি নিৰ্মাণ

যতিচিন, লিখনি সুসজ্জত গঠন; অনুচ্ছেদ নিৰ্মাণ; অনুচ্ছেদ লেখন প্ৰক্ৰিয়া; প্ৰবন্ধ/ ৰচনা নিৰ্মাণ; আপোনাৰ লেখনীৰ সম্পাদনা

অধ্যায় ৯: বিশেষ প্ৰবন্ধ লিখাৰ কৌশল

বিশেষ প্ৰবন্ধৰ অৰ্থ, বিশেষ প্ৰবন্ধৰ বিভিন্ন প্ৰকাৰ- সাক্ষাৎকাৰভিত্তিক প্ৰবন্ধ, তথ্যভিত্তিক প্ৰবন্ধ, বিশেষ ব্যক্তিক কেন্দ্ৰ কৰি লিখা প্ৰবন্ধ, ফিচাৰেটচ্, সংবাদভিত্তিক প্ৰবন্ধ আৰু মানৱীয় আগ্ৰহ বৃদ্ধিকাৰী প্ৰবন্ধ, বিশেষ প্ৰবন্ধ নিৰ্মাণ কৌশল

অধ্যায় ১০: বৃত্তান্ত ইয়াৰ বিভিন্ন ৰূপ

বৃত্তান্ত কি; বৃত্তান্ত কথন, কথক, বৃত্তান্তৰ ধৰন, বৃত্তান্তৰ দৃষ্টিভংগী, শোতা নাইবা সম্বোধিত ব্যক্তি; কথনৰ প্ৰকাৰ; কথনৰ উপাদান; বৃত্তান্তৰ বৰ্ণনা উপযুক্ততা আৰু বিশ্বাসযোগ্যতা; বৈখিক আৰু অ-বৈখিক বৃত্তান্তৰ গাঁথনি; বৃত্তান্তৰ অনুচ্ছেদ; প্ৰবন্ধ ৰচনাত বৃত্তান্ত

অধ্যায় ১১: ভাষা দক্ষতা

শব্দকোষ-শব্দৰ বাছনি; একাধিক অৰ্থ থকা শব্দ; সমাৰ্থক আৰু বিপৰীত শব্দ, বাক্য গাঁথনি, কিছুমান সাধাৰণ ভুল

অধ্যায় ১২ : সংবাদ মাধ্যমৰ বাবে লিখাৰ উৎস

উৎসৰ প্ৰকাৰ; সংবাদ উৎসৰ বিকাশ; নীতিগত দিশ আৰু আৰোপিত বৈশিষ্ট্য

অধ্যায় ১৩ : সমীক্ষা লেখন

গ্ৰন্থ সমীক্ষাৰ কলা; চলচ্চিত্ৰ সমীক্ষাৰ কলা; নাট্য সমীক্ষাৰ কলা; সংগীত সমীক্ষাৰ কলা

অধ্যায় ১৪ : বিজ্ঞাপন

বিজ্ঞাপন কি; বিজ্ঞাপনৰ প্ৰধান ধাৰণাসমূহ; কপি ৰাইটিং; ৰেডিঅ' কপি; টেলিভিছন কপি

Basic Reading List:

- Goswami, Upendranath (1997); *Axamiya Bhasar Byakoron*; Guwahati: Moni-Manik Prakash
- Goswami, Golokchandra (1996); *Axamiya Borno prokash*; Guwahati: Bina Library
- Bora Satyanath (1998); *Bohol Byakoron*; Guwahati
- Anker.S(1998); *Real Writing*, Boston:Bedford Books
- Misra.P.S.(2009); *An Introduction to Stylistics: Theory and Practice*, New Delhi:Orient Black Swan
- Puri, Manohar (2006); *Art of Editing*, Pragun Publications, New Delhi

AEC 102 English for Media Studies

Course Objectives

- To familiarise the learners with the process of writing for the media
- To identify the specific use of English in the field of media
- To equip learners with basic writing skills required for media

Course Outcomes

- On completion of this course, the learners will be able to-
- Familiarize oneself with the process of writing for different forms of media
- Make proper utilization of the English language in media
- Acquire the basic writing skills in English for various media forms

UNIT 1: INTERVIEWING AND NOTE TAKING

Definition of Interview, preparing for interview, conducting the interview, text of interview, language for audio-visual interview, note taking

UNIT 2: EDITORIAL WRITING

Defining Editorial, Introduction to the editorial page, writing the editorial, rules for Editorial writing, writing the Feature, Writing the Article, writing the middle, Letters to the Editor

UNIT 3: ART OF COLUMN WRITING

Types of columns, distinguishing characteristics of an op-ed, steps to be followed while writing a column

UNIT 4: ELEMENTS OF GOOD WRITING

Characteristics- precision, clarity in writing, use of simple sentences, grammar and punctuation, avoiding clichés, pacing, use of transitions

UNIT 5: PREPARING COPY

Copy editing- use of quotes, paraphrases, attribution, writing the lead, grammatical mistakes- confusion in the use of 'who' and 'whom', possessive pronouns, use of active voice, copy reading symbols

UNIT 6: MASTERING THE LANGUAGE OF EDITING

Importance on vocabulary, sentence construction, participles, pronouns, verbs, nouns, foreign words, prepositions, paragraphs, selection of right words

UNIT 7: REVIEW WRITING

Book review- fiction, adverse criticism, non-fiction, the collection, poetry, drama, Steps to be followed while doing a book review, drama review, Film review

UNIT 8: NEWS WRITING

Language and style of Indian Media, Language and style for print and cyber media, Language and style for Radio, Language and style for Television

UNIT 9: HEADLINE WRITING

Meaning of headline, Types of headline, Functions of a headline, Factors to be kept in mind while writing headlines, Headline writing skills- use of verbs, use of Articles and Voices, Use of Decks, The Five Ws, use of Short Synonyms, Abbreviations, Punctuation, Line Balance, Guidelines for Headline Writing

UNIT 10: WRITING FOR ADVERTISING COPY

Introduction, Key concepts in Advertising, Copywriting, Radio copy, Television copy

UNIT 11: WRITING AND REWRITING FOR PUBLIC RELATIONS

Preparing news releases- Announcement releases, Backgrounders, Position Papers, Tip Sheets, Rewriting News Releases, Writing newsletter stories

UNIT 12: GRAMMAR AND USAGE

Sequence of Tenses, Voice, Narration, Punctuation, Vocabulary

UNIT 13: COMMON ERRORS IN THE USE OF ENGLISH LANGUAGE

Errors of Concord, Errors of Construction, Errors of Order, Errors in Prepositions, Errors in Conjunctions

UNIT 14: REPORTING PUBLIC SPEECH

Reporting public speeches- background information, covering the speech, using a prepared text, writing the speech story for print

UNIT 15: STYLE AND THE STYLEBOOK

Need of a stylebook, -consistency, preference and tradition, Guidelines of different stylebooks, Mechanical rules

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi
- Sissons, Helen (2006), Practical Journalism : How to Write News, Sage Publications, UK
- Singh, Bhanu Pratap (2011), Art of Editing, Anmol Publications Pvt Ltd, New Delhi
- Wrinn, Mary J.J. (2008), Elements of Journalism, Cosmo Publications, New Delhi

AEC 103 Social Entrepreneurship and Project Management [Credits=3+1]

Course Objectives

The Course aims at enabling the learner

- To be able to define the field of social entrepreneurship and key traits of social entrepreneurs
- To be able to describe and apply key theories and concepts the field of social entrepreneurship
- To understand the key elements and functions of project management

Course Outcomes

This course will enable the learners

- To understand social entrepreneurship and livelihood means for sustainable development. This course focuses on optimum utilization of available resources.

UNIT 1: ENTREPRENEURSHIP

Meaning of Entrepreneur; Characteristics of an Entrepreneur; Emergence of Entrepreneurial Class; Role of Entrepreneurs in Economic Growth; Meaning, concept of Entrepreneurship; entrepreneurial leadership and Motivation

UNIT 2: THEORIES OF ENTREPRENEURSHIP

Economic Theory; Sociological Theory; Dynamic Entrepreneurship Innovation Theory; Leibenstein's X- efficiency Theory; Theory of Profit

UNIT 3: SOCIAL ENTREPRENEURSHIP

Meaning, Concepts, Importance of Innovation in the social development sector; Entrepreneurship Development Programmes- Meaning and Importance; Institutions providing Entrepreneurship Development Programmes in India; Banking and Microfinance

UNIT 4: SOCIAL ENTREPRENEURSHIP IN NORTHEAST INDIA

Social Sector Perspectives and Interventions; Role of Entrepreneurship Development Programmes in Context of North- East Region; Local Economy and Training Indigenous Entrepreneurs

UNIT 5: SOCIAL ENTREPRENEURSHIP AND LIVELIHOODS

Joint ventures in social entrepreneurship, public private joint ventures, partnerships for power, solidarity and benefit sharing, ownership rights within joint ventures, addressing dilemmas of corporate and international joint ventures for livelihoods

UNIT 6: SOCIAL SECURITY AND LIVELIHOODS

Strategies through Networking and Partnerships, Livelihood Policy, Livelihood security through five-year plans MGNREGA- understanding from socio-political, cultural perspectives, impact, People's participation and democratic governance

UNIT 7: PROJECT MANAGEMENT AND SOCIAL ENTREPRENEURSHIP

Meaning of Project management; Social Entrepreneurship as an emerging concept in corporate India and skills in Project Management, Government bodies and Voluntary Sector, Social Entrepreneurship Models

UNIT 8: PROJECT LIFE CYCLE

Phases: Conception/Formation Stage; Definition/Build-up Phase; Acquisition/Production Phase; Operation Phase; Divestment/Termination Phase

UNIT 9: PROJECT ASSESSMENT

Assessment tools for social mapping, budget analysis, monitoring and evaluation of pro-people policies and projects supported by public and private funds, Diversity Mapping within organizations and groups; outreach of programme implementation process, Ecological debts, Environment and Social Costing; Financial Analysis

UNIT 10: LEADERSHIP AND RESOURCE PLANNING IN PROJECT MANAGEMENT

Leadership styles, processes, motivation, strategies, leadership roles in sustaining projects, leadership and communication, leadership in vulnerable sectors, people's leadership and ethics, Forward backward linkages between resource groups, fund raising, fund allocations, resource mobilization plans

UNIT 11: VALUE-CO CREATION

Synergy between products, people and process, innovations for market and for social capital creation, valuing abilities within disabilities, social inclusion with exclusive rights of marginalized categories, Quality driven initiatives and alternative development models

UNIT 12: NETWORKING

Tools of social resource mapping and utilization process, Livelihood networks based on ecosystems, Solidarity networks, Community networks, Outcome mapping through networks, power and networking, role of communication in networking.

Practicum: Social Entrepreneurship and Livelihood Initiatives/ Projects, Case Studies (1 credit)

Basic Readings List:

- Khanka. S. S. (2013). *Entrepreneurial Development*; S. Chand & Co. Ltd., Ram Nagar, New Delhi.
- Donald F. Kuratko, (2014). *Entrepreneurship – Theory, Process and Practice*, 9th Edition, Cengage Learning.
- Abyad, Abdulrazak (2018), Project Management, Motivation Theories and Process Management, *Middle East Journal of Business*, Oct. 2018, Vol. 13, Iss. 4
- PetarJovanović, Ivana BeriĆ, (2018), Analyses of the available Project Management Methodologies, *Journal of Sustainable Business and Management Solutions in Emerging Economies*, 2018/23(3)

AEC 301 Life Skills

Course Objectives

The objectives of the course are to:

- Enhance the ability of developing self-knowledge and self-awareness by overcoming all fears and insecurities
- Increase emotional competency and emotional intelligence at the place of study/work
- Provide the opportunity for realizing self-potential through practical examples
- Develop interpersonal skills and adopt good leadership behaviour for self-empowerment and the empowerment of others

Course Outcomes

After successfully completing the course, learners will be able to

- Gain Self-competency and Confidence
- Gain Emotional Competency
- Gain Intellectual Competency
- Gain an Edge through Professional Competency
- Aim for a High Sense of Social Competency
- Imbibe the attributes of an Integral Human Being

UNIT 1: LISTENING AND SPEAKING

Techniques of Effective Listening and speaking, Listening and Comprehension, Probing Questions, Barriers to Listening, Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors

UNIT 2: READING, WRITING AND DIFFERENT MODES OF WRITING

Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, Evaluating and Interpreting the Text; Avoiding Ambiguity, Vagueness, Unwanted Generalizations, and Oversimplification of Issues; Being structured and sequenced; Using Different Modes of Writing like E-mails, Proposal, Recording the Proceedings of Meetings

UNIT 3: DIGITAL LITERACY AND SOCIAL MEDIA, DIGITAL ETHICS AND CYBER SECURITY

Basic Computer Skills on MS Office Suite, MS Excel, MS Word, MS PowerPoint; Basic Virtual Platforms like Zoom, Google Meet, Cisco Webex, MS Teams; Cyber Security and Threats, Vulnerabilities of Cyber Attacks; Digital Ethics, Digital Etiquette and Digital Life Skills

UNIT 4: NONVERBAL COMMUNICATION

Meaning of Nonverbal Communication; Advantages of Using Nonverbal Communication, Modes of Nonverbal Communication like Eye Contact and Facial Expression, Hand Gestures; Do's and Don'ts in NVC

UNIT 5: GROUP DISCUSSION SKILLS AND INTERVIEW SKILLS

Meaning and Methods of Group Discussion; Procedure of Group Discussion; Group Discussion — Common Errors; Meaning and types of interviews; Dress code, background research; Do's and Don'ts; Situation, task, action, and response (STAR concept) for facing an interview; Interview procedure; Important questions generally asked at a job interview; common errors that candidates generally make at an interview

UNIT 6: EXPLORING CAREER OPPORTUNITIES, RÉSUMÉ SKILLS

Knowing yourself — Personal characteristics; Knowledge about the world of work, requirements of jobs, including self-employment; Sources of career information; Preparing for a career based on potential and availability of opportunities; Introduction of résumé and its importance;

Difference between a CV, résumé and biodata; Essential components of a good résumé; Common errors while preparing a résumé

UNIT 7: COGNITIVE AND NON-COGNITIVE SKILLS, PRESENTATION SKILLS, AND LISTENING AS A TEAM SKILL

Cognitive Skills: Meaning and Types of Cognitive Skills, Strategies to Develop Cognitive Skills like Critical Thinking Skills, Problem-solving skill; Non-cognitive Skills: Meaning and Types of Non-cognitive Skills; Strategies to Develop Non-cognitive Skills like Empathy, Creativity, Teamwork; Types of Presentations; Knowing the Purpose; Knowing the Audience; Opening and Closing a Presentation; Using Presentation Tools; Handling Questions; Ways to Improve Presentation Skills over Time

UNIT 8: TRUST AND COLLABORATION, BRAINSTORMING, SOCIAL AND CULTURAL ETIQUETTES, INTERNAL COMMUNICATION

Importance of Trust in Creating a Collaborative Team; Spirit of Teamwork; Understanding Fear of Being Judged and Strategies to Overcome Fear; Advantages of Effective Listening; Listening as a Team Member and Team Leader; Brainstorming as a Technique to Promote Idea Generation; Need for Etiquette; Aspects of Social and Cultural/Corporate Etiquette in Promoting Teamwork; Use of Various Channels for Transmitting Information to Team Members

UNIT 9: LEADERSHIP SKILLS, INNOVATIVE LEADERSHIP AND DESIGN THINKING

Understanding Leadership and its Importance; Traits and Models of Leadership; Key characteristics of an effective leader; Leadership styles; Basic Leadership Skills like Motivation, Teamwork, Negotiation, Networking; Concept of emotional and social intelligence; Design thinking and its key elements; Learning through Biographies - Drawing insights on how leaders sail through difficult situations

UNIT 10: MANAGERIAL SKILLS

Basic managerial skills like planning for effective management, organizing teams, recruiting and retaining talent, delegation of tasks, coordinating, managing conflict; Self-management skills like understanding self-concept, developing self-awareness, self-examination, self-reflection and introspection, self-regulation, managing personal finance; Aspects of budgeting like setting personal goals, estimating likely expenses and managing saving, investment and spending

UNIT 11: ENTREPRENEURIAL SKILLS, ETHICS AND INTEGRITY

Basics of entrepreneurship- meaning of Entrepreneurship, classification and types of entrepreneurs, traits and competencies of entrepreneur; creating business plan - problem identification and idea generation, idea validation, pitch making; ethics and conduct - importance of ethics, personal and professional moral codes of conduct, creating a harmonious life

UNIT 12: LOVE AND COMPASSION, TRUTH, NON-VIOLENCE

Forms of love; love, compassion, empathy, sympathy and non-violence, narratives and anecdotes from history and literature including local folklore on gains and losses in practising love; Truth-truth as value, truth as fact- narratives and anecdotes from history and literature including local folklore on gains and losses in practicing truth; Non-violence – Ahimsa, individuals and organizations that are known for their commitment to non-violence; Narratives and anecdotes about non-violence from history and literature, including local folklore on gains and losses in practicing non-violence

UNIT 13: PEACE, SERVICE, RENUNCIATION

Peace- its need, relation with harmony, and balance; Narratives and anecdotes about peace from history and literature, including local folklore on gains and losses in practicing peace; Service and its forms; Narratives and anecdotes dealing with instances of service from history and literature, including local folklore on gains and losses in practicing service; Renunciation and sacrifice; self-

restrain and ways of overcoming greed; narratives and anecdotes from history and literature, including local folklore on gains and losses in practicing renunciation and sacrifice

UNIT 14: CONSTITUTIONAL VALUES, JUSTICE AND HUMAN RIGHTS, RIGHTEOUSNESS

Righteousness, dharma and propriety; Fundamental Values like Justice, Liberty, Equality, Fraternity, Human Dignity; Fundamental Rights and Fundamental Duties as stated in Indian Constitution

Basic Reading List:

- Sen, Madhuchanda. 2010. An Introduction to Critical Thinking. Delhi: Pearson.
- Silvia, P. J. 2007. How to Read a Lot. Washington DC: American Psychological Association
- EH McCrath, 1999; Basic Managerial Skills for All; Prentice Hall of India
- Ashokan, M. S. 2015. Karmayogi: A Biography of E. Sreedharan. London, UK: Penguin
- Chandra, P. 2017. Financial Management: Theory & Practice. 9th edition. New York: McGraw Hill Education
- Leading with Cultural Intelligence: The New Secret to Success, New York: American Management Association
- McCormack, M.H. 1986. What They Don't Teach You at Harvard Business School: Notes from A Street-Smart Executive. New York: Bantam
- Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London: Penguin
- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development, Delhi: Dharma Hinduja Centre of India Studies

AEC 302 Computer Applications in Quantitative Analysis [Credits 3+1]

Course Objectives

The course aims at providing the learners

- Thorough understanding of quantitative analysis
- The requisite skills to conduct quantitative analysis
- Proficiency in using computers in quantitative analysis

Course Outcomes

After undergoing the course, learners will

- Acquire a thorough understanding of principles and practices of quantitative analysis
- Obtain the requisite skills to conduct quantitative analysis
- Attain proficiency in using computers in quantitative analysis

UNIT1: FUNDAMENTALS OF QUANTITATIVE ANALYSIS

Introduction to quantitative analysis, Idea and process of quantification, issues of quantification, counting and measurement, notion of scale, dimensions of measurement, reliability and validity of scale, sensitivity and robustness of scale

UNIT 2: TYPES OF QUANTITATIVE DATA AND REPRESENTATION

Primary and secondary data; nominal, ordinal, interval and ratio data; time series, cross section and panel data; graphs and diagrams, tables – one way and cross tables

UNIT 3: BASICS OF HANDLING DATA IN SPSS

Understanding SPSS Environment – Data and Variable View; Defining Variables in a Dataset; Reading, Importing and Entering Data; Recoding Variables – Recoding into Same and Different Variables

UNIT 4: DESCRIPTIVE STATISTICS USING SPSS

Obtaining Frequency Tables; Getting Descriptive Statistics Measures: Central Tendency, Dispersion, Skewness and Kurtosis

UNIT 5: HANDLING OUTLIERS AND TESTING NORMALITY

Exploring Data to Check Key Assumptions such as Outliers and Normality

UNIT 6: CROSS TABULATION

Obtaining and Use of Cross Tables; Checking for Independences – Chi-Square etc.; Adding Layers to Cross Tables

UNIT 7: CUSTOM TABLES

Making Custom Tables – Adding Totals, Sub-Totals and Categories and Statistics; Handling three or more variables in Custom Table; Dealing with Multiple Responses

UNIT 8: CORRELATION ANALYSIS

Understanding Correlation by Scatter Diagrams; Obtaining Pearson's and Spearman's Correlation Coefficients

UNIT 9: REGRESSION ANALYSIS

Carrying out Simple Linear Regression; Obtaining Multiple Regressions; Carrying out Regression Diagnostics for Autocorrelation, Heteroscedasticity and Multicollinearity, Logistic Regression

UNIT 10: TESTING OF HYPOTHESIS

Basic steps in Hypothesis Testing; Carrying out t-Tests – Independent and Paired; Conducting ANOVA and performing Post Hoc Tests

UNIT 11: FACTOR ANALYSIS

Basic understanding of data reduction, Utility of Factor Analysis, Dimensions and Rotations, Component Matrix, Factor and Factor Scores

Activities/Practical : Hands on activities and work-sessions [1 Credit]

Basic Reading List:

- Bueno de Mesquita, E., & Fowler, A. (Eds.). (2021). *Thinking clearly with data: A guide to quantitative reasoning and analysis* (1st. edition). Princeton University Press.
- Field, A. P. (2020). *Discovering statistics using IBM SPSS statistics* (Fourth edition. South Asian adaptation). SAGE Publications.
- Rowntree, D. (2018). *Statistics without tears: An introduction for non-mathematicians* (Updated edition). Penguin Books.
- Spiegelhalter, D. J. (2020). *The art of statistics: Learning from data* (Paperback edition). Pelican Books.
- Stehlik-Barry, K., & Babinec, A. J. (2017). *Data analysis with IBM SPSS Statistics: Implementing data modeling, descriptive statistics and ANOVA*. Packt Publishing.
- Tabachnick, B. G., & Fidell, L. S. (2022). *Using multivariate statistics* (Seventh edition, second impression). Pearson India Education Services.
- Wheelan, C. J. (2014). *Naked statistics: Stripping the dread from the data* (First published as a Norton paperback). W.W. Norton & Company.

AEC 303 Writing for Media

Course Objectives

- To equip learners with skills required to write for the media
- To provide knowledge on process of writing in different formats for media
- To provide understanding of copy editing and proof reading

Course Outcomes

- On completion of this course, the learners will be able to-
- Identify and apply the skills required to write for the media and utilize them
- Explain the process of writing in different formats for media
- Describe the process of copy editing and proof reading

Unit 1: THE STRUCTURE OF WRITING

The cohesive structure of writing, The Structure of Paragraphs, The Writing Process of Paragraphs, The Structure of Essays/Articles, Editing your writing

Unit 2: WRITING FEATURE STORIES

Meaning of a feature story, Types of feature stories – Interview features, Information features, Personality features, Featurttes, News features and human interest features, Feature story construction

Unit 3: FORMS OF NARRATION

What is Narrative, Narration, Narrator, Narrative Mode and Narrative Point of View, Varieties of Narration, Elements of Narration, Reportability and Credibility of a Narrative, Linear and Non-linear Narrative Structure, The Narrative Paragraph, Narration in an Essay

Unit 4: LANGUAGE SKILLS

Vocabulary: Making choices, Words having multiple meaning, Synonyms and Antonyms, Sentence Structure, Some Common Errors

Unit 5: SOURCES OF WRITING FOR THE MEDIA

Types of sources, Developing news sources, Ethics and Attribution

Unit 6: REVIEW WRITING

Techniques of book review, Techniques of film review, Techniques of play review, Techniques of musical review

Unit 7: COPYWRITING FOR ADVERTISEMENTS

Introduction: What is advertising?, Key concepts of advertising, Copywriting, Radio copy, Television copy

UNIT8: WRITING FOR COLUMN, SCIENCE AND PRESS RELEASE

Column writing, Science write- up, Press Release

UNIT 9: EDITING

Meaning of Editing, Language Editing, Writing and Editing Photo Caption, Language for explaining graphs, charts, maps; Proof Reading

UNIT 10: WRITING FOR RADIO

Language and style of radio, Writing for radio news, structure of a radio news bulletin, Radio features and current affairs programmes

UNIT 11: WRITING FOR TELEVISION

Characteristics of broadcast news, Broadcast Lead, Preparing a Broadcast Copy

UNIT12: SCRIPTWRITING FOR FILMS

Format, component and styles, Shooting script and storyboarding, Steps to follow while writing a script

UNIT13: ART OF WRITING PLAYS

Types of Play, Formats of performance, Structure of a Play, Steps to write a Play

UNIT 14: WRITING CAPTIONS FOR PHOTOJOURNALISM

Concept of photojournalism, Basics of photojournalism, Qualities of a photojournalist, Basic parts of a caption, Writing and editing captions

UNIT15: COPY AND PROOF EDITING

Principles of copy editing, The Language of copy writing, Print media requirements, Radio and television copyediting

Basic Reading List:

- Chaturvedi, S.N. (2007), Dynamics of Journalism and Art of Editing, Cyber Tech Publications, New Delhi
- Hough, George A. (2006), News Writing, Kanishka Publishers, Distributors, New Delhi
- Kamath, M.V (2005), The Journalist's Handbook, Vikas Publishing House Pvt Ltd, New Delhi
- Lorenz, Alfred Lawrence, John Vivian (2006), News : Reporting and Writing, Dorling
- Kindersley, New Delhi
- Parthasarathy, Rangaswami (2006), Basic Journalism, Macmillan India Ltd., New Delhi
- Singh, Chandrakant P. (1999), Before the Headlines, Macmillan India Limited, New Delhi

VAC 101 Introduction to Ethics

Course Objectives

- To help the learners to know the important issues in moral sense
- To help the learners to explore the basic education of human life through the different issues of ethics
- To help the learners to determine the issues of what is good or right and bad or wrong

Course Outcomes

- Will know the meaning of ethics and moral philosophy
- Will know the different theories of ethics and will know the difference between normative ethics, meta-ethics and applied ethics
- Will help people to lead a better and ethical life, which will finally create some ethical human resource for the society.

UNIT 1: NATURE AND SCOPE OF ETHICS

Definition of Ethics, Nature of Ethics, Scope of Ethics

UNIT 2: THE CONCEPT OF MORALITY

Definition of Morality, The Nature of Morality, Different Moral Concepts, Moral theory

UNIT 3: FACT AND VALUE

What is fact, What is value, Classification of values, Distinction between fact and value

UNIT 4: MORAL CONCEPTS

Good, Right, Duty, Virtue, Good, Right, Duty, Virtue

UNIT 5: FREEDOM AND DETERMINISM

Determinism: Its Meaning, Arguments in Support of Determinism, What is Freedom or Free Will, Arguments In Support of Free Will, Brief Note On Predestination, Fatalism and Scientific Determinism, The Case Of Freedom and Determinism

UNIT 6: PURUSARTHA

Artha, Kama, Dharma, Moksa, Four Basic Sciences

UNIT 7: THEORIES OF PUNISHMENT NOTION OF CRIME AND PUNISHMENT

Theories of Punishment, Deterrent Theory, Reformatory Theory, Retributive Theory, Capital Punishment

Basic Reading list:

- S.P. Sharma: *Nature and Scope of Ethics*
- Ravi, I: *Foundations of Indian Ethics*
- J.N. Sinha: *A Manual of Ethics*
- J.N. Mohanty: *Classical Indian Philosophy*
- I.C. Sharma: *Ethical Philosophies of India*
- J.N. Mohanty: *Explorations in Philosophy*
- P. Benn: *Ethics: Fundamentals of Philosophy*

VAC 102 Essentials of Indian Constitution

Course Objectives

The course aims to providing learner

- An understanding of the background and process of making of the Constitution of India
- An awareness about the core values of principles underlying the Constitution of India
- An account of basic constitutional provisions and framework of governments' operation in service of the people of the country
- A sense of duties and responsibilities of as a citizen of the country

Course Outcomes

After completing the course, a learner will be able to

- Understand and appreciate the background, context and process of making of the Indian Constitution
- Appreciate and imbibe the core values and principles of the Constitution of India
- Act as a responsible citizen of the country performing her/his duties and responsibilities

UNIT 1: MAKING OF THE INDIAN CONSTITUTION

Formation of the Constituent Assembly, Drafting Committee, Adoption of the Constitution of India

UNIT 2: PHILOSOPHY AND IDEALS OF THE INDIAN CONSTITUTION

Philosophy and Ideals of the Indian Constitution: The Preamble of the Constitution of India; Sources of the Indian Constitution

UNIT 3: FEATURES OF THE INDIAN CONSTITUTION

Salient Features of the Indian Constitution

UNIT 4: FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES

Meaning, Historical Background, Nature, Importance, Categories of Fundamental Rights, Limitations of Fundamental Rights; Fundamental Duties: Background, Types and Significance of Fundamental Duties

UNIT 5: DIRECTIVE PRINCIPLES OF STATE POLICY

Meaning, Nature and Classification of Directive Principles of State Policy; Difference between Fundamental Rights and Directive Principles of State Policy

UNIT 6: GOVERNMENT AT THE UNION AND STATE LEVELS

Government at the Union level: The President of India, The Vice-President of India, The Union Council of Ministers, The Prime Minister; Government at the State level: The Governor, The State Council of Ministers and the Chief Minister

UNIT 7: THE PARLIAMENT OF INDIA AND THE STATE LEGISLATURE

Composition of the Parliament of India: The President, The Rajya Sabha, The Lok Sabha; Powers and Functions of the Parliament; Relation between the two Houses of the Parliament; Legislative Procedure: Procedure for a Money Bill; The State Legislature: The Legislative Assembly or Vidhan Sabha, The Legislative Council or Vidhan Parishad

UNIT 8: JUDICIARY IN INDIA

Supreme Court and High Courts; The Supreme Court; The High Court: Subordinate Courts; Judicial Review, Judicial Activism and Independence of the Judiciary in India: Judicial Review, Judicial Activism, Independence of the Judiciary in India

Basic Reading List:

- Basu, D. D. (2009). Introduction to the Constitution of India. New Delhi: Prentice Hall of India.
- Brass, Paul R. (1997). The Politics of India Since Independence. New Delhi: Cambridge University Press.
- Chander, Prakash (2000). Indian Government and Politics. New Delhi: Cosmos Bookhive Pvt. Ltd.
- Dev, B.J and Lahiri, D.K. (1985). Assam Muslims- Politics and Cohesion. Delhi: Mittal Publication.
- Ghai, K. K. (2007). Indian Government and Politics. New Delhi: Kalyani Publishers.
- Kapur, Anup Chand & Misra, K. K. (2006). Select Constitutions. New Delhi: S. Chand and Company.
- Kothari, Rajni. (2009). Politics in India. New Delhi: Orient BlackSwan Private Limited.
- Palanithurai, G. (2000). Grass-root Democracy in Indian Society. New Delhi: Concept Publishing Company.
- Pylee, M. V. (2006). Constitutional Government in India. New Delhi: S. Chand and Company.
- Singh Sisodia, Yatindra (2005). Functioning of Panchayati Raj System. Jaipur: Rawat Publication.
- Jayal, Niraja Gopal; Mehta Pratap, Bhanu (eds) (2010). Oxford Companion to Politics in India. New Delhi. Oxford University Press.

VAC 103 Indian Traditional Knowledge System

Course Objectives

- To illustrate selective contents from the rich grove of Indian classical literature as well as other fields of pragmatic study
- To develop understanding of rich Indian heritage through the selective texts among the learners

Course Outcomes

- The learners will be able to identify a rich cultural past and connect it with the present India
- The learners will be able to organize themselves and gain benefit in their vocational pursuit

অধ্যায় ১: যোগদর্শনৰ পৰিচয়

দর্শনৰসংজ্ঞা, দাৰ্শনিক পৰিভাষাত যোগৰ মূল্যায়ন, যোগৰ সংজ্ঞা আৰু অৰ্থবিচাৰ, যোগৰ উৎপত্তি, যোগসাহিত্য, যোগপণ্ডিতসকল, যোগৰ শ্ৰেণীবিভাজন, যোগ দর্শনৰ মূল সিদ্ধান্তসমূহ, যোগৰ লক্ষ্য আৰু উদ্দেশ্য

অধ্যায় ২: আয়ুৰ্বেদ আৰু বাস্তুশাস্ত্ৰ

আয়ুৰ্বেদ বা চিকিৎসাসাশ্ত্ৰ, আয়ুৰ্বেদ শাস্ত্ৰৰ উদ্দেশ্য আৰু ভাগ, আয়ুৰ্বেদ শাস্ত্ৰৰ উৎস, বিভিন্ন আয়ুৰ্বেদ শাস্ত্ৰৰ উল্লেখ, বাস্তুশাস্ত্ৰ পৰিচয়, বাস্তুশাস্ত্ৰৰ উৎস, বিভিন্ন বাস্তুশাস্ত্ৰৰ উল্লেখ, শব্দার্থ তালিকা

অধ্যায় ৩: বেদান্ত দর্শনৰ পৰিচয়

বেদান্তৰ উৎপত্তি আৰু ক্ৰমবিকাশ, অদ্বৈত বেদান্ত দর্শনৰ বিভিন্ন বিষয়বস্তুৰ চমু আভাস, জ্ঞানতত্ত্ব, ব্ৰহ্মতত্ত্ব, জগততত্ত্ব, মায়াতত্ত্ব, ঈশ্বৰতত্ত্ব, জীৱতত্ত্ব, মোক্ষতত্ত্ব

অধ্যায় ৪: অলংকাৰ শাস্ত্ৰৰ সম্প্ৰদায়সমূহ

কাব্যশাস্ত্ৰৰ আৰম্ভণি আৰু বিকাশ, অলংকাৰ শাস্ত্ৰৰ বিভিন্নসম্প্ৰদায়

অধ্যায় ৫: কৌটিল্যৰ অৰ্থশাস্ত্ৰ: পৰিচয়

অৰ্থশাস্ত্ৰৰ ৰচয়িতা, অৰ্থশাস্ত্ৰৰ বিষয়বস্তু, অৰ্থশাস্ত্ৰৰ নামকৰণৰ তাৎপৰ্য, ভাৰতীয় পৰম্পৰাত অৰ্থশাস্ত্ৰৰ গুৰুত্ব

অধ্যায় ৬: চৰকসংহিতা:সাধাৰণ আলোচনা

আয়ুৰ্বেদ: আয়ুৰ্বেদৰ অৱতৰণ, চৰক সংহিতাৰ পৰম্পৰা, চৰক সংহিতাৰ অধ্যয়বিভাগ, চৰক সংহিতাৰ অধ্যয়সমূহৰ নামকৰণ, চৰক সংহিতা টীকাকাৰ

অধ্যায় ৭: অসমত ৰচিত হোৱা সংস্কৃতকাব্য

ধৰ্মশাস্ত্ৰ অথবা স্মৃতিশাস্ত্ৰ: তন্ত্রসাহিত্য, পুৰাণসাহিত্য, নাটক, ব্যাকৰণ, কাব্য: শ্ৰীকৃষ্ণলীলামৃতম্, সতীজয়মতী, শ্লোকমালা, পতাকালায়, প্ৰকামকামৰূপম্, অবিনাশি, কবিকৌতূহলম্, প্ৰশস্তিমূলককাব্য, ব্যঞ্জনাপ্ৰপঞ্চসমীক্ষা, অনূদিতকাব্য

Basic Reading List:

- Bahadur.K.P. The Wisdom of Yoga; New Delhi; Sterling Publishers Pvt. Ltd.
- Kane,P.V. (1994);History of Indian Poetics; Delhi: Motilal Banarasidas
- Goswami, Haramohan Deb (1992); Sanskrit Sahityar Buranji; Guwahati: Bookland
- Goswami, (Dr) Dilip Kumar (2018);Essentials of Ayurveda; Jorhat: Eastern Readers Publication

VAC 104 English Communication Skills

Learning Objectives

The objectives of the course are to:

- provide an idea on communication and communication skills
- discuss the issues related to oral communication
- learn about important skills like Telephone Skills, Interview Skills and Public Speaking skills

Learning Outcomes

After going through the course, the learner will be able to:

- gain ideas about some important English communication
- use the English language proficiently in the day to day situations
- understand that communicating in English is a skill

UNIT 1: WHAT IS COMMUNICATION?

Defining Communication, Significance and Process of Communication, Communication Network, Communication Media or Methods, Barriers to Communication, Effective Communication

UNIT 2: COMMUNICATION SKILLS

What is Communication? Types of Communication, Written Communication, Spoken Communication, Non-Verbal Communication, Essentials of Written Communication, Essentials of Oral Communication

UNIT 3: ISSUES ON ORAL COMMUNICATION I

Skills Involved in Oral Communication, Listening and Speaking Skills, Reading and Writing Skills, The Process of Speech, Non-verbal Communication

UNIT 4: ISSUES ON ORAL COMMUNICATION II

Conversation as a speech event, Turn-Taking, The Language of Conversation, Phrasal Verbs

UNIT 5: TELEPHONE SKILLS

Understanding Telephone Communication, Handling Calls, Making Requests, Request to Do Things, Giving Instructions

UNIT 6: INTERVIEW SKILLS

The Art of Interviewing, Examples of Interviews—Job Interviews, Media Interviews

UNIT 7: PUBLIC SPEAKING

The art of Public Speaking, Techniques of Persuasive Speech, Techniques of Informative Speech

UNIT 8: DIALOGUES IN CONTEXTS

Importance of Dialogues in Social Interactions, Some Dialogues of Contexts—At the Post Office, At the Doctor's, buying a Shirt, At the Market, In the Library, At the Railway Station, At the Tea Stall, An Interview, At the Book Seller's, At the Garage, Hiring a Taxi, At the Restaurant, At the Bank, At the Hotel

VAC 105 Traditional Media

Course Objectives

- To provide an understanding of the basic concepts of traditional folk media
- To impart knowledge of the folk forms of communication media throughout the ages
- To familiarize with the use of traditional folk media in the field of development communication, health communication and in generating scientific temperament

Course Outcomes

On completion of this course, the learners will be able to-

- Identify the communication skills, theoretical and practical knowledge required to integrate traditional media in society
- explain the relationship of human society with these media forms
- describe the usefulness and the impact of traditional media on the society

UNIT1: TRADITIONAL FOLK MEDIA

Traditional folk media- An introduction, Nature of traditional folk media, communication through traditional folk media, traditional media as a part of socio-cultural and ritual communication

UNIT 2: FEATURES OF TRADITIONAL FOLK MEDIA

Traditional media as a mass medium, features and characteristics of traditional folk media- its advantages and disadvantages, storytelling as the core of traditional media

UNIT 3: TRADITIONAL MEDIA IN INDIA

History and growth of traditional media in India- A brief overview of some of the traditional folk media forms of India; Applications of traditional media for development purposes

UNIT 4: TECHNOLOGICAL IMPLICATIONS ON TRADITIONAL FOLK MEDIA

Impact of electronic media on traditional media; Mass communication media vis-à-vis Folk Culture; Success stories of the use of traditional media as a catalyst of social change and development

UNIT 5: TRADITIONAL MEDIA FOR DEVELOPMENT COMMUNICATION

Development Communication and Traditional Media – Development Communication, Traditional media as development media; How to use traditional folk media for development communication

UNIT 6: TRADITIONAL FOLK MEDIA AND INDIAN CULTURE

Features of Folk Tradition- features of folk tradition, role of traditional media, Media for Communicating Social Ethos- traditional media and social ethos, modern mass media and social ethos, Folk media as a platform for disseminating information about Indian culture

Unit 7: RELEVANCE OF TRADITIONAL FOLK MEDIA

Traditional folk forms in rural India- folk theatre, folk songs, narrative forms, religious discourse, puppet show, Impact on rural development, Uses in different fields

Basic Reading List:

- Kumar, Keval J. (2007), Mass Communication in India, Jaico Publishing House, Mumbai
- Parmar, Shyam (1994), Traditional Folk Media in India, Research Press
- Ranganath, H.K. (1980), Folk Media and Communication, Chinthana Prakashana,
- Vijaya, N. (1988), Role of Traditional Folk Media in Rural Areas, Gian Publishing House, Andhra Pradesh

VAC 201 Advertisement Strategy

Course Objectives

- To provide knowledge on the concepts of advertising and marketing
- To impart skills required for an advertising professional
- To provide understanding of the role of advertising and promotion in the society

Course Outcomes

On completion of this course, the learners will be able to-

- explain the concepts of advertising, marketing and promotion
- identify and equip oneself with the skills required for an advertising professional
- analyze the role of advertising and marketing in the society

UNIT1: ADVERTISING – BASIC CONCEPT

Concept of advertising; objectives & scope; social and ethical implications of advertising; types of advertising

UNIT 2: INTEGRATED MARKETING COMMUNICATION AND ADVERTISING

Importance of business communication; advertising as a communication process; AIDA model and its purpose; advertising as an element of marketing mix

UNIT 3: DEVELOPING EFFECTIVE PROMOTION

Identifying the target audience; determining the promotional objectives; designing the promotion and selecting the channel; establishing the promotional budget and implementing promotional strategy

UNIT4: MANAGING ADVERTISEMENTS -I

Developing and managing advertising program, setting advertising objectives, DAGMAR, Deciding on advertising budget

UNIT 5: MANAGING ADVERTISEMENTS -II

Developing the advertising message, role of music and humour in advertising, factors considered while developing the advertising copy, creativity in advertising

UNIT 6: MEDIA STRATEGIES

Media planning and objectives, deciding on media, different types of media and their advantages and disadvantages, choosing among major media types, media schedule decisions, space and time buying

UNIT 7: EVALUATING ADVERTISING EFFECTIVENESS

Deciding on reach, frequency and impact; copy testing, advertising recognition and recall tests, Issues in assessing impact of advertising, measuring the performance of an advertising agency

Basic Reading List:

- Aggarwal, Vir Bala, V.S Gupta (2002), Handbook of Journalism and Mass Communication. New Delhi : Concept Publishing Company.
- Banik, Dr. G.C (2006), PR & Media Relations, Jaico Publishing House, Mumbai
- Jr. Henry, Rene A. (2003), Marketing Public Relations. New Delhi : Surjeet Publications.

- Kelley, Larry D., Donald W. Jugenheimer (2007), Advertising Media Planning. New Delhi:Prentice-Hall of India Private Limited.
- Kaptan, S.S. (2002), Advertising, New Concepts. New Delhi : Sarup & Sons.
- O'guinn, Thomas, Chris T. Allen, Richard J. Semenik (2009), Advertising Manegement. New Delhi : Cengage Learning.

AEC 202 Cyber Security

Course Objectives

- Learn the foundations of Cyber security and threat landscape.
- To equip students with the technical knowledge and skills needed to protect and defend against cyber threats.
- To develop skills in students that can help them plan, implement, and monitor cyber security mechanisms to ensure the protection of information technology assets.
- To expose students to governance, regulatory, legal, economic, environmental, social and ethical contexts of cyber security
- To expose students to responsible use of online social media networks
- To systematically educate the necessity to understand the impact of cyber-crimes and threats with solutions in a global and societal context
- To select suitable ethical principles and commit to professional responsibilities and human values and contribute value and wealth for the benefit of the society

Course Outcomes

On completion of this course, the learners will be able to

- Understand the cyber security threat landscape.
- Develop a deeper understanding and familiarity with various types of cyber attacks, cyber-crimes, vulnerabilities and remedies thereto.
- Analyse and evaluate existing legal framework and laws on cyber security
- Analyse and evaluate the digital payment system security and remedial measures against digital payment frauds
- Analyse and evaluate the importance of personal data its privacy and security
- Analyse and evaluate the security aspects of social media platforms and ethical aspects associated with use of social media
- Analyse and evaluate the cyber security risks
- Based on the Risk assessment, plan suitable security controls, audit and compliance
- Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities and training
- Increase awareness about cyber-attack vectors and safety against cyber-frauds
- Take measures for self-cyber-protection as well as societal cyber-protection

MODULE 1: OVERVIEW OF CYBER SECURITY

Cyber security increasing threat landscape, Cyber security terminologies- Cyberspace, attack, attack vector, attack surface, threat, risk, vulnerability, exploit, exploitation, hacker., Non-state actors, Cyber terrorism, Protection of end user machine, Critical IT and National Critical Infrastructure, Cyber warfare, Case Studies.

MODULE 2: CYBER CRIMES

Cyber crimes targeting Computer systems and Mobiles- data diddling attacks, spyware, logic bombs, DoS, DDoS, APTs, virus, Trojans, ransomware, data breach., Online scams and frauds- email scams, Phishing, Vishing, Smishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, website defacement, Cyber-squatting, Pharming, Cyber espionage, Cryptojacking, Darknet- illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cyber crime against

persons - cyber grooming, child pornography, cyber stalking., Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

MODULE 3: CYBER LAW

Cyber crime and legal landscape around the world, IT Act,2000 and its amendments. Limitations of IT Act, 2000. Cyber crime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

MODULE 4: DATA PRIVACY AND DATA SECURITY

Defining data, meta-data, big data, non-personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries- General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA), Social media- data privacy and security issues.

MODULE 5: CYBER SECURITY MANAGEMENT, COMPLIANCE AND GOVERNANCE

Cyber security Plan- cyber security policy, cyber crises management plan., Business continuity, Risk assessment, Types of security controls and their goals, Cyber security audit and compliance, National cyber security policy and strategy.

Basic Reading List:

- Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd
- Information Warfare and Security by Dorothy F. Denning, Addison Wesley
- Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform
- Data Privacy Principles and Practice by Natraj Venkataramanan and Ashwin Shriram, CRC Press
- Information Security Governance, Guidance for Information Security Managers by W. Krag Brothy, 1st Edition, Wiley Publication
- Auditing IT Infrastructures for Compliance By Martin Weiss, Michael G. Solomon, 2nd Edition, Jones Bartlett Learning