

**PROVIDENCE WOMEN'S COLLEGE CALICUT
(AUTONOMOUS)**



**INTEGRATED MA POLITICS AND INTERNATIONAL
RELATIONS**

**SYLLABUS
w.e.f. 2021 admission onwards**

**BOARD OF STUDIES IN POLITICS & INTERNATIONAL
RELATIONS**

**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS),
KOZHIKODE, KERALA**

Sl. No.	Position	Name
1	Chairman	Ms.Ambili Thomas.(Head of the department)
2	Faculties	Dr.V Sandra Nishana Aarya K Dimble K Vijayan
3	Two subject experts from outside the parent university nominated by academic council	Dr. Rose Mary George, Assistant Professor of Political Science, University of Kerala, Thiruvanthapuram, Kerala hellorose@gmail.com Dr.Solvin Mathew, Assistant Professor, Department of Political Science, St. Peters College, Kolenchery, solvin@gmail.com
4	Expert recommended by the principal and nominated by VC	Dr.Sabu Thomas, Professor and Head, Dept of Political Science, University of Calicut. Sabu6655@gmail.com
5	Representative from industry/corporate sector/ allied area relating to placement	Thejus Joseph, Interim CEO, Forum for Innovation Incubation Research and Entrepreneurship(FiiRE) Goa, Fatorda, Margao South Goa thejuai@fiire.org.in
6	Post graduate meritorious alumnus	

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BA in Political Science and International Relations - Program Outcomes

Common Outcomes of all Bachelor Programs:

1. Understand the world, their country, their society, as well as themselves and have awareness of ethical problems, social rights, values and responsibility to the self and to others.
2. Understand different disciplines from natural and social sciences to mathematics and art, and develop interdisciplinary approaches in thinking and practice.
3. Think critically, follow innovations and developments in science and technology, demonstrate personal and organizational entrepreneurship and engage in life-long learning in various subjects; have the ability to continue to educate him/herself.
4. Communicate effectively in Turkish and English by oral, written, graphical and technological means.
5. Take individual and team responsibility, function effectively and respectively as an individual and a member or a leader of a team; and have the skills to work effectively in multi-disciplinary teams.

Common Outcomes of all Bachelor of Arts Programs in Social Sciences:

6. Develop knowledge of theories, concepts, and research methods in humanities and social sciences.
7. Assess how global, national and regional developments affect society.
8. Know how to access and evaluate data from various sources of information.

Program Specific Outcomes of Bachelor of Arts in Political Science and International Relations Program:

9. To analyze national and global events from various social science perspectives.
10. To demonstrate theoretical and practical knowledge on political science and international relations and to state views and positions with advanced oral and written skills.
11. To compete for increasing career opportunities in national and global institutions.
12. To (be able to) understand and follow the changes in political behaviours, opinions and structures.
13. To gain the ability to make logical inferences on social and political issues based on comparative and historical knowledge.

MA in Political Science - Program Outcomes

Common Outcomes of Master's Programs:

1. Develop the ability to use critical, analytical, and reflective thinking and reasoning
2. Reflect on social and ethical responsibilities in his/her professional life.
3. Gain experience and confidence in the dissemination of project/research outputs
4. Work responsibly and creatively as an individual or as a member or leader of a team and in multidisciplinary environments.
5. Communicate effectively by oral, written, graphical and technological means and have competency in English.
6. Independently reach and acquire information, and develop appreciation of the need for continuously learning and updating.

Common Outcomes of Master of Arts Programs in Social Sciences:

7. Develop a thorough knowledge of theories, concepts, and research methods in the field and apply them in research design and data analysis.
8. Assess the impact of the economic, social, and political environment from a global, national and regional level.
9. Know how to access written and visual, primary and secondary sources of information, interpret concepts and data from a variety of sources in developing disciplinary and interdisciplinary analyses.

**PROVIDENCE WOMEN'S COLLEGE (AUTONOMOUS) KOZHIKODE
REGULATION FOR INTEGRATED PROGRAMMES**

**Under the Choice Based Credit and Semester System (CBCSS) in Affiliated Colleges
(2020 Admission Onwards)**

1. Title

These Regulations shall be called 'Providence Women's College (Autonomous) Kozhikode for Integrated Programme under the Choice Based Credit and Semester System (CBCSS) in Affiliated Colleges', 2020.

2. Introduction / Preface

The educational system in Kerala has undergone significant transformation over the decades. The introduction of integrated programmes in higher education is one of them. The integrated programme is a degree programme that merges two degrees and a single degree is awarded as a whole after the completion of the programme. Several programmes under liberal arts, humanities and social sciences are offered as stand-alone disciplines in our states. The scope and relevance of the interdisciplinary approach is yet to be explored in the higher education sector of Kerala in an adequate manner to address the changing needs of the society. Integrated Programmes combining two academic disciplines is a potential area of knowledge in the present day context. Interdisciplinary programmes draw from two or more academic disciplines that work together to create a powerful learning experience and emphasize integrative learning, critical thinking, and creative problem solving. The need to create a new generation of students who combine a rigorous disciplinary depth with the ability to reach out to other disciplines and work in interdisciplinary teams is more urgent in the emerging world scenario. Because these skills cut across traditional disciplinary boundaries, interdisciplinary programmes can address identifiable long- term problems in the economy, society, and government more effectively than the academically defined disciplinary paradigms. Interdisciplinary approach in research and education are central to future competitiveness, because knowledge creation and innovation frequently occur at the interface of disciplines.

Curriculum of integrated programme aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The students on completion of this programme will attain various 21st century skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc. The curriculum focuses on pragmatist approach whereby application of theoretical concepts is taught with substantial coverage of practical and field works.

3. Programme General Objectives

- Dissemination and Advancement of knowledge by providing instructional and research opportunities in various branches of knowledge.
- Promoting innovativeness in teaching –learning methods and inter disciplinary training and research.
- Discover the value of integrating the study of various academic disciplines suited to their life-long interests.
- Become inter-disciplinary thinkers who analytically and creatively embrace new ideas.
- Develop collaboration skills while working with others who have different perspectives.
- Improving social and Economic conditions and welfare of of people especially pertaining to intellectual, academic and social development.

4. Scope, Coverage & Commencement

The regulations provided herein shall apply to all Regular Integrated programmes under various Faculty conducted by the Providence Women's College (Autonomous) Kozhikode for the admissions commencing from 2020 with effect from the academic year 2020-21.

5. DEFINITIONS

5.1. ‘Programme’ means the entire course of study and examinations for the award of a degree.

5.2. ‘Integrated Programme’ contains ‘Foundation Programme’ and ‘Advanced Programme’.

5.2.1. ‘Foundation Programme’ means the course of study from first to sixth semester of Integrated Programme.

5.2.2. ‘Advanced Programme’ means the course of study from seventh to tenth semester of Integrated Programme.

5.3. ‘Duration of programme’ means the time period required for the conduct of the programme. The duration of an Integrated Programme shall be ten semesters distributed in a period of 5 years.

5.4. ‘Academic Week’ is a unit of five working days in which distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day. A sequence of 18 such academic weeks constitutes a semester.

5.5. ‘Semester’ means a term consisting of 18 weeks (16 instructional weeks and two weeks for examination).

5.6. ‘Course’ means a segment of subject matter to be covered in a semester.

5.7. ‘Common course’ means a course that comes under the category of courses, including compulsory English and additional language courses and a set of general courses, the selection of which is compulsory for all students undergoing Integrated Programmes.

5.8. ‘Core course’ means a compulsory course in a subject related to a particular degree programme.

5.9. ‘Open course’ means a course which can be opted by a student at his/her choice.

5.10. ‘Allied Core Course’ means a course which is generally related to the core course.

5.11. ‘Improvement course’ is a course registered by a student for improving his/her performance in that particular course.

5.12. ‘Audit Course/Ability Enhancement course/Professional Competency Course’ is a course which is mandatory as per the directions from the Regulatory authorities like UGC, Supreme Court etc.

5.13. ‘Department’ means any Teaching Department in a college offering a course of study approved by the College as per the Statutes and Act of the College.

5.14. ‘Department Co-ordinator’ is a teacher nominated by a Dept. Council to co-ordinate all the works related to Integrated Programme undertaken in that department including continuous evaluation.

5.15. ‘Department Council’ means the body of all teachers of a department in a college.

5.16. ‘Parent Department’ means the Department which offers a particular degree programme.

5.17. ‘College Co-ordinator’ is a teacher nominated by the college council to co-ordinate the effective running of the process of CBCSS (Integrated) including internal evaluation undertaken by various departments within the college. She/he shall be the convenor for the College level monitoring committee.

5.18. College level monitoring committee. A monitoring Committee is to be constituted for CBCSS (Integrated) at the college level with Principal as Chairperson, college co-ordinator as convenor and department co-ordinators as members. The elected College union chairperson shall be a member of this committee.

5.19. ‘Faculty Adviser’ means a teacher from the parent department nominated by the Department Council, who will advise the student in the academic matters and in the choice of open courses.

5.20. ‘Credit’(C) is a unit of academic input measured in terms of weekly contact hours/course contents assigned to a course.

- 5.21.** 'Extra Credit' is the additional credit awarded to a student over and above the minimum credits required in a programme, for achievements in co-curricular activities and social activities conducted outside the regular class hours, as decided by the College. For calculating CGPA, extra credits will not be considered.
- 5.22.** 'Letter Grade' or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, I and Ab). Grade shall mean the prescribed alphabetical grade awarded to a student based on his/her performance in various examinations. The Letter grade that corresponds to a range of CGPA is given in Annexure I.
- 5.23.** Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in a course. Grade Point means point given to a letter grade on 10 point scale.
- 5.24.** 'Semester Grade Point Average' (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester.
- 5.25.** 'Credit Point'(P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P=G \times C$
- 5.26.** 'Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the semesters taken by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to three decimal places.
- 5.27.** Grade Card means the printed record of students' performance, awarded to him/her.
- 5.28.** Course teacher : A teacher nominated by the Head of the Department shall be in charge of a particular course.
- 5.29.** 'Strike off the roll' A student who is continuously absent for 14 days without sufficient reason and proper intimation to the Principal of the college shall be removed from the roll.
- 5.30.** Words and expressions used and not defined in this regulation, but defined in the Calicut College Act and Statutes shall have the meaning assigned to them in the Act and Statutes.

6. Structure of the Programme

Students shall be admitted to Integrated Programme under Faculty of Science, Humanities, Language & Literature, Commerce & Management Studies, Fine Arts, Journalism and such other Faculty constituted by College from time to time.

6.1. Course Duration

The Integrated Programme is a five-year (10 semesters) programme with an exit option after the completion of VI Semester. Students who have successfully completed according to the minimum mark/grade required for pass and apply for exit option will be awarded Degree in areas concerned. The degree awarded as per the exit options is as equivalent as the degrees of any non-integrated programme. Students, who continue the programme and successfully complete X semester will be awarded Integrated Masters Degree in the area concerned.

6.2. Eligibility for Admission

Eligibility for admissions and reservation of seats for First Semester of the Programme shall be according to the rules framed by the College from time to time. The eligibility of admission to the integrated programme is exactly corresponding to the eligibility criteria of a non-integrated programme in the relevant area as decided by the relevant board of studies.

Index Mark for Admission shall be the sum total of Marks for the Higher Secondary or equivalent and the subject marks secured for concerned subjects decided by the relevant Board of Studies.

Admission taken at the first semester shall be admission to “Five Year Integrated programme” and students will not be required to take re-admission at any stage of the programme unless the student discontinues the programme after VI semester.

The programme framework provides additional entry point as, the student, who has discontinued his/her studies on obtaining corresponding degree from integrated programme, can join at a later date for the programme to complete Masters Degree, if vacancy available and is subject to the decision of the College. If any vacancy arises due to discontinuation or exit option after VI Semester, fresh admission shall be allowed subjected to College Admission regulations.

The maximum number of students to be admitted to the Programme shall be limited to 30 students.

Student transfer from one college to another college following integrated programme to 3rd and 5th Semester of Foundation Programme and 9th semester of Advanced Programme will be according to the existing rules and procedures of the College.

6.3. Courses: The Integrated programme shall include nine types of courses, viz; Common Courses (Code IA), Core courses (Code IB), Allied Core courses (Code IC), Open Course (Code ID), Elective Courses (Code IE), Project (Code IF), Comprehensive Viva (Code IG), Practical/Lab (IH) and Audit courses (Code II).

6.4. Course code : Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 10) in which the course is offered, the type of the course (IA to II) and the serial number of the course (01,02 ...). For example: CHE2IB04 represents a core course of serial number 04 offered in the second semester of the integrated programme in Chemistry.

6.5. Common Courses

All Integrated Programmes should follow the Common courses in I to IV semesters listed for LRP Programmes in CBCSS UG Regulations , Providence Women's College (Autonomous) Kozhikode. The Courses are distributed as per the following table. Changes made in the syllabus of the Common courses by the respective boards will be applicable to Integrated Programmes also.

No.	Semester	Course Code	Corresponding Course and code in CBCSS UG Regulations
1	1	ENG1IA01	ENG1A01 (Common English Course 1)
2.	1	ENG1IA02	ENG1A02 (Common English Course 2)
3.	1	MAL1IA07(3) or HIN1IA07(3) or ARB1IA07(3) or SKT1IA07(3)	MAL1A07(3) or HIN1A07(3) or ARB1A07(3) or SKT1A07(3) Additional language Course 1
4.	2	ENG1IA01	ENG1A03 (Common English Course 3)
5.	2	ENG1IA01	ENG1A04 (Common English Course 4)

6.	2	MAL1IA08(3) or HIN1IA08(3) or ARB1IA08(3) or SKT1IA08(3)	MAL1A08(3) or HIN1A08(3) or ARB1A08(3) or SKT1A08(3) Additional language Course 1
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In addition to English and Additional Language, the following General Courses are also included in the category of Common Courses :

A11. General Course I – Third Semester

A12. General Course II – Third Semester

A13. General Course III - Fourth Semester

A14. General Course IV - Fourth Semester

Common courses A01-A04 shall be taught by English teachers and A07-A08 by teachers of

Additional languages respectively. General courses A11-A14 shall be offered by Teachers of departments offering core courses concerned.

General courses I, II, III and IV shall be designed by the group of boards concerned.

The subjects under Language Reduced Pattern (LRP) (Alternative Pattern) are grouped into five and General Courses I, II, III & IV shall be the same for each group.

1. BBA, B.Com. Fashion Technology, Hotel Management.

2. Industrial Chemistry, Polymer Chemistry, Food Science and Technology.

3. Computer Science, Electronics, Instrumentation, Printing Technology, Computer Application, Applied Physics

4. Biotechnology, Biochemistry, Aquaculture, Plant Science, Environmental Science & Water Management, Genetics, Microbiology

5. B.A Multimedia, B.A Visual Communication, B.A Film and Television, BA Graphic Design and Animation programme.

Common Courses in various programme	Sem 1	Sem 2	Sem 3	Sem 4
Foundation	A01,A02,A07(3)	A03,A04,A08(3)	A11,A12	A13,A14

6.6. Core Courses

Core courses are the courses in the major (core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. There shall be a Project Work in the Foundation Programme with 3 credits and for Advanced Programme, with a maximum of 8 credits including Comprehensive Viva-voce. Project Work / Dissertation in the advanced programme shall be treated as Core Courses. Project Work is mandatory for all programmes and Comprehensive Viva-voce is optional and to be done in the end semester of the Advanced Programme.

6.7. Allied Core Courses

Allied Core courses cover one, two or three disciplines that are related to the core subject and are distributed in the first four semesters.

6.8. Open Courses

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the College. Total credit allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

6.9. Elective courses in Advanced Programme

Elective Course means a course, which can be substituted, by equivalent course from the same subject and a minimum number of courses are required to complete the programme. Elective courses shall be spread over either in the Ninth & Tenth Semesters combined or in any one of these Semesters (IX / X) only subject to the stipulations of the Board of Studies concerned.

6.10. Audit Courses/Ability Enhancement Courses/Professional Competency Courses

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA.

6.10.1. There shall be one Audit course each in the first four semesters of the Foundation Programme. These courses are not meant for class room study. The foundation Programmes should follow the Audit courses from I to IV semesters as per the CBCSS UG Regulations, Providence Women's College (Autonomous) Kozhikode. Changes made in the syllabus of the Audit courses by the respective boards will be applicable to Integrated Programmes also. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the College. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the College from the colleges at least before the fifth semester examination. The list of courses in each semester with credits are given below.

Course with credit Semester

Environment Studies – 4 credit

Disaster Management - 4 credit

Human Rights/Intellectual Property Rights/ Consumer Protection* - 4 credit

Gender Studies/Gerontology * - 4 credit

(* - Colleges can opt any one of the courses)

6.10.2. There will be two Audit Courses(Ability Enhancement Course & Professional Competency Course) with 4 credits each in the Advanced Programme. These have to be done one each in the seventh and eighth semesters. The credits will not be counted for evaluating the overall SGPA & CGPA. The colleges shall conduct examination for these courses and have to intimate / upload the results of the same to the College on the stipulated date during the IX Semester. Students have to obtain only minimum pass requirements in the Audit Courses. The details of Audit courses are given below:

Semester	Course title	Suggested area	Details
VII	Ability Enhancement Course (AEC)	Internship / Seminar presentation / Publications / Case study analysis / Industrial or Practical Training /Community linkage programme / Book reviews etc.	Board of Studies concerned can design appropriate AEC & PCC and evaluation criteria by considering the relevant aspects in the core area of the faculty under study.
VIII	Professional Competency Course (PCC)	To test the skill level of students like testing the application level of different softwares such as SPSS/R/ Econometrics / Pythan/Any software relevant to the programme of study / Translations etc.	

6.11. Extra Credit Activities

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above

activities have to undergo Calicut College Social Service Programme (CUSSP). Extra credits are not counted for SGPA or CGPA.

6.12. Projects

Every student of a Foundation Programme shall have to work on a project (minor) of 3 credits under the supervision of a faculty member. There shall be a 'Project work' (Major) with dissertation and 'Comprehensive Viva-voce' as separate courses relating to the Core area under study in the end semester of Advanced Programme and included in the Core Courses. Project Work is mandatory for all programmes and Comprehensive Viva-voce is optional and these shall be done in the end semester.

Project work relate Viva voce shall be one of the criteria for Project work evaluation.

6.13. Calicut College Social Service Programme (CUSSP)

In this programme, a student has to complete 12 days of social service. This has to be completed in the first four semesters; 3 days in each semester. For the regular programme the student has to work in a Panchayath or Local body or in a hospital/ poor home or old age home or in a Pain & paliative centre or any social work assigned by the College authorities. Students who engaged in College Union activities and participate in sports and cultural activities in Zonal level have to undergo only 6 days of CUSSP during the entire programme. The whole documents regarding the student should be kept in the college and the Principal should give a Certificate for the same. The list of students (successfully completed the programme) must be sent to the College before the commencement of the fifth semester examinations. A College level Co-ordinator and a Department level Co-ordinator shall be appointed for the smooth conduct of the programme.

7. Credit Pattern

Each course shall have certain credits. The total minimum credit for integrated Programme shall be 200 for 10 semesters in which 120 credits for Foundation level (first six semesters) and 80 credits for Advanced level (last four semesters) programmes. These credits shall be spread across core courses, electives, open courses, practicals, seminars and minor/major project/dissertation. However there shall be flexibility in the requirement of minimum/maximum credits for core and elective courses per semester as well as for whole programme. A student is required to acquire a minimum of 140 credits for the completion of the foundation programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (14 for common (English) courses + 8 for common languages other than English + 16 for General Courses) credits shall be from common courses, 3 credits for project and 3 credits for the open course.

However the credits to be set apart for the Core and Allied Core courses shall be decided by the faculty concerned. The maximum credits for a course shall not exceed 5.

Total credit for the advanced programme shall be 80 (eighty), this describes the weightage of the course concerned and the pattern of distribution is as detailed below :

i) Total Credit for Core Courses shall not be less than 60 (sixty) and not more than 68 (sixty eight). ii)

Total Credit for Elective Course shall not be less than 12 (twelve) and not more than 20 (Twenty).

8. Attendance.

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by College remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/college with the prior Concurrence of the Head of the institution. Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester). Students can avail of condonation of shortage of attendance in a maximum of four semesters during the foundation programme (Either four single condonations or one double condonation and two single condonations during the foundation programme and two single condonation or one double condonation during the advanced programme) . If a student fails to get required attendance, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a Provisional registration is needed. Such students can appear for supplementary examination for such semesters after the completion of the foundation/advanced programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

8.1. Re-admission Rules : There shall be provision for Readmission of students in Integrated Programme. The Principal can grant readmission to the student and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should have registered for the previous semester examination.

Readmission shall be taken within two weeks from the date of commencement of the semester concerned.

8.2. Grace Marks:

Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is

applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters in the Foundation Programme. In addition, maximum of 6 marks per semester can be awarded to the students of Integrated Programmes, for participating in the College Fitness Education Programme (COFE).

9. Board of studies & Courses

The UG Boards of Studies concerned shall design all the courses offered in the Foundation Programmes offered in the first six semesters and PG Board of studies concerned shall design all the courses offered in the last 4 semesters of integrated programme . The Boards shall design and introduce new courses, modify or re-design existing courses and replace any existing courses with new/modified/re-designed courses to facilitate better exposure and training for the students. In due course College may think of establishing separate Board of Studies for the integrated programme of different discipline.

10. Registration

Each student shall make an online registration for the courses he/she proposes to take, in Consultation with the Faculty Adviser within two weeks from the commencement of each Semester. The college shall send a list of students registered for each programme in each semester giving the details of courses registered, including repeat courses, to the College in the prescribed form within 45 days from the commencement of the semester.

It is mandatory that the students who got admission under CBCSS integrated Programme . A student shall be normally permitted to register for the examination if he/she has required minimum attendance. If the student fails to acquire the required attendance in a semester, the student shall be permitted to move to the next semester (if the attendance is more than 50% - Provisional registration) and can write the examination for the entire courses of the semester in which shortage of attendance occurs, as supplementary examination only after the completion of the foundation/advanced programme. In such cases, a request from the student may be forwarded through the Principal of the college to the Controller of Examinations within two weeks of the commencement of the semester. If the attendance is less than 50%, the student is ineligible to continue the programme and has to seek re-admission. There will not be any Repeat semester in CBCSS Integrated Programmes.

11 .Examination.

11.1. There shall be College examinations at the end of each semester.

11.2. Practical examinations shall be conducted by the College as prescribed by the Board of Studies.

11.3. External viva-voce, if any, shall be conducted along with the practical examination/project evaluation.

11.4. The model of question papers may be prepared by the Board Of Studies concerned. Each question should aim at – (1) assessment of the knowledge acquired (2) standard application of knowledge (3) application of knowledge in new situations.

11.5. Different types of questions shall possess different marks to quantify their range.

11.6. Project evaluation shall be conducted at the end of sixth semester for foundation programme and 10th semester for advanced programme.

11.7. Audit course for Foundation Programme : The students can attain only pass (Grade P) for these courses. At the end of each semester, there shall be examination conducted by the college from a pool of questions set by the College. The students can also attain the credits through online courses like SWAYAM, MOOC etc. , with the prior permission from the Board of Studies concerned. The College shall send the list of passed students to the College at least before the commencement of fifth semester examination.

11.8. Improvement course: Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester. The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination. If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained. Improvement and supplementary examinations cannot be done simultaneously.

11.9. Moderation: Moderation is eligible as per the existing rules of the Academic Council.

12. Assessment & Evaluation.

12.1. Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given in Annexure-1.

12.2. Course Evaluation-The evaluation scheme for each course shall contain two parts

1) Internal assessment 2) External Evaluation

20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation, except for project. For project evaluation, existing criteria in the UG/PG Regulations (CBCSS

UG 2019) will be made applicable to the foundation and advanced programmes respectively, in the Integrated Programmes.

12.2.1. Internal Assessment

20% of the total marks in each course are for internal examinations. The marks secured for internal assessment only need to be sent to College by the colleges concerned. The internal assessment shall be based on a predetermined transparent system involving written tests, Class room participation based on attendance in respect of theory courses and lab involvement/records attendance in respect of Practical Courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude.

Components with percentage of marks of Internal Evaluation of Theory Courses are-Test paper 40%, Assignment 20%, Seminar 20% and Class room participation based on attendance 20%. For practical courses - Record 60% and lab involvement 40% as far as internal is concerned. (if a fraction appears in internal marks, nearest whole number is to be taken). For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the College by the college Principal after obtaining the signature of both course teacher and Head of the Department. The Split up of marks for Test paper and Class Room Participation (CRP) for internal evaluation of Integrated Programmes (for both foundation and advanced) are as follows.

Split up of marks for test papers

Range of marks in test papers	Out of 8 (maximum internal marks is 20)	Out of 6 (Maximum internal mark is 15)
Less than 35%	1	1
35 % -- 45%	2	2
45%----55%	3	3
55%--65%	4	4

65%---85%	6	5
85%---100%	8	6

Split of class room participation

Range of CRP	OUT OF 4 (MAXIMUM INTERNAL MARK IS 20)	Out of 3 (maximum internal mark is 15)
$50\% \leq \text{CRP} < 75\%$	1	1
$75\% \leq \text{CRP} < 85\%$	2	2
85 % and above	4	3

12.2.3. External Evaluation

For Foundation Programme, External evaluation carries 80% of marks. All question papers shall be set by the College. The external question papers may be of uniform pattern with 80/60 marks (The pattern is given in the Annexure III). The courses with 2/3 credits will have an external examination of 2 hours duration with 60 marks and courses with 4/5 credits will have an external examination of 2.5 hours duration with 80 marks.

For Advanced Programme, External evaluation carries 80% of marks. All question papers shall be set by the College. The external question papers may be of uniform pattern with 80 marks having duration of 3 hours.

The external examination in theory courses is to be conducted by the College with question papers set by external experts/Question bank prepared by the Board of Studies. The evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation and answer keys shall be provided by the College. The external examination in practical courses shall be conducted by two examiners – one internal and an external, the latter appointed by the College. The project evaluation with viva can be conducted either internal or external which may be decided by the Board of Studies concerned. After the external evaluation only marks are to be entered in the answer scripts. All other calculations including grading are done by the College.

Regarding the internal/external proportion of advanced programme, the existing pattern of respective discipline formed by the respective Board of Studies is applicable. The different criteria set for the internal evaluation of advanced programme (from 7th semester to 10 semesters) are same as that of a non integrated PG programme.

12.2.4. Revaluation: In the new system of grading, revaluation is permissible. The prevailing rules of revaluation are applicable to Integrated Programmes. Students can apply for photocopies of answer scripts of external examinations. Applications for photocopies/scrutiny/revaluation should be submitted within 10 days of publication of results. The fee for this shall be as decided by the College.

13. Grading System

13.1. Indirect grading System based on a 10-point scale is used to evaluate the performance of students.

13.2. Each course is evaluated by assigning marks with a letter grade (O, A+, A, B+, B, C, P, F, I or Ab) to that course by the method of indirect grading. (Annexure I).

13.3. An aggregate of P grade (after external and internal put together) is required in each course for a pass and also for awarding a degree. However, a minimum of 30% marks on external evaluation is needed for a pass in a course of Integrated Programme. But no separate pass minimum is needed for internal evaluation. No separate grade/mark for internal and external will be displayed in the grade card; only an aggregate grade will be displayed. Also the aggregate mark of internal and external is not displayed in the grade card.

13.4. A student who fails to secure a minimum grade for a pass in a course is permitted to write the examination along with the next batch.

13.5. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester is calculated using the formula given below. For the successful completion of a semester, a student should pass all courses. However, a student is permitted to move to the next semester irrespective of SGPA obtained.

SGPA of the student in that semester is calculated using the formula

Sum of the credit points of all courses in a semester

SGPA =

Total credits in that semester

13.6. The Cumulative Grade Point Average (CGPA) of the student is calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students. CGPA can be calculated by the following formula.

CGPA for Integrated Programme :

Total credit points obtained in one to six semesters

$$\text{CGPA} = \frac{\text{.....}}{\text{Total credits acquired (200)}}$$

CGPA for the students who exit after the completion of Foundation Programme

Total credit points obtained in seven to ten semesters

$$\text{CGPA} = \frac{\text{.....}}{\text{Total credits acquired (120)}}$$

CGPA for the students who take admission to Advanced Programme

Total credit points obtained in ten semesters

$$\text{CGPA} = \frac{\text{.....}}{\text{Total credits acquired (80)}}$$

13.7. SGPA and CGPA shall be rounded off to three decimal places. CGPA determines the broad academic level of the student in a programme and is the index for ranking students (in terms of grade points). An overall letter grade (cumulative grade) for the entire programme shall be awarded to a student depending on her/his CGPA (Annexure-I)

14. Grade Card

14.1. The College shall issue to the students grade/marks card (by online) on completion of each semester, which shall contain the following information:

- Name of College

- Name of College
- Title of Programme
- Semester concerned
- Name and Register Number of student
- Code number, Title and Credits of each Course opted in the semester
- Letter grade in each course in the semester
- The total credits, total credit points and SGPA in the Semester (corrected to three decimal places)

14.2. The final Grade card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree. The final grade card shall show CGPA (corrected to three decimal places), percentage of marks (corrected to two decimal places) and the overall letter grade of a student for the entire programme. The final grade card shall also include the CGPA and percentage of marks of common courses, core courses, elective courses, allied core courses and open courses separately. This is to be done in a 10-point indirect scale. The final Grade card also contains the list of Audit courses passed and the details of Extra credits.

14.3. Evaluation of Audit courses for Foundation Programme : The examination shall be conducted by the college itself from the Question Bank prepared by the College. The Question paper shall be of 100 marks of 3 hour duration.

14.4. Evaluation of Audit Courses for Advanced Programme : Evaluation of Audit course is 100% Internal and it shall be done by the Institutions/Board of Studies/Department Council concerned. Some of the Board of Studies prepared the guidelines of Audit Courses, otherwise, the institution shall decide the same. The examination and evaluation shall be conducted by the college itself either in the normal structure or MCQ model from the Question Bank and other guidelines provided by the College/Board of Studies. The Question paper shall be for minimum 20 weightage and a minimum of 2 hour duration for the examination. The result has to be intimated /uploaded to the College during the Third Semester as per the notification of the College.

15. Award of Degree

The successful completion of all the courses (common, core, elective, allied core and open courses) prescribed for the degree programme with 'P' grade shall be the minimum requirement for the award of degree.

16. Transitory Provisions

Notwithstanding anything contained in these Regulations, the Vice-Chancellor shall, for a period of three years from the date of coming into force of these Regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

17. Grievance Redressal Committee

17.1. Department level: The College shall form a Grievance Redressal Committee in each department comprising of course teacher, one senior teacher and elected representative of students (Association Secretary) as members and the Head of the Department as Chairman. This committee shall address all grievances relating to the internal assessment grades of the students.

17.2. College level: There shall be a college level grievance redressal committee comprising of student adviser, two senior teachers, two staff council members (one shall be elected member) and elected representative of students (College Union Chairperson) as members and Principal as Chairman.

17.3. College level: The College shall form a Grievance Redressal Committee as per the existing norms.

18. Steering Committee

A Steering Committee consisting of two syndicate members of whom one shall be a teacher, the Registrar of the College, Controller of Examinations, seven teachers from different disciplines (preferably one from each faculty), two Chairpersons of Board of Studies (one UG and one PG), and two Deans of Faculty shall be formed to resolve the issues, arising out of the implementation of Regulations for Integrated Programmes.. The Syndicate member who is also a teacher shall be the Convenor of the committee. The quorum of the committee shall be six and meeting of the committee shall be held at least thrice in an academic year. The resolutions of the committee will be implemented by the Vice-Chancellor in exigency and this may be ratified by the Academic Council.

19. Repeal

The regulations now in force in so far as they are applicable to programmes offered by the College and to the extent they are inconsistent with these regulations are hereby repealed. In the case of any inconsistency between the existing Regulations and these Regulations relating the Choice-Based Credit Semester System in their application to any course offered in a College, the latter shall prevail.

Method of Indirect Grading

Evaluation (both internal and external) is carried out using Mark system .The Grade on the basis of total internal and external marks will be indicated for each course, for each semester and for the entire programme.

Indirect Grading System in 10 - point scale is as below:

Ten Point Indirect Grading System

Percentage of Marks (Both Internal & External put together)	Grade	Interpretation	Grade point Average (G)	Range of grade points	Class
95 and above	O	Outstanding	10	9.5 -10	First Class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First Class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 to below 55	C	Average	5	4.5 -5.49	Second Class
35 to below 45	P	Pass	4	3.5 -4.49	Third Class
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

Syllabus for Integrated MA Politics and International Relations

(From 2020 Admission onwards)

Sl No	Semester	Course and Title	Hrs Per Week	credit
Semester-1				
1		Common English Course-I (A01)	4	3
2		Common English Course-II (A02)	5	3
3		Additional Language Course-1 (A07)1	5	4
4	CORE-1	PIR1 IB01 - Foundations of Political Science	6	4
5		Allied Core-1	5	4
Semester-2				
6		Common English Course-III(A03)	4	4
7		Common English Course-IV(A04)	5	4
8		Additional Language Course-1I (A08)1	5	4
9	CORE-2	PIR 2 IB02 -Concepts of Political Science	6	5
10		Allied Core-II	5	4
Semester-3				
11		General Course (A11)	5	4
12		General Course (A12)	5	4
13	CORE-3	PIR 3 IB01 – Indian Government and Politics	6	4
14	CORE-4	PIR 3 IB02 World Constitutions: Comparative Analysis	5	4
15		Allied Core-1	4	4
Semester-4				
16		General Course (A13)	5	4
17		General Course (A14)	4	4
18	CORE-5	PIR4IB01 Ancient and Medieval Political Thought	6	4
19	CORE-6	PIR 4 IB02 Issues in Indian Politics	6	4
20		Allied Core-2	4	4
Semester -5				
21	CORE-7	PIR 5 IB01 Research Methodology	5	4
22	CORE-8	PIR 5 IB02 Modern Western Political Thought	5	4
23	CORE-9	PIR 5IB03 State, Society and Political Process in Kerala	5	4

24	CORE-10	PIR 5 IB04 Introduction to International Politics	5	4
25		PIR 5ID 01 Fundamentals of Political Theory	3	3
26		Project	2	-
Semester-6				
Students are permitted to take only one core from SI No. 31-33				
27	CORE-11	PIR 6 IB01 Modern Indian Political Thought	5	4
28	CORE-12	PIR 6 IB02 India's Foreign Policy	5	4
29	CORE-13	PIR 6 IB03 Issues in International Politics	5	4
30	CORE-14	PIR 6 IB04 Introduction to Public Administration	5	4
31	CORE-15	PIR 6 IB05 International Organisations and Administration	3	3
32	CORE-16	PIR 6 IB06 Human Rights	3	3
33	CORE-17	PIR 6 IB07 Development Administration	3	3
34		PIR 6IF 01 Project	2	3

Semester-7				
35	CORE-18	PIR 7IB01 Modern Political Analysis and Political Sociology	7	5
36	CORE-19	PIR 7IB02 Gender and Politics	6	5
37	CORE-20	PIR 7IB03 Politics of Latin America	6	5
38	CORE-21	PIR 7IB04 Environment, Development and Politics	6	5
39		PIR 07II 01 Ability Enhancement Course Basics of Computer	-	-

Semester-8				
40	CORE-22	PIR 8IB01 Postcolonial International Relations	7	5
41	CORE-23	PIR 8IB02 Diaspora Studies	6	5
42	CORE-24	PIR 8IB03 Peace and Conflict Studies	6	5
43	CORE-25	PIR 8IB04 Public Policy	6	5
44		Professional Competency Course PIR 8II 02: Field Survey And Data Analysis		-

Semester-9				
45	CORE-26	PIR 9IB01 Research Methodology -II	6	4
46	CORE-27	PIR 9IB02 Government and Politics in South Asia	5	4
47	CORE-28	PIR 9IB03 Citizenship and Ethnic Minorities	6	4

Elective papers. Select Any Two papers from the Given List

48	Elective-1	PIR 9IE01 e-Governance	4	3
49	Elective-2	PIR 9 IE02 China and the World	4	3
50	Elective-3	PIR 9 IE03 Comparative Politics	4	3
Semester-10				
51	CORE-29	PIR 10IB01 Geopolitics in The Indo-Pacific	6	4
52	CORE-30	PIR10IB02 Political Theory :Marxian Tradition	7	4
Elective papers. Select Any Two papers from the Given List				
53	Elective-4	PIR 10IE01 Electoral Politics in India	4	3
54	Elective-5	PIR 10IE02 Science and Technology in International Relations	4	3
55	Elective-6	PIR 10IE03 Security Studies	4	3
56	PIR 10IF01 and PIR 10IG01	Project/Dissertation and Comprehensive Viva Voce	4	6+ 2

INTEGRATED MA POLITICS AND INTERNATIONAL RELATIONS

Semester I –Course Outcomes

COs	COURSE OUTCOMES
CO1	Students will recognize the key aspects of conceptual analysis in Political Science.
CO2	Enable students to relate the concepts of state and society and trace how they influence each other.
CO3	Students will develop the ability to identify various governmental structures and its functioning.
CO4	Students will be able to distinguish between different Political systems through various theories.

Sl. No	Semester	Course Code and name
1	I	PIR1 IB01 Foundations of Political Science

CORE COURSE

PIR1IB01 FOUNDATIONS OF POLITICAL SCIENCE

This course introduces fundamentals of Political Science, its history and approaches, and an assessment of its critical and contemporary trends. This course aims to introduce certain key aspects of conceptual analysis in Political Science and the skills required to engage in debates surrounding the application of the concepts.

Module I: Nature of Political Science:

- A) Meaning, Scope and Significance of Political Science.
- (B) Approaches: Traditional- Historical, Philosophical, Institutional, and legal.
Modern- Empirical, Behavioural, Post-Behavioural
- C) Traditions of Political Theory Liberal and Marxian

Module II: State and Society

- (A) Meaning and inter relationships.
- (B) Nature and functions of the state: Liberal and Marxian Views
- (C) Elements of the State
- (D) Theories of the origin of the state with special reference to Evolutionary theory.

Module III: Political System

- (A) System Analysis, (B) Input-Output Analysis (C) Structural Functional Analysis

Module IV: Sovereignty

Meaning, Monistic and Pluralistic interpretations, Sovereignty in the context of Globalisation

Module V: Governmental structures and functions.

- (A) Theory of Separation of power
- (B) Legislature, Executive and Judiciary – functions

Books and References

1. Alan R. Ball, Modern Politics and Government, Palgrave Macmillan, 2008.
2. Andrew Heywood, Political Theory: An Introduction, Palgrave Macmillan, New York, 2008.
3. Asirvatham&Misra, Political Theory, S.Chand & Company, New Delhi. 2001.
4. David Robertson, The Dictionary of Politics, Routledge, Ane Books, New Delhi, 2007.
5. Gauba O.P, An Introduction to Political Theory, Macmillan Publishers, New Delhi, 1995.
6. Harold J. Laski, Grammar of Politics, Surjeeth Publications, New Delhi, 2006.
7. L. S. Rathore, Relevance of Political Theory, Rawat Publishers, New Delhi 2010.
8. Mahajan. V.D, Political Theory, Chand & Company, New Delhi, 2009.
9. Peter B.Haris, Foundations of Political Science, Oxford IBH. 2009.
10. Hovyda Abbas &Ranjay Kumar, Political Theory, Pearson, 2012.
11. Almond & Powell, Comparative Politics: A Developmental Approach, PHI, New Delhi, 2005.
12. AndrianLeftwitch (ed), What is Politics, Polity? Atlantic Distributors, New Delhi, 2005.
13. Appadorai A, Substance of Politics, Oxford College Press, New Delhi, 2002.
14. Andrew Heywood, Politics, 3edition, Palgrave Macmillan, New York, 2007

Semester II-Course Outcomes

COs	COURSE OUTCOMES
CO1	To provide the students with the means to analyze the concepts of power, authority, influence, legitimacy, rights, equality, justice, liberty and democracy.
CO2	To enable students to compare the various forms of Democracy and develop a sense of Democratic values.
CO3	Empower the students to find out the role and influence of various groups such as political parties, pressure groups, interest groups etc in the political decision making
CO4	Students will develop the competency to make use of various themes such as environmentalism, globalisation, feminism in analysing how it influences contemporary politics.

Sl. No	Semester	Course Code and name
1	II	PIR 2 IB02 Concepts of Political Science

Core Course

PIR 2IB02 - CONCEPTS OF POLITICAL SCIENCE

CONCEPTS OF POLITICAL SCIENCE -

This course introduces basic concepts and ideas in Political Science. At end of the course students will develop clear understanding of some of the important ideas in the discipline. This would enable the students to understand and analyse the polity and society in which they live.

Module I: Basic Concepts in Political Theory

Law, Equality, Liberty, Justice, Rights and Duties: Meaning

Module II: Modern Concepts in Political Science

Power, Influence, Authority, Legitimacy, Political Culture, Political Socialisation, Political

Modernisation and Political Development:

Module III: Democracy

Meaning and interpretations

Conditions necessary for the working of Democracy

Procedural and Substantive Democracy

Direct and Representative Democracy- Devices of Direct Democracy

Module IV:

A) Political Parties, Interest groups and Pressure groups-

B) Public Opinion: Agencies of Public Opinion, Propaganda

Module-V Major Themes in Contemporary Politics

Globalisation, Environmentalism, Feminism

Books and References

1. Appadorai A, Substance of Politics, Oxford College Press, New Delhi, 2002.
2. Alan R.Ball, Modern Politics and Government, Palgrave Macmillan, New York, 2008.
3. Andrew Heywood, Key concepts in Politics, Palgrave Macmillan, New York 2007.
4. Barrie, Axford –etal, Politics an Introduction, Routledge London 2008.
5. Dahl, R & Bruce Stinebrickner, Modern Political System. Pearson, New Delhi- 2008.
6. David Robertson, Dictionary of Politics, 3 edition, Routledge, Ane Books, New Delhi, 2007.
7. Gauba O.P, Introduction to Political Theory, Macmillan Publishers, NewDelhi, 1995.
8. H.J.Laski, Grammar of Politics, Surjith Publications New Delhi 2006.
9. Mahajan V.D, Political Theory, Chand & Company, New Delhi, 2009.
10. Peter B.Haris, Foundations of Political Science, Oxford IBH. 2007.
11. Urmila Sharma &S.K.Sharma, Principles and theory of Political Science, Atlantic Publishers New Delhi 2007.
12. Varma S.P, Modern Political Theory, Vikas, New Delhi.1984.
13. Shafali Ray, Society and Politics in India: Understanding Political Sociology, PHI Learning, New Delhi, 2014.
14. Samir Das Gupta, Political Sociology, Pearson, New Delhi, 2014.

Semester III- Indian Government and Politics Course Outcomes

COs	COURSE OUTCOMES
CO1	Help students outline the constitutional development in India and evolution of modern governmental structures.
CO2	Students will identify the essence of the Preamble, Fundamental Rights and Duties of Indian citizens along with analysing the significance and status of Directive Principles.
CO3	Students will be able to recall and explain the functioning of the Indian judicial system, its functioning and recent trends.
CO4	Students will successfully examine the nature of Indian Federalism with focus on Union-State Relations.

Sl. No	Semester	Course Code and name
1	III	PIR 3 IB01 Indian Government and Politics
2	III	PIR 3 IB02 World Constitutions: Comparative Analysis

Semester III

CORE COURSE

PIR3IB01 -INDIAN GOVERNMENT AND POLITICS

Major objective of this course is to help students to understand the constitutional development in India and evolution of modern governmental structures. The other focus is to introduce salient features of Indian Constitution, Union Government, State governments, and Local Self- Governments. Study of Indian judicial system, its functioning and recent trends is also included in this course.

Module. I:

An overview of Constitutional Development with reference to Government of India act 1909, 1919, 1935 and Indian Independence Act 1947. The Constituent Assembly of India.

Module II.

Salient features of the Indian Constitution

The Preamble, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

Module III:

(A) **Government of the Union.** The Union Legislature –

(B) The Parliament- the Lok Sabha and the Rajya Sabha, composition, powers and functions, Law Making Procedure and Committee system, Role of the Speaker.

(C) The Union Executive- the President and the Vice-President- The Council of Ministers and the Prime Minister.

(B) **Government of the States.**

The State Legislature- composition powers and functions.

The Governor- The Council of Ministers and the Chief Minister

(C) **Local-self Governments** - Significance of 73rd and 74th Amendment acts.

Module IV: The Indian Judicial System

The Supreme Court and the High Courts: its composition, Features and Functions, Judicial review, judicial activism, Independence of Judiciary in India.

Module V: Indian Federalism

Union -State relations, distribution of powers - legislative administrative and financial, The finance Commission, Niti Ayog, Emergency Powers in the Constitution

Books and References

- 1 D. D. Basu, Introduction to the Constitution of India, Prentice Hall, 2010.
2. Dr. M. V. Pylee, India's Constitution, Vikas, New Delhi 2010.
3. Dr.B.L.Fadia, Indian Government and Politics, Sahitya Bhavan Publications, 2010.
4. Dr.A.P, Avasthi, Indian Government and Politics, Lakshmi Narayan Agarwal, 2012.
5. J.C.Johari, Indian Political System, Anmol Publications, 2008.
6. Grenville Austin, Indian Constitution: A cornerstone of a Nation, OUP, New Delhi, 2008.
7. Brij Kishore Shama, Introduction to the Constitution of India. Prentice Hall, New Delhi, 2007.
8. BidyutChakrabarthy, Indian Government and Politics. Sage, New Delhi 2008.
- 9., Lakshmi Kanth, Indian Polity, TATA Magrow, New Delhi2010.
10. A. G. Noorani, Constitutional and Citizen's Rights, OUP, New Delhi, 2006.
11. N P Singh and Rekha Saxsena, Indian Politics, Constitutional Foundations and InstitutionalFunctions, PHI, 2014.

PIR3IB02 – WORLD CONSTITUTIONS: COMPARATIVE ANALYSIS-Course Outcomes

COs	COURSE OUTCOMES
CO1	To familiarize students about various types of political systems and enable them to compare and contrast the constitutions of different countries.
CO2	Enable students to identify and compare the federal and parliamentary forms of government and role of executive, legislature, and judiciary in major states in the world.
CO3	Students will be able to enlist and compare the features of a liberal democratic and socialist political system with focus on the UK, USA and the People's Republic of China.
CO4	Students will trace the constitutional and political aspects of major countries of the world.

Core Course - PIR3IB02

WORLD CONSTITUTIONS: COMPARATIVE ANALYSIS

The main objective this course is to develop awareness and familiarize students about various types of political system and constitution of different countries. To enable them to have knowledge on constitutionalism, federal and parliamentary form of government and role of executive, legislature, and judiciary in major states in the world.

Module I:

Nature and Scope of Comparative Politics, Distinction between traditional and modern Comparative Politics.

Module II:

Constitution and constitutionalism.

Module III:

A comparative analysis on the features of the constitutions of U.K., U.S.A., France, Switzerland and China.

Module IV:

Executive, Legislature and Judiciary of U.K., U.S.A. and France

Module V:

Compare Federal and Unitary systems - U.S.A., India and Switzerland (Federal systems) – U.K., France and China (Unitary systems)

Books and References

1. Chilcote R.H, Theories of Comparative Politics, The search for a paradigm revisited, 1986
- 2 S.N. Ray, Modern Comparative Politics: Approaches, Methods and Issues. Forth Printing, Prentice Hall of India, 2007.
- 3 Kenneth Newton & Jan W. Van Dath, Foundations of Comparative Politics, Cambridge College Press, 2005.
4. Almond Gabriel, et al, Comparative Politics Today, Pearson, Delhi, 2003.
5. Daniele Caramani, Comparative Politics, Oxford College Press, New Delhi, 2010. 6 Macridis, Roy C & Bernard E. Brown, Comparative Politics, Chicago, Dorsey Press.
7. Macridis, Roy C, Modern Political Regimes, Patterns and Institutions, Boston, little Brownand Company, 1986
8. Ray, Samirendra N, Modern Comparative Politics: Approaches, Methods and Issues, New Delhi, Prentice Hall of India 1999
9. Bara Judith & Mark Pennigton (ed), Comparative Politics, Sage, New Delhi, 2009.
Rekha Saxena (ed), Varieties of Federal Governance, Cambridge College Press, New Delhi

Semester IV

Sl. No	Semester	Course Code and name
1	IV	PIR 4 IB01 Ancient and Medieval Political Thought
2	IV	PIR 4 IB02 Issues in Indian Politics

PIR4 IB01- ANCIENT AND MEDIEVAL POLITICAL THOUGHT-Course Outcomes

COs	COURSE OUTCOMES
CO1	To help students trace and appreciate the various aspects of modern and medieval political thought.
CO2	The students will be able to recall and enlist the major features of Ancient Western Political Thought with focus on Aristotle and Plato; Roman Political Thought: its contributions with special emphasis on the emergence of Roman law.
CO3	Students will trace the evolution of Indian Political thought through Brahminic and Shamanic traditions, while comparing the two.
CO4	To discuss and assess the evolution of key concepts - state, government, law, justice, etc, - of western and Indian political tradition.

Core Course

PIR4 IB01- ANCIENT AND MEDIEVAL POLITICAL THOUGHT

The main objective of this course is to create in-depth knowledge about modern and medieval political thought among students. The course also discusses key concepts - state, government, law, justice, etc,- of western and Indian political tradition.

Module: I

Approaches and Methods to the Study of Political Thought

Textual Method and Contextual Method **Module II:**

Greek Political Thought

- Socratics – Virtue is Knowledge
- Plato: Philosopher King, Ideal State, Justice, Education and Communism
- Aristotle: State, Classification of Governments, Slavery and Revolution.

Module: III

Roman Political Thought: Polybius and Cicero

Module: IV

Ancient Indian Political Thought:

- Brahmanic and Shramanic Traditions.
- Contributions of Kautilya

Module V: Medieval Political thought

Major themes in Medieval Political Thought St: Thomas Aquinas: views on Law and Justice.

Books and References

1. Bhandari.D.R, History of European Political Philosophy, 13th revised edition, The Bangalore Printing andPublishing Company Ltd, Bangalore, 2007.
2. Dunning W.A, A History of Political Theories. Vol.I, Macmillan, New York.
3. Gettel R.G, History of Political Thought, Surjith Publications, New Delhi, 2008.
4. Gupta R.C , Western Political Thought, Lakshmi Narain Agarwal, Agra, 2007.
5. Maxey C.C, Political Philosophies, Surjeeth Publications, Delhi, 2007.
6. Iyan Adams & R. W. Dyson, Fifty Great Political Thinkers, Foundation Books, Routledge,2007.
7. Sabine G.H, History of Political Theory, 4th revised edition, Oxford and IBH.Delhi, 2008.
8. Fred Dallmayr (ed), Comparative Political Theory: An Introduction, Palgrave MAcmillian,2010.
9. Varma V.P, Ancient and Medieval Political Thought, Lakshmi Narain Agarwal, Agra-2000.
10. Wayper C.L, Political Thought, English College Press, London, 1967.
11. William Ebenstein, Great Political Thinkers, Oxford IBH, New Delhi, 1969.
12. Shafali Jha, Western Political Thought, Pearson, New Delhi, 2010.
13. Subarto Mukherji &Susheela Ramaswamy, History of Political Thought, PHI Learning, New Delhi, 2016

PIR 4IB02 - ISSUES IN INDIAN POLITICS-Course Outcomes

COs	COURSE OUTCOMES
CO1	Students will develop the potential to explain and predict the influence various socio-economic factors such as caste, religion and class exert on the Indian Political system.
CO2	To empower the students to analyse the trends in Indian electoral politics, compare and contrast various party systems, role and identify the role of national and regional parties and their policies and programmes.
CO3	Students will have the ability to discuss and interpret themes like secularism, communalism and marginalised sections in Indian society.
CO4	To equip the students to explain and interpret issues like criminalisation of politics, corruption, linguistic and ethnic issues, new social movements etc.

CORE COURSE

PIR 4IB02 - ISSUES IN INDIAN POLITICS

This paper introduces socio-economic factors like caste, religion and class in Indian Politics. Apart from that the focus is to analyse trends in Indian electoral politics, various party systems, role and support base of national and regional parties and their policies and programmes. The discussion of secularism, communalism and role of marginalised sections is another focus of this course.

Module I:

Socio Economic factors in Indian Politics - Caste, Religion & Class

Module II: Party System and Electoral Politics

Trends in the Party System; One Party Dominant System to Multi-Party Coalitions National Political Parties – Programme, Organisation and Support base Regional Political Parties – An overview.

Module III: Secularism

Theory and Practice of Secularism in India

Challenges to Secularism– Communalism, Religious fundamentalism

Module IV: Trends in Indian Democracy.

Regionalism, Communalism, Religious Fundamentalism, Criminalisation of Politics, Corruption, Linguistic and Ethnic issues, New Social movements.

Module V: Marginalised Sections

Dalits & Tribes, Women and Children.

Books and References

1. Javeed Alam, Who wants Democracy?, Hyderabad, Orient Longman, 2004
2. Niraja Gopal Jayal, Democracy and the State, New Delhi, Oxford College Press, 2002.
3. Paul R. Brass, The Politics of India since Independence, Cambridge, Cambridge Uty. Press, 2006.
4. Atul Kohli, Democracy and Discontent: India's Growing Crisis of Governability, New York, Cambridge College Press, 1992.
5. Iqbal Narain (ed), Secularism in India, Jaipur, Classic, 1995.
6. Bidyut Chakrabarty & R.K. Pandey, Indian Government and Politics, New Delhi, Sage, 2010.
7. Sumit Ganguly & Rahul Mukherji, India Since 1980, New Delhi, Cambridge College Press, 2010.
8. C.P. Bhambhri, Indian Politics Since Independence, New Delhi, Shipra, 2007.
9. Rajeev Bhargava, Understanding Contemporary India, New Delhi, Orient Blackswan, 2010.
10. J.C. Johari, Indian Political System, New Delhi, Anmol Publication, 2010.
11. Neera Chandhoke & Praveen Priyadarshi (ed), Contemporary India: Economy, Society, Politics, Pearson Publishers, 2009.
12. Achin Vanayak & Rajiv Barghava, Understanding Contemporary India, Oreint Blackswan, New Delhi, 2010.

Semester V
PIR5 IB01- RESEARCH METHODOLOGY-Course Outcomes

CO1	Students assess the various steps involved in the research process, including formulating research questions, designing research studies, collecting and analyzing data, and interpreting the results.
CO2	Students will be enabled to identify and apply different sampling techniques used in social science research and they describe the strengths and limitations of each technique
CO3	Students analyse various data collection methods, including surveys, interviews, observations, and archival research, and will be able to effectively use it in their research
CO4	Students will analyse the existing literature to identify gaps in knowledge and situate their research within the broader scholarly context. They develop skills in critically evaluating and synthesizing relevant literature.
CO5	Enabling students to write clear and concise research proposals and reports and also analyze quantitative and qualitative data using appropriate statistical and analytical techniques.

Core Course

Sl. No	Semester	Course Code and name
1	V	PIR 5 IB01 Research Methodology
2	V	PIR 5 IB02 Modern Western Political Thought
3	V	PIR 5IB03 State, Society and Political Process in Kerala
4	V	PIR 5 IB04 Introduction to International Politics
5	Open Course	PIR 5ID 01 Fundamentals of Political Theory
6		Project/Internship

PIR5 IB01- RESEARCH METHODOLOGY

Through this course the students are introduced to various research methods used in social science research. The course is expected to develop comprehensive knowledge and necessary skills for conducting research.

Module I: (A) Research Method and Research Methodology

Scientific Method-

Features and limitations, Social Science Research b)

Concepts and variables: A brief analysis.

- a) Questions of Objectivity and Subjectivity-Rationalism-Empiricism-Positivism d)
- Deduction and Induction
- e) Hypothesis: Types, functions, importance

Module II: Types of Research:

- a) Quantitative and Qualitative, Pure and Applied, Historical and Analytical
- b) Survey Research: features, merits and demerits.

Module III: Research Design. Meaning and importance.

Types of Research Design: Exploratory, Descriptive, Experimental and Action Research.

Module IV: Sampling: Meaning and importance.

- a) Types of sampling, Random/ Probability sampling- Stratified Systematic and Cluster sampling.
- b) Non –Probability Sampling – Convenient, Quota and Snow ball sampling

Module V: Data collection

- a) Types of Data -Primary and Secondary.
- b) Tools and Techniques of Data Collection- Interview, Schedule, Questionnaire, Observation, Participant observation
- c) Data Processing and Analysis - Editing, Coding, Simple Statistical methods, SPSS
- d) Report writing -format of the report, Reference-systems and styles, Bibliography,Plagiarism

Books and References

1. Bahnanes & Peter Caputi, Introduction to Quantitative Research Methods, Sage,New Delhi,2010.
2. Bridget Somek, Lewin, Research Methods in the Social Sciences, VistaarPublications, NewDelhi, 2008.
3. Ghosh B.N, Scientific Method and Social Research, Sterling, New Delhi.
4. Goode and Hatt, Methods in Social Research, Mc Graw-Hill, New York, 1952.
5. Gopal Lal Jain, Research Methodology: Methods Tools and Techniques, MangalDeep Publications, Jaipur, 2003.
6. Kerlinger F.W, Foundations of Behavioural Research, Revised edition, SurjeethPublications, NewDelhi.
7. Kothari.C.R, Research Methodology, Methods and Techniques. New AgeInternational, New Delhi,2004.
8. Krishnaswamy O.R & Ranganathan M, Methodology of Research in SocialSciences, Himalaya,2006.
9. Sharma B.A.V.Prasad & Satyanarayana.P (ed), Research Methods in Social Sciences, Sterling,New Delhi,1983.
10. Young P.V, Scientific Social Surveys and Research, Asia publishing House, Bombay, 1997.
11. Zina O Leary, The Essential Guide to Doing Research, Vistaar, New Delhi, 2008.
12. Burnett, Judith, Doing Your Social Science Dissertation, Sage, New Delhi, 2009.

13. Janet Butlaw Johnson, H J Reynolds, Political Science Research Methods, Sage, New Delhi, 2012
14. Doneteen R Loseke, Methodological Thinking, Sage, 2012

Core Course

PIR5 IB02 - Modern Western Political Thought-Course Outcomes

CO1	Enable the students to evaluate the political thought of Machiavelli including his ideas on religion, morality and secularism .
CO2	Students will critically examine and compare various political ideologies originating from Western political thought.
CO3	Students will identify the ethical dimensions of Western political thought, including issues related to justice, equality, individual rights, power, and the role of the state in society.
CO4	Students will be able to apply theoretical frameworks from Western political thought to analyze and address contemporary political issues, such as democracy, human rights, globalization, environmental sustainability, and social justice.
CO5	Students will develop critical thinking skills by engaging in debates, analyzing primary texts, and evaluating complex political ideas and arguments from Western political thought

PIR5 IB02 - MODERN WESTERN POLITICAL THOUGHT

This course introduces important streams in modern western political thought. It provides a fairly comprehensive overview of the major western political thinkers and their ideas. The course as a whole is meant to provide a sense of the broad streams of modern western political tradition while encouraging a specific knowledge of individual thinkers.

Module I:

Machiavelli

Human Nature, Morality and Statecraft, Religion, Secularism

Module –II

Liberal Tradition - Social Contractualists:

Thomas Hobbes: State of nature, Social contract, Nature and attributes of state.

John Locke: State of nature, Social contract, Natural rights, Nature and functions of state.

J.J. Rousseau: State of nature, Social contract, General will.

Module III:

Liberal Tradition Utilitarians and Idealists

Jeremy Bentham: Pleasure pain theory

J.S.Mill: Modifications of Bentham's theory, on Liberty and suffrage and subjection of women.

Module IV:

Liberal Tradition Idealists

Hegel: Dialectics, State and freedom

T.H. Green: theory of State, theory of Positive freedom

Module V:

Marxian Tradition

Karl Marx – Alienation, Base-superstructure Relations, Dialectical

Materialism and Historical Materialism, Theory of Surplus Value, Class Struggle, theory of State

V.I. Lenin – Imperialism and Democratic centralism

Mao-Tse-Tung – On Contradiction Antonio Gramsci- Hegemony

Module VI

20th Century Political Thought John Rawls –Theory of Justice

Books and References:

1. Iyan Adms & R. W. Dyson, Fifty Great Political Thinkers, Foundation Books, Routledge, 2007.
2. Dunning W.A, A History of political Theories, Vols II and III, Macmillan, New York.
3. Gettel R.G, History of Political Thought, Surjeet Publications, New Delhi, 2007.
4. Chris Sparks & Sturat Issacs, Political Theorists in Context, Rawat Book Sellers, 2010.
5. Fred Dalmayr (ed), Comparative Political Theory: An Introduction, Palgrave Macmillian, 2010.
6. Rawls.J, A Theory of Justice, Oxford College press, London 1971.
8. Sabine.G.H, History of Political Theory, 4th revised edition, Oxford and IBH, 2007.
9. Subrata Mukherjee & Sushila Ramaswamy, A History of Political Thought, PHI, New Delhi, 1999.
10. Varma V.P, Modern Indian Political Thought, Lakshmi Narain Agarwal, Agra 2000.
11. Wayper C. L, Political Thought, English College Press, London, 1967.
12. William Ebenstein, Great Political Thinkers, Oxford IBH, New Delhi, 1969.
13. Daniel Guerin, Anarchism, Delhi, Aakar Books, 2010.
14. Paul Eltzbacher, The Great Anarchists, Mineola, New York, Dover Publications INC, 2004.

Core Course

PIR5 IB03 - State, Society and Political Process in Kerala-Course Outcomes

CO1	<ul style="list-style-type: none">• Students will identify the features of political system in Kerala, including its institutions, governance structures, and political parties
CO2	<ul style="list-style-type: none">• Capacitate the students to review the Kerala Model Development and identify the social and cultural dynamics of Kerala, including its diverse communities, caste system, religious composition, and socio-economic indicators. They will examine the influence of these factors on the state's politics and policymaking processes
CO3	<ul style="list-style-type: none">• Students will identify and summarise how societal factors shape the state's policies and how the state influences and interacts with various societal groups, such as marginalized communities, interest groups, and civil society organization
CO4	<ul style="list-style-type: none">• Students interpret and review the policy-making and implementation processes in Kerala.

PIR5 IB03 –STATE, SOCIETY AND POLITICAL PROCESS IN KERALA

The course intends to create an in-depth understanding of modern Kerala, its society, polity and economy. It has been structured to provide a detailed account of the evolution of socio-political processes, social and political movements, governmental actions, etc. that led to the formation of present day Kerala. The course also gives a comprehensive analysis of Kerala economy, its contemporary challenges and the problems faced by some of the important sections of the state.

Module I:

Making of Modern Kerala

- a) Caste and class structure in 19th and 20th century Kerala
- b) Role of Missionaries
- c) Social Reformers and Reform Movements
- d) Rise of representative institutions.

Module II:

Genesis of Social and Political Activism

- a) Channar Lahala/ Melshila kalapam
- b) Malayali and Ezhava Memorial
- c) Temple Entry Movements – Vaikom and Guruvayoor

- d) Abstention movement
- e) Development of National movement, Trade Unions, Peasant movements, Communist Party,

Module III: Formation of Kerala and Political Process

Aikya Kerala Movement, Vimochana Samaram

Political Parties and electoral Politics: Coalition Politics - Emerging Trends

Rise of fundamentalism and Communalism

Working of Panchayathiraj institutions – Peoples Planning Programme

Module IV: Kerala Economy

Land reform and question of land in contemporary Kerala

Kerala Model of Development- Features and Challenges

Poverty Alleviation- Kudumbasree

Module V: Marginalized groups and Social movements

Dalits, Adivasis, Women, OBCs, Transgenders

Environmental Movements in Kerala – Silent Valley and Plachimada

Books and References

1. John P, Coalition Governments in Kerala, Institute for the Study of Public Policy And Management, Trivandrum, 1983.
2. Joseph Tharamangalam (ed), Kerala: The Paradoxes of Public action and development, Orient Longman, New Delhi, 2006.
3. Mathew E.T (ed), Dynamics of Migration in Kerala: Dimension, Differential And Consequences, Orient Longman, New Delhi, 2003.
4. Nossiter T.R, Communism in Kerala: A Study in Political Adaptation, OUP, New Delhi, 1982.
5. Oommen M.A (ed), Kerala's Development Experiences- vols. I & II, Institute of Social Sciences, Concept Publishing Company, New Delhi, 1999.
6. Ramakrishnan Nair R, Constitutional Experiments in Kerala, Kerala Academy of Political Sciences, Trivandrum.
7. Robin Jeffrey, Politics, Women and Well-being, How Kerala Became a Model?, OUP, New Delhi, 1993.
8. Robin Jeffrey, Decline of Nair Dominance: Society and Politics in Travancore, 1847-1907, Vikas, New Delhi.
9. Thomas Issac T.M & Richard Frank, Local Democracy and Development: Peoples Campaign for Decentralised Planning in Kerala, Defford Books, New Delhi, 2000.
10. Jose Chander N, Kerala: Dynamics of State Politics, Sterling, Delhi, 1986.

Core Course

PIR5 IB04 - Introduction to International Politics-Course Outcomes

CO1	Student will be able to describe the scope and subject matter of International Relations as an autonomous academic discipline
CO2	Students will understand and explain different approaches and methods to study the discipline through Political realism, Pluralism and World's system's Model
CO3	Students will analyze power dynamics in international relations, including the distribution of power among states, hegemony, alliances, and the role of military, economic, and soft power in shaping global politics.
CO4	Students will be able to identify the processes and dynamics of foreign policy decision-making, diplomacy, and the role of states in managing their relationships with other states and international actors.
CO5	Students will evaluate the roles and strategies of key actors in the Cold War, including the United States, the Soviet Union, and other major powers, as well as non-state actors,

PIR 5IB04

INTRODUCTION TO INTERNATIONAL POLITICS

This paper aims to equip students with the basic intellectual tools for understanding International Relations. It introduces some of the most important theoretical International Relations such as power diplomacy and foreign policy.

Module I: Perspectives on the study of International Politics:

- a) Meaning, nature, scope and importance of International Politics.
- b) Approaches to the study of International Politics: Idealism, Realism and Neo-Realism, Neoliberalism
Systems theory, Game theory, Decision Making theory

Module II Emergence of the International State System

- a) Westphalian system
- b) Imperialism and Colonialism
- c) Cold War

Module III: Power and Mechanisms in Inter State Relations

- a) Power, National Power, Elements of National Power
- b) Balance of Power: Meaning, devices and contemporary relevance
- c) Collective Security: Meaning and safeguards
- d) Pacific settlement of International disputes: Devices under UN charter
- e) International Law: nature, limitations and contemporary relevance

Module IV: Diplomacy

Functions, types and limitations of Diplomacy. Diplomacy in the post-Cold war period

Module V: Foreign Policy

a) Meaning and Determinants of Foreign Policy

Books and References

1. Abdul Said, Theory of International Relations, Crisis of Relevance, Prentice Hall of India.
2. C W.Kegley etc (ed), World Politics: Trends and Transformations: Martins Publications, New York, 2000.
3. H J. Morgenthau, Politics among Nations: Struggle for power and Peace, Kalyani Publishers, New Delhi, 1985.
4. John Baylis, Steve Smit etc (ed), The Globalization of World Politics: An Introduction to International Relations, 4th edition, Oxford, College Press, New York, 2008.
5. R Jackson and G Sorensen, Introduction to International Relations, Theories and Approaches, OUP, 2003.
6. Norman D Palmer and Perkins, International Relations, A.I.T.B.S. Publishers, New Delhi, 2007.
7. S Burchill, R Devetak (ed), Theories of International Relations, Palgrave, New York, 2008.
8. Vinaya Kumar Malhotra, Theories and Approaches to International Relations, Anmol, New Delhi, 2001.
9. Martin Griffiths, 50 thinkers in International Relations, Routledge, London, 1999.
10. Richard Devatak, et al, An Introduction to International Relations, Cambridge, New Delhi, 2010.
11. Rumki Bose, International Politics: Concepts, Theory, Issues, Sage, 2012.
12. BS Chimmini & Sidhartha Mallavarapu, International Relations, Pearson, 2012.

OPEN COURSE

PIR 51D 01 FUNDAMENTALS OF POLITICAL THEORY

Module- I

Nature of Political Science:

- A. Meaning, Nature, Scope and Significance of Political Science.
- B. Traditions of Political Theory Liberal and Marxian

Module- II

State and Society

- (A) Meaning and inter relationships.
- (B) Elements of the State
- (C) Sovereignty-Meaning, Monistic and Pluralistic interpretations, Sovereignty in the context of Globalisation

Module- III

Governmental structures and functions.

Legislature, Executive and Judiciary – functions

Theory of Separation of powers

Law, Equality, Liberty, Justice, Rights and Duties: Meaning

Power, Influence, Authority, Legitimacy,

Module- IV: Democracy:

Meaning and interpretations

Conditions necessary for the working of Democracy

Direct and Representative Democracy- Devices of Direct Democracy

Module-V: Major Themes in Contemporary Politics

Globalisation

Environmentalism

Feminism

Terrorism

Books and References

1. R. N. Aggarwal, Political Theory, S. Chand Publicaton, New Delhi.
2. Peter. B. Harris, Foundations of Political Science, Oxford IBH, New Delhi.
3. Mac Iver, The Modern State, Surjeeth Publication, New Delhi.
4. Andrew Heywood, Politics, Poligrave Foundations, New Delhi, 2002.
5. O. P. Gauba, An Introduction to Political Theory, Macmillian, Bangalore, 2005.
6. Almond and Powel, Comparative Politics: A developmental Approach, Amerind Publishing Co. New Delhi.
7. Hoveyda Abbas and Ranajay Kumar, Political Theory, Pearson New Delhi, 2012.
8. S.Ramaswamy :Political Theory :Ideas And Concept, Macmillan Publication, New Delhi,

Semester VI

Sl. No	Semester	Course Code and name
1	VI	PIR 6 IB01 -Modern Indian Political Thought
2	VI	PIR 6 IB02 - India's Foreign Policy
3	VI	PIR 6 IB03 – Issues in International Politics
4	VI	PIR 6 IB04 - Introduction to Public Administration
5	VI	PIR 6 IB05 International Organisation and Administration
6	VI	PIR 6 IB06 Human Rights
7	VI	PIR 6 IB07 Development Administration
8	VI	Project

Core Course

MODERN INDIAN POLITICAL THOUGHT-Course Outcomes

COs	COURSE OUTCOMES
CO1	Students will be able to explain the Indian renaissance and its impact on modern Indian political thought.
CO2	Students will be able to compare and contrast the ideas of nationalism and religion through the political thought of Jinnah, Savarkar and Tagore.
CO3	Students will identify and enlist the major aspects of political thought of Gandhi and Nehru.
CO4	Students will be able to comment on the concept of social justice and also compare the political thought of major socialist thinkers in Indian political thought.

PIR6 IB01 - MODERN INDIAN POLITICAL THOUGHT

The course intends to provide insights into the different traditions of Indian political thinking. It attempts to equip students to familiarise with ideas of modern political thinkers in India and develop their own notions of socio-political issues.

Module I: Indian Renaissance

- a) Raja Ram Mohan Roy: Social reformer and views on Liberty and Rights.
- b) Jyothirao Phule : Caste Slavery
- c) Vivekananda: Views on Nationalism, and Democracy
- d) Pandita Ramabhai : Emancipation of Women

Module II: Nationalism and Religion

- a) V D Sarvarkar – Hindu nationalism
- b) Mohammed Ali Jinnah – Views on Hindu – Muslim unity and Two Nations Theory.
- c) Rabindranath Tagore – Critique of Nationalism

Module III: Contributions of Mahatma Gandhi and Nehru

- a) Gandhi - Satyagraha and Non-violence, Hind Swaraj, Swadeshi Trusteeship
- b) Nehru – Socialism, Secularism and Development.

Module IV: Socialist Thinkers: Socialist Thinkers

- a) M.N.Roy - Radical Humanism
- b) Ram Manohar Lohia - views on Socialism
- c) Jayaprakash Narayan - Total Revolution

Module V: Social Justice

- a) Dr.B.R.Ambedkar - views on Caste System, Social Justice
- b) SreeNarayana Guru - Social Reform; Views on universalism.
- c) E.V.Ramaswamy : Rationalism and Self-Respect

Books and References

1. Appadorai A, Documents in Political Thought in Modern India, 2 vols, O U P, Bombay, 1975.
2. Appadorai, Indian Political thinking: Through the Ages, Khama Publishers, New Delhi, 1992. 3. Anthony J Parel (ed), Gandhi 'Hind Swaraj' and other Writings, New Delhi, Cambridge
4. J. Sharma, Hindutva: Exploring the Idea of Hindu Nationalism, Delhi: Penguin, 2003.
5. Joshi,V.C, Ram Mohan and Process of Modernization, Vikas, New Delhi,1979.
6. Murkot Kunhappa, The Sree Narayana Guru, National Book Trust, New Delhi, 1982.
9. Bidyut Chakrabarthy & R.K. Pandey, Indian Political Thought, New Delhi, Sage, 2009.
10. Valerian Rodrigues(ed) , The Essential Writings of B.R.Ambedkar, O U P, New Delhi, 2002.
11. Varma.V.P, Modern Indian Political Thought, Lakshmi Narain Agarwal, Agra, 2000.
12. Anil Dutta and Mishra, Reading Gandhi, Pearson 2012.
13. Thomas Pantham & Kenneth L Deutsch, Political Thought in Modern India, Sage, 2010.
14. Himanshu Roy and M P. Singh, Indian Political Thought, Pearson, 2009.
15. Valerian Rodrigues, The Essential Writings of B.R. Ambedkar, OUP, New Delhi, 2004.

Core Course

INDIA'S FOREIGN POLICY-Course Outcomes

COs	COURSE OUTCOMES
CO1	Students will analyse the various historical, cultural, and geopolitical factors that have shaped India's foreign policy
CO2	Students will be able to explain the foreign policy relations between India and neighbouring countries.
CO3	Students will trace how the relations between India and major powers have evolved over the years.
CO4	Students will be able to explain and outline the role on India in the new world order

PIR6 IBO2- INDIA'S FOREIGN POLICY

The course tries to build clear idea about the fundamentals of India's foreign policy. It strives to familiarise students with the basic principles, objectives, structures and processes of India's foreign policy formulation. It also discusses India's engagements issues and challenges of foreign policy.

Module I: Principles, Objectives and Basic Determinants

- a) Principles and objectives of India's foreign policy
- b) Basic Determinants of Indian Foreign Policy -Domestic and External determinants.

Module II: India and Neighbours

- (a) Pakistan (b) Bangladesh (c) Sri Lanka (d) Nepal

Module III: India and Major Powers

- (a)USA (b) Russia (c) China

Module IV: Engagement with Regional Organisations

- (a) ASEAN (b) SAARC (c) E.U

Module V: India and the New World Order- Challenges and Opportunities

- a) Relevance of Non-alignment policy
- b) Emergence as a Nuclear Power – A critical assessment of India's Nuclear Policy
- c) India and UN
- d) India and Climate change negotiations

Books and References

1. A. Appadorai, Domestic Roots of India's Foreign Policy, New Delhi, OUP, 1981.
2. V. N. Khanna, Foreign Policy of India, Vikas, 2010.
3. V. P. Dutt, India's Foreign Policy in Changing World, Vikas, New Delhi, 2010.
4. R. Bradrock, India's Foreign Policy Since 1971, Royal Institute for International Affairs, London, 1990.
5. S. D. Muni, India's Foreign Policy, Cambridge College Press, New Delhi, 2011. 6. Pavithran K. S, Non-Alignment: Unipolar World and Beyond, New Bharathiya Book Corporation, New Delhi, 2007.
7. S. Cohen, India: Emerging Power, Brookings Institution Press, 2002

8. D. Scott (ed.), Handbook of India's International Relations, London, Routledge, 2011.
9. Navnitha Chandha Behera (ed), International Relations in South Asia : Search for Alternative Paradigm. New Delhi, 2008.
10. Lalit Man Shigh and Dilip Lahiri, Indian Foreign Policy : Agenda for the 21st century, Konark, 2017.
11. Somarajan C.N (ed) , Formulation and practice of India's Foreign Policy, Deep & Deep.
12. Summit Ganguly, India's Foreign Policy: Retrospect and Prospect, OUP, New Delhi, 2012.

Core Course –

PIR6 IB03 - ISSUES IN INTERNATIONAL POLITICS

The course intends to familiarise students with the main issues and concerns of the contemporary international order. It discusses a range of themes in international politics with a view to developing critical insights on contemporary questions.

Module I:

Post-cold war analysis of International Politics:

- a) Polarity redefined. – Nature of contemporary International system
- b) End of Ideology and Clash of Civilizations Debates
- c) USA in the present Order
- d) Emerging Powers – Role of India and China in the world Politics.

Module II: Regional Organizations

- a) European Union, ASEAN and SAARC

Module –III- Other Non-State actors in International Politics

- a) International Financial Institutions -World Bank, IMF, WTO
- b) New Actors – BRICS, G-20
- c) Multinational corporations (MNCS), Transnational Corporations (TNCS)

ModuleIV: Contemporary Issues in International Politics

- a) Globalization: Meaning, dimensions and its impact on national sovereignty;
- b) International Terrorism: Non-State Actors and State Terrorism: a critical analysis.
- c) Disarmament and Arms Control- NPT, CTBT
- d) Environmental Issues: Climatic change, Global warming
- e) Global Resistances -Global Social Movements – Anti war, Anti Globalisation movements
- f) Refugees and Migration

Module V: UNO and Contemporary issues

- a) UN -The United Nations: Structure and Functions
- b) Restructuring of the Security Council

Books and References

1. Charles W.Kegley, et.al (ed), World Politics: Trends and Transformation, St:Martins Publications, New York,2000.
2. Gulam Mohammed Dar, An Introduction to International relations, Rajath Publications, New Delhi, 2008.
3. Hans J.Morgenthau, Politics among Nations: Struggle for Power and Peace, revised edition, KalyaniPublishers, New Delhi, 1985.
4. David.J.Wittaker, The Terrorism: A Reader, Routledge, London, 2001.
5. John.Allphon Moore Jr.& Jerry Pubants, The New UN: International Organisationinthe21st Century, Pearson Education, New Delhi, 2008.
6. John Baylis, Steve Smith (ed), The Globalization of World Politics: An IntroductionTo International Relations, 4th edition, Oxford College Press, New York, 2008. 7. Palmer and Perkins, International Relations, Revised Indian edition, A.I.T.B.S Publisher's, New Delhi, 2002.
7. Robert Jackson & Georg Sorensen, Introduction to International Relations,Theories and Approaches. 3rd edition, Oxford College Press, New York, 2008.
8. Gopakumar G. (Ed), Federalism, Foreign Policy and International Treaties, New CenturyPublications,2011.
9. Saxena K.P: Reforming the United Nations, The Challenges and Relevance, Sage, NewDelhi, 2003 11. Steger M.Manfred, Globalization: A very short Introduction, Oxford College Press,Pondichery, 2009.

PIR6 IB04 INTRODUCTION TO PUBLIC ADMINISTRATION

In this course the students are provided an introduction to the discipline of Public Administration with a special focus on contemporary administrative developments. The course explores some of the systems and structures in public administration. The paper contains certain classical and contemporary administrative theories. The course also provides the students a comprehensive understanding on major elements of public administration structures in public administration. The paper contains certain classical and contemporary administrative theories. The course also provides the students a comprehensive understanding on major elements of public administration

Module I.

Definition, nature, scope and importance of Public Administration-Public Administration and Private Administration. Theories of Administration. Scientific Management; Human Relations; Bureaucratic theories.

Module II.

Administrative Law - Rule of Law - Delegated legislation – Administrative Adjudication.

Module III.

Principles of Organisation; Hierarchy -Unity of command - Span of control Delegation - Co-ordination – Communication.

Module IV

Development Administration-Weberian and Rigg's model

Module V.

Personnel Administration

- Spoils, Merit Bureaucratic, Aristocratic and Democratic systems
- Bureaucracy - Meaning – Characteristics - Defects and merits - U.P.S.C and State P.S.Cs

Books and References

1. Avasthi and S. R. Maheswari, Public Administration, Agra, Lakshmi Narain Aggarwal, 1996.
2. D. Basu, Administrative Law, New Delhi, Prentice Hall, 1986.
3. P. Bhambri, Administration in a Changing Society: Bureaucracy and Politics in India, Delhi, Vikas, 1991.
4. S. R. Maheshwari, Administrative Theories, New Delhi, Allied, 1994.
5. S. R. Nigam, Principles of Public Administration, Allahabad Kitab Mahal, 1980.
6. Bidyut Chakrabarty, Reinventing Public Administration: The Indian Experience, Orient Longman, 2007
Noorjahan Bava, Development Policies and Administration in India, Delhi: Uppal Publishers, 2001.
7. J. Perry, Handbook of Public Administration, San Francisco, Jossey-Bass, 1989
8. R. K. Arora and S. Sharma (eds.), Comparative & Development Administration: Ideas & Action, Jaipur, Arihant, 1992.
9. S. S. Gadkari and M. R. Kolhetkar, Introduction in Public Administration, New Delhi, Allied Publishers, 2000.
10. Pradeep Sahni and Etakula Vayu Nadan, Administrative Theory, PHI Learning, New Delhi 20

Core Course

PIR6IB05

- INTERNATIONAL ORGANISATIONS AND ADMINISTRATION

The course contains discussion about the evolution and growth of international organisations and its importance in contemporary global order. Detailed study of various types of international organisations, their role in building rules and norms in international life is the aim of this course.

Module I:

(A) Evolution of International Organisations (B)
League of Nations: Structure and achievements
Failure of League of Nations.

Module II:

United Nations

United Nations Organisation: purposes and principles.
Structure and functions of Principal Organs and specialised agencies, Restructuring of UN Security Council

Module III:

UN for Peace

Peace keeping operations under UNO: A brief analysis
Collective Security measures undertaken by UNO: Korean and Iraq experiences. Disarmament efforts under UN: NPT, CTBT

Module IV.

International Organizations

Regional organizations – EU, ASEAN, SAARC
International Financial Organisations - World Bank, IMF,
WTO. New Groups -BRICS, G-20

Module V.

Major Issues

Terrorism, Climate change, Migration, Refugees, Poverty, Inequality

Books and References

8. Charles W. Kegley, etc (ed), World Politics : Trends and Transformation, St: Martins Publication, New York, 2000.
9. David J. Wittaker, The Terrorism: A Reader, Routledge, London, 2001.
10. Hans J. Margenthau, Politics among Nations: Struggle for power and peace, Revised edition, Kalyani publishers, New Delhi, 1989.
11. John Allphin Moore Jr, The New United Nations: International organization in & Jerry Pubants the 21st century, Pearson Education, New Delhi, 2008.
12. John Baylis, Steve Smith, The Globalization of World Politics: An Introduction etc; (ed) 4th edition, Oxford College Press, New York, 2008.
13. Mahendra Kumar, Theoretical Aspects of International Politics, Shiva Lal Agarwal & Company, New Delhi.
14. Palmer and Perkins, International Relations, AITBS Publishers, New Delhi, 2002.
15. Samuel Huntington, The Clash of civilizations and the Remaking of World Order, Penguin Books, New Delhi, 2008.
16. Saxena K.P, Reforming the United Nations: The Challenges and Relevance, Sage, New Delhi, 2003.
17. T. Cohn, Global Political Economy, Pearson New Delhi, 2009.

11. A. Kumar and D. Messner (eds), *Power Shifts and Global Governance: Challenges from South and North*, London, Anthem Press, 2010.
12. P. Dicken, *Global Shift: Mapping the Changing Contours of the World Economy*, New York, The Guilford Press, 2007.

Core Course –

PIR6 IB06

HUMAN RIGHTS

The course aims to develop in-depth understanding of the concept of human rights and the different approaches to it. The course also discusses major international instruments and institutions for the protection of human rights. Students are expected to know about major challenges to human rights and important laws for its protection in India by the end of the course.

Module I:

Human Rights: Meaning, evolution and importance.

Approaches: Western, Marxian, Feminist and Third World.

Module II:

UNO and Human Rights:

1. Universal Declaration of Human Rights
2. The International Covenants- International Covenants on Civil and Political Rights (ICCPR), International Covenant on Social Economic and Cultural Rights (ICESCR).
3. The Office of the United Nations High Commissioner for Human Rights (UNHCHR)

4. Module III: Human Rights in India:

a) Constitutional provisions- Fundamental rights; Directive principles of State Policy b)

Important Legislations-

- a) Protection of Civil Rights Act -1955;
- b) Prevention of Atrocities (SCs and STs) Act 1989,
- c) Right to information Act (2005)
- d) The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

e) The Rights of Persons with Disabilities Act- 2016.

c) Instrumentalities for the protection of Human Rights- National Human Rights Commission, Judiciary, Public Interest Litigation and Media.

Module IV:

Human Rights Movements: Amnesty International, Human Rights Watch, Peoples Union for Civil Liberties, Environmental Movements.

Module V:

Challenges to Human Rights:

Atrocities against women, children, other marginalized sections, Refugees and displaced persons

Books and References

1. Andrew Clapham, Human Rights: A Very Short Introduction, Oxford College Press, New York, 2007.
2. Chiranjeevi Nirmal, Human Rights in India, Oxford College Press, New Delhi, 1997.
3. Darren J.O Byrne, (ed), Human Rights: An Introduction, Pearson, New Delhi, 2004.
4. Janusz Symonides (ed), New Dimensions and Challenges for Human Rights, Rawat Publications, Jaipur, 2006.
5. Johari J.C, Human Rights and New World Order, Anmol Publications, New Delhi, 1998.
6. Krishna Iyer.V.R, Minorities, Civil Liberties and Criminal Justice, People's Publishing House, New Delhi, 1980.
7. Shashi Motilal & Bijayalaxmi, Human Rights, Gender and Environment, Allied Publishers, New Delhi, 2006
8. South Asia Human Rights Documentation Centre, Introducing Human Rights, OUP, New Delhi, 2007.
9. Ujjwal Kumar Singh (ed), Human Rights and peace: Ideas, Laws, Institutions and Movements, Sage, New Delhi, 2009.
10. Upendra Baxi, Inhuman wrongs and Human Rights, Har Anand, New Delhi, 1994
11. Upendra Baxi, The Right to be Human, Lancer International, New Delhi, 1987.
12. Pavithran K S, (ed), Human Rights in India: Discourses and Contestations, Gyanbooks, New Delhi

Core Course – PIR6

IB07

DEVELOPMENT ADMINISTRATION

The course aim to familiarise students about various ideas related to development administration. The course also includes discussions on theoretical approaches and various issues in the field.

Module I.

Concept and Meaning, Scope, Importance,
Evolution and Growth of Development Administration

ModuleII.

Theories and Approaches: Capitalist, Socialist, Mixed economy and Gandhian

Module III.

Development Administration in India.

1. Constitutional frame work-. Central, State and Local administration.
2. Social auditing – Grievances redressal Cell – Ombudsman
3. E Governance

Module IV.

Issues related to Development: Poverty, Inequality, regional disparity, Rural class structure, gender and class structure.

Module V.

Politics - Administrative Interface.

(a) Nature of grass root level politics – role of bureaucracy

Inter relationship between Politicians and Bureaucrats. Enhancing Bureaucratic capability

(b) Decentralisation and development- Concept of democratic decentralization –

Evolution and role of Panchayat Raj - Three tire system

Impact of 73rd and 74th Constitutional amendments on Panchayat Raj.

Books and References

- a) Amithav Mukherjee, Decentralisation; Panchayats in the Nineties, Vikas, NewDelhi, 1994.
- b) Atul Kohli, State and Poverty in India: The politics of reform. Orient Longman, New Delhi,1987
- c) Jan Dreze & Amerthya Sen, Indian development, Oxford College Press,Calcutta, 1996.
- d) George Mathew, Panchayat Raj: From Legislation to Movement, ConceptPublications Delhi,1994.
- e) Institute for Social Sciences, Status of Panchayat Raj in the states and UnionTerritories of India, Concept Publications, New Delhi, 2000.
- f) Richard C. Crook & James Manor, Democracy and decentralization in South Asiaand West Africa: Participation, Accountability and Performance, Cambridge College Press, 1998.
- g) Biju. M.R, Politics of Democracy and Decentralisation in India- A case study of Kerala,Atlantic, New Delhi, 1997.

- h) Sharma. A.K. & Bhaskar Roa (ed) , Research in Public Administration: AnOverview, Vikas, New Delhi, 1996.
- 8 Pai Panardiker.V, Bureaucracy and Development Administration, Center for Policy Research, New Delhi, 1978.
- i) Sharma A.K. Bhaskar Rao (ed), Research in Public Administration: An overview VikasN. Delhi 1996.
- j) T.R. Raghunandan, Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society, Orient Blackswan, 2013.
- k) Jean Dreze and Amartya Sen, An Uncertain Glory: India And Its Contradictions, Princeton College Press, 2013.

PROJECT-1

PROJECT GUIDELINES

The purpose of the project work is to familiarize the students with methods and strategies of social science research and to instill in them a passion for research and analysis. The project topic should be relevant to the study of Political Science. It should be done as group work and the group shall contain maximum of 6-7 members. The project should contain the following parts.

1. **Preliminary:** The preliminary part should contain Title Page, Certificate of Head of the Department, Declaration of the students on plagiarism and authorship, Certificate of authorship and genuinity by the research guide, Acknowledgement, List of contents, List of tables and figures, an abstract of not less than 250 words and list of abbreviations used.
2. **Introduction:** The first chapter of the study should contain a general introduction to the topic. Scope and relevance of the study together with a review of literature is to be included. The objectives, hypothesis and research methodology should also be included.
3. **Theoretical Context of the study:** The second chapter should deal with the theoretical overview of the research issue.
4. **Profile of the study/Problem specific discussion:** The third chapter of the project should be devoted for discussion of the current research problem in detail.
5. **Data Analysis and Data Interpretation:** The fourth chapter of the project must contain a detailed data analysis and clear interpretation of the data.
6. **Conclusion:** The Conclusion chapter must contain a brief revisit to the problem and highlight the findings of the study together with suggestions if any.
7. **Bibliography and References:** The project must contain a comprehensive list of bibliography in a standard format.

Preparation and submission of the Report

The project must be typed in A4 size paper. (Times New Roman 12 size font, 1.5 space) End notes must be given in a standard reference format (APA/MLA). Project must be either spiral/hard bounded. The minimum pages required is 40. The department is to maintain a register of project works conducted and the same should be attested by the external examiner and chairman of the viva board. The project reports should be submitted to the Department one month in advance of the VIth semester college examinations.

Project evaluation

The project evaluation should be conducted by a board of examiners consisting of one external examiner/Internal . They should also conduct a viva voce examination on the project topic.

The breakup of project evaluation

Sl No	Component of evaluation	Marks to be awarded
1	Project Evaluation Total 75%	
(a)	Relevance of problem	15%
(b)	Methodology	10%
(c)	Data, Discussion, analysis and results	30%
(d)	Language and style	10%
(e)	Others (Including outcomes)	10%
2	Project Viva Voce Total 50%	
(a)	Style of presentation	5%
(b)	Knowledge base	20%

Semester-VII

Sl No	Semester	Course Code and name
1	VII	PIR 7IB01 Modern Political Analysis and Political Sociology
2	VII	PIR 7IB02 Gender and Politics
3	VII	PIR 7IB03 Politics of Latin America
4	VII	PIR 7IB 04 Environment, Development and Politics

CORE COURSE

PIR 7IB 01

MODERN POLITICAL ANALYSIS AND POLITICAL SOCIOLOGY MODULE – I NATURE OF POLITICAL ANALYSIS:

- Classical and Normative approaches.
- Positivism, Behaviouralism, Post- Behaviouralism
- Structuralism and Post Structuralism
- Political Sociology as an academic discipline, meaning, importance

MODULE – II: THEORIES AND APPROACHES

- a) Input-Output Approach (David Easton) –
- b) Structural-Functional Approach (Gabriel Almond)
- c) Marxian and Weberian Approaches

MODULE – III POWER AND AUTHORITY

- a) Power-Authority-Legitimacy
- b) Elite Theory- Pareto, Mosca and Michael,
- c) Elites and Democracy

MODULE – IV POLITICAL PROCESS

- a) Political culture,
- b) Political socialization,
- c) Political communication,
- d) Political Participation

UNIT -V- MODERNISATION AND DEVELOPMENT

- a) Political Modernisation
- b) Political Development
- c) Crisis of development
- d) New Social Movements: Meaning, and Nature

Books and References

- a) Almond, Gabriel and G.B.Powell, Comparative Politics : A Developmental Approach, Oxford IBH, New Delhi, 2001
- b) Ashraf Ali, Political Sociology, Universities Press, Hyderabad, 2009 •
- c) Bottomore, Tom, ed., The Sociological Theory of Marxism, London, 1973 • 4. Bottomore, Tom, Elites and Society, Routledge, Oxon, 1993.
1. Dhal, Robert. A & Bruce Stinebrickner, Modern Political Analysis, Pearson ed., New York, 2008
2. Dowse, Robert E & Hughes, John A, Political Sociology, John Wiley and Sons, London, 1972
3. Easton, David, A System Analysis of Political Life, London, 1965
4. Janoski, Thomas et. al. eds., The Handbook of Political Sociology, CUP, Cambridge, 2005
5. Lewis A. ed. Political Sociology, Harper and Row, New York, 1966
6. Mukhopodhaya, A.K, Political Sociology :Introductory Analysis, K.P. Bakghi & Co., Calcutta, 2006
7. Rajiv Bhargava, What is Political Theory and Why do We Need It?. Oxford Uty Press, 2010
8. Robert A Dahl, Democracy and its Critiques, Orient Longman, New Delhi 1991
9. Samir Das Gupta (ed), Political Sociology, Pearson 2012
10. Shefali Roy, Society and Politics in India: Understanding Political Sociology, PHI Learning Pvt. Ltd., Delhi 2014
11. Young, Oran. R, Systems of Political Science, Prentice Hall Inc., Cliffs, 1998

CORE COURSE

PIR 7 IB 02

GENDER AND POLITICS

Course Rationale

The course explores how gender shapes politics and politics in turn shapes gender. It introduces students to key concepts, theories and debates on gender in politics. Along with studying the concept of feminism, this course will give an outline of the history of the feminist movement and engage with various feminist perspectives. The course then engages with gender and politics in India where it will look into the women's movements in India, women's political engagements and other contemporary gender debates.

Course Learning Outcome

- After undergoing the course the students will be able to understand the politics of gender
- The students will be able to evaluate various gender sensitive measures
- There will be a better understanding of the social structures of power

MODULE 1: GENDER: CONCEPTS AND IDEAS

5. Gender as a social construct
6. Gender, sex and sexuality
7. Understanding intersectionality

MODULE 2: INTRODUCING FEMINISM

- A. Conceptualising Feminism
- B. Waves of Feminism
- C. Liberal Feminism
- D. Marxist and socialist Feminism
- E. Radical Feminism
- F. Black Feminism

MODULE 3: GENDER IN POLITICAL THEORY

- A. Gender and equality
- B. Gender and justice
- C. Gender and representation

MODULE 4: GENDER AND POLITICS IN INDIA

- A. Women's movement in India
- B. Gender and political representation
- C. Contemporary gender debates in India
- D. Debates on LCBT

Reading List

- a. Agarwal, Bina, 'Gender and Command over Property: A Critical Gap in Economic Analysis and Policy in South Asia', *World Development*, 22(10), 1994: 1455–78.
- b. Amrita Basu, 'Gender and Politics', in Niraja Gopal Jayal and Pratap Bhanu Mehta (eds.), *The Oxford Companion to Politics in India*, OUP, New Delhi, 2010.
- c. Barrett, Michele, *Women's Oppression Today* (London: Verso, 1988).
- d. Butler, Judith, *Gender Trouble* (New York and London: Routledge, 1990).
- e. Chow, E. N. L., Segal, M. T., & Lin, T. (Eds.). (2011). *Analyzing gender, intersectionality, and multiple inequalities: global-transnational and local contexts*, Emerald Group Publishing. De Beauvoir, Simone, *The Second Sex* (London: Picador, 1988).
- f. Dinnerstein, Dorothy, *The Mermaid and the Minotaur: Sexual Arrangements and Human Malaise* (New York: Harper and Row, 1976).
- g. Fausto-Sterling, Anne, 'The Five Sexes: Why Male and Female Are Not Enough', in Christine L. Williams and Arlene Stein (eds), *Sexuality and Gender* (Oxford: Blackwell, 2002).
- h. Gilligan, Carol, *In a Different Voice: Psychology and Women's Development* (Harvard: Harvard College Press, 1993).
- i. Jaggar, Alison, *Feminist Politics and Human Nature* (Brighton: Harvester Press, 1983).
- j. Kessler, Suzanne J., 'The Medical Construction of Gender: Case Management of Intersexed Infants', in Anne C. Hermann and Abigail Stewart (eds), *Theorising Feminism* (Basil Blackwell, 1994).
- k. Madhu Kishwar, 'Women and Politics: Beyond Quotas', *Economic and Political Weekly*, Vol.31, NO.43, October 26, 1996, pp.2867-74.
- l. Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007
- m. M. Wollstonecraft (1792), *A Vindication of the Rights of Woman*, Penguin Classics, 2004 14. Menon, Nivedita (Eds), *Gender & Politics In India: Themes in Politics*, OUP, 2001.
- n. Okin, Susan Moller, *Justice, Gender and the Family* (New York: Basic Books, 1989).
- o. Oudshoorn, Nelly, *Beyond the Natural Body. An Archaeology of Sex Hormones* (London: Routledge, 1994).
- p. Ramanujan, A. K., *Speaking of Siva* (English trans.) (Harmondsworth: Penguin, 1973). Tharu, Susie and Tejaswini Niranjana, 'Problems for a Contemporary Theory of Gender', in Nivedita Menon (ed.), *Gender and Politics* (Delhi: Oxford College Press, 1999).
- q. R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.
- r. Squires, Judith. *Gender in political theory* / Judith Squires Polity Press Malden, Mass 1999
- s. Yuval-Davis, N. (2006) "Intersectionality and feminist politics", *European Journal of Women's Studies*, 13(3): 193-209.

CORE COURSE

PIR 7 IBO3

POLITICS OF LATIN AMERICA

Course Outcomes:

CO1 – Develop an understanding about the making of the contemporary Latin America

CO2 – Develop insights into the key trends and issues in the Neoliberal Restructuring in Latin America

CO3 – Create awareness about the Political Economy of development and underdevelopment CO4 – Comprehend major Social Movements taking place in Latin America

CO5 – Identify and evaluate the interventionist policy of the US in Latin America

CO6– Compare and contrast the Economic Integration of Latin America and the Caribbean.

COURSE CONTENT

MODULE I

Modern Latin America: From Colonialism to Independence

MODULE II

Democracy -Authoritarianism - Neoliberal Restructuring in Latin America

MODULE III

Political Economy of Development/Underdevelopment -Structuralist and Neo- Structuralist Schools

MODULE IV

Pink Tide- Left Resurgence in Latin America - Social Movements and Democracy in Latin America -The Zapatista Movement in Mexico and Landless Workers' Movement in Brazil

MODULE V Latin American and the world - US Policy in Latin America

Essential Readings

1. Harry, Vanden and Gary, Prevost. (2015). Politics of Latin America: The Power Game, 5th edition. New York: Oxford College Press.
2. Buxton, Julia and Nicola Phillips, eds. (1999), Developments in Latin American Political Economy: States, Markets and Actors, Manchester College Press, Manchester.
3. Chasteen, John Charles (2008) *Americanos: Latin American Struggle for Independence*, Oxford College Press, Oxford.
4. Close, David (2009), *Latin American Politics: An Introduction*, College of Toronto Press, Toronto.
5. Di Tella, Torcuato S. (2001) *Latin American Politics: A Theoretical Approach*, College of Texas Press, Austin.
6. Fischer, Karin, (2009) 'The influence of neoliberals in Chile before, during and after Pinochet', in Philip Mirowski and Dieter Plehwe, eds., *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*, Harvard College Press, Cambridge.
7. Frank, André Gunder (1967) *Capitalism and Underdevelopment in*
8. *Latin America: Historical Studies of Chile and Brazil*, New York: Monthly Review Press.
9. Hellinger, Daniel C. (2014) *Comparative Politics of Latin America: Democracy at Last?*, Routledge, New York.
10. Kay, Cristobal (1991) "Reflections on the Latin American Contribution to Development Theory" *Development and Change*, Vol. 22, 31-68.

11. Kay, Cristobal (2011) *Latin American Theories of Development and Underdevelopment*, Vol. 102, Routledge, London.
12. Livingstone, Grace (2009) *America's Backyard: The United States and Latin America from the Munroe Doctrine to the War on Terror*, Zed Books, London.
13. O'Toole, Gavin (2007) *Politics Latin America*, Pearson-Longman, London.
14. Prebisch, Raúl (1970) *Change And Development: Latin America's Great Task*, Inter- American Development Bank.
15. Santiso, Javier and Jeff Dayton-Johnson (2012) *The Oxford Handbook of Latin American Political Economy*, Oxford College Press, Oxford.
16. Schneider, Ronald M. (2010) *Comparative Latin American Politics*, Westview Press, Boulder, CO.
17. Stokes, Susan C. (2001) *Mandates and Democracy: Neoliberalism by Surprise in Latin America*, Cambridge College Press, Cambridge.
18. Weeks, Gregory (2014) *Understanding Latin American Politics*, Pearson, Noida.
19. Wiarda, Howard J. (1995) *Latin American Politics: A New World of Possibility*, Wadsworth Publishing Company, California.
20. Wiarda, Howard J., ed. (1992) *Politics and Social Change in Latin America*, 3rd ed. Westview Press, Boulder, CO.
21. Yashar, Deborah J. (1998) "Contesting Citizenship: Indigenous Movements and Democracy in Latin America." *Comparative Politics* 31 (October), 23-42.
22. Additional Readings
23. Gwynne, Robert N. and Cristóbal Kay (2000) "Views from the Periphery: Futures of Neoliberalism in Latin America," *Third World Quarterly*. 21(1): 141-156
24. O'Malley, Anthony and Henry Veltmeyer (2013) "The PRSP: Poverty Reduction Through Inclusive Neoliberalism," in Henry Veltmeyer and Darcy Tetreault, eds. *Poverty and Development in Latin America: Public Policies and Development Pathways*. Sterling, VA: Kumarian Press: 143-162
25. Césaire Aimé (2001) *Discourse on Colonialism*, Monthly Review Press, New York.
26. Dominiguez, Jorge I (2014) *Parties, Elections and Political Participation in Latin America*, Routledge, New York. Flores-Macías, Gustavo. 2010. "Statist v. Pro-Market: Explaining Leftist Governments' Economic Policies in Latin America," *Comparative Politics*, Vol.42, No. 2, pp. 413- 433.
27. . (1992) *The Making of Social Movements in Latin America*. Westview, Boulder.
28. Galeano, Eduardo (1997) *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* , Monthly Review Press, New York.
29. Hoffman, Kelly, and Miguel Angel Centeno (2003) "The Lopsided Continent: Inequality in Latin America." *Annual Review of Sociology* 29: 363-90.
30. Kingstone, Peter and Deborah J. Yashar eds. (2012) *Routledge Handbook of Latin American Politics*, Routledge, Oxon.
31. Loveman, Brian and Thomas M. Davies Jr.(1997) *The Politics of Anti-Politics: The Military in Latin America*, S.R. Books, Lanham.

CORE COURSE

PIR 71B04 ENVIRONMENT, DEVELOPMENT AND POLITICS

Introduction

The course provides an advanced theoretical understanding of the relationship between development problems and environmental issues. Students will explore these relationships from the perspectives of political ecology, development geography and environmental governance.

Course Out come

CO1-Students will develop awareness of contemporary development issues, problems and policies through engagement with development theory.

CO2- Enhance understanding of framing and problem-solving challenges at the interface of environment and development with learning of political theory, political science and political ecology theories and environmental justice lenses.

CO3-Gain critical analytical skills to uncover reciprocal relationships between changing natural environments and dynamic livelihood strategies, or the nature of power, difference and inequality within economic, social, physical and cultural environments.

CO4- Develop interdisciplinary understanding of the ways in which the human and physical world is revealed through representations of space, place and landscape.

MODULE – I ECOLOGY AND ENVIRONMENT

- Eco System, Environment and Bio Diversity
- Preservation and Conservation of Ecology
- Green Politics,
- Eco-Feminism,

MODULE – II PERSPECTIVES IN DEVELOPMENT

1. Capitalist, Socialist and Third World Perspective
2. Gandhian Perspective
3. Marxian Perspective
4. North South Divide,

MODULE -III GLOBAL ENVIRONMENT GOVERNANCE

- a) Sustainable development
- b) Role of UN Agencies , SDGs
- c) Stock Home Conference,
- d) UNEP,
- e) Brundtland Report, Earth Summit, WCSD

MODULE – IV ENVIRONMENT AND DEVELOPMENT IN INDIA

- a) Eco Managerialism. Role of Panchayat Raj Institutions.
- b) Chipco Movement,
- c) Narmadha Bachavo Antholan,
- d) Appikko Movement,
- e) Silent Valley

MODULE - V ENVIRONMENTAL ISSUES AND DISASTERS

- a) Politics of Water
- b) Politics of Global Warming
- c) Climate Change Politics
- d) Effect of war on environment

Books and References

- Alvarea, Claude and Billorey Ramesh, Daming the Narmada – Third World Network/APPEN.
- Casjer.F.W. and Turnock D., Environmental problems in Eastern Europe , Roulledge, New York, 1993
- Center for Science and Environment (CSE), The State of India's environment: A Second Citizen's Report, CSE Delhi 1985
- Center for Science and Environment (Stockholm 5-16 June 1982: A Citizen's Report (New Delhi, Center for Science and environment" 1982)
- Chakraborty N.K. Environment Protections and Law, Ashish Publications, New Delhi 1993.
- Desai Vasanth, Forest Management in India Issue and problems Himalaya Publication, House, New Delhi 1991.
- Gadgil Madhav and Ramachandra Guja Geology and equity , Penguin, New Delhi, 1985
- Hamza Alavi and Tedear Shani, Introduction to the sociology of developing Societies
- Iyer K. Gopal, Sustainable Development : Ecological and socio-cultural dimensions, Vikas New Delhi 1991
- J.K. Das – Indigenous People's sustainable development and human rights
- Kothari Ashish, Singh Neers and Suri Sadoni (ed) People and Protected Area towards Participatory Conversation in India, Sage Publications, New Delhi 1996.
- PandeyDeep Narayan, Beyond vanishing woods, Center for sustainable Development, HimanshuPublications, New Delhi 1996
- UN Conference on the Human Environment (Stockholm 5-16 June 1972) Report A/48/Rev.

PIR 07II 01 ABILITY ENHANCEMENT COURSE

COURSE TITLE: BASICS OF COMPUTER

Course Objective: The major objective of this course is to give students a general awareness on basic computer skills and Its use in education. Completion of the course will result in awareness of computer applications knowledge and skills.

Course Description: The course aims to equip a student with fundamental 'Computer Literacy' mainly for the academic purpose. The student will learn to use computers as well as basic. This course provide 'hands on' knowledge of computer applications.

Student learning outcome

Upon completion of this course, the student will be able to apply technical knowledge and perform technical skills with regard to computers for their higher studies/research. Also, the candidate would be capable to utilize the Internet Web resources for knowledge.

Method of evaluation: 30% weightage for written exam, 20 % weightage for Viva and remaining 50% for practical examination.

Scheme of Course:

Module 1:

- a) Know the computer
- b) Software, Hardware

Module II:

- a) Essential Programmes - MS Office, Word, Excel
- b) Introduction to free software
- c) Use of Internet - browser navigation, bookmarks, web addresses and hyperlinks
- d) Searching — use of search engines

Module III Online Courses

- a) MOOC (Student my be asked to register for a MOOC Course)
- b) Collecting Academic resources/Data
- c) Access to Online Journals

Semester VIII

Sl. No	Semester	Course Code and name
1	VIII	PIR 8IB01 Postcolonial International Relations
2	VIII	PIR 8IB02 Diaspora Studies
3	VIII	PIR 8IB03 Peace and Conflict Studies
4	VIII	PIR 8IB04 Public Policy
5	VIII	Professional Competency Course PIR 8II 02: Field Survey and Data Analysis

CORE COURSE-

PIR 8IB01 :POSTCOLONIAL INTERNATIONAL RELATIONS

Course Rationale

The central concepts and theories of ethnocentric International Relations have colonial roots. This course looks at the colonial underpinnings of 'dominant' International Relations. It may help students to examine the colonial nature of universal claims of dominant discourses in International Relations. It will also encourage students to understand the hitherto silenced voices at the margins of history. Understanding the

social, political, cultural, and historical conditions in the postcolonial states of Latin America, Africa, and Asia will throw light on non-Western perspectives in International Relations.

Course Outcome

CO1- Genealogically trace the link between dominant discourses in International Relations and colonialism.

CO2- Identify and examine the colonial underpinnings of major concepts and theories in International Relations.

CO3- Develop the skills to explain the non-western perspectives in International Relations. CO 4- Observe the political conditions in the postcolonial states in the regions of Latin America, Africa, and Asia.

Course Content

MODULE I. COLONIALISM IN INTERNATIONAL RELATIONS

- a) Eurocentrism in the discipline of International Relations
- b) Critique of dominant theories
- c) Non-Western perspectives
- d) Postcolonialism

MODULE II. COLONIAL UNDERPINNINGS OF MAJOR CONCEPTS

- e) Sovereignty and international law
- f) Boundaries and identities
- g) Nation state and Nationalism
- h) Domestic-international binary

MODULE III. POLITICAL ECONOMY OF POSTCOLONIAL STATES

- i) Modernization versus dependency perspective
- j) Globalization
- k) Neocolonialism

MODULE IV. THE COLONIAL PRESENT IN ASIA, AFRICA, AND LATIN AMERICA

- l) Development and underdevelopment
- m) Political regimes and democratisation
- n) Social and economic changes

Reading List

- Acharya, Amitav, & Buzan, Barry. (Eds.) (2010). *Non-Western International Relations Theory*. New York: Routledge.
- Archetti, Eduardo P et al. (Eds.) (1987). *Sociology of Developing Societies: Latin America*. London: Macmillan Education.
- Brown, C. (2001). *Borders and Identity in International Political Theory*. In M. Albert, D. Jacobson, & Y. Lapid (Eds.), *Identities, Borders, Orders: Rethinking International Relations* (Vol. 18, pp. 117-136). London: College of Minnesota Press.
- Chatterjee, Partha. (2011). *Lineages of Political Society: Studies in Postcolonial Democracies*. New York: Columbia College Press.
- Chatterjee, Partha. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. New Jersey: Princeton College Press.

- Dunn, K. C. (2001). *Africa's Challenge to International Relations Theory*. New York: Palgrave Macmillan.
- Fanon, Frantz. (1986). *Black Skin, White Masks*. United Kingdom: Pluto Press.
- Gandhi, Leela. (2019). *Postcolonial Theory*. New York: Columbia College Press.
- Jalal, Ayesha. (1996). *Democracy and Authoritarianism in South Asia: A Comparative Historical Perspective*. New Delhi: Cambridge College Press.
- Kingstone, Peter, & Yashar, Deborah J. (Eds.) (2016). *Routledge Handbook of Latin American Politics*. New York: Routledge.
- Krishna, Sankaran. (2013). IR and the Postcolonial Novel: Nation and Subjectivity in India. In S. Seth (Ed.), *Postcolonial Thought and International Relations* (pp. 124-143). London & New York: Routledge.
- Krishna, Sankaran. (2001). Race, Amnesia, and the Education of International Relations. *Alternatives*, 26, 401-424.
- Muppidi, Himadeep. (2012). *The Colonial Signs of International Relations*. Princeton: Princeton College Press.
- Nandy, Ashis. (1988). *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. New Delhi: Oxford College Press.
- Nkrumah, Kwame. (1965). *Neocolonialism, The Last Stage of Imperialism*. London: Thomas Nelson & Sons.
- Spivak, Gayatri. (2009). *A Critique of Postcolonial Reason: Toward A History of the Vanishing Present*. Cambridge: Harvard College Press.
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CORE COURSE

PIR 8IB02 DIASPORA STUDIES

Course Rationale

The global movements of people, products, services and ideas expands the horizons of political and cultural interactions of human beings blurring the territorial boundaries. The onslaught of globalization in recent years has been changing its nature and alludes to new critical issues. This course would enable students to conceptualize the notions of migration and diaspora and their significance in explaining human interactions. It may also strengthen learners to broaden their skills to address the emerging issues in the fields of migration and diaspora relations. **Course Outcome**

CO 1- Understand the concepts and theories on migration and diaspora.

CO 2- Examine and identify solutions in the fields of migration and diaspora relations in the background of globalization.

CO 3- Develop the skills to explain the intricacies in culture, politics and economy of diaspora engagements.

CO 4- Observe the changing nature and importance of diaspora engagements in India.

COURSE CONTENT

MODULE-1 .INTRODUCTION TO DIASPORA STUDIES

1. Defining Diaspora Studies, Nature ,Scope and Development
2. Theories ofDiaspora
3. Types of diaspora domestic, global, reverse, circular etc.
4. Push and pull factors

MODULE-2 .MIGRATION AND DIASPORA

- o) Migration- Meaning and types
- p) Theories of Migration
- q) Reasons of Migration
- r) Migration and the state

MODULE-3 .MAJOR ISSUES IN DIASPORA

- s) Globalization
- t) Identity and social mobility
- u) Xenophobia
- v) Ethnicity, culture and media

MODULE-4 .INDIAN DIASPORA

- w) Diaspora policies and government initiatives
- x) Returning diaspora
- y) Soft power diplomacy and foreign policy
- z) Remittance economy and its concerns in Kerala

Reading List

- i. Carens, Joseph. (2008). "The Rights of Irregular Migrants," *Ethics and International Affairs*, 22(2), 163-186.
- ii. Cohen, Robin. (1997). *Global Diaspora: An Introduction*. London: UCL Press.
- iii. Daniel Boyarin and Jonathan Boyarin. (1993). "Diaspora: Generation and the Ground of Jewish Identity". *Critical Inquiry*, 19(4): 693-725.
- iv. Jana Evans Braziel and Anita Mannur (2003). "Nation, Migration, Globalization: Points of Contention in Diaspora Studies." In: *Theorizing Diaspora*. Ed. Braziel and Mannur. Oxford: Blackwell, pp. 1-10.
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- vi. Gilroy, Paul. (2003). "The Black Atlantic as a Counterculture of Modernity." In: *Theorizing Diaspora*. Ed. Braziel and Mannur. Oxford: Blackwell, pp. 49-80.
- vii. Rajan, Irudaya S, (Eds). (2018). *Indian Migration Report*. London: Routledge India.
- viii. Stephen Castles and Mark J. Miller. (1998). *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.
- ix. Hall, Stuart. (2003). "Cultural Identity and Diaspora." In: *Theorizing Diaspora*. Ed. Braziel and Mannur. Oxford: Blackwell, pp. 233-246.
- x. Robin Cohen and Carolin Fischer (Eds). (2018). *Routledge Handbook of Diaspora Studies*. Routledge.
- xi. Thapan, Meenkashi (Eds.). (2005). *Transnational Migration and the Politics of Identity*. New Delhi: Sage.
- xii. Vertovec, Steven and Robin Cohen (Eds.). (1999). *Migration, Diaspora and Transnationalism*. London: Edward Elgar.

CORE COURSE

PIR 8IB 03:

PEACE AND CONFLICT STUDIES

Course Rationale

Violence and peace continue to be a critical area of study cutting across the boundaries of social science disciplines. However, they are hardly considered as independent or separate categories in social science research. Theories of modernisation and nationalism failed to explain the persistence of violence unmindful of the ideologies, nationalities and regimes. This course would be an attempt to explain the theories and methods on violence and peace. It may help students understanding key issues related to peace building and conflict resolution. It may also strengthen students to examine sources of violence and peace in contemporary societies. **Course Outcome**

CO 1- Provides theoretical understanding of violence and peace and limitations of modernisation theses. CO 2- Develop broad framework to explain concepts and issues related to conflict resolution and peace building. CO 3- Acquire the skills to develop alternative tools to explain violence and peace in postcolonial societies. CO 4-Expose the interrelations between events of peace, religion, ideologies, nationalism, gender, education, economy and State.

Course Content

MODULE -1 INTRODUCTION

- Defining Conflict-Meaning and nature
- Politics as conflict and Conflict resolution
- (C)Sources of Conflict-Individual and Social
- (D)Theories on Conflict resolution

MODULE -2 PEACE AND NON VIOLENCE

- (A)Conceptualizing nonviolence
- (B)Gandhi's Ahimsa
- (C)Practical aspects of nonviolence
- (D)World views on nonviolence

MODULE -3 CONFLICT RESOLUTION

- (A) Conflict prevention, management and resolution
- (B)Agencies of conflict resolution
- (C)Issues in conflict management
- (D) UN and pacific settlement of disputes

MODULE -4 PROSPECTS IN PEACE BUILDING

- (A)State
- (B)Religion
- (C)Gender
- (D)Peace education

Reading List

1. Agamben, Giorgio. (2005). *State of Exception*. Chicago: College of Chicago Press.
2. Appadurai, Arjun. (1998). *Dead Certainty: Ethnic Violence and the Era of Globalization*. *Public Culture*, 10(2), pp. 225 - 247.
3. Appadurai, Arjun. (2006). *Fear of Small Numbers*. Durham: Duke College Press.
4. Arendt, Hannah. (1970), *On Violence*. New York: Harcourt, Brace & World.
5. Benjamin, Walter. (1996). *Selected Writings, Vol. 1*. In M. Bullock, & M. W. Jennings, (Eds) London: Harvard College Press. Brass, Paul. R. (2003). *The Production of Hindu-Muslim Violence in Contemporary India*. Seattle: College of Washington Press.
6. Brass, Paul. R. (2006). *Forms of Collective Violence: Riots, Pogroms, and Genocide in Modern India*. New Delhi: Three Essay Collective.
7. Bruce, Steve. (2005). *Religion and Violence: What Can Sociology Offer?* *Numen*, 52(1), pp. 5-28.
8. Butler, Judith. (2020). *The Force of Nonviolence: An Ethico-Political Bind*. London: Verso.
9. Collins, Randall. (2008). *Violence: A Micro-Sociological Theory*. Princeton: Princeton College Press.
10. Das, Veena. (2007), *Life and Words*. California: College of California Press.
11. Devare, Aparna. (2017). *Understanding Differing Conception of Violence through Self/Other Relations in Gandhi and Fanon*. *Journal of International Political Theory*, 13(2), pp. 215 - 232.
12. Devji, Faisal. (2012). *The Impossible Indian*. Cambridge: Harvard College Press.
13. Gandhi, M. K. (1978). *The Collected Works of Mahatma Gandhi (CWMG)*. New Delhi: Publication Division, Ministry of I & B.
14. Galtung, Johan. (1969). "Violence, Peace and Peace Research", *Journal of peace Research*, 6(3), 167 - 191.
15. Galtung, Johan. (1990), "Cultural Violence", *Journal of Peace Research*, 27(3), pp. 291 - 305.
16. Girard, Rene. (2005), *Violence and the Sacred*. London: Continuum.
17. John, M. S. (2006). "Feminism and Peace Studies: Taking Stock of a Quarter Century of Efforts", *Indian Journal of Gender Studies*, 13(2), pp. 137-162.
18. Kapila, Shruthi. (2013), "A History of Violence", in F. Devji, & S. Kapila, (Ed.) , *Political Thought in Action*, New York: Cambridge College Press, pp. 177-199.
19. Parekh, Bhikhu. (1989). *Gandhi's Political Philosophy: A Critical Examination*. London: Macmillan Press.
20. Parel, Anthony. J. (1997). *Hind Swaraj and Other Writings*. New York: Cambridge College Press.
21. Ricoeur, Paul. (1964). *The Historical Presence of Non-violence*. *Cross Currents*, 14(1), pp. 15 - 23.
22. Sharma, Jyotirmaya. (2021). *Elusive Nonviolence: The Making and Unmaking of Gandhi's Religion of Ahimsa*. Chennai: Context.
23. Sorel, Georges. (2004), *Reflections on Violence*, Cambridge: Cambridge College Press.

CORE COURSE

PIR 8IB 04:

PUBLIC POLICY

Learning Outcomes

CO1 - Understand and describe the meaning, importance, and scope of public policy

CO2 - Point up the process of Public Policy making and implementation and the role of significant actors associated with it.

CO3 - Elucidate important approaches in the implementation of Public policy.

CO4 – Provide an outline of policy evaluation methods and their criteria.

CO5 – Comprehend the effects of Globalization on Public Policy

MODULE I: INTRODUCTION

- a) Nature, Scope and Importance of Public Policy
- b) Evolution of Policy Science
- c) Types of Public Policy

MODULE - II POLICY FORMULATION

- a) Models in policy formulation, Rational model, incremental, optimal
- b) Process of Policy Formulation
- c) Agencies and Institutions in policy making -Executive, Legislature, Pressure Groups, NGOs
- d) Impact of Globalization on Public Policy Making

MODULE - III POLICY IMPLEMENTATION

- a) Role of Executive and Bureaucracy
- b) Mechanism of execution of public policy
- c) Other agencies in implementation

MODULE IV POLICY EVALUATION

- a) Significance of policy evaluation and Criteria
- b) Role of evaluating Institutions Policy Evaluation Methods- Process Evaluation, Outcome Evaluation, Impact Evaluation, CostBenefit Evaluation
- c) Democracy and Public Policy

Books for Reference

- Rajesh Chakrabarti, Public Policy in India, Oxford press
- Sapru R.K. Public Policy Formulation, Implementation and Evaluation , Sterling Publishers, Delhi 3. Rathod , Framework of Public Policy , The Discipline and its Dimensions , Commonwealth publishers, Delhi
- R K Sapru, Administrative Theories and Management Thoughts, PHI Learning, 2013
- Hazary, Narayan, Development Administration, New Delhi, APH, 2005.
- Hoshiar singh, Pankaj Singh, Indian Administration, Pearson, 2011.
- Maheswari, Public Administration in India, Mac Millian India., 2000.
- P B Rathod, Shilaja Nagendra,&Helen Lauer, Contemporary Public Administration: Ideas andIssues, ABD Publishers, 2004.
- Peter W House, The art of Public Policy Analysis, Sage, London 1982Birkland, T. A. (2019). An introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, Routledge.
- Bidyut Chakrabarty.(2019).Public Policy: Concept, Theory and Practice, Sage.
- Dye, Thomas R.(2013). Understanding Public Policy, Pearson.
- Frank Fischer.(2007). Handbook of Public policy analysis Theory, Politics and Methods, CRCPress, Taylor And Francis Group.
- Kuldeep Mathur .(2015) Public Policy and Politics in India; Oxford College Press.
- Lindblorn, C.E. (1968).The Policy-Making Process, Prentice Hall
- Paul H Appleby .(1949). Policy and Administration, College of Alabama Press.
- Pradeep Sahni. (1987). Public Policy: Conceptual Dimension, Kitab Mahal
- RK.Sapru. (2009). Public Policy- Formulation, Implementation and Evaluation; Sterling
- Rumki Basu .(2012). Public Administration Concepts and Theories; Sterling
- Weimer, D. L., & Vining, A. R. (2017). Policy analysis: Concepts and Practice. Routledge

PROFESSIONAL COMPETENCY COURSE**PIR 8II 02: FIELD SURVEY AND DATA ANALYSIS****Objective:**

This course aims to develop a strong understanding on conducting survey and analyzing the data through field based activities which would increase the professional competency of a Political Science student. The student should understand different stages of effective conduct of a social science survey including planning, defining the main objectives of the survey, setting the frame of the survey, sample design, data collection and processing, use of tools and techniques of data analysis etc.

Students may be divided into different groups (5-6 members) and conduct a field survey to collect data on a particular theme. Then a report is prepared after analyzing the data collected through survey. The report should contain minimum 1500 words and be presented as a seminar. The survey samples should not be less than 100. The report should be given 80% weightage and presentation 20%.

SEMESTER IX

Sl. No	Semester	Course Code and name
27	IX	PIR 9IB01 Research Methodology -II
28	IX	PIR 9IB02 Government and Politics in South Asia
29	IX	PIR 9IB03 Citizenship and Ethnic Minorities
Elective papers. Select Any Two papers from the Given List		
30	IX	PIR 9 IE01 e-Governance
31	IX	PIR 9 IE02 China and the World
32	IX	PIR 9 IE03 : Comparative Politics

CORE COURSE

PIR9 IB01 RESEARCH METHODOLOGY II

Course Rationale

The course is aimed to create awareness on advanced research techniques among the students. The course is expected to create statistical skills and awareness among students in dealing with research

Course outcomes

- CO1-Acquaints with quantitative and qualitative research methods
- CO2-Identifies and applies scaling techniques
- CO3-Applies statistics in social research
- CO4-Distinguishes the various components and format of report
- CO5-Create awareness about ethics in research

MODULE 1: MEASUREMENT AND SCALING

- a) Measurement in Research, Measurement Scales: nominal scale, ordinal scale,
- b) interval scale, ratio scale., Sources of Error in Measurement
- c) Scaling- Meaning, Purpose, Basic problems of Scaling,

MODULE 2 :STATISTICS IN SOCIAL RESEARCH

- a) Nature, Use and Limitations of Statistics in Social Research
- b) Measures of Central Tendency: Mean, Median and Mode;
- c) Measures of Dispersion: Mean Deviation, Standard Deviation
- d) Correlation-Meaning and types, Regression,
- e) Parametric test: t-test;
- f) Non-parametric test: Chi-square Test

MODULE 3 DATA PROCESSING AND ANALYSIS

- a) Classification and Tabulation of data –Tables
- b) Graphical and Diagrammatic representation of Data : Graphs-Histogram
- c) Diagrams- Bar Diagram and Pie Diagram
- d) Data Analysis: Editing, Coding and Classification of Data, Interpretation and Inference

MODULE 4 REPORTING AND C WRITING

- a) Report Writing : Purpose and Types of reports
- b) Style Manuals: MLA, APA; Referencing , Bibliography and Indexing
- c) Ethics in research: Plagiarism, Use of Softwares in Social Research
- d) Use of Computers in research, Artificial Intelligence

Reading List

1. Bridge Somek, Lewin, Research Methods in the Social Sciences, Vistaar Publications, New Delhi, 2008.
2. Chatterji, Rakhari, Methods of Political Enquiry, The World Press Private Ltd., Calcutta, 1970.
3. Donileen R Loseke, Methodological Thinking: Basic Principles of Social Research Design, Sage, New Delhi, 2013
4. Ghosh.B.N, Scientific Method and Social Research, Sterling, New Delhi.
5. Gilbert Nigel(ed), Researching Social life, Sage Publication, New Delhi, 1993.
6. Goode and Hatt, Methods in Social Research, Mc.Graw-Hill, New York, 1952.
7. Gopal Lal Jain, Research Methodology: Methods Tools and Techniques, Mangal Deep Publications, Jaipur, 2003.
8. Hammersley, Martyn, The Politics of Social Research ,Sage Publication , New Delhi- 1995.
9. Johnson, Janet Buttolph and Joslya, Richard A Political Science Research Methods, Prentice Hall of India Private Ltd, New Delhi 1983.
10. Kerlinger .F.W, Foundations of Behavioral Research, Surjeeth ,Publications, New Delhi.
11. Kothari.C.R., Research Methodology :Methods and Techniques, New Age International, New Delhi, 2004.
12. Krishnaswami.O.R & Ranganathan M, Methodology of Research in Social Sciences, Himalaya, 2006.
13. Kumar, Ravijith, Research Methodology: A Step by Step Guide to Beginner, Pearson, New Delhi, 2005.
14. Law, John, After Method, Mess in Social Science Research, Routledge, Taylor and Francis, London, 2004
15. Morgan, Garety(ed), Beyond Method: Strategies for Social research, Sage publication, New Delhi, 1983.
16. Morton, Rebecca B, Methods and to the Models: A Guide to the Empirical 'Analysis of formal models in Political Science, Cambridge College Press, UK, 1999.
17. Sayer, B.A.V. Prasad, D.Ravindra and Satyananayana.P (eds), Research Methods in Social Science, Sterling Publishers Pvt.Ltd, New Delhi, 1983
18. Sharma.B.A.,V.Prasad & Sathyanarayana.P (eds); Research Methods in Social Sciences, Sterling, NewDelhi,1983.
19. Singleton Royce Jr.(eds), Approaches to Social Research, Oxford College Press, New York, 1988.
20. Young.P.V : Scientific Social Surveys and Research, Asia Publishing House, Bombay, 1997.

CORE COURSE

PIR 9IB02 GOVERNMENT AND POLITICS IN SOUTH ASIA

Introduction

This paper introduces students to the countries of South Asia, their common colonial legacy, struggle for freedom, and the developments of democratic institutions and politics. The profile of South Asian political systems with a critical evaluation of their work will equip the students to understand the region better. The major issues and challenges that are a common threat to the region like terrorism, religious fundamentalism, poverty, and environmental degradation are given adequate focus in the course.

MODULE 1 SOUTH ASIA AS A REGION

- a) Constituent Countries-Demography
- b) Historical background of common colonial legacy
- c) Struggle for freedom and independence

MODULE II SOUTH ASIAN POLITICAL SYSTEMS

- a) Profile of South Asian Political Systems

- b) India, Sri Lanka, Pakistan, Bangladesh, Nepal, Maldives,
- c) Bhutan, and Afghanistan

MODULE III CRITICAL ASSESSMENT

- a) Critical Assessment of Political systems in South Asian countries- focussing on Democracy, Military Rule, Monarchy, Authoritarianism,
- b) Decentralised Governance
- c) Political Parties – Elections

MODULE IV -REGIONAL INTEGRATION AND COOPERATION

- a) SAARC –Origin, structure, role, and relevance.
- b) SAFTA, and SAPTA.
- c) Future challenges of economic integration

MODULE V MAJOR ISSUES AND CHALLENGES

- a) Major issues and challenges in South Asia
- b) Terrorism,
- c) Poverty,
- d) Religious Fundamentalism

Reading List:

1. Brass, Paul, R. (Ed). Routledge Handbook of South Asian Politics, 2010.
2. Jala,Ayesha- Democracy and Authoritarianism in South Asia. A Comparative and Historical Perspective, Cambridge College Press,1995
3. Bose, Sugata & Jalal, Ayesha -Modern South Asia. History, Culture, Political Economy, Oxford College Press, 1997
4. Robert C. Oberst Yogendra K. Malik Charles H. Kennedy Ashok Kapur Mahendra Lawoti Syedur Rahman Ahrar Ahmad - Government and Politics in South Asia, Routledge, 2019
5. Kukreja, V. and Singh, M.P. (eds.) Democracy, Development, and Discontent in South Asia. New Delhi: Sage, 2008
6. Baxter Craig- Government and Politics in South Asia, Westview Press, London, 1998
7. Johari,J C - Governments and Politics of South Asia, New Delhi, Sterling, 1991
8. Douglas Allen (ed.), Religion and Political Conflict in South Asia: India, Pakistan, and Sri Lanka, Praeger/Greenwood, 1992
9. Rajiv Kumar & Omita Goyal (Eds) . Thirty Years of SAARC: Society, Culture and Development, Sage Publications, 2016
10. Neil Devotta ed., An Introduction to South Asian Politics, Routledge, 2016

CORE COURSE

PIR 9IB03

CITIZENSHIP AND ETHNIC MINORITIES

PRE-REQUISITES FOR THE COURSE

- Basic understanding of the Indian Constitution, Political Ideologies and International relations and organisations
- Skills in the language to read and write academic articles.

COURSE OBJECTIVES:

- To develop a conceptual understanding of citizenship acts in India and the world
- To generate an understanding among the students on intercultural issues related to ethnic and religious minorities.
- Impart democratic values to encourage intercultural understandings from national and global perspectives.
- To develop critical insights into diverse perspectives on sociopolitical issues and trends related to globalisation and cross-cultural interactions.
- Create an awareness of the contemporary requirements of a global citizenship perspective beyond the boundaries of ethnic nationalism.

COURSE OUTCOME

CO1. Students will be able to identify the dimensions and issues in globalisation and global citizenship. CO2. Students will be able to identify the components of intercultural understanding and reflect on their position on a continuum.

CO3. Students will be able to explore and identify foundational political and philosophical elements present in current discourses on citizenship, specifically as it applies to human migration.

CO4. Students will be able to recognise and discuss their personal and social identities, as well as gain an understanding of their sense of self-efficacy within a community justice framework.

CO5. Students will be able to understand citizenship laws in India and the world.

Course Content

MODULE 1: CONCEPTUALIZING CITIZENSHIP

- a) Evolution of the concept of citizenship
- b) Determining Factors of Citizenship
- c) Theories of citizenship, Liberal Theory, Communitarian Theory, Marxist Theory d) Feminist Perspective
- e) Rights and Citizenship

MODULE 2: ETHNICITY, NATIONALISM AND CITIZENSHIP

- a) Concepts of Ethnicity and Nationality
- b) Identity Politics and Nationalism
- c) Ethnic minorities
- d) Social Exclusion and minority rights
- e) Stateless ethnic communities

MODULE 3: CITIZENSHIP IN INDIA

- a) Indian Constitution and Citizenship
- b) Citizenship Act 1955
- c) Minority Rights in India
- d) Religious minorities and Ethnic Minorities in India
- e) Rights and Duties of Citizens

MODULE 4: ETHNICITY, MULTICULTURALISM AND CITIZENSHIP: GLOBAL PERSPECTIVE

- a) Dimensions of Global Citizenship
- b) Globalisation and Inequalities
- c) Global Citizenship and Social Movements

MODULE 5 CITIZENS AND ALIENS:

- a) The Migrant Communities
- b) The Rights and Obligations of Immigrant Citizens and Non-Citizens
- c) Cultural citizenship and religious/ethnic minorities
- d) UN Conventions for the Rights of Ethnic Minorities

READING LIST

1. Anderson, Benedict. *Imagined Communities*. London: Verso, 1991.
2. Roy, Anupma. *Mapping Citizenship in India*. New Delhi: Oxford College Press, 2010.
3. Appiah, K. A. T. *The Lies that Bind: Rethinking Identity*. New York: Liver light Publishing, 2018.
4. Simpson, Audra, *Mohawk Interruptus: Political Life Across the Border of Settler States*. Durham: Duke College Press, 2014.
5. Barry, Brian, *Culture and Equality: An Egalitarian Critique of Multiculturalism*. London: Harvard College Press, 2001.
6. Orjuela, Camilla, *The Identity Politics of Peace Building*. New Delhi: Sage Publication, 2008.
7. Gupta, Dipankar, *Culture Space and the Nation-State*. New Delhi: Sage Publication, 2000.
8. Hobsbawm, E.J., *Nations and Nationalism Since 1780*. Cambridge: Cambridge College Press, 1992.
9. Nakano Glenn, Evelyn, *Unequal Freedom: How Race and Gender Shaped American Citizenship*. London: Harvard College Press, 2002.
10. Hilton, Forrest and Sinclair Thomson, *Revolutionary Horizons: Past and Present in Bolivian Politics*. London: Verso, 2007.
11. Frederick E. Hoxie, *A Final Promise: The Campaign to Assimilate the Indian*. Lincoln: Bison Books, 2001.
12. Gerstle, Gary, *American Crucible: Race and Nation*. Princeton: Princeton College Press, 2002.
13. James C. Scott, *Seeing Like a State*. New Haven: Yale College Press, 1999.
14. Kymlicka, Will, ed. *The Rights of Minority Cultures*. New York: Oxford College Press, 1995.
15. Kymlicka, Will, *Multicultural Citizenship*. New York: Oxford College Press, 1995.
16. McGhee, H. *Racism drained the pool*. New York: One World, 2021.
17. Vora, Neha, *Impossible Citizens: Dubai's Indian Diaspora*. London: Duke College Press, 2013
18. W. Norman, W. & Kymlicka, W. (2003). *Citizenship in Diverse Societies*. New York: Oxford College Press, 2003.
19. Susan Okin, *Is Multiculturalism Bad for Women?* Princeton: Princeton College Press, 1999.
20. Bhiku Parekh, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. London: Palgrave, 2002.
21. Radha Kumar, *Negotiating Peace in Deeply Divided Societies*. New Delhi: Sage Publications:, 2009
22. Bhargava, Rajeev, *Politics and Ethics of the Indian Constitution*. New York: Oxford College Press, 2008
23. Bellamy, Richard, *Citizenship: A very short introduction*. New York: Oxford College Press 2008.
24. Gutmann, Amy (Ed.) *Multiculturalism: Examining the Politics of Recognition*. Princeton: Princeton College Press, 1994.
25. Bhabha, Jacqueline, and Shutter Sue, *Women's Movement: Women Under Immigration, Nationality and Refugee*. Herndon: Trentham Books, 1994.
26. Bock, Gisela, and Thane Pat (editors), *Maternity and Gender Policies*. Routledge: London, 1991.
27. Bryson, Valerie, *Feminist Political Theory*. Basingstoke: Palgrave, 1992
28. Giddens, Anthony, *Modernity and Self-Identity*. Cambridge: Polity Press, 1991.

SEMESTER IX (ELECTIVES)

Elective Course-1

PIR 9 IE01 e-Governance Course

Rationale

e-Governance, as a sub discipline of public administration or public policy, redefines the role and functions of government and its relationship with citizens. The adoption of digital tools in administration also raises critical political and ethical questions. The purpose of this course is to encourage students to participate in new discussions on politics of technologies. This course will help students to familiarise key concepts, models, and limitations of digital governance. The course also looks at the recent debates on the adoption of technologies in Indian administration such as issues of privacy, transparency, and introduction of AI tools.

Course Outcome

CO 1- Familiarise the key concepts, models, and theories of e-Governance.

CO 2- Observe the cases of e-Governance initiatives and best practices in India.

CO 3- Develop the skills to critically explain the new developments in digital governance.

CO 4- Understand the limitations in adopting new technologies in politics and administration.

Course Content

MODULE I. KEY CONCEPTS

(A) e-Governance – meaning, scope and significance

(B) Models of e-Governance

(C) Process reengineering

MODULE II. LEGAL FRAMEWORKS IN INDIA

(A) Information Technology Act, 2000 – features and amendments

(B) National e-Governance Plan (NeGP)

(C) Right to Service Act

MODULE III. APPLICATIONS

(A) Administration and service delivery

(B) Rural development and agriculture marketing

(C) Economic development

MODULE IV. CASE STUDIES

(A) Akshaya project in Kerala

(B) BHOOMI in Karnataka

(C) e-Seva in Andhra Pradesh

MODULE V. MAJOR DEBATES

(A) Digital divide

(B) Privacy

(C) AI and ethics

Required Readings

1. Ahuja, Manoj, & Singh, A P. (2006). Evaluation of Computerisation of Land Records in Karnataka: A Study from Gulbarga District. *Economic and Political Weekly*, 41(1), 7-13.
2. Bannister, Frank, & Connolly, Regina. (2012). Defining e-Governance. *e-Service Journal*, 8(2), 3-25.
3. Bhatnagar, Subhash. (2009). *Unlocking e-Government Potential: Concepts, Cases and Practical Insights*. New Delhi: SAGE.
4. Filgueiras, Fernando, & Almeida, Virgílio. (2021). *Governance for the Digital World: Neither More State nor More Market*. Palgrave Macmillan. DOI <https://doi.org/10.1007/978-3-030-55248-0>
5. Heeks, Richard. (1999). *Reinventing Government in the Information Age*. London: Routledge.
6. Margetts, Helen. (2022). Rethinking AI for Good Governance. *Daedalus*, 151(2), 360-371.
7. Mathiason, John. (2009). *Internet Governance: The New Frontier of Global Institutions*. New York: Routledge.
8. Mclean, Ian. (1989). *Democracy and New Technology*. Cambridge: Polity.
9. Sinha, R P. (2006). *e-Governance: Initiatives and Issues*. New Delhi: Concept.
10. Sumanjeet. (2006). E-governance: An Overview in the Indian Context. *The Indian Journal of Political Science*, 67(4), 857-866.
11. Yadav, Nidhi. (2010). Agriculture Marketing and e-Governance: Strategies to Meet the Challenges in the 21st Century. *The Indian Journal of Political Science*, 71(1), 345-351.

Elective Course-2

PIR 9 IE02 CHINA AND THE WORLD

Course Outcomes

CO1 Explain the determinants, Evolution purpose, of Chinas Foreign policy

CO2 Describe the major events and incidents in India- China and China's relations with South Asian states

CO3 Analyse China's regional strategy.

CO4 Assess China's relations with Europe and Africa . CO5 Understand the Chinese Challenge to US hegemony

COURSE CONTENT:

MODULE I. FOREIGN POLICY

- a) Determinants of China's Foreign Policy
- b) Evolution
- c) Basic principles and Objectives

MODULE II. RELATIONS WITH INDIA AND SOUTH ASIA

- a) Post Cold War Period – Issues in Bilateral Relations –
- b) Major bilateral Issues with India – Tibet - Border –
- c) China-Pak axis

MODULE III. : CHINA'S REGIONAL STRATEGY

- a) Chinese Relation With ASEAN
- b) BRICS
- c) APEC

MODULE IV: CHINA'S RELATIONS WITH EUROPE AND AFRICA

- a) Relations with EU
- b) China-Russia
- c) Africa-China Economic Relations

MODULE V: CHINA AS A GLOBAL POWER

- a) Rise of China
- b) One Belt One Road
- c) Challenges To US Hegemony

Essential Readings

1. Angang, Hu (2011) *China in 2020: A New Type of Superpower*: Harper Collins, New Delhi.
2. Bahl, Raghav (2010) *Super Power: The Amazing Race Between China's Hare and India's Turtoise*, Penguin/Allen Lane, New Delhi.
3. Bahl, Raghav (2015) *Super Economies: America, India, China and the Future of the World*, Penguin/Allen Lane, New Delhi.
4. Behera, Navnitha Chadha (ed.) (2008) *International Relations in South Asia: Search for an Alternative Paradigm*, Sage Publications, New Delhi.
5. Belden, Jack (1989) *China Shakes the World*: New World Press, Beijing.
6. Brahm, Laurence J. (2001) *China's Century: The Awakening of the Next Economic Powerhouse*: Wiley Press, New York.
7. Chellaney, Brahma (2006) *Asian Juggernaut: The Rise of China, India and Japan*: Harper Business, New York.
8. Fang, Tien-sze (2014) *Asymmetrical Threat Perceptions in India-China Relations*, Oxford College Press, New Delhi.
9. Fisher, Richard D. (2008) *China's Military Modernisation: Building for Regional and Global Reach*: Praeger College Press, London.
10. Friedman, Edward and Bruce Gilley (eds.) (2005) *Asia's Giants: Comparing China and India*: Palgrave Macmillan, New York.
11. Garver, John (1993) *Foreign Relations of the People's Republic of China*: Prentice Hall, Engelwood Cliffs.
12. Garver, John (2001) *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*: College of Washington Press, Seattle.
13. Gilboy, George J. & Eric Heginbotham (2012) *Chinese and Indian Strategic Behaviour: Growing Power and Alarm*: Cambridge College Press, New Delhi.
14. Hutton, Will (2006) *The Writing on the Wall: China and the West in the 21st Century*: Little, Brown, London.
15. Jacques, Martin (2009) *When China Rules the World: The End of the Western World and the Birth of a New Global Order*, The Pentagon Press, New York.
16. Joint, B.M. (2011) *India in the New South Asia: Strategic, Military and Economic Concerns in the Age of Nuclear Diplomacy*: Viva Books, New Delhi.
17. Jha, Prem Shankar, (2010) *India & China: The Battle Between Soft and Hard Power*: Penguin/ Viking, New Delhi.
18. Kanwal, Gurmeet and Dhruv C. Katoch (eds.), (2011) *China's Defence Policy: Indian Perspective*, K.W. Publishers, New Delhi.
19. Kaplan, Robert D., (2014) *Asia's Cauldron: The South China Sea and the End of a Stable Pacific*: Random House, New York.
20. Kissinger, Henry (2011) *On China*: Allen Lane, London.
21. Kornberg, Judith F. & John R. Faust (2007) *China in World Politics: Policies, Processes, Prospects*: Viva Books, New Delhi.

24. Lall, Rollie (2006) *Understanding India and China: Security Implications for the United States and the World*: Praeger Security International, Westport.
25. Lampton, David M (2008) *The Three Faces of Chinese Power: Might, Money and Mind*: College of California Press, Berkeley.
26. Malone, David M (2008) *Does the Elephant Dance?: Contemporary Indian Foreign Policy*: Oxford's College Press, New York.
27. Maxwellt, Neville (2010) *India's China War*: Natraj Publishers, Dehra Dun.
28. Mearsheimer, John (2013) *The Tragedy of Great Power Politics*: W.W. Norton, New York.
29. Meredith, Robyn (2008) *The Elephant and the Dragon: The Rise of India and China and What it Means for All of Us*: W.W. Norton, New York. Mohan, C. Raja (2013) *Samudra Mandhan: SinoIndian Rivalry in the Indo-Pacific*, Oxford College Press, New Delhi.
30. Muni, S.D. and Suranjan Das (eds.) (2009) *India and China: The Next Decade*, Rupa & Co, New Delhi.
31. Pant, Harsh V. (2011) *The US-India Nuclear Pact: Policy, Process, and Great Power Politics*, Oxford College Press, New Delhi.
32. Raghavan, K.N. (2012) *Dividing Lines: Contours of India-China Conflict*: Platinum Press, Mumbai.
33. Robinson, Thomas W. and David Shambaugh (eds.) (1994) *Chinese Foreign Policy: Theory and Practice*: Oxford College Press, New York.

Elective Course-3

PIR 9 IE03 : COMPARATIVE POLITICS

(The course will be discussed with reference to U.K., U.S.A., France, Russia, China and India)

MODULE – I INTRODUCTION

Comparative Politics: Different Perspectives

- a) Institutional- b) Systems - c) Cultural- Political Economy

MODULE – II STATE

State in Comparative Framework a)

Democratic States-

- b) Authoritarian state-
- c) Corporatist States-
- d) Post colonial state.

MODULE-III COMPARATIVE DEVELOPMENT EXPERIENCE

- a) Issues of modernization, integration into the world system
- b) Underdevelopment and modernization
- c) Development and Democracy

MODULE -IV NATIONALISM

- a) Different articulations of nationalism: Europe and post- colonial societies
- b) Post-nationalism.

MODULE – V PROCESS OF DEMOCRATIZATION

- a) Role of democratic assertions, constitution and political authority.
- b) Electoral systems, parties and representation.

Books and References

1. Alavi, Hamsa, "State and Class under Peripheral Capitalism" in Alavi Hmaza and Teodor Shanin eds., 'Introduction to the Sociology of Developing Societies' Macmillan, London and Basingstoke, 1982.
2. Bara, Judith & Mark Pennington, Comparative Politics, Sage Publications, New Delhi, 2009.
3. Bracher, Karl Dietrich, The German Dictatorship: Origins, Structure and Consequences of National Socialism, Penguin, Hammondsworth, 1973(Penguin History Paperbacks 1991).
4. Calhoun, Craig, Nationalism, Open College Press, Buckingham, 1997.
5. Chilcote, Ronald H, Theories of Comparative Politics: In Search of A Paradigm, West view Press, Colorado, 1994.
6. Dogen, Mattei and Pelassy Dominique, How to Compare Nations: Strategies in Comparative Politics, Vision Books, New Delhi, 1988.
7. Frank A., 'The Development of Under Development' in J. Cockroft, A. Frank and D. Johnson eds., Dependence and underdevelopment, Anchor, New York, 1972.
8. Held, David, ' The Development of Modern State', Stuart Hall and Bram Gieben,eds. Formations of Modernity, Polity Press, Cambridge,1982.
9. Laitin, David, "Comparative Politics: The State of the Sub- discipline" in Ira Katznelson and Helen Milner eds., Political Science: The State of the Discipline, W.W. Norton & Co., New York, 2002, p.p. 630-659
10. Landman,Todd, Issues and Methods in Comparative politics: An Introduction, Rutledge, London, 2006.
11. Leys, Colin, "The Rise and Fall of Development Theory' in Colin Leys, Total Capitalism:
12. Mair, Peter, "Comparative Politics: An Overview", in R.E.Goodin and H. Klingemann eds., The New Handbook of Political Science, OUP, Oxford, 1996.
13. Market Politics: Market State, Three Essays Collective, Delhi, 2007.
14. Mohanty Manoranjan, "Comparative Political Theory and Third World Sensitivity", Teaching Politics, No.1&2, 1975.
15. Moore, Barrington, Jr., 'Social Origins of Democracy and Dictatorship: Lord Peasant in the Making of the Modern World', Beacon Press, Boston, 1996.
16. Palgrave, New York, 2004
17. Peter, Limqueco, and McFarlane Bruce, Neo Marxist Theories of Development, Croom Helm and St. Martin Press, London, 1983.
18. Peters, Guy B., Institutional Theory in Political Science: The 'New Institutionalism', Continuum International Publishing, OUP, London/ New York, 2005.
19. Petess, B.Guy, Comparative Politics: Theories and Methods, Macmillan, London, 1996.
20. Sartori, Giovanni, 'Compare, Why and How' in Mattei Dogan and Ali Kazancigil eds.,
21. Comparing Nations, Concepts, Strategies, Substance, Blackwell, Oxford, 1994
22. Saxena, Rekha (ed.), Varieties of Federal Governance: Major Contemporary Models, Cambridge College Press India Pvt. Ltd., New Delhi, 2011

Semester X

Sl. No	Semester	Course Code and name
34	X	PIR 10IB01 Geopolitics in The Indo-Pacific
35	X	PIR 10IB02 Political Theory :Marxian Tradition
Elective Courses: Choose Any two from the given list		
36	X	PIR 10IE01 Electoral Politics in India

37	X	PIR 10IE02 Science and Technology in International Relations
38	X	PIR 10IE03 Security Studies
	X	Project/Dissertation and Comprehensive Viva Voce

CORE COURSE

PIR 10IB01 GEOPOLITICS IN THE INDO-PACIFIC

Introduction

This course will deal with concepts, position and views of major players, multilateral mechanisms, security issues, geopolitical and geo-economic opportunities and Challenges of the Indo-Pacific.

Course Learning Outcomes:

CO1- Understand the Theories and concepts of Indo-Pacific

CO2- Understand and Analyse the views and policies major powers in the IndoPacific CO3-

Analyse the significance of regional organisations in IndoPacific.

CO4-Analyse the security threats in the region.

CO5- Analyse the geo-politics and trade in the Indo-Pacific.

MODULE I. THE CONCEPT OF INDO-PACIFIC

(A) Indo Pacific-The Concept

(B)Geography of the area

(C)Importance of the Indo Pacific

MODULE II: MAJOR POWERS IN THE INDO-PACIFIC:

a) India, China, the US, Japan, Australia and Indonesia

b) Interests, views and polices of major powers of the region (particularly the United States, China, India, Japan and Australia)

MODULE III REGIONAL ORGANISATIONS IN THE INDO-PACIFIC

a) ASEAN

b) Indian Ocean Rim Association

c) Asia Pacific Economic Corridor

d) Regional Comprehensive Economic Partnership

e) QUAD.

MODULE IV: MARITIME TRANSFORMATION AND SECURITY

a) conventional and non-conventional security threats.

MODULE V: GEO-POLITICS AND TRADE

a) Chinas competition with the US in the larger Indo-pacific

b) Disputes with neighbors in South East Asia and competition with India

c) India Ocean and its impact on the balance of power

d) The challenge of geoeconomics

Readings

1. Axel Berkofsky and Sergio Miracola (ed.) Geopolitics By Other Means: The Indo- Pacific Reality , Ledizioni LediPublishing, Milano – Italy

2. Jeff M. Smith (ed) (2018), Asia’s Quest for Balance: China’s Rise and Balancing in the IndoPacific , Rowman and Littlefield

3. Lynn Kuok, (2019) How China's Actions in the South China Sea Undermine Rule of law , Global China Assessing China Role in the World, November 2019
4. The Department Of Defense, Indo-Pacific Strategy Report Preparedness, Partnerships, and Promoting a Networked Region , June 1, 2019
5. Jagannath P. Panda Titli Basu China-India-Japan in the Indo-Pacific: Ideas, Interests and Infrastructure, Pentagon Press, New Delhi , 2018.
7. The New India-US Partnership in The Indo-Pacific: Peace, Prosperity And Security, Observer Research Foundation (2018) .
8. Rory Medcalf (2020) Contest For The Indo-Pacific: Why China Won't Map The Future, La Trobe College Press.
9. Mohan Malik (ed.), Maritime Security in the Indo-Pacific: Perspectives from China, India and the United States, Rowman and Littlefield, London, UK, 2014.
10. David Michel and Ricky Passarelli (eds.), Sea Change: Evolving Maritime Geo-Politics in the IndoPacific Region, Stimson Centre, Washington D.C., December 2014.(soft copy)
12. David Scott, India's Role in the South China Sea: Geopolitics and Geoeconomics in Play, India Review, vol 12, no 2, 2013, pp. 5169.
13. Martin Hewson and Timothy J. Sinclair (eds.), Approaches to Global Governance Theory, New York: State College of New York Press, 1999.
14. James N. Rosenau and E. O. Czempiel (eds.), Governance Without Government: Order and Change in World Politics, Cambridge: Cambridge College Press, 1992.
15. James N. Rosenau, Along the Domestic-Foreign Frontier: Exploring Governance in a Turbulent World, Cambridge: Cambridge College Press, 1997.
16. Timothy J. Sinclair (ed.), Global Governance. Critical Concepts in Political Science (4 vols.), London: Routledge, 2004.

CORE COURSE

PIR 10 IB02: POLITICAL THEORY: MARXIAN TRADITION

MODULE -I. MARX AND ENGELS

- a) Marxian method for the study of society and its dynamics
- b) Materialist Dialectics; Historical Materialism (Base/Super Structure relations)
- c) Theory of Classes, Theory of Surplus Value, Class Struggle, concept of Alienation. d) Critique of capitalism
- e) Engels: Origin of Family, Private Property and State.

MODULE -II. LENIN

- a) Theory of State and Revolution
- b) Democratic Centralism and Dictatorship of the Proletariat.
- c) Theory of Imperialism
- d) Lenin's contribution to Marxian theory and practice

MODULE -III. MAO

- a) Mao 'On Contradictions'
 - b) Views on the role of peasantry in revolution
 - c) New Democracy, Cultural Revolution
-

- d) Mao's contribution to socialist theory and practice

MODULE -IV. GRAMSCI:

- a) State and domination: Instrumentalist conception and relative autonomy
- b) State and Civil Society; Theory of Hegemony and Role of intellectuals
- c) Fascism and working class.

MODULE -V. CONTEMPORARY MARXISM.

- a) Althusser – Ideology and Ideological State Apparatuses
- b) The Frankfurt School and its Contribution to Marxist Theory.
- c) Franz Fanon - revolutionary action, and post-colonial statecraft.
- d) Nicos Polountzas-Theory of State
- e) Habermas- Communicative action
- f) Immanuel Wallerstein -World system, core, periphery, and semi-periphery.
- g) David Harvey - Accumulation by Dispossession, neo-liberalism

Required Readings.

1. Althusser, Louis, Lenin, Philosophy and other Essays, Aakar Books, Delhi, 2010.
2. Bottomore, T.B, Modern Interpretations of Marx, Basil Blackwell ,London, , 1988
3. Christine, Buei Glucksman, Gramsci and the State, Lawrence and Wishart, London, 1980
4. Cohan. G.A, Karl Marx Theory of History: A Defence, Princeton College Press, 2001.
5. Draper, Hab, Karl Marx's Theory of Revolution , Monthly Review Press ,1978, 2 vols.
6. Gilbert.A, Marx's Politics ,Oxford, Marti Robertiom, 1981
7. Hallowell, J.H, Main Currents in Modern Political Thought, Surjeet Publications, New Delhi, 2006.
8. Kolakowski.L, Main Currents of Marxism, Oxford ,Clarendan, 1978
9. Leclane, Politics, Ideology and Marxism Theory, NLB,London, 1977
10. Lorimer, Doug , Fundamentals of Historical Materialism, Aakar Books, Delhi, , 2006.
11. Luckas, Georg, Lenin: A Study on the Unity of his Thought, Verso, London, 2009.
12. MacLellan, David, Marxism after Marx, MacMillan, London, 1979.
13. MacLellan, David, The Thought of Karl Marx, MacMillan , London, ,1978
14. Maguise, John.M Marx's Theory of Politics , Cambridge College press, 1978 15. Mohanty.M, The Political Philosophy of Mao Tse-Tung, Mac.Millan , New Delhi, , 1978
16. Popper, Karl, The Open Society and its Enemies Vol II , Routlege, Oxon. 2003.
17. Resnick, Stephen. A and Wolff Richard. D eds. New Departures in Marxian Theory, Routledge, Oxon, 2006.
18. Sabine, George H, A History of Political Theory, Oxford IBH, 2008.
19. Santucci, Antonio. A, Antonio Gramsci, Aakar Books, Delhi, 2011.
20. Swingewood, Alan, Marx and Modern Social Theory, Mac.Millian, London, 1978
21. Tse-Tung, Mao, 'On Contradiction' in Four Essays on Philosophy, Foreign Languages Press, Peking, 1975.
22. Woods, Alan, Reformism or Revolution: Marxism and Socialism in the 21st Century, Aakar Books, Delhi, 2009.

ELECTIVE

PIR 10IE01

ELECTORAL POLITICS IN INDIA

COURSE OUTCOME

CO 1: Acquire in depth knowledge of the electoral process and its various mechanisms

CO2: Enable students to critically evaluate the electoral politics in India

CO3: Empower students to understand the working of political parties and their role in India.

CO4: Students will be able to critically evaluate issues of Indian election and can develop solutions for the same

UNIT I : DEMOCRACY AND ELECTIONS

- a) Democracy-Meaning and nature
- b) Elections and Representation: Theories of representation ,
- c) Methods of representation

UNIT II: ELECTORAL SYSTEM IN INDIA:

- a) Election Commission in India- Role and function.
- b) General Elections in India.
- c) Election and Voting behavior in India
- d) Electoral reforms in India, NOTA, EVM, VVPAT

UNIT III: POLITICAL PARTIES IN INDIA : a)

Political parties- definition and nature

- b) National Parties;
- c) Regional Parties,;
- d) Coalition Politics

UNIT IV: MAJOR ISSUES IN INDIAN ELECTIONS: a)

Criminalisation of Politics

- b) Electoral manipulations
- c) Political defections

Books for Reference:

1. Hasan, Zoya (ed.). Parties and Party Politics in India, Oxford College Press, New Delhi, 2001
2. Jafferlot, Christophe, The Hindu Nationalist Movement In India, Part I& II, Penguin India, New Delhi, 1996.
3. Kanungo Pralay, RSS' Tryst with Politics: From Hedgewar to Sudarshan, Manohar, New Delhi 2002.
4. Morris-Jones, W.H., Politics Mainly Indian, New Delhi, Orient Longman, 1979
5. Pai, Sudha, State Politics, New Dimension: Party System Liberalization and Politics of Identity, New Delhi,
6. Shipra, 2000. Regionalism, Hindutva and State Politics, New Delhi, Sage, 1999.
7. Sartori, G., Parties and Party Systems: A framework for Analysis, Cambridge, Cambridge College Press, 1976
8. Singh M.P. and Rekha Saxena, India at the Polls: Parliamentary Elections in a Federal Phase, Oriend Longman, Delhi, 2003
9. DeSouza Peter Ronald and E. Sridharan, India's Political Parties, Sage, New Delhi, 2006

ELECTIVE

PIR 10IE02

SCIENCE AND TECHNOLOGY IN INTERNATIONAL RELATIONS

Course Outcomes

CO 1-Understand the nature, scope and significance of Science, and Technology in International Relations (IR).

CO 2-Understand the concepts, ideas, and debates in Science and Technology vis-à-vis IR.

CO 3-Develop a critical perspective on the major international regimes/ issues in Science, and Technology in International Relations.

CO 4- Explore the ways and Science and Technology issues confronted by the the world from a foreign policy perspective.

Learn to use conceptual tools to understand new developments which in science and **COURSE**

CONTENT

MODULE I- SCIENCE AND TECHNOLOGY IN INTERNATIONAL RELATIONS

- a) Diplomacy- Meaning and Concept;
- b) Science Policy for Diplomacy
- c) Technological Colonialism – North vs. South;

MODULE II-GLOBAL INNOVATION SYSTEMS:

- a) Open Innovation Systems; Science Diplomacy and the UN System;
- b) Major International Technological Regimes:
- c) Missile Technology Control Regime,
- d) Nuclear non-Proliferation Treaty,
- e) Outer Space Treaty.

MODULE III-TECHNOLOGY AND GLOBAL DEVELOPMENT;

- a) Global Health & Foreign Policy: Overview & Recent Developments b)
Civil Society

MODULE IV-INDIA'S SCIENCE AND TECHNOLOGY POLICY;

- a) Technology and National Security
- b) Defence Sector Foreign Direct Investment ,
- c) Intellectual Property Rights;
- d) Technology Transfer; India, US and China.

Essential Readings

1. Odumosu, T. (2017) 'Making mobiles African', in What do science, technology, and innovation mean in Africa. Cambridge, Massachusetts: The MIT Press, pp. 137–150.
 2. <http://www.scidev.net/global/mdgs/news/last-minute-unesco-lobbying-brings-sdg-sciencesuccess.html>
 3. Science and Public Policy, Oxford Journals: Science diplomacy at the intersection of S&T policies and foreign affairs: <http://spp.oxfordjournals.org/content/37/9/665.full.pdf>"
 4. Congressional Research Service: Science and Technology Policymaking: A Primer: <http://fas.org/sgp/crs/misc/RL34454.pdf>"
 5. Cohen Stephen P. (2001) India: Emerging Power, Brookings Institution Press, Washington D.C.
 6. De Votta Neil (2016), An Introduction to South Asian Politics, Routledge, Abingdon.
 7. Dittmer Lowell ed. (2014), South Asia's Nuclear Security Dilemma: India, Pakistan, and China, Routledge, New York.
 8. Dutt Sagarika and Alok Bansal eds. (2012) South Asian Security 21st Century Discourse, Routledge, London.
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9. Einsiedel Von Sebastian, David M. Malone and Suman Pradhan eds. (2012) Nepal in Transition, Cambridge College Press, New Delhi.
10. GangulySumit and S Paul Kapur (2012), India, Pakistan, and the Bomb: Debating Nuclear Stability in South Asia, Columbia College Press, New York.
11. GangulySumit ed. (2006) South Asia, New York College Press, New York.
12. Kodikara Shelton U. ed. (1993) External Compulsion of South Asian Politics, Sage, New Delhi.
13. Kohli Atul and Prerna Singh ed. (2013) Routledge Handbook of Indian Politics, Routledge, Oxon.
14. Nizamani Haider K. (2001) The Roots of Rhetoric: Politics of Nuclear Weapon in India and Pakistan, India Research Press, New Delhi.
15. Pervez Muhammad Shoaib (2013), Security Community in South Asia: India-Pakistan, Routledge, Abingdon.
16. Bidwai P. and A. Vanaik (2001) South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament, Oxford College Press, Oxford.
17. GangulySumit and S Paul Kapureds. (2009) Nuclear Proliferation in South Asia: Crisis Behavior and the Bomb, Routledge, London.
18. Kothari Smitu and Zia Mian eds. (2001) Out of the Nuclear Shadow, Lokayan and Rainbow Publishers, New Delhi.
19. Tellis Ashley J. (2001) India's Emerging Nuclear Posture, Oxford College Press, New Delhi.

ELECTIVE

PIR 10IE03 SECURITY

STUDIES Course

outcomes:

CO1: Identify and analyse different approaches to the study of international security. How and why should we broaden the concept of security through critical security studies.

CO2: To understand new security agendas in different sectors like Environment, Biopolitics, Economy etc. It also deals with securitisation theory and its practical applications.

CO3: To understand the levels of analysis of security from regional to global. Also, different conceptions of security.

CO4: Introduce and evaluate the relation between technology and security with its practical applications.

CO5: Identify major issues of international security across the world

COURSE CONTENT

MODULE-I: INTERNATIONAL SECURITY

- a) International security-An Introduction,
- b) Conventional and Non-Conventional notions of Security,
- c) Theoretical Approaches to International security- Structural Realism, Critical Security Studies, Gender conceptions of security, The Copenhagen and Aberystwyth School.

MODULE-II: SECURITY AGENDA

Migration and Security

- a) Environmental security
 - b) Biopolitics and security
 - c) Economic security,
 - d) Theory and Ethics of Securitisation
 - e) Securitisation and Security Policy making
-

- f) Securitisation as practice-The Paris School.

MODULE-III: SECURITY DEBATES

- a) Regional and Global security,
- b) Ontological security
- c) Risk society and insecurity
- d) Security and Emancipation.

MODULE-IV: TECHNOLOGY AND SECURITY

- a) Big data
- b) Artificial Intelligence,
- c) Surveillance
- d) Information warfare
- e) Nuclear security

MODULE-V: ISSUES OF INTERNATIONAL SECURITY

- a) Energy-Water-climate change and natural disasters
- b) Migration and conflict
- c) Food security

MODULE VI: CHALLENGES TO INTERNATIONAL SECURITY

- a) War and Conflicts
- b) Terrorism
- c) Drugs and Trafficking
- d) Soft Challenges** **Essential Readings:**

1. Adam Cote (2016), "Agents without Agency: Assessing the Role of the Audience in Securitization Theory," *Security Dialogue*, 47:6, 541-558.
 2. Caroline Thomas (1987), *In Search of Security: The Third World in International Relations*, Boulder:Lynne Rienner,.
 3. Caron Gentry (2009), "Twisted Maternalism: From Peace to Violence", *International Feminist Journal of Politics*, vol.11, no.2.
 4. Catarina Kinnvall and Jennifer Mitzen (2017), "Introduction to the Special Issue: Ontological Securities in World Politics," *Cooperation and Conflict*, 52, 1.
 5. Christine Sylvester (2012), "War experiences/war practices/war theory," *Millennium*, 40(3): 483– 503.
 6. Claudia Aradau and Jef Huysmans (2014), "Critical Methods in International Relations: The Politics of Techniques, Devices and Acts", *European Journal of International Relations*, 20 (3), 596-619.
 7. Columba Peoples ((2011), "Security after Emancipation? Critical Theory, Violence and Resistance", *Review of International Studies*, 37, 1113-1135.
 8. Dan Reiter (2015), "The Positivist Study of Gender and International Relations", *Journal of Conflict Resolution*, 59, 7, 1301-1326.
 9. David Baldwin (1997), "The Concept of Security", *Review of International Studies*, 23:1, pp. 5-26.
 10. Didier Bigo (2002) "Security and immigration: Towards a critique of the governmentality of unease", *Alternatives: Global, Local, Political*, 27(Special Issue), 63– 92.
 11. Edward Newman (2010), "Critical Human Security Studies", *Review of International Studies*, 36:1, pp. 77-94.
 12. Jef Huysmans (1998) "Security! What Do You Mean? From Concept to Thick Signifier", *European Journal of International Relations*, 4(2), pp. 539-561.
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13. Jennifer Mitzen and Kyle Larson (2017), "Ontological security and Foreign Policy," Oxford Research Encyclopedia of Politics.
 14. Jill Steans (2003), "Engaging from the Margins: Feminist Encounters with the Mainstream of International Relations", *British Journal of Politics and International Relations*, 5, 3, 428- 454.
 15. Joao Nunes (2012), "Reclaiming the Political: Emancipation and Critique in Security Studies", *Security Dialogue*, vol.43, no.4.
 16. Keith Krause and Michael Williams (1996), "Politics and Method in Neorealist Security Studies", *Mershon International Studies Review*, 40: supplement 2, 229-254.
 17. Keith Krause, and Michael C. Williams (1997) (eds.), *Critical Security Studies*, Minneapolis: College of Minnesota Press.
 18. Limor Samimian-Darash and Meg Stalcup (2017), "Anthropology of Security and Security in Anthropology: Cases of Counterterrorism in the United States", *Anthropological Theory*,17:1, 60-87.
 19. Linklater, Andrew (2007), *Critical Theory and World Politics: Citizenship, Sovereignty and Humanity*, London: Routledge.
 20. McDonald, Matt (2005) "Constructing Insecurity: Australian Security Discourse and Policy Since 2001", *International Relations*,19(3): 297-320.
 21. Madhan Mohan Jaganathan, Amna Sunbul, Gaurav Saini (2014), "The Quest for Security: Fictitious? Flawed? Façade?", *South Asian Survey*, 21:1-2, pp.77-89.
 22. Mark Salter (2008), "Imagining Numbers: Risk, Quantification, and Aviation Security," *Security Dialogue*, 39:2-3, 243-266.
 23. Mark Salter (2006), "The Global Visa Regime and the Political Technologies of the International Self: Borders, Bodies, Biopolitics", *Alternatives*, 31:2, 167-189.
 24. Melissa Curley and Jonathan Herington (2011), "The Securitisation of Avian Influenza: International Discourses and Domestic Politics in Asia", *Review of International Studies*, 37:1,141- 166.
 25. Michael Williams (2008), "(In)Security Studies, Reflexive Modernisation and the Risk Society", *Cooperation and Conflict*, vol.43, no.1.
 26. Mike Bourne & Dan Bulley (2011), "Securing the Human in Critical Security Studies: The Insecurity of a Secure Ethics", *European Security*, vol.20, no.3.
 27. Mohammed Ayoob (1995), *The Third World Security Predicament: State making, Regional Conflict and International system*, Boulder: Lynne Rienner.
 28. Nik Hynek and David Chandler (2013), "No Emancipatory Alternative, No Critical Security Studies", *Critical Studies on Security*, 1:1, 46-63.
 29. Ole Wæver et al. (1993), *Identity, Migration and the New Security Agenda in Europe* (London: Pinter, Chapter 2: Wæver, 'Societal Security: The Concept'.
 30. Richard Wyn Jones, "On Emancipation: Necessity, Capacity, and Concrete Utopias," in Ken Booth, ed., *Critical Security Studies and World Politics*, 215-233.
 31. Roxanna Sjöstedt, "Health Issues and Securitization: The Construction of HIV/AIDS as a US National Security Threat", in Thierry Balzacq, ed., *Securitization Theory: How Security Problems Emerge and Dissolve*, 150-169.
 32. Sarah Leonard (2010) "EU Border Security and Migration into the European Union:
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PROJECT GUIDELINES

Introduction

The purpose of the project work is to familiarize the students with methods and strategies of social science research and to instill in them a passion for research and analysis. The project topic should be relevant to the study of Political Science. It should be done individual work. The project should contain the following parts.

- a) **Preliminary:** The preliminary part should contain Title Page, Certificate of Head of the Department, Declaration of the students on plagiarism and authorship, Certificate of authorship and genuinity by the research guide, Acknowledgement, List of contents, List of tables and figures, an abstract of not less than 500 words and list of abbreviations used.
- b) **Introduction:** The first chapter of the study should contain a general introduction to the topic. Scope and relevance of the study together with a review of literature is to be included. The objectives, hypothesis and research methodology should also be included.
- c) **Theoretical Context of the study:** The second chapter should deal with the theoretical overview of the research issue.
- d) **Profile of the study/Problem specific discussion:** The third chapter of the project should be devoted for discussion of the current research problem in detail.
- e) **Data Analysis and Data Interpretation:** The fourth chapter of the project must contain a detailed data analysis and clear interpretation of the data.
- f) **Conclusion:** The Conclusion chapter must contain a brief revisit to the problem and highlight the findings of the study together with suggestions if any.
- g) **Bibliography and References:** The project must contain a comprehensive list of bibliography in a standard format.

Preparation and submission of the Report

The project must be typed in A4 size paper. (Times New Roman 12 size font, 1.5 space) End notes must be given in a standard reference format (APA/MLA). Project must be either spiral/hard bounded. The minimum pages required is 60. The department is to maintain a register of project works conducted and the same should be attested by the external examiner and chairman of the viva board. The department should also conduct a department level pre submission seminar for the project and this should be entered in the project register. The research guide should ensure that the dissertation is free from plagiarism and a certificate to this effect is to be obtained from the candidates. The project reports should be submitted to the Department one month in advance of the semester college examinations.

Evaluation of Project

The external project evaluation should be conducted by a board of examiners consisting of one external examiner and one internal examiner nominated by the chairman, Board of examiners. They should also conduct a viva voce examination on the project topic.

The breakup of project evaluation

Sl No	Component of evaluation	Marks to be awarded
1	Project Evaluation Total 50%	
(a)	Relevance of problem	5%
(b)	Methodology	5%

(c)	Data, Discussion, analysis and results	30%
(d)	Language and style	5%
(e)	Others (Including outcomes)	5%
2	Project Viva Voce Total 50%	
(a)	Style of presentation	5%
(b)	Knowledge base	30%
(c)	Special contributions (Seminar presentations, paper published etc.)	10%

Comprehensive Viva Voce

The viva voce should be conducted together with project evaluation. It should test the subject knowledge of the candidate. The board should consist at least one external examiner outside the department.