

Syllabus from 1<sup>st</sup> to 3<sup>rd</sup> Year

BA Liberal Arts

(Political Science)

University School of Liberal Arts

Guru Gobind Singh Indraprastha University

**UNIVERSITY SCHOOL OF LIBERAL ARTS**  
Guru Gobind Singh Indraprastha University  
4-Year Bachelor of Arts under 5-Year BA-MA scheme  
Liberal Arts (Curriculum Scheme)

SCHEME OF EXAMINATION

&

SYLLABUS

(for the Academic Year 2024-25 onwards)

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

Scheme and Syllabus for

- History Major Discipline
- Political Science Major Discipline
- Sociology Major Discipline

Offered by

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



**Guru Gobind Singh Indraprastha University**  
Sector 16C, Dwarka, Delhi – 110078 [INDIA]  
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**Approval History:**

1. First-year to Third year Scheme and Syllabus approved by BOS: 10/06/2024
2. First-year to Third year Scheme and Syllabus approved by AC: 19/06/2024

## **The Vision of the School**

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

## **Mission of the School**

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

## **Introduction**

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

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

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

## Programme Outcomes

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

**Course / Paper Group Codes:**

Definitions:

Programme of study shall mean Bachelor of Arts.

Major specialization shall mean the discipline \_\_\_\_\_

Minor specialization shall mean \_\_\_\_\_

Paper / Course shall be treated as synonyms.

Acronyms:

**APC:** Academic programme committee comprising of all faculty of the school and as defined in the implementation rules.

**BOS:** Board of Study of the school

**USLA:** University School of Liberal Arts.

**L:** Number of Lecture hours per week

**T/P:** Number of Tutorial/ Practical Hours per week

**C:** Number of credits assigned to a course/paper

**COE:** Controller of Examinations of the Examinations Division of the University.

**SGPA/CGPA:** Semester/Cumulative Grade Point Average.

**NUES:** No term-end examination shall be held. The evaluation shall be conducted as per the scheme of examinations as described in the scheme of study.

**DSC:** Discipline-Specific Core Course

**DSE:** Discipline-Specific Elective Course

**OE:** Open Elective Course

**SEC:** Skill Enhancement Course

**AEC:** Ability Enhancement Course

**VAC:** Value Addition Course

**RP:** Research Project

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

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

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



- v. Flexibility to switch to alternative modes of learning (offline, ODI, Online learning, and hybrid modes of learning).

## Definitions, Eligibility, and Duration of the Programme

### Semester/Credits:

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

### Major and Minor Disciplines

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

### Awarding UG Certificate, UG Diploma, and Degrees

- **UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- **UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing ... credits and satisfying the minimum credit requirement as given in the table.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in the table.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under

the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure ...credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

- UG Degree Programmes with Single Major: A student has to secure a minimum of 50 % DSCs, FCs, and/or dissertations in a 4-year UG degree to be awarded a Major in the concerned discipline. For Example, in a 4-year UG programme, if a student earns 96 credits in History from DSCs', FCs' and/or Dissertation, he/she will be awarded a Major in History in B.A. (Liberal Arts).
- UG Degree Programmes with Minor Streams is the discipline or subject other than the discipline or subject which the student is pursuing Major. If a student earns 32 credits from a discipline other than the Major stream, the student shall be awarded with Minor in the said stream. The minor stream should be different from the Major discipline. For example, if a student who earns 32 credits from Minor stream courses in sociology, he/she will be awarded a minor in sociology in BA (Liberal Arts).

S. No	Broad Category of Courses	Minimum Academic Credits Requirement	
		3- Year UG	4-Year UG
1.	Major (Core)	60	80
2.	Minor Stream	24	32
3.	Inter-Disciplinary	09	09
4.	Skill Enhancement Courses (SEC)	09	09
5.	Ability Enhancement Course (AEC)	08	08
6.	Value Added Courses common for all UG Programmes	08	06-08
7.	Summer Internship	02-04	02-04
8.	Research Project/Dissertation	00	12
	<b>Total</b>	<b>120</b>	<b>160</b>

Note: \* Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project / Dissertation

## **Eligibility for the UG Programmes**

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

## **Duration of the Programme**

- i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3<sup>rd</sup> year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits as given in the table. Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.
- ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

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

### **SCHEME OF EVALUATION**

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

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

- Minor Test- 10
- Project Work- 10
- Filed Work/Audio-Visual clips, discussion, and participation- 10
- Assignments/Term or Seminar paper- 10

### **Instruction for the End-Term Examination**

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

**Note:** The course instructor can prescribe additional readings, apart from the syllabus based on the necessity to explain any topic/subtopic.

## 1<sup>st</sup> Year Common Scheme of BA in Liberal Arts (Semester 1 & 2)

		<b>First Semester</b>					
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
		<b>Theory</b>					
<b>FC*</b>		BALA HIST101	Cultures and Civilizations	UES	3	1	4
<b>FC</b>		BALA POLS103	Indian Constitution and Governance	UES	3	1	4
<b>FC</b>		BALA SOC105	Society in India	UES	3	1	4
<b>IDC* (Choose Any One)</b>		<b>USLA</b> BALA 101 BALA 103 BALA 105 BALA 107 BALA 109	Art Appreciation Course <b>OR</b> History and Literature <b>OR</b> Society and Politics <b>OR</b> Society and Culture <b>OR</b> Story of Science*** <b>OR</b>	NUES**  UES	2	1	3
		BALA	Understanding Literary Criticism**** <b>OR</b> Any IDC from other USS				
<b>SEC (Choose Any One)</b>		<b>USLA</b> BALA111  BALA113  BALA115	History of Science and Technology in India (IKS) <b>OR</b> Introduction to Indian Knowledge Systems <b>OR</b> Understanding Indian Society Through Cinema <b>OR</b>	UES	2	1	3
		<b>USHSS</b> BAENG105  ICTLA113T	Communication Skills <b>OR</b> Introduction to Computers <b>OR</b> Choice from other USS				

<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 117  BALA 119  BALA 121  <b>USHSS</b>  BAENG107  BAENG109 BAENG111 BAENG113 BAENG115 BAENG117	History of Indian Food <b>OR</b> Legislative Management and Support  <b>OR</b>  Reading Folklore  <b>OR</b>  (Any One)***** English Language and Grammar Punjabi-I French-I German-I Japanese-I Spanish- I  <b>OR</b>  Any AEC from other USS	NUES	1	1	2
	<b>Value Addition Course I (VAC-I)</b>		EMES111	Environment Studies Compulsory*****	NUES	3	1
		<b>Total</b>			<b>17</b>	<b>7</b>	<b>24</b>

\*All Foundation, Interdisciplinary Courses, and SEC and AEC mentioned in the scheme will be part of USLA. All Foundation Courses are DSCs. A minimum of 5 students are required to opt for any IDC, SEC, and AEC. Also, Students of BA in Liberal Arts can opt for Foundation Courses of other USS (when they offer the Foundation Courses) if they wish to take a minor specialization in the discipline from outside USLA.

\*\* NUES: Comprehensive evaluation by the concerned teacher out of 100. The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers appointed by the Dean of USLA out of 100. The purpose is to weave in the component of experiential learning in the course of Art Appreciation.

\*\*\*To be taught by the faculty from USBAS

\*\*\*\*To be taught by the faculty of USHSS

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

\*\*\*\*\* To be borrowed from USEM.

**Note:**

1. The School reserves the option to give more SECs, AECs, and IDCs subject to the availability of the faculty.
2. Entrepreneurship Mindset is SEC Compulsory. Students can take this in any of the six semesters.
3. The SEC course titled Indian Knowledge System and the History of Science and Technology will be offered by the discipline of History; Introduction to Indian Knowledge Systems will be offered by the discipline of Political Science, and Understanding Indian Society Through Cinema will be offered by the discipline of Sociology.
4. The AEC courses titled Legislative Management and Support are offered by the Political Science discipline Reading Folklore by the discipline of Sociology; History of Indian Food is offered by the discipline of History.

**Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.**

Group	Code	Statutory Courses (SC)	Mode of Examination	L	P	Credits
		NSS / NCC / Cultural Clubs / Technical Society / Technical Club*	NUES			2
Open Elective		Science and Practice of Happiness**	NUES	1	1	2
SEC	BALA1123	Entrepreneurship Mindset***	UES	2	1	3

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

\*\* Science and Practice of Happiness is an open elective paper of 2 credits. The course can be opted by the students at any time in the first three years of study. The School will announce the availability of the slots at the beginning of each semester, as there will be restrictions on the intake of students on the resources available.

\*\*\* Entrepreneurship Mindset is a skill enhancement compulsory paper of 3 credits. The course can be opted by the students at any time in the first three years of study.

## **FIRST SEMESTER**

### **Foundation Course (FC)**

### **Cultures and Civilizations**

**Nature of the Course: FC**

**Course Code: BALA HIST 101**

**Semester: First (I)**

**Credits: 4 (L3:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Understand the emergence of human life and its intersection with the natural habitat.

### **Course Outcome:**

After completing this course students will be able to

**CO1 (Knowledge):** Understand how the Human species evolved over the centuries.

**CO2 (Understanding):** Understand the development of civilizations in different regions of the world.

**CO3 (Synthesis):** Find out the similarities, differences and patterns of civilizations.

**CO3 (Application):** Engage with Artifacts and other primary sources used in History and Archaeology.

### **Course Contents**

#### **Unit I: From footprints to genetics: evolution of Homo Sapiens**

- a. Paleolithic age
- b. Mesolithic age
- c. Neolithic age
- d. Origins of the food production economy

#### **Unit II: Sumerian and Mesopotamian Civilization**

- a. Geographical location and ecology
- b. Features of advanced civilizations
- c. Akkadian and Babylonian Empires
- d. Writing, culture, and literature



### **Unit III: Egyptian Civilization**

- a. Geography and ecology
- b. Technology– papyrus and stonework
- c. Pyramids, material remains and iconography
- d. Culture and Society

### **Unit IV: Harappan City-states**

- a. Urban features
- b. Traders and artisans
- c. City-states, town planning, and culture
- d. Decline: theories and debates
- e. Recent archaeological findings

### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analyzing the civilizational patterns.
- Screening documentaries on the layout and archaeological finds of the civilizations.
- Visit to an Archaeological Site.

### **Text Books**

1. Allchin, Bridget, and Raymond Allchin, *The Birth of Indian Civilization*, Middlesex: Penguin, 1968.
2. Jain, V.K, *Pre-history and Protohistory of India: An Appraisal – Paleolithic, Non-Harappan, Chalcolithic Cultures*, D.K., Printworld, 2006.
3. Habib, Irfan, *A People’s History – Vol. 1: Pre-History*, Tulika Books, 2001.
4. Farooqui, Amar, *Early Social Formations*, Manak Publications Pvt. Ltd., 2022.

### **Recommended Readings**

1. Bauer, Susan Wise, *The History of the Ancient World: From the Earliest Account to the Fall of Rome*, W.W. Norton, New York, London, 2007.
2. Childe, V. Gordon, *New Light on the Most Ancient East*, Routledge, 2016.
3. *Sumerians: A Captivating Guide to Ancient Sumerian History, Sumerian Mythology and the Mesopotamian Empire of the Sumer Civilization*, Create Space Independent Publishing Platform, 2018.
4. Wilkinson, Toby, *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011.
5. Childe, V. Gordon, *What Happened in History*, Popular Book House, 2017.
6. Darwin, Charles, *On the Origin of Species*, Penguin Classics, 2013.
7. Leakey, Mary, *Disclosing the Past: An Autobiography*, McGraw-Hill, 1984.
8. Maisels, Charles Keith, *Early Civilizations of the Old World: The Formative Histories of Egypt, The Levant, Mesopotamia, India and China*, Routledge, 2001.

9. McIntosh, Jane R., *Ancient Mesopotamia: New Perspectives*, ABC-CLIO, USA and England, 2005.
10. Mitchell, Timothy, *Colonising Egypt*, University of California Press, 1991.

## FOUNDATION COURSE (FC)

### Indian Constitution and Governance

**Nature of the Course:** FC

**Course Code:** BALA POLS103

**Semester:** First (I)

**Credits:** 4 (L3:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:**40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

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

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

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

**CO3 (Application):** This course seeks to enhance an understanding of the processes and procedures involved in the functioning of the organs and institutions of the government.

### Course Content

#### Unit I: Evolution of Indian Constitution

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

#### Unit II: Indian Federal System

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

### **Unit III: Union and the State Government**

- a. Union and State Legislature- Composition and Functions
- b. Executive: Office of the President, Governor, Prime Minister, Chief Minister, and Council of Ministers

### **Unit IV: Party- System and Social Movements**

- a. Party system in India: National and Regional Parties
- b. Understanding Social movements
- c. Workers, Environmental and Women's movement

### **Pedagogy**

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

### **Text Books**

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. Indian Government and Politics. New Delhi: Sage India, 2008.
2. Chandoke, Neera & Praveen Priyadarshi, Contemporary India: Economy, Society, Politics, Pearson, 2010.
3. Mehta, Pratap Bhanu, and Niraja Gopal Jayal. The Oxford Companion to Politics in India. New Delhi: Oxford University Press, 2011.

### **Recommended Readings**

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

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

## FOUNDATION COURSE (FC)

### Society in India

**Nature of the Course:** FC

**Semester:** First (I)

**Course Code:** BALA SOC105

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course students will be able to

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

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

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

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

## Course Content

### Unit I: Unity in Diversity

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

### Unit II: Basic Social Institutions in India

- a. Family: Definition, Function and Types
- b. Kinship: Definition, Function, and Types (North and South)
- c. Marriage: Definition, Function, Types and Rules, Latest trends
- d. Changes in the structure of the family, and marriage in India (Divorce, Live-In Relations, Same Sex Relations)
- e. Caste: Definition, Characteristics and Theories of Origin

### Unit III: Social Issues in India

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

### Unit IV: Religion in India

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

## Pedagogy

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

## Text Books

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

## Recommended Readings

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



## INTERDISCIPLINARY COURSE (IDC)

### Arts Appreciation

**Nature of the Course: IDC**

**Mode of Examination: NUES**

**Course Code: BALA HIST 101**

**Course ID:**

**Credits: 3 (L2 T1)**

**Marks: 100**

**Continuous Evaluation**

**Course Objective:** The course aims at providing a comprehensive understanding and appreciation of Art as a holistic sensibility not following a chronological progression but based on stylistic similarities and dissimilarities on a pictorial and conceptual basis.

### Course Outcomes

**CO1 (Knowledge):** Transformation of nature into principles of Art.

**CO2 (Understanding):** Provide an understanding of space, line, form, color and color theory, volume, depth, rhythm, balance, Symmetrical and asymmetrical, Movement. The synthesis of these as appropriately utilized in the creation of a work of ART.

**CO3 (Synthesis):** Visual acquaintance with great works of Art on a pictorial basis deriving references and sources from the entire pantheon of art spanning different periods and their representational motivation.

**CO4 (Application):** Similarities and dissimilarities when reviewed from a pictorial point of view leading to a deeper understanding of conceptual and realistic Art.

### Course Content

#### Unit-I: Basic Elements of Art

- a. Differentiation between Art and Craft
- b. Purposes of Art
- c. Difference between Visual, Plastic and Performing Arts
- d. Various forms of arts – Painting, Sculpture, Applied Arts, Graphics, and the Interdisciplinary Forms of Arts
- e. Theatre, Music, Dance, Video Performance

#### Unit-II: Characteristic and Stylistic Features of Different Periods

- a. Concept of Space and Concept of Line
- b. Concept of Volume and Depth
- c. Concept of Colour
- d. Compare Indian Miniature Paintings and Art in Renaissance in Europe in the light of above

**Unit-III: Understanding Art**

- a. Finding meaning through art
- b. Subjective and Objective Perspectives
- c. Perception and Visual Awareness
- d. Representational, Abstract, and non-objective styles of art

**Unit-IV: Practical Projects**

Practical exercises based on the realistic understanding of the above-mentioned elements

**Pedagogy:**

- Practical exercises
- Project Work through Videos
- Site visits

**Text Books:**

1. Arnheim, Rudolph, Art, and Visual Perception: A Psychology of the Creative, University of California Press, Berkeley, 1974: 2004.
2. Craven, Roy C, Indian Art: A Concise History, Thames & Hudson Ltd., 1976.

**Recommended Readings**

1. Rudolph Arnheim, Visual Thinking, University of California Press, Berkeley, 2004.
2. Rudolph Arnheim, Towards Psychology of Art: Collected Essays, University of California Press, Berkeley, 1966.

## INTERDISCIPLINARY COURSE (IDC)

### History and Literature

**Nature of the Course:** IDC

**Course Code:** BALA 103

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

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

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

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

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

### Course Content

#### Unit I: Ancient Indian Literature

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

#### Unit II: Medieval period literature

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

### Unit III: Modern Indian Literature – Any four texts

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

### Unit IV: Poetics and Literature

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

### Pedagogy

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

### Textbooks

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

### Recommended Readings

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

## INTERDISCIPLINARY COURSE (IDC)

### Society and Politics

**Nature of the Course:** IDC

**Course Code:** BALA 105

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

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

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

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

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

### Course Content

#### Unit I: Society and Polity

- a. Political Domain and Concepts
- b. Sociological Ideas and Concepts

#### Unit II: State, Nation, and Society

- a. Conceptions of State, Nation, and Society
- b. Contemporary perspectives on state and society dynamics

#### Unit III: Society, Citizenship, and Democracy

- a. Diverse understanding of Democracy
- b. Conceptions of Democracy and Citizenship

## Unit IV: Civil Society, Globalization and Politics

- a. Idea of Civil Society
- b. Globalization and Civil society

### Pedagogy

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

### Text Books

1. Bottomore, Tom. Political Sociology. London: Hutchinson, 1979.
2. Chakrabarty, Bidyut. Indian Politics and Society Since Independence: Events, Processes, and Ideology. Paperback. Taylor and Francis Ltd., 2008.
3. Kohli, Atul, ed. The Success of India's Democracy. Cambridge University Press, 2001.

### Recommended Readings

1. Bardhan, P. The Political Economy of Development in India. Oxford: Blackwell, 1984.
2. Chatterjee, Partha. "Democracy and Economic Transformation in India." EPW, Vol. 43, No. 16 (April 19-25, 2008), pp. 53-62.
3. Fuller, and Beni, eds. Everyday State and Society in Modern India. Delhi: Social Science Press, 2001.
4. Janoski, Thomas, Robert Alfred, Alexander Hicks, and Mildred A. Schwartz, eds. The Handbook of Political Sociology: States, Civil Societies and Globalisation. Cambridge University Press, UK, 2005.
5. Kothari, Rajni. Caste in Indian Politics. Hyderabad: Orient Longman, 1970.
6. Lipset, S.M., ed. Politics and Social Science. New York: OUP, 1969.
7. Macpherson, C.B. The Real World of Democracy. Oxford: Clarendon Press, 1966.
8. Myrdal, Gunnar. Asian Drama: An Inquiry into the Poverty of Nations. London: Allen Lane, 1972.
9. Rudolf, Lloyd, and Rudolf Susan, eds. In Pursuit of Lakshmi: The Political Economy of the Indian State. Chicago: University of Chicago Press, 1987.
10. Sanyal, Kalyan. Rethinking Capitalist Development: Primitive Accumulation, Governability and PostColonial Capitalism. New Delhi: Routledge, 2007.
11. Sen, Amartya. Development as Freedom. New Delhi: OUP, 1999.
12. Sharma, A., & Gupta, A., eds. The Anthropology of State: A Reader. Oxford: Blackwell, 2006.

## INTERDISCIPLINARY COURSE (IDC)

### Society and Culture

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BALA 107

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**Internal Evaluation:**

40

**External Evaluation:** 60

### Course Objective

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

**Course Outcome:** After completing this course, students will be able to

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

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

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

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

### Course Content

#### Unit I: Basic Concepts of Society and Culture

- a. Society: Definition, Features, and Comparison between human and non-human society
- b. Essential Elements of Society; Types of Society
- c. Concept of Culture- Material and Non-Material Culture; Elements of Culture
- d. Multiculturalism, Cultural Relativism, and Ethnocentrism

## **Unit II: Intercultural Communication**

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

## **Unit III: Belief System and Ideologies**

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

## **Unit IV: Popular Culture**

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

## **Pedagogy**

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

## **Text Books**

1. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.
2. Klyukanov, I.G. Principles of Intercultural Communication. Taylor and Francis. 2020.
3. Brandt, Mark J; Rutjens, Bastiaan T. Belief System and Perception of Reality. Routledge. New York. 2019
4. Storey, John. An Introductory Guide to Cultural Theory and Popular Culture. The University of Georgia Press. Athens. 1993.
5. Williams, Raymond. Keywords. Fontana Press. London. 1983
6. Turner, B. S and Rojek, C. Society and Culture: Scarcity and Solidarity. Sage Publication. London. 2001.

## **Recommended Readings**



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

\*Any other relevant material

## INTERDISCIPLINARY COURSE (IDC)

### Story of Science

**Nature of the Course:** IDC

**Semester:** First (I)

**Course Code:** BALA 109

**Credits:** 3 (L2 T1)

40

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:**

**External Evaluation:** 60

### Course Objectives:

1. To introduce students to an interesting, imaginative and inspiring tour that covers the beautiful basics of science.
2. The course will be based on Natalie Angier's book "The Canon: A Whirligig Tour of the Beautiful Basics of Science" (2007), an entertaining and informative primer for non-scientists. The book has been described as "a joyride through the major scientific disciplines: physics, chemistry, biology, geology and astronomy."
3. The course will introduce essential science concepts in the above disciplines in a non-technical and easily understandable fashion.

### Course Outcomes:

1. Students with both science and non-science backgrounds will view and respect the vast importance and beauty of the basic sciences as a great human intellectual endeavour
2. Students will learn what entails the scientific enterprise and its fascinating aspects.
3. The course will be a beginning to start a dialogue on bridging the gap between the humanities and the sciences as lamented in C P Snow's reference to the "two cultures"

### Course Content

**Unit I:** Introduction: a review of the present scenario of science and science education in society and the attitudes and misconceptions. An essence of what science is and an overview of the practical and poetic reasons for everybody to familiarise with it.

**Unit II:** Probabilities: The basic concept of probabilities. Learning to think quantitatively. Basic concepts

**Unit III:** Calibration: numbers and scales in the real world. Measurements

**Unit IV:** Physics: What is the enterprise of physics? Matter and forces and laws. From subatomic particles to the Universe

**Unit V:** Chemistry: Molecules and reactions. Chemical bonds and materials. Real-life examples

**Unit VI:** Evolutionary Biology: The evolution and diversity of life forms. Darwinism. DNA-the molecule of life.

**Unit VII:** Molecular Biology: Cells, proteins, DNA, RNA. The genome. Pharmaceuticals

**Unit VIII:** Geology: The Earth and its evolution and composition. Plate tectonics and the geography of the earth

**Unit IX:** Astronomy. The Universe, planets, Stars, Galaxies and how we study them.

**Reference:**

"The Canon: A Whirligig Tour of the Beautiful Basics of Science" Natalie Angier , Faber & Faber.(2007), Offered by USBAS\*

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Literary Criticism

**Nature of the Course:** Inter-Disciplinary Course

**Mode of Examination:** UES

**Semester:** First (I)

**Course ID:**

**Course Code:** BAENG 103

**Marks:** 100 (40+60)

**Credits:** 3 (L2 T1)

**Internal Evaluation:** 40

**External Evaluation:** 60

#### Course Objectives:

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

**Course Outcomes (COs):** After the completion of the program, students will be able to

**CO1 (Knowledge):** Gain knowledge of the basic forms of literature, and artistic nuances.

**CO2 (Understanding):** Have an understanding of all basic forms of literature –Poetry, Drama, Novel and major literary movements;

**CO3 (Analysis):** Will develop the capability to prepare himself/herself to carry out the analysis of literary texts.

**CO4 (Synthesis):** Will develop the capability to use the knowledge of literary studies while studying different courses of the program.

#### Course Content

**Unit I:** Poetic Forms; Diction; Figurative Language; Rhythm; Blank Verse; Free Verse; Poetic Devices - Personification; Metaphor; Simile; Paradox; Metonymy; Synecdoche Novel; Types of Novel; Story; Plot Construction; Characterization; Point of View; Types of Drama; Plot and Action; Characters; Soliloquy, Monologue and Aside; Dialogue; Stage Direction

**Unit II:** A brief introduction to basic approaches to studying literature – Sociological, Historical, Biographical criticism, and Psychological criticism

**Unit III:** Introduction to Classicism, Renaissance, Romanticism, Realism, Naturalism, Modernism

**Unit IV:** Assignments

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

### **Works for Reference:**

1. William Shakespeare: Sonnet 18
2. John Milton: "On His Twenty-Third Birthday"
3. William Wordsworth: "Upon Westminster Bridge"
4. P.B. Shelley: "England 1819", "Song to the Men of England"
5. Robert Bridges: "Nightingales"
6. Chekhov, Anton. "The Lament"
7. Joyce, James. "Eveline"
8. Munro, H.H. (Saki). "The Storyteller"
9. Hemingway, Ernest. The Old Man and the Sea
10. Sophocles: Oedipus Rex

### **Recommended Readings:**

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

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History of Science and Technology in India (IKS)**

**Nature of the Course:** SEC

**Course Code:** BALA 111

**Semester:** First (I)

**Credits:** 3 (L2:T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

Understand the history of science and technology in India.

### **Course Outcomes**

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

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

**CO3 (Synthesis):** Study the impact of colonial ‘modernity’ on Indian society.

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

### **Course Content**

#### **Unit I: Science and Technology in India up to c.1200 CE**

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

#### **Unit II: Science and Technology in India c.1200 CE to 1757 CE**

- a. Geometry, Trigonometry and Algebra, Graeco-Arabic Medicine (Unani-tibb), Astronomy, medicine.
- b. Architecture and horticulture.
- c. Agriculture (Canals and other irrigation systems), textile, arms-making, shipbuilding.

### Unit III: Science in Colonial India: 1757 CE to 1947 CE

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

### Unit IV: Post-Independence India

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

### Pedagogy

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

### Textbooks

1. Bose, D.M., S.N.Sen & B.V. Subbarayappa (eds.), A Concise History of Science in India, New Delhi: Indian National Science Academy, 1971.
2. Arnold, David, The New Cambridge History of India, III, Cambridge: Cambridge University Press, 2004.
3. Basham, A.L., The Wonder That was India, Vol. I, New Delhi: Rupa & Co., 1981.
4. Rizvi, S.A.A., The Wonder That was India, Vol. II, London: Sidgwick & Jackson, 1987.

### Recommended Readings

1. Sarkar, Suvobrata (ed.), History of Science, Technology, Environment and Medicine in India, London and New York: Routledge (Taylor & Francis), 2022.
2. Kumar, Deepak, Science and the Raj: A Study of British India, Oxford Scholarship Online, October 2012.
3. Rama Rao, P., ‘Science and Technology in Independent India: Retrospect and Prospect’, in Current Science, Vol. 74, No.5, 10 March, 1998, pp.418-432.
4. Khan, M.S., ‘Science and Technology in Early Medieval India’, in <https://dergipark.org.tr/tr/download/article-file/688183>.
5. Raina, Dhruv and Irfan S. Habib, Domesticating Modern Science: A Social History of Science and Culture in Colonial India, New Delhi, Tulika Books, 2004.

6. Muley, Gunakar, Bhartiya Vigyan ki Kahani (Hindi), Rajkamal Prakashan, 2003.



## **SKILL ENHANCEMENT COURSE (SEC)**

### **Introduction to Indian Knowledge Systems**

**Nature of Course:** SEC

**Course Code:** BALA 113

**Semester:** First (I)

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Total Marks** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### **Course Objective**

The objective of the course is to introduce Indian Knowledge systems (IKS) to the students. The course aims to provide foundational information on IKS, the sources of IKS, and some of the scholarships that form IKS.

### **Course Outcome**

**CO1 (Knowledge):** The students will be introduced to Indian Knowledge Systems

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

**CO3 (Synthesis):** The students will have a basic analytical understanding of the various scholarships in the fields of Vedic knowledge, mathematics, and statecraft.

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

### **Course Content**

#### **Unit I: Bhāratīya Jñāna Paramparā Vibhāga/ Indian Knowledge Systems**

- a. Knowledge transmission, Knowledge tradition and Practical utility
- b. Historical Context and Evolution

#### **Unit II: Philosophical Systems**

- a. Introduction to the Orthodox Schools- Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, Vedanta
- b. Heterodox Schools- Buddhism, Jainism, Charvaka

### **Unit III: Ancient Indian Scholarship**

- a. Vedic Scholars- Gārgī, Maitreyī
- b. Medicine- Charaka and Sushruta
- c. Mathematics and Astronomy- Bhāskarācārya, Bhaskara, Brahmagupta
- d. State and Statesmanship- Kautilya

### **Unit IV: Indic Knowledge in Contemporary Context**

- a. Relevance to modern science, philosophy, and global issues

### **Pedagogy**

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

### **Text Books:**

1. Basham, A.L. The Wonder That Was India. Delhi: Picador India, 2019.
2. Easwaran, Eknath. Essence of the Upanishads: A Key to Indian Spirituality. Delhi: Nilgiri Press, 2009.
3. Jha, Amit. Traditional Knowledge System in India. Delhi: Atlantic, 2024.
4. Mehta, J.M. Vedic Wisdom. New Delhi: V & S Publishers, 2011.

## SKILL ENHANCEMENT COURSE (SEC)

### Understanding Indian Society Through Cinema

**Nature of the Course:** SEC

**Semester:** First (I)

**Course Code:** BALA 115

**Credits:** 3 (L2 T1)

40

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:**

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

## Course Content

### Unit I: Cinema and Society: Reciprocal Relations

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

### Unit II: Indian Society and Cinema: Independence to Liberalization

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

### Unit IV: Indian Society and Cinema: Post-Liberalization

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

### Unit IV: Portrayal of Social Issues in Indian Cinema\*

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

## Pedagogy

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

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

## Text Book

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

## Recommended Readings

1. Ahmed, Akbar S. 1992. "Bombay Films: The Cinema as Metaphor for Indian Society and Politics". In *Modern Asian Studies* Vol. 26, No. 2. pp. 289-320
2. Young, Colin. "Film and Social Change". *The Journal of Aesthetic Education* Vol. 3, No. 3, Special Issue: Film, New Media, and Aesthetic Education (1969), pp. 21-27
3. Deshpande, Anirudh. "Indian Cinema and the Bourgeois Nation State". *Economic and Political Weekly* Vol. 42, No. 50 (2007), pp. 95-101, 103.
4. Datta, Sangeeta. "Globalisation and Representations of Women in Indian Cinema". *Social Scientist* Vol. 28, No. 3/4 (Mar. - Apr., 2000), pp. 71-82
5. Viridi, Jyotika. *The Cinematic ImagiNation [sic]: Indian Popular Films as Social History*. Rutgers University Press. London 2023.
6. Shafer, D. M., & Raney, A. A. (2012). Exploring how we enjoy antihero narratives. *Journal of Communication*, 62(6), 1028–1046

## SKILL ENHANCEMENT COURSE (SEC)

### Entrepreneurship Mindset

**Nature of the Course:** SEC

**Semester:** First (I)

**Course Code:** BALA 117

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome:

After completing this course, students will be able to

**CO1 (Knowledge):** Form strong foundations for basic entrepreneurial skills

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

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

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

### Course Content

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

6. Practicals:
  - i. Presenting a business plan
  - ii. Project on Start-up India any other Government policy on entrepreneurship
7. Discussion on why Startup fails, the role of MSME, etc.  
Discussion on role of entrepreneur in economic growth  
Discussion on Technology part.
8. Case study discussion on successful Indian entrepreneurs.

**Pedagogy:**

- Lectures
- Discussions and Presentations
- Seminars

**Text Books:**

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

## ABILITY ENHANCEMENT COURSE (AEC)

### History of Indian Food

**Nature of the Course:** AEC

**Course Code:** BALA 117

**Semester:** First (I)

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

#### Course Objective

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

#### Course Outcome

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

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

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

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

#### Course Content

##### Unit-I: Pre-history and proto-history

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

##### Unit-II: 'Vedic' Period and dietary restrictions

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

##### UNIT-III: The advent of Islam and change in eating patterns

- a. Introduction of food items from the New World – potato, maize, tobacco.



- b. Mughlai cuisine – Ni'matnama, Nushka-i-Shahjahani , and other cookbooks from the era.

#### **UNIT-IV: Impact of European rule**

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

#### **Pedagogy**

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

#### **Textbooks**

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

#### **Recommended Readings**

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

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Legislative Management and Support**

**Nature of Course:** AEC  
**Course Code:** BALA 119  
**Semester:** First (I)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Total Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Different Tiers of Representatives of governance: Powers and functions**

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

#### **Unit II: Legislative Procedures**

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

### **Unit III: Reading Budget**

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

### **Unit IV: Media, Communication, and Legislation**

- a. Types of media
- b. Media and communication

### **Pedagogy**

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

### **Text Books**

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

## ABILITY ENHANCEMENT COURSE (AEC)

### Reading Folklore

**Nature of the Course:** AEC

**Semester:** Second (I)

**Course Code:** BALA 121

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

### Course Content

#### Unit I: Introduction to Folklore

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

#### Unit II: Introduction to Indian Folklore and its Genres

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

### **Unit III: Folklore and Digital Technology**

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

### **Unit IV: Folklore in Urban Context**

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

### **Pedagogy**

- Lectures
- Discussion and Presentation

### **Text Books**

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

### **Recommended Readings**

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

### **SKILL ENHANCEMENT COURSE (SEC)\***

**Nature of the Course: Skill Enhancement Course**

**Course Title: Communication Skills**

**Course Code: USHSS**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Hours: 45**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be Offered by other USS**

### **ABILITY ENHANCEMENT COURSE (AEC)\***

**Nature of the Course: Ability Enhancement Course**

**Subject: Punjabi - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: French - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course**

**Course Title: Japanese - I**

**Course Code:**

**Credits: 2 (L1 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**\*To be offered by USHSS**

## VALUE ADDITION COURSE (VAC) Environmental Studies

**Nature of the Course:** VAC

**Semester:** First (I)

**Course Code:** VAC-I

**Credits-4 (L3, T1)**

**Mode of Examination:** UES

**Course ID:**

**Marks: 100 (60 + 40)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective:**

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

### **Course Outcomes:**

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

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

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

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

### **Course Content**

#### **Unit I: Fundamentals:**

**(16 hours)**

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

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

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

**Unit III: Environment Pollution:****(8 hours)**

- a. **Air Pollution:** Types of pollutants, source, effects, sink & control of primary pollutants– CO, NOX, HC, SO<sub>x</sub> and particulates, effect of pollutants on man & environment: photochemical smog, acid rain and global warming, CO<sub>2</sub> Sequestration.
- b. **Water Pollution:** Classification of Pollutants, their sources, waste water treatment (domestic and industrial).
- c. **Soil Pollution:** Composition of soil, classification and effects of solid pollutants and their control
- d. **Solid Waste Management:** Classification, waste treatment and disposal methods; composting, sanitary land filling, thermal processes, recycling and reuse methods.
- e. **Hazardous wastes** - Classification, radioactive, biomedical & chemical, treatment and disposal- Physical, chemical and biological processes.
- f. **Marine Pollution:** Causes, effects and control of marine pollution, coastal zone management
- g. **Thermal pollution:** Causes, effects and control of marine pollution, coastal zone management
- h. **Disaster Management:** Floods, earth quake, cyclone and landslides



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

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

**Field work****Pedagogy**

- Lectures
- Discussion and Presentation

**Text Book**

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

**Recommended Readings**

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

## **OPEN ELECTIVE COURSE (OEC)**

### **Science and Practice of Happiness**

**Nature of the Course:** OEC

**Semester:** First (I)

**Course Code:**

**Credits-** 2(L1, T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

The course aims to instill a sense of positivity and happiness through various workshops and activities

### **Course Outcomes**

**CO1 (Knowledge):** Exploring various aspects of human consciousness with focus on happiness in everyday lives

**CO2 (Understanding):** Create an understanding of harmonizing human creativity with the challenges of modernity.

**CO3 (Synthesis):** Providing work-life balance.

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

### **Course Content**

#### **Unit I.: Understanding Emotions**

- a. The importance of different emotions
- b. Why stay happy
- c. Emotion contagion
- d. Introducing the different perspectives of happiness

#### **Unit II: Science of Happiness and Wellbeing**

- a. Understanding the neuroscience of happiness
- b. Brain behavior relationship in happiness
- c. Why do we need to measure happiness
- d. Role of technology
- e. Importance of empathy, gratitude, kindness
- f. Understanding employee happiness
- g. Designing a happy workplace
- h. Role of humour in workplace

#### **Unit III: Practice of Happiness**

- a. Introduction to different practices that help calm the mind and foster happiness
- b. Self-awareness
- c. Self-motivation

- d. Sharing examples, cases, and practices that have been implemented and which have yielded results in spreading happiness
- e. The emotional impact of a team leader on its members
- f. Sensitivity training
- g. Creativity Vs Routine
- h. Importance of Intuition
- i. Nurturing Relationship
- j. Importance of networking

#### **Unit IV.: Career, Life, and Happiness**

- a. Understanding the importance of a career and its limits
- b. Work-Life balance
- c. Achieving personal and professional success
- d. Engaging the sense to keep oneself and others happy
- e. Resilience in times of uncertainty and stress
- f. Nurturing skills, values, perception, and mindset for resilience

#### **Practical Exercise for Evaluation**

- Projects
- Workshop, Experiential Learning

#### **Text Books**

- 1- A Compass Towards Just and Harmonious Society: 2015. GNH Survey Report (2016). Centre for Bhutan Studies & GNH Report, Thimpu, Bhutan.
- 2- Happiness: Transforming the landscape. Center for Bhutan Studies & GNH, Thimpu, 2017.
- 3- Helliwell, J.F. Huang; Wang. S (2017). The Social Foundations of World Happiness. World Happiness Report. 2018.

#### **Reference Books**

- 1- Hanh, Thich Nhat. 2013. Love Letter to the Earth. Kindle Edition
- 2- Hanh, Thich Nhat. 2008. The Miracle of Mindfulness: The Classic Guide to Meditation. (Free Kindle)
- 3- Covey, Stefan F. 2004. Seven Effective Habits of Highly Effective People: Powerful Lessons in Personal Change. Free Press.

<b>Second Semester</b>							
Nature of the Course	Course ID	Course Code	Course Title	Mode of Examination	L	T/P	Credits
<b>Theory</b>							
FC		BALAHIST102	Connected Histories: India and Asia (700 CE to 1700 CE)	UES	3	1	4
FC		BALAPOLS104	Introduction to Political Science	UES	3	1	4
FC		BALASOC106	Introduction to Sociology	UES	3	1	4
IDC (Choose Any One)		USLA BALA102 BALA 104 BALA106  BALA	Caves to Cinema Hall: Story of Indian Architecture <b>OR</b> The Idea of Power <b>OR</b> Social Interaction in Virtual Environment <b>OR</b> Understanding Films* <b>OR</b> IDC from other USS	UES	2	1	3
SEC (Choose Any One)		USLA BALA 108 BALA 110 BALA 112  USHSS BAENG110	History through Cinema <b>OR</b> Gender and Development <b>OR</b> Fashion and Society <b>OR</b> Writing Skills** <b>OR</b> Choice from other USS <b>OR</b> MOOCS	UES	2	1	3

<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 114  BALA 116  BALA 118  <b>USHSS</b>  BAENG112  BAENG114 BAENG116 BAENG118 BAENG120 BAENG122	Temple Architecture <b>OR</b> Managing Election and Election Campaign <b>OR</b> Academic Research Writing  <b>OR</b> English Language and Grammar II <b>OR</b> Punjabi-II French-II German-II Japanese-II Spanish II <b>OR</b> MOOCS <b>OR</b> Choice from Other USS	NUES	1	1	2
	<b>Total</b>	BALA124	Value and Ethics	NUES****	3	1	4
<b>VAC II Value and Ethics** *</b>					<b>17</b>	<b>7</b>	<b>24</b>

\*To be taught by the faculty of USHSS

\*\*To be borrowed from the USHSS/other USS

\*\*\*Compulsory Course

\*\*\*\* **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

**Note:**

1. Major discipline shall have a maximum of 35 percent for Indian students admitted on a seat which is not supernumerary. Students admitted on a supernumerary seat have to choose from the major disciplines opted for by the students not admitted on a supernumerary seat, and they shall not be accounted for while calculating the final strength of students opting for a major discipline. The Major discipline shall be allocated to the student based on the merit of first-semester SGPA and choice of the student.
2. The USLA will publish the list of available MS/DSE/Optional courses that will be available in the semester before the beginning of the semester. A minimum of 5 students are required to opt for any IDC, SEC, or AEC.
3. The MS/DSE/Optional Courses will be interchanged every alternative semester and the
4. The SEC course titled Gender and Development is offered by the discipline of Political Science; History through Cinema is offered by the discipline of History; Fashion and Society is offered by Sociology.
5. The AEC paper on Temple Architecture is offered by the discipline of History, the AEC paper on Academic Research Writing is offered by the discipline of Sociology, the paper Managing Election and Election Campaign is offered by the discipline of Political Science

## **SECOND SEMESTER**

### **FOUNDATION COURSE (FC)**

#### **Connected Histories: India and Asia (700 CE to 1700 CE)**

**Nature of the Course: FC**

**Course Code: BALA HIST 102**

**Semester: Second (II)**

**Credits: 4 (L3:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

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

### **Course Outcomes**

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

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

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

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

### **Course Content**

#### **Unit I: Connected histories in the pre-colonial period**

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

#### **Unit II: Trade linkages**

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

#### **Unit III: Court Culture and Imperial Connections**

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

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

## Unit IV: The Coming of the Europeans and New Linkages

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

### Pedagogy

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

### Textbooks

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

### Recommended Readings

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

## **FOUNDATION COURSE (FC)**

### **Introduction to Political Science**

**Nature of the Course: FC**  
**Course Code: BALA 104**  
**Credits: 4 (L3:T1)**

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

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Introduction to Politics and Political Theory**

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

#### **Unit II: Conceptualising Ideology and State**

- a. Ideology and Political Ideologies: Liberalism, Marxism and Feminism
- b. State, Society, and Nation
- c. Diverse perspectives on State (Organic, Social-Contract, Individualist, Welfare, Hindu Theory)

#### **Unit III: Political Concepts**

- a. Liberty
- b. Equality



- c. Justice

#### **Unit IV: Democracy, Media and Crisis of Politics**

- a. Democracy and its Contemporary theories
- b. Media and Politics
- c. Age of New-Politics

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

1. Bellamy, Richard. "The Demise and Rise of Political Theory." In Theories and Concepts of Politics, Manchester University Press, 1993.
2. Chapman, J. "The Feminist Perspective." In Theory and Methods in Political Science, edited by D. Marsh and G. Stoker, London: Macmillan, 1995.
3. Held, David. Political Theory and the Modern State. CA: Stanford University Press, 2015.
4. Heywood, Andrew. Political Ideas and Concepts: An Introduction. New York: St. Martin's Press, 1994.
5. Heywood, Andrew. Political Theory: An Introduction. New York: Palgrave Macmillan, 2015.
6. Heywood, A. Political Ideologies, An Introduction. MacMillan, 1992.
7. Hoffman, John. Introduction to Political Ideologies. New Delhi: Pearson, 2010.
8. Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford: OUP, 2002.
9. Leopold, David, and Marc Stears. Political Theory: Methods and Approaches. OUP, 2008.
10. MacIntyre, Alasdair. "The Indispensability of Political Theory." In The Nature of Political Theory, edited by D. Miller and L. Siendentop, Oxford: Clarendon Press, 1983.

## **FOUNDATION COURSE (FC)**

### **Introduction to Sociology**

**Nature of the Course:** FC  
**Semester:** Second (II)  
**Course Code:** BALA106  
**Credits:** 4 (L3 T1)

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

### **Course Objective**

The objective of this course is to provide students with a foundational understanding of sociology by exploring its definition, nature, and scope. Students will learn about the rise and growth of sociology as a discipline, its scientific and humanistic orientations, and its relationship with other social sciences. The course will cover key sociological concepts such as society, culture, social structure, and social control, along with an in-depth examination of various social institutions and their interrelationships. Additionally, students will study the mechanisms of social stratification and mobility, including major theoretical perspectives and different forms of stratification.

### **Course Outcome**

After completing this course students will be able to

**CO1 (Knowledge):** Demonstrate a comprehensive knowledge of the foundational concepts, theories, and historical development of sociology, as well as its relationship with other social sciences.

**CO2 (Understanding):** Understand and explain key sociological concepts such as society, culture, social structure, social institutions, social stratification, and social mobility, along with the major theories that explain these phenomena.

**CO3 (Synthesis):** Synthesize and critically analyze the complex interrelationships between various social institutions and structures, applying theoretical perspectives to contemporary social issues and phenomena.

**CO4 (Application):** Apply sociological theories and concepts to analyze real-world social structures and issues, using sociological imagination to evaluate the influence of societal factors on individual behavior and societal outcomes.

### **Course Content**

#### **Unit I: Definition, Nature, and Scope of Sociology**

- a. Rise and Growth of Sociology as a Discipline

- b. Sociology and Common Sense, Sociology as a Science, Humanistic Orientation
- c. Relationship with other Social Sciences (History, Political Science, Economics, Psychology, Anthropology)
- d. Sociological Imagination: Individual and Society

### **Unit II: Basic Concepts**

- a. Society, Culture and Civilization
- b. Social Structure: Meaning and Definition
- c. Community and Association
- d. Groups – Primary and Secondary
- e. Status and Role
- f. Social Control

### **Unit III: Social Institutions**

- a. Concept of Social Institution
- b. Types of Social Institutions: Family, Marriage, Kinship, Religion, Education, Politics/State, Law, and Economy
- c. Relationship between Social Institutions

### **Unit IV: Social Stratification and Social Mobility**

- a. Meaning, Definition, features and forms of social stratification
- b. Social Distance: Concept
- c. Theories of Social Stratification (Marxist, Weberian, and Functional)
- d. Forms and Type of Social Stratification (Open, Closed; Caste, Class, Gender, Race, Ethnicity, Race)
- e. Concept of Social Mobility: Types and Factors

### **Pedagogy**

- Lectures
- Discussion and Presentations
- Audio-Visual

### **Text Books**

1. Tumin, Melvin M. Social Stratification: The Forms and Functions of Inequality. Prentice-Hall. 1985
2. Dipankar Gupta (Eds). Social Stratification. Oxford University Press. New York.2007
3. Panunzio, Constantine. Major Social Institutions. Macmillan Company. New York.1939
4. Turner, Johnathan. Human Institutions A Theory of Societal Evolution. Rowman & Littlefield Publishers. New York. 2003.
5. Horton, Paul B; Hunt, Chester L. Sociology. McGraw-Hill. New York. 1980.

## Recommended Readings

1. Wendy Bottero; Kenneth Prandy. "Social interaction distance and stratification". *British Journal of Sociology*. Vol. 54, Issue. 2. (2003). pp. 177–197.
2. Judge, Paramjit S. *Foundations of Classical Sociological Theory: Functionalism, Conflict and Action*. Pearson. Delhi. 2012. (Chapters: 1, 2, and 3).
3. Turner, Jonathan H, *Theoretical Sociology 1830 to the Present*. Sage. London. 2013. (Chapters: 1, 2 and 3).
4. Beteille, Andre. "Sociology and Common Sense." *Economic and Political Weekly* 31, no. 35/37 (1996): 2361–65.
5. Mokrzycki, Edmund. "Two Concepts of Humanistic Sociology." *The Polish Sociological Bulletin*, no. 20 (1969): 32–47.
6. Plummer, Kenneth. *Sociology: The Basics*. Routledge. New York. 2010. (Chapters 5 and 8)
7. Giddens, Anthony. *Introduction to Sociology*. Norton Co. New York. 2014 (Chapters; 1, 3, 6, and 8)
8. Weber M (1946). "Class, Status, Party". In H. H. Girth, C. Wright Mills (eds.). *From Max Weber: Essays in Sociology*. New York: Oxford University. pp. 180–95
9. Wrong, Dennis H. "The Functional Theory of Stratification: Some Neglected Considerations." *American Sociological Review* 24, no. 6 (1959): 772–82
10. Unit 4, *Functionalist Theory of Stratification*. IGNOU Reading Material.
11. Sharma, Kanhaiya Lal. *Social Stratification and Mobility*. South Asia Books. New Delhi. 1994.
12. Levine, Rhonda F. (Eds.) *Social Class and Stratification: Classic Statements and Theoretical Debates*. Rowman & Littlefield. New York. 2006. (Chapters; 1, 2, and 5).

## **INTERDISCIPLINARY COURSE (IDC)**

### **Caves to Cinema Halls: Story of Indian Architecture**

**Nature of the Course: IDC**

**Course Code: BALA 102**

**Semester: Second (II)**

**Credits: 3 (L2:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The course would focus on the techniques and practices of architectural style from ancient times to the present.

### **Course Outcome**

**CO1 (Knowledge):** Learn about the important role played by visuals and aesthetics in developing architectural sensibilities.

**CO2 (Understanding):** Understanding the differences between the architectural styles of different periods.

**CO3 (Synthesis):** While the focus of the course will be on the history of Indian architecture, there will be continuous references to, and comparisons with, other locations of the world.

**CO4 (Application):** The course will briefly focus on the issues of power, class, and vision in architectural styles.

### **Course Content**

#### **Unit I: History and Theory of Art and Architecture**

- a. Theories of architecture: Ruskin and E.H. Gombrich.
- b. Historiography: Fergusson, Coomaraswamy, Partha Mitter, Senthil Babu.
- c. World architecture: an overview; case studies.

#### **Unit II: Art through Ages**

- a. Stone sculptures.
- b. Frescoes and paintings.
- c. People's art.

### **Unit III: Architecture through the ages**

- a. Sacred architecture – a few case studies.
- b. Imperial architecture.
- c. Everyday architecture.

### **Unit IV: Art through Cinema and Digital Platforms**

- a. Understanding architecture through cinema.
- b. Modern and smart cities.
- c. Secular architecture.

### **Pedagogy**

- Lectures and Discussions
- Case Studies: Bhimbetka Rock Art and others
- Visits to Art Galleries and museums.
- Tie-up with INTACH, Al-Kazi Foundation, Agha Khan Trust.

### **Textbooks**

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

### **Recommended Readings**

1. Le Corbusier, Chandigarh and the Modern City, Mapin Publishing, Ahmedabad, 2009.
2. Fergusson, James, History of Indian and Eastern Architecture, John Murray, London, 1876.
3. Guha-Thakurta, Tapti, Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India, Columbia University Press, NY, 2004.
4. Havell, E.B., The Ancient and Medieval Architecture of India: A Study of Indo-Aryan Civilization, John Murray, London, 1915.
5. Havell, E.B., Indian Architecture, Its Psychology, Structure and History from the first Muhammedan Invasion to the Present Day, J. Murray, 1913.
6. Metcalf, Thomas R., An Imperial Vision: Indian Architecture and Britain's Raj, Faber and Faber, London, 1989.
7. Mitter, Partha, Much Maligned Monster: A History of European Reactions to Indian Art, Clarendon Press, Oxford, 1977.
8. Tillotson, G.H.R. Paradigms of Indian Architecture: Space and Time in Representation and Design, Routledge, NY, 1997.
9. Asher, Catherine, (ed.). Perceptions of India's Visual Past, AIIS, Delhi, 1994.

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

## **INTERDISCIPLINARY COURSE (IDC)**

### **The Idea of Power**

**Nature of the Course: IDC**

**Course Code: BALA 104**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

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

### **Course Outcome**

**CO1 (Knowledge):** Analyse various conceptualizations of power.

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

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

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

### **Course Content**

#### **Unit I: Different Thinkers on the Idea of Power**

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

#### **Unit II: Power and Resistance**

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



### Unit III: Politics and Power

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

### Unit IV: Power and Change

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

### Pedagogy

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

### Text Books

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

### Recommended Readings

1. Agamben, Giorgio. *State of Exception*. Chicago: University of Chicago Press, 2005.
2. Beteille, Andre. *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. 3rd ed. New Delhi: Oxford University Press, 2012.
3. Bourdieu, Pierre. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by J. G. Richardson, 241-258. New York: Greenwood Press, 1986.
4. Bourdieu, Pierre. *Language and Symbolic Power*. Translated by Gino Raymond. Cambridge: Polity, 1991.

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

## **INTERDISCIPLINARY COURSE (IDC)** **Social Interactions in Virtual Environment**

**Nature of the Course: IDC**

**Semester: Second (II)**

**Course Code: BALA 106**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objectives**

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

### **Course Outcome**

After completing this course students will be able to

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

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

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

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

## Course Content

### Unit I: Social Interaction: Unboxing the Concepts

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

### Unit II: Virtual world

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

### Unit III: Virtual Environment (VE)

- a. Concept; Comparison of VE with physical environment
- b. Software testing, server consolidation, and application isolation in VE; Social experiences in VE
- c. Interplay between social systems and technology in the network world
- d. Virtual humans (VH)- avatars and agents; comparison between the two

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

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

### Pedagogy

- Lectures
- Discussions and presentations
- Project Work

### Textbooks:

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

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

## Recommended Readings

1. Bailenson, Jeremy. 2018. *Experience on Demand: What Virtual Reality is, How it Works and What it can Do*. W. W. Norton and Company
2. Jones, Phil and Tess Osborne, 2022. *Virtual Reality Methods: A Guide for Researchers in the Social Sciences and Humanities*. Bristol University Press
3. Johnson, Steven. 1997. *Interface Culture: How New Technology Transforms the Way We Create and Communicate*. New York: Basic Books
4. Shayo, Conard et al. 2007. *The Virtual Society: Its Driving Forces, Arrangements, Practices and Implications*. In Jayne Gackenbach (ed) *Psychology and the Internet: Intrapersonal, Interpersonal and Transpersonal Implications*. Pp 187-219. DOI:[10.1016/B978-012369425-6/50027-8](https://doi.org/10.1016/B978-012369425-6/50027-8)
5. Schroeder, Ralph, 1996. *Cyberculture, Cyborg Post- Moderism and the Sociology of Virtual Reality Technologies: Surfing the Soul in the Information Age*. *Futures*. 26 (5): 519-528. <https://cuttlefish.org/seanclark2020/uploads/schroeder-sociology-of-virtual-reality.pdf>
6. Schroeder, R. 1997. *Networked Worlds: Social Aspects of Multi- User Virtual Reality Technology*. *Sociological Research Online*. 2 (4) Pp 89-99. <https://doi.org/10.5153/sro.291>
7. Opperman, Daniel. 2022. *Virtual Reality in the social Sciences*. <https://www.danieloppermann.com/virtual-reality-in-the-social-sciences/>
8. Bradley, Omar. 2021. *Virtual Worlds: Social Interactions Among Online Gamers Through Voice Chat*. LSU Doctoral dissertations. [https://repository.lsu.edu/gradschool\\_dissertations/5538/](https://repository.lsu.edu/gradschool_dissertations/5538/)
9. Lakkaraju, Kiran, Gita Suthankar, Rolf T. Wigand. 2018. *Social Interactions in Virtual World: An Interdisciplinary Perspective*. Cambridge University Press.
10. Mantymaki, Matti and Kai Riemer 2014. *Digital Natives in Social Virtual Worlds: A Multi-Methods Study of Gratifications and Social Influences in Habbo Hotel*. *International Journal of Information Management*. 34 (2): 210-220. <https://www.sciencedirect.com/science/article/pii/S0268401213001679>
11. Bujic, Mila et al. 2022. *Playing with Embodies Social Interaction: A thematic Review of Experiments on Social Aspects in Gameful Virtual World*. *Interaction with Computers*. 33 (6): 583-595. <https://doi.org/10.1093/iwc/iwac012>
12. Kyriltsias and Despina Michael Grigoriou. 2022. *Social Interaction with Agents and Avatars in Immersive Virtual Environments: A Survey*. *Frontiers in Virtual Reality*. <https://www.frontiersin.org/journal/article/10.3389/fvrt.2022.911111>

## INTERDISCIPLINARY COURSE (IDC)

### Understanding Films

**Nature of the Course: IDC**

**Semester: Second (II)**

**Course Code: BALA**

**Credits: 3 (L2 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

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

#### **Course Outcome (COs):**

CO1 (Knowledge): To impart knowledge of the basics of film studies, language of cinema and its various aspects.

CO2 (Understanding): To develop understanding of cinema as an art form, its formalist analysis and different film genres

CO3 (Communication): To enable them to critical discuss films as a cultural text.

CO4 (Research): To give them a foundation to research on sociological, cultural, social and artistic elements of films.

#### **Course Content**

**Unit I: Introduction:** Introduction to film studies, language of cinema, mise-en-scene, montage

**Unit II:** Orson Welles: *Citizen Kane*

De Sicca: *The Bicycle Thieves*

Francis Ford Coppola: *The Godfather*

Sergio Leone: *The Good, the Bad and the Ugly*

**Unit III:** Raj Kapoor: *Awara*

Guru Dutt: *Pyasa*

Sayyajit Ray: *Pathar Panjali*

Kundan Shah: *Jaane Bhi Do Yaaro*

**Unit-IV: Review Writing**

#### **Suggested Films:**

Charlie Chaplin: *The Great Dictator*

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

Sergei Eisenstein: *Battleship Potemkin*

Francois Truffaut: *The 400 Blows*

Alfred Hitchcock: *The Rear Window*

Alfred Hitchcock: *Psycho*

Victor Fleming: *Gone With the Wind*

Sergio Leone: *For a Few Dollars More*

Bimal Roy: *Do Bigha Zameen*

Shyam Benegal: *Manthan*

Shyam Benegal: *Junoon*

### **Suggested Reading List:**

Beaver, Frank Eugene. *A Dictionary of Film Terms: The Aesthetic Companion to Film Art*. Peter Lang, 2006.

Bordwell, David and Kristin Thompson. *Film Art: An Introduction*. McGraw Hill, 2012.

Bazin, Andre. *What is Cinema-Vol. I and Vol II*. University of California Press, 2004.

Hill, John and Pamela C. Gibson. *Oxford Guide to Film Studies*. Oup, 1998.

--*Film studies: Critical Approaches*. OUP,2000.

Monaco, James. *How to Read a Film: Motives, Media, and Beyond*. OUP,2007.

Ray, Satyahit. *Our Films, Their Films*. Oreint Longman, 1976

## **SKILL ENHANCEMENT COURSE (SEC)**

### **History through Cinema**

**Nature of the Course: SEC**

**Course Code: BALA 108**

**Semester: Second (II)**

**Credits: 3 (L2:T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

This course seeks to understand several themes in history through cinema. Films are documents of their times and as such they reflect the social history of their times. They also create differing conceptions and experiential understanding of the past, sometimes at odds with academic history writing. Using an interdisciplinary approach incorporating history writing, film criticism, film theory, cultural theory and social sciences, this course seeks to understand the myriad ways we make sense of history.

### **Course Outcome**

**CO1 (Knowledge):** Learn how cinema and history are both different ways of representations of the past, and how films and writing approach same questions (social questions, representation) in different ways.

**CO2 (Understanding):** Understand how cinema can be seen as starting point of inquiring about past; and how cinema and history both complement each other in recovering certain events or everyday life.

**CO2 (Synthesis):** Understand how cinema acts as an archive of the past: the moment of films' creation, their audience, and the history of their reception is part of social history

**CO3 (Application):** Conceptualize, analyze, and write about cinema from different contexts.

### **Course Content**

#### **Unit I: Modernism/Capitalism**

The interwar period was, apart from other things, the time of modernism. Formal experiments in film-making came along at the same time as momentous shifts in capitalism and political-social crisis. This unit focuses on this period of crisis via these four major films:

- a. The Metropolis (1927, dir. Fritz Lang)
- b. Un Chien Andalou (1929, dir. Luis Buñuel)
- c. Modern Times (1936, dir. Charlie Chaplin)
- d. La Grande Illusion (1937, dir. Jean Renoir)



## Unit II: Films of Resistance: Liberation/Decolonisation

This unit seeks to understand the stories of liberation or decolonization in different parts of the world. Decolonisation did not take place in a single moment; hence it is important to underline several different experiences.

- a. Battle of Algiers (1966, dir. Gillo Pontecorvo)
- b. Memories of Underdevelopment (1968, dir. Tomás Gutiérrez Alea)
- c. Malcolm X (1992, dir. Spike Lee)
- d. Saat Hindustani (1969, dir. Khwaja Ahmad Abbas)
- e. Land and Freedom (1995, dir. Ken Loach)

## Unit III: Holocaust/Fascism

This unit is concerned with cinematic depictions of the Holocaust or the experience of Fascism. In this case, cinema acts a visual memory of violence whose scale cannot be overstated.

- a. Rome, Open City (1945, dir. Roberto Rossellini)
- b. Night and Fog (1955, dir. Alain Resnais)
- c. Life is Beautiful (1997, dir. Robert Benigni)
- d. The Conformist (1970, dir. Bernardo Bertolucci)

## Unit IV: Everyday Life

Films offer a wonderful medium to document everydayness, which is also the objective of social history. This unit addresses films which address this theme:

- a. Bicycle Thieves (1948, dir. Vittorio De Sica)
- b. La Haine (1995, dir. Mathieu Kassovitz)
- c. Children of Heaven (1997, dir. Majid Majidi)
- d. Where Do We Go Now (2011, dir. Nadine Labaki)
- e. Do Aankhen Barah Haath (1957, dir. V. Shantaram)

## Pedagogy

- Classes of 3-hour period would be solicited for this paper.
- Note taking, discussion after the screening of the movies.
- Thorough analysis of the movies, with differing interpretations, followed by social history of the context and subject matters.

## Textbooks

1. Nowell-Smith, G., The History of Cinema: A Very Short Introduction, Oxford University Press, 2017.
2. Ferro, M, Cinema and History, Wayne State University Press, 1988.
3. Rosenstone, R. A. (eds.), Revisioning history: Film and the Construction of a New Past, Princeton University Press, 2020.

4. Maltby, R, *New Cinema Histories, Explorations in New Cinema History: Approaches and case studies*, 3-40, 2011.

### **Recommended Readings**

1. Kerner, A., *Film and the Holocaust: New perspectives on Dramas, Documentaries, and Experimental Films*, A&C Black, 2011.
2. Leavitt IV, C. L., *Italian Neorealism: A Cultural History*, University of Toronto Press, 2020.
3. Jameson, F., *Signatures of the Visible*, Routledge, 2013.
4. Klein, S. W., & M. V. Moses (eds.), *A Modernist Cinema: Film Art from 1914 to 1941*, Oxford University Press, 2021.
5. Andrew, Dudley, *What is Cinema? Vol. 1 and 2*, University of California Press, 2004.
6. Hayward, S., *Cinema Studies: The Key Concepts*, Routledge, 2006.

## **SKILL ENHANCEMENT COURSE (SEC)**

### **Gender and Development (SEC)**

**Nature of Course: SEC**  
**Course Code: BALA 110**  
**Semester: Second (II)**  
**Credits: 3**

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

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Introduction to Gender and Development**

- a. Gender and Development: Definitions and Concepts
- b. Millennium Development Goals and Gender

#### **Unit II: Gender and Health in India**

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

### Unit III: Gender and Economic Policy

- a. Women's Unpaid Labour and Informal Economies
- b. Grameen Bank, SHGs

### Unit IV: Gender and Violence

- a. Gender-Based-Violence and Violence Against Women
- b. Acts, Legislations and Statutory Bodies
- c. Appraisal of Safety and Security Schemes like Mission Sakti: Evaluation

### Pedagogy:

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

### Text Books

1. Agnes, Flavia. Law and Gender Inequality: The Politics of Women's Rights in India. Oxford: Oxford University Press, 2001.
2. Bhatt, Ela R. We Are Poor but So Many: The Story of Self-Employed Women in India. New Delhi: Oxford University Press, 2005.
3. Menon, Nivedita, ed. Gender and Politics in India. New Delhi: Oxford University Press, 1999.

### Recommended Readings

1. India introduces economic reforms to improve women's access to markets and financial assets, Available at: <https://www.cfr.org/womens-participation-in-global-economy/case-studies/india/>
2. National Health Policy (2017)
3. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, <https://dse.education.gov.in/rte>
4. Where Do the Victims of Gender- Based Violence go?Based Violence go? A Needs Analysis for Women’s Safety Schemes in IndiaA Needs Analysis for Women’s Safety Schemes in India Available At: <https://cprindia.org/wp-content/uploads/2023/03/A-Needs-Analysis-for-Womens-Safety-Schemes-in-India.pdf>
5. National Commission for Women (NCW) Reports
6. The World Bank - India: Policy Research Working Papers on Gender (Different Years).

## SKILL ENHANCEMENT COURSE (SEC)

### Fashion and Society

**Nature of the Course:** SEC

**Semester:** Second (II)

**Course Code:** BALA112

**Credits:** 3 (L2 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:** 60

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

## Course Content

### Unit I: Unboxing the Concepts: Introduction to Fashion and Society

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

### Unit II: Fashion: Theoretical Perspectives and Social Dimensions

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

### Unit III: Fashion, Identity, and Social Structures

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

### Unit IV: Fashion, Media and Technology

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

## Pedagogy

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

## Text Books

1. Simmel, Georg. *On Individuality and Social Forms: Selected Writings*. Edited and with an introduction by Donald N. Levine. Chicago: University of Chicago Press, 1971.
2. Bandoni, Wendy K. *Social Media and Fashion: Influence, Impact and Innovation*. London: Bloomsbury Publishing, 2017.
3. Barnard, Malcolm. *Fashion as Communication*. 2nd ed. Routledge, 2002.
4. Veblen, Thorstein. *The Theory of the Leisure Class: An Economic Study of Institutions*. New York: Macmillan, 1899.

## Recommended Readings

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

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Temple Architecture**

**Nature of the Course: AEC**

**Course Code: BALA 114**

**Semester: Second (II)**

**Credits: 2**

**Mode of Examination: NUES**

**Course ID:**

**Marks: 100**

**Continuous Evaluation**

### **Course Objective**

To introduce students to different forms of temple architecture and the understand the reasons for temple construction.

### **Course Outcome**

**CO1 (Knowledge):** Trace the evolution of temple architecture over time and space.

**CO2 (Understanding):** Understand the motives behind temple construction.

**CO3 (Synthesis):** Find out the possible reasons for variation across regions and over time.

**CO4 (Application):** Analyse the role of patrons and what temples tell us about society.

### **Course Content**

#### **Unit-I: Beginnings of Art and Architecture**

- a. Rock cut caves – Barabar, Bhaja, Khandagiri, Udayagiri
- b. Free standing Stupas, Chaityas, Viharas, Toranas – Bharhut, Sanchi, Karle, Kanheri
- c. Materials and methods: Wood and other perishable materials to stone architecture

#### **Unit-II: Early Temples**

- a. Rock-cut temple– Mamallapuram, Kailasa temple
- b. Early free-standing temples– Sanchi, Deogarh, Aihole, Parvati Temple at Nachna-Kuthra, Brick temple at Bhitargaon
- c. Cave temples– Ajanta, Elephanta, Badami, Udaygiri in Madhya Pradesh

#### **Unit-III: Styles of temple construction**

- a. Evolution of regional styles– Nagara, Dravida, Nayaka, Vesara, Hoysala, Vijayanagara, Pala and Sena
- b. Prominent temples in India– Chandelas (Khajuraho), Chola temples, Ganga dynasty (Odisha,) Vijayanagara (Hampi), Karkota dynasty in (Kashmir)



- c. Prominent temples outside India– Angkor Vat (Cambodia), Preah Vihar temple (Cambodia), Pashupatinath temple (Nepal), Munneswaram temple (Sri Lanka), Katas Raj temple (Pakistan), Aditya Sun temple (Pakistan)

#### **Unit-IV: Piety and Patronage**

- a. Guilds
- b. Artisans
- c. Women
- d. Rulers, Priests and Communities

#### **Pedagogy**

- Classroom lectures/map and geography /project work/archaeology.
- Examining and analysing images of various famous temples.
- Visit to an archaeological temple site.
- Students to write an essay on one temple located outside the borders of modern India.

#### **Textbooks**

1. Huntington, Susan, *The Art of Ancient India: Buddhist, Hindu, Jain*, Motilal Banarasidas, 1985.
2. Chandra, Pramod (ed.), *The Study of Indian Temple Architecture*, New Delhi: American Institute of Indian Studies, 1975.
3. Daheja, Vidya, *Discourse in Early Buddhist Art: Visual Narratives of India*, New Delhi: Munshiram Manoharlal, 2005.
4. Harle, J.C., *The Art and Architecture of the Indian Subcontinent*, Yale University Press, 1994.

#### **Recommended Readings**

1. Meister, Michael (ed.), *Ananda Coomaraswamy: Essays in Early Indian Architecture*, Delhi: IGNCA and Oxford University Press, 1992.
2. Ray, H.P., *Archaeology and Text: The Temples in South Asia*, Oxford University Press, 2009.
3. Zimmer, Heinrich, *The Art of Indian Asia*, 2 Vols, Princeton, 1954.
4. Desai, Devangana, 'Social dimensions of Indian Art', *Social Scientist Journal*, V.18 No.202, pp.3-32, 1990.
5. Dhaky, M.A., *The Indian Temple Traceries*, New Delhi, D.K.Printworld, 2005.
6. Kramrisch, Stella, *The Hindu Temple*, Vol. I and II, Calcutta: University of Calcutta, 1946.

## **ABILITY ENHANCEMENT SKLL (AEC)**

### **Managing Election and Election Campaign**

**Nature of Course:** AEC  
**Course Code:** BALA116  
**Semester:** Second (II)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Total Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

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

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Political Processes: Introduction**

- a. Political Parties in India
- b. Elections in India

**Unit II: Pressure Groups and Election**

- a. Pressure Groups and its role in Election Manifestos and Campaign

**Unit III: Introducing Surveys**

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

**Unit IV: Media and Management of Elections**

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

**Pedagogy:**

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

**Text Books**

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

**ABILITY ENHANCEMENT SKLL (AEC)**  
**Academic Research Writing**

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** BALA 118

**Credits:** 2 (L1 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### **Course Objective**

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

### **Course Outcome**

After completing this course, students will be able to

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

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

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

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

## Course Content

### **Unit I: Introduction: Basics of Readings and Understanding\*** **8 Hours**

- a. Reading and Academic-Text: Critical Approach
- b. Assignment 1: Reading an article/chapter and writing a summary in one or two paragraphs without prior guidance from the course instructor
- c. Assignment 2: Re-reading the same article/book chapter and re-writing summary after group discussion
- d. Assignment 3: Re-read the same text and re-write in light of the instructions of the course instructor

### **Unit II: Understanding the Academic Text** **8 Hours**

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

### **Unit IV: Writing an Academic Text** **6 Hours**

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

### **Unit IV: Ethical and Technical Issues in Writing** **6 Hours**

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

## **Pedagogy**

- Lectures
- Discussion and Presentation
- Project Work

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

## **Text Books**

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

## **Recommended Readings**

1. Whitaker, Anne. A Step-by-Step Guide to Writing Academic Papers. 2009
2. Townsend, Barbara. Review: Academic Writing: Advice on How to Do It. Higher Education Vol. 15, No. 3/4, pp. 373-378. 1986
3. Troia, Gary A; Olinghouse, Natalie G; Mo, Yo; Wilson, Joshua; Stewart, Kelly. Academic Standards for Writing. The Elementary School Journal Vol. 116, No. 2. pp. 291-321. 2015

## **ABILITY ENHANCEMENT SKLL (AEC)\***

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Punjabi - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: French - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancemenmt Course      Mode of Examination: UES**

**Course Title: German - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

**Nature of the Course: Ability Enhancement Course      Mode of Examination: UES**

**Course Title: Japanese - II**

**Course Code:**

**Course ID:**

**Credits: 2 (L1 T1)**

**Marks: 100 (40+60)**

## VALUE ADDED COURSE (II)

### Value and Ethics

**Nature of the Course:** AEC

**Semester:** Second (II)

**Course Code:** VAC-II

**Credits:** 4 (L3 T1)

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### Course Objective

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

### Course Outcome

After completing this course, students will be able to

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

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

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

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

### Course Content

#### Unit I: Introduction to Value Education

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



## Unit II: Harmony in Human-Human Relationship

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

## Unit III: Harmony in Human-Nature Relationship

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

## Unit IV: Constitutional Morality

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

## Pedagogy

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

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

OR

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

OR

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

## Text Books

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

## Recommended Readings

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

**Detailed Curriculum Scheme Framework for Political Science**  
**Major under UGC**  
**(From 3<sup>rd</sup> to 6<sup>th</sup> Semester)**

<b>Third Semester</b>								
Group	Course ID	Course Code	Course Title	Mode of Exam	L	T/P	Credits	
			<b>Theory</b>					
DSC		BALA POLS201	<b>Indian Political Thought</b>	UES	3	1	4	
DSC		BALA POLS203	<b>Understanding Political Theory</b>	UES	3	1	4	
DSC		BALA POLS205	<b>Theories of International Relations</b>	UES	3	1	4	
<b>DSE &amp; MINOR STREAM COURSE (MS)*** (Choose Any One)</b>		BALA POLS207	<b>Nation and Nationalism</b>	UES	3	1	4	
		BALA POLS209	<b>Challenges and Concerns of Governance</b>					
		BALA POLS211	<b>Gandhi in the Contemporary World</b>					
<b>IDC (Choose Any One)</b>		BALA 201 BALA 203 BALA 205	Popular Culture <b>OR</b> Human Rights <b>OR</b> Society and Humour	UES	2	1	3	
<b>SEC (Choose Any One)</b>		BALA 207 BALA 209 BALA 211	Indian Heritage and Culture <b>OR</b> Ethics and Dilemmas in Politics <b>OR</b> Conceptualizing Everyday Life <b>OR</b> MOOCS** <b>OR</b> Choice from Other USS	UES	2	1	3	
<b>AEC (Choose Any One)</b>		<b>USLA</b> BALA 213 BALA 215 BALA 217 <b>USHSS</b> BAENG215 BAENG217 BAENG219	Travel Accounts <b>OR</b> Public Opinion and Surveys <b>OR</b> Introduction to Social Work <b>OR</b> English Language and Grammar III <b>OR</b> Punjabi-III <b>OR</b>	UES  NUES****	1	1	2	

		BAENG221	French-III <b>OR</b>					
		BAENG223	German-III <b>OR</b>					
		BAENG225	Japanese-III <b>OR</b>					
			Spanish-III <b>OR</b>					
			any paper from other USS					
		<b>Total</b>				<b>17</b>	<b>7</b>	<b>24</b>

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

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

\*\*\*MS is equivalent to DSE

\*\*\*\*\* **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

**Note:**

1. The SEC Courses on Indian Heritage and Culture is offered by the discipline of History; Ethics and Dilemmas in Politics is offered by the discipline of Political Science; Conceptualising Everyday Life is offered by the discipline of Sociology.
2. The AEC Public Opinion and Surveys is offered by the discipline of Political Science; Travel Accounts is offered by the discipline of History; Introduction to Social Work is offered by the discipline of Sociology.

<b>Fourth Semester</b>								
<b>Group</b>	<b>Course ID</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Mode of Exam</b>	<b>L</b>	<b>T/P</b>	<b>Credits</b>	
			<b>Theory</b>					
<b>DSC</b>		BALA POLS202	<b>Comparative Government and Politics</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS204	<b>Public Administration</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS206	<b>India's Foreign Policy</b>	UES	3	1	4	
<b>DSE &amp; MINOR STREAM COURSE (Choose Any Two)</b>		BALA POLS208	<b>Public Policy in India</b>	UES	6	2	8	
		BALA POLS210	<b>Interrogating the Past: Memory and Museumization</b>					
		BALA POLS212	<b>Contemporary Human Rights Concerns</b>					
<b>DSE (Seminar/Workshop) **</b>		BALA 202  BALA 204	Archives and Archaeology <b>OR</b> Workshop on Quantitative Data Analysis*** <b>OR</b> From any other USS*	NUES		-	2	
<b>AEC (Choose Any One)</b>		<b>USLA</b>  BALA 206  BALA 208  BALA 210  <b>USHSS</b>  BAENG216  BAENG218  BAENG220  BAENG222  BAENG224  BAENG226	Cityscapes <b>OR</b> Introducing the Art of Diplomacy <b>OR</b> Introducing Census and NSSO Data <b>OR</b>  English Language and Grammar IV <b>OR</b> Punjabi-IV <b>OR</b> French-IV <b>OR</b> German-IV <b>OR</b> Japanese-IV <b>OR</b> Spanish- IV <b>OR</b> Any paper from other USS	UES	1	1	2	
			<b>Total</b>		<b>16</b>	<b>6</b>	<b>24</b>	

\*Internship during the Summer Vacation

\*\* **NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

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

**Note:**

1. The SEC Courses titled Exploring Archives is offered by the discipline of History; Workshop on Quantitative Data Analysis is offered jointly by the disciplines of Political Science and Sociology.
2. The AEC courses Introducing Census and NSSO Data is offered by the discipline of Sociology; Introducing Art of Diplomacy is offered by the discipline of Political Science; Cityscapes is offered by the discipline of History.

Group	Code	Paper	L	P	Credits
		Summer Training/Internship*			2

\* At the end of two semesters, those students who wish to exit will be given the Diploma in Political Science after earning a minimum of 80 credits. Such students are required to undertake a 2-week workshop/summer internship. After completing the workshop/internship, they will be required to submit a report at the School and make a presentation in front of the panel of internal examiners to be nominated by the Dean of the School.

<b>Fifth Semester</b>								
<b>Group</b>	<b>Course ID</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Mode of Examination</b>	<b>L</b>	<b>T/P</b>	<b>Credits</b>	
		<b>Theory</b>						
<b>DSC</b>		BALA POLS301	<b>Feminisms: Theory and Practice</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS303	<b>Indian Politics: Institutions, Political Processes, and Development Politics</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS305	<b>International Law and Politics</b>	UES	3	1	4	
<b>DSC</b>		BALA POL 307	<b>Modern Indian Political Thought I</b>	UES	3	1	4	
<b>DSE &amp; MINOR STREAM COURSE (Choose Any ONE)</b>		BALA POLS309	<b>Comparative Constitutions</b>	UES	3	1	4	
		BALA POLS311	<b>Introducing Ambedkar</b>					
		BALA POLS313	<b>United Nations and Conflict Analysis</b>					
<b>DSE (Seminar/Workshop)</b>		BALA 301 BALA 303 BALA 305	History through Everyday Objects <b>OR</b> Gender, Violence and International Guidelines and Toolkits <b>OR</b> Visual Anthropology <b>OR</b> Any Course from other USS	NUES*			<b>2</b>	
		<b>Total</b>				<b>15</b>	<b>5</b>	<b>22</b>

**\*NUES:** The evaluation of the Workshop/Seminar/Assignment shall be in NUES mode, that is, the evaluation shall be conducted by a committee of teachers or an external member appointed by the Dean of USLA out of 100. The purpose is to weave in the components of experiential learning.

**Notes:** The DSC (Seminar/Workshop) course on History through Everyday Objects is offered by the discipline of History; Visual Anthropology by the discipline of Sociology and Gender, Violence and International Guidelines and Toolkits by the discipline of Political Science

<b>Sixth Semester</b>								
<b>Group</b>	<b>Course ID</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Mode of Exam</b>	<b>L</b>	<b>T/P</b>	<b>Credits</b>	
			<b>Theory</b>					
<b>DSC</b>		BALA POLS302	<b>State Politics in India</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS304	<b>Western Political Thought</b>	UES	3	1	4	
<b>DSC</b>		BALA POLS306	<b>Modern Indian Political Thought II</b>	UES	3	1	4	
<b>DSE &amp; MINOR STREAM COURSE (Choose Any Two)</b>		BALA POLS308	<b>International Organisations</b>	UES	6	2	8	
		BALA POLS310	<b>Political Processes and Institutions in Comparative Perspective</b>					
		BALA POLS312	<b>Contemporary Indian Foreign Policy</b>					
<b>Total</b>					<b>15</b>	<b>5</b>	<b>20</b>	

**Note:** At the end of the 6<sup>th</sup> semester the student must submit a synopsis for the project work to be done through the supervisor to the school committee for evaluation of the research proposal for those pursuing research, while others will do 4 additional papers. The student shall do a research project dissertation in the 4<sup>th</sup> year that shall be apportioned into two parts, namely, (a) Project Part 1, and (b) Project Part 2. The outputs of part 1 of the project shall be a report that should have a review of the literature of the area/topic, a detailed methodology of how the research shall be conducted (materials and methods), and a statement of the objective(s) of the project.



## **THIRD SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **Indian Political Thought**

**Nature of Course: DSC**

**Course Code: BALA POLS 201**

**Semester: Third (III)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

#### **Course Objective**

The objective of this course is to acquaint students with the diverse ideologies of political thinkers spanning over two millennia. Through the exploration of the ideas proposed by various political philosophers regarding the state, society, and politics, students will gain a comprehensive understanding of different perspectives. The objective is to foster critical thinking skills and analytical abilities, allowing students to engage deeply with the thoughts and arguments presented by these thinkers.

#### **Course Outcome**

**CO1 (Knowledge):** This course aims to familiarise students with political philosophy, exploring the thinkers and ideologies that emerged within the diverse and distinctive traditions of medieval India.

**CO2 (Understanding):** It will enable the students to recognize the importance of studying early Indian civilization in shaping contemporary political thought and societal structures of India.

**CO3 (Synthesis):** This course will enable students to understand the ideas and how they influence state and society.

**CO4 (Application):** This course seeks to provide students with a nuanced reflection on the impact of these ideas and provides them with the platform to critically engage with political thinkers in terms of what it means to us.

#### **Course Content**

##### **Unit I: Overview of Indian Society and Political Thought**

- a. Significance of the study of early India
- b. Is there an Indian political thought
- c. Different traditions: Brahminic and Shramanic; Islamic and Syncretic

##### **Unit II: Ancient Indian Thought: Governance and Social Laws**

- a. Mahabharata- Shanti parva (Ved Vyasa): Rajdharma
- b. Dharmashastras- Manu: Social laws
- c. Arthashastra- Kautilya: Theory of State and Ethical Realism

### **Unit III: Governance and Society: Polity, Monarchy, Syncretism**

- a. Barani: Ideal Polity
- b. Ain-i-Akbari-Abu Fazl: Monarchy
- c. Kabir and Guru Nanak: Syncretism

### **Unit IV: State and Society**

- a. Varna and Jati
- b. Dharma and Danda

### **Pedagogy:**

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

### **Text Books:**

1. Brown, D.M. *The White Umbrella: Indian Political Thought from Manu to Gandhi*. Germany: University of California Press, 2023.
2. Mehta, V. *Foundation of Indian Political Thought*. Delhi: Manohar, 199.
3. Singh, Aakash Silika Mohapatra. *Indian Political Thought: A Reader*. United Kingdom: Routledge, 2010.
4. Singh, M.P. *Indian Political Thought: Themes and Thinkers*. India: Pearson Education India, 2011.

### **Recommended Readings**

1. Chakravarti, Uma. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." In *Beyond the Kings and the Brahmanas of 'Ancient' India*. New Delhi: Tulika Books, 2006.
2. Chaturvedi, B. "Dharma-The Foundation of Raja-Dharma, Law and Governance." In *The Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman, 2006.
3. Fazl, Abul. *The Ain-i Akbari*. Translated by H. Blochmann. Calcutta: G. H. Rouse, 2022.
4. Habib, Irfan. "Ziya Barni's Vision of the State." *The Medieval History Journal* 2, no. 1 (1998).
5. Habib, Irfan. "Two Indian Theorists of The State: Barani and Abul Fazal." In *Proceedings of the Indian History Congress*. Patiala, 1998.
6. Hacker, Paul. "Dharma in Hinduism." *Journal of Indian Philosophy* 34 (2006), pp. 479-496.

7. Kangle, R. *Arthashastra of Kautilya-Part-III: A Study*. Delhi: Motilal Banarsidass, 1997.
8. Kabir. *The Bijak of Kabir*. Translated by Linda Hess and Shukdev Singh. Delhi: Oxford University Press, 2002.
9. Omvedt, Gail. "Kabir and Ravidas, Envisioning Begumpura." In *Seeking Begumpura: The Social Vision of Anti-Caste Intellectuals*. Delhi: Navayana, 2008.
10. Parekh, Bhikhu. "Some Reflections on the Hindu Tradition of Political Thought." In *Political Thought in Modern India*, edited by Thomas Pantham and Kenneth Deutsch. New Delhi: Sage Publications, 1986.
11. Pollock, Sheldon. "Is there an Indian Intellectual History? Introduction to 'Theory and Method in Indian Intellectual History'." *Journal of Indian Philosophy* 37 (2009), pp. 533-542.
12. *The Mahabharata*, Vol. 7 (Book XI and Book XII, Part II). Chicago: University of Chicago Press, 2004.

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

**Nature of the Course: DSC**

**Course Code: BALA POLS 203**

**Semester: Third (III)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Understanding Political Theory**

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

#### **Unit II: Debates in Political Theory-I**

- a. State
- b. Citizenship
- c. Power

#### **Unit III: Debates in Political Theory -II**

- a. Rights
- b. Liberty
- c. Equality

- d. Justice

#### **Unit IV: Political Ideologies**

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

#### **Pedagogy**

- Lectures
- Classroom Discussions/Interaction
- Project and Assignment
- Documentaries, Films
- Minor Exam

#### **Text Books**

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

#### **Recommended Readings**

1. Althusser, Louis. "Ideology and Ideological State Apparatuses (Notes Towards an Investigation)." In Lenin and Philosophy and Other Essays. London: New Left Books, 1977.
2. Berlin, Isaiah. "Two Concepts of Liberty." In Four Essays on Liberty, 118-72. London: Oxford University Press, 1969.
3. Chandhoke, Neera. State and Civil Society. New Delhi: Sage, 1995.
4. Dworkin, Ronald. "What is Equality? Part I: Equality of Welfare; Part II: Equality of Resources." Philosophy and Public Affairs 10 (1981).
5. Marshall, T. H. Citizenship and Social Class and Other Essays. Cambridge: Cambridge University Press, 1950.
6. Pateman, Carole. The Sexual Contract. Cambridge: Polity Press, 1988.
7. Williams, Bernard. "The Idea of Equality." In Philosophy, Politics and Society, edited by Peter Laslett and W. G. Runciman. Oxford: Blackwell, 1979
8. Phillips, Anne. "Does Feminism Need a Conception of Civil Society." In Alternative Conceptions of Civil Society, (ed) Simone Chambers and Will Kymlicka. Princeton: Princeton University Press, 2002.

9. Rawls, John. *A Theory of Justice*. Cambridge, MA: Belknap Press of Harvard University Press, 1971.
10. Sandel, Michael J. *Liberalism and the Limits of Justice*. Cambridge: Cambridge University Press, 1982.
11. Sen, Amartya. *Development as Freedom*. Delhi: Oxford University Press, 2000.
12. Taylor, Charles. "What's Wrong with Negative Liberty." In *The Idea of Freedom*, edited by Alan Ryan. Oxford: Oxford University Press, 1979.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **Theories of International Relations**

**Nature of the Course: DSC**

**Course Code: BALA POLS 205**

**Semester: Three (III)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The objective of the course is to introduce the discipline of International Relations so that the students can understand the different dynamics and engagements in international politics. It also aims to provide a foundational understanding of the various actors and agencies and their interactions in global politics.

### **Course Outcome**

**CO1 (Knowledge):** After the end of the course, the students will have the knowledge of historical development in international politics and the historical evolution of the different theories and concepts in the discipline. The students will also understand the interaction between globalisation and international.

**CO2 (Understanding):** The students will have a critical understanding of the important theories in International Relations.

**CO3 (Synthesis):** The students will have the knowledge of the different actors and agencies and the different dynamics of their interactions in international relations.

**CO4 (Application):** The students can use the different theoretical perspectives to analyse current international events and phenomena.

### **Course Content**

#### **Unit I: Introduction to International Relations**

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

#### **Unit II: Theorising International Relations**

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

#### **Unit III: Critical Perspectives of International Relations**

- a. Feminist Perspectives

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

#### **Unit IV: Key Concepts**

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

#### **Pedagogy**

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

#### **Text Books:**

1. Basu, Rumki, ed. *International Politics: Concepts, Theories and Issues*. New Delhi: Sage, 2012.
2. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 11th ed. London: Oxford University Press, 2020.
3. Goldstein, Joshua S., and Jon C. W. Pevehouse. *International Relations*. 11th ed. New York: Pearson, 2017.
4. Sutch, Peter, and Juanita Elias. *International Relations: The Basics*. New York: Routledge, 2007.

#### **Recommended Readings**

1. Acharya, Ashok, and Barry Buzan. "Why Is There No Non-Western IR Theory: Reflections on and From Asia." *International Relations of the Asia-Pacific* 7, no. 3 (2007), pp. 285-286.
2. Beeson, Mark. *Institutions of the Asia-Pacific: ASEAN, APEC and Beyond*. New York: Routledge, 2008.
3. Carr, E. H. *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*. London: Macmillan, 1981.
4. Dash, Kishore C. "Origin and Evolution of SAARC." In *Regionalism in South Asia: Negotiating Cooperation, Institutional Structures*, 79-109. New York: Routledge, 2008.
5. Donnelly, Jack. *Realism and International Relations*. Cambridge: Cambridge University Press, 2000.
6. Enloe, Cynthia H. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*. Berkeley, California: University of California Press, 2014.



7. Morgenthau, Hans J. "Six Principles of Political Realism." In *International Politics*, edited by Robert Art and Robert Jervis, 8th ed., 7-14. New York: Pearson Longman, 2007.
8. Tickner, J. Ann. "A Critique of Morgenthau's Principles of Political Realism." In *International Politics*, edited by Robert Art and Robert Jervis, 8th ed., 15-24. New York: Pearson Longman, 2007.
9. Tickner, J. Ann. *Gender in International Relations: Feminist Perspectives on Achieving Global Security*. New York: Columbia University Press, 1992.
10. Wallerstein, Immanuel. "The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis." In *Perspectives on World Politics*, edited by Michael Smith and Richard Little, 110-123. New York: Routledge, 2000.
11. Wendt, Alexander. *Social Theory of International Politics*. Chicago: University of Chicago Press, 1999.

## **DSE & MINOR STREAM COURSE (MS)**

### **Nation & Nationalism**

**Nature of the Course: MS**  
**Course Code: BALA POLS 207**  
**Semester: Third Semester (III)**  
**Credits:4 (L3 T1)**

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

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Understanding Nation**

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

#### **Unit II: Origins of Nationalism**

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

#### **Unit III: Forms of Nationalism**

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

## Unit IV: Multiculturalism and Nationalism

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

### Pedagogy

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

### Text Books

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

### Recommended Readings

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

## **DSE & MINOR STREAM COURSE (MS)**

### **Challenges and Concerns of Governance (MS)**

**Nature of Course: MS**

**Course Code: BALA POLS 209**

**Semester: Third (III)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Introduction to Governance**

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

#### **Unit II: Governance, Growth, and Development**

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

- d. Gender and Governance

### **Unit III: Challenges of Governance**

- a. Administrative
- b. Legal and Judicial
- c. Economic

### **Unit IV: Governance Initiatives in India**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

1. Agarwal, Bina. Gender and Green Governance. Oxford University Press: Oxford, 2013.
2. Biba, Jasmine. Environmental Governance in India: Issues, Concerns and Opportunities, 2022. Available at: <https://www.teriin.org/article/environmental-governance-india-issues-concerns-and-opportunities>.
3. Goel, S.L. Good Governance – An Integral Approach. New Delhi: Deep and Deep Publications Pvt. Limited, 2007.
4. Guha, Ramachandra. Environmentalism: A Global History. Longman Publishers, 1999.
5. Jacob, Torfing, et al. Interactive Governance – Advancing the Paradigm. New York: Oxford University Press, 2012.
6. Puri, K.K. Local Government in India. Jalandhar: Bharat Prakashan, 1985.
7. Smith, B.C. Good Governance and Development. Palgrave Macmillan, 2007.

8. Singh, Ravinder Inder et al. "Environmental Governance and Key Challenges at Local Level in Indian Context." IIPA. Available at <https://www.iipa.org.in/cms/public/uploads/419391652164492.pdf>.
9. World Bank. Governance and Development, 1992.
10. World Bank Report. "Governance and the Law". World Development Report, 2017. <https://openknowledge.worldbank.org/bitstream/handle/10986/25880/9781464809507.pdf>.

**DSE & MINOR STREAM COURSE (MS)**  
**Gandhi in the Contemporary World (MS)**

**Nature of the Course: MS**

**Course Code: BALA POLS211**

**Semester: Third (III)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID**

**Marks 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

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

### **Course Outcome**

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

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

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

**CO4 (Application):** After the end of the course, the students will be equipped with analytical tools to engage with the various dimensions of Gandhian thoughts. Furthermore, the students will be able to critically engage with Gandhi's thoughts in the contemporary world.

### **Course Content**

#### **Unit I: Non-Violence in a Violent World: Principles and Practices**

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

#### **Unit II: Development and Modernity: Gandhian Perspective**

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

#### **Unit III: Social Justice: Gandhi's views**

- a. Caste

- b. Women

#### **Unit IV: Gandhian Influence on Environmental Movements**

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

#### **Pedagogy**

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

#### **Text Books**

1. Gandhi, M. K. Hind Swaraj. Ahmedabad: Navjeevan Trust, 1910. Available at : [https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind\\_swarajya\\_mk\\_gandhi\\_2010.pdf](https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf).
2. Gandhi, M. K. "Satyagraha in South Africa." In Chapter XII & XIII, Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107.
3. Gandhi, M. K. Constructive Programme: Its Meaning and Place. Ahmedabad: Navjivan Trust, 1941.
4. Gandhi, M. K. India of my Dreams (compiled by RK. Prabhu): "The meaning of Swaraj" (no.2); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66). Available at : [https://ia802902.us.archive.org/22/items/Mere\\_sapno\\_ka\\_Bharat-mk\\_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf](https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf).

#### **Recommended Readings**

1. Baviskar, A. "The Politics of the Andolan." In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, 202-228. Delhi: Oxford University Press, 1995.
2. Brown, J. "Gandhi and Human Rights: In search of True humanity." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 93-100. New Delhi: Lexington Books, 2000.
3. Chatterjee, P. "The Moment of Maneuver." In Nationalist Thought and the Colonial World: A derivative discourse? Delhi: Zed Books, 1986.
4. Dalton, D. "Gandhi's originality." In A. Parel (Ed.), Gandhi, Freedom and Self-Rule, 63-86. New Delhi: Lexington Books, 2000.
5. Hardiman, D. "The Kheda Satyagraha." In Peasant Nationalists of Gujarat: Kheda District, 1917-1934, 86-113. Delhi: Oxford University Press, 1981.
6. Hardiman, D. "Gandhi's Global Legacy." In Gandhi in His Time and Ours, 238-283. Delhi: Oxford University Press, 2003.



7. Indian Council for Historical Research,,The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31." Indian Historical Review, 1975. Retrieved from <http://www.ichrindia.org/journal.pdf>
8. Ishii, K. "The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development." Review of Social Economy, (2001)59(3),pp. 297-312.
9. Iyer, R. ed. The Essential Writings of Mahatma Gandhi (Chapter 4). New Delhi: Oxford University Press, 1993.
10. Parekh, B. "The Critique of Modernity." In Gandhi: A Brief Insight, 63-74. Delhi: Sterling Publishing Company, 1997.
11. Younger, P. (2012). "M. K. Gandhi: A Postcolonial Voice." In Brian K. Pennington (Ed.), Teaching Religion and Violence, AAR Teaching Religious Studies Series. Oxford Academic.

## INTERDISCIPLINARY COURSE (IDC)

### Human Rights

**Nature of Course: IDC**  
**Course Code: BALA 203**  
**Semester: Third (III)**  
**Credits: 3 (L2 T1)**

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

### Course Objective

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

### Course Outcome

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

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

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

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

### Course Content

#### Unit I: Human Rights: Historical Foundation and Conceptualisation

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

#### Unit II: Evolution of Human Rights in the UN System

- a. UN Charter and the development of human rights Provisions of the Charter
- b. Universal Declaration of Human Rights, 1948
- c. International Covenant on Civil and Political Rights 1966 and International Covenant on Economic, Social and Cultural Rights 1966.
- d. UN System and Human Rights

### **Unit III: Promoting Human Rights: Actors and Institutions**

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

### **Unit IV: Regional Protection of Human Right: Instruments and Mechanisms**

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

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

1. Alston, Phillip (ed.). The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.
2. Brysk, Alison (ed.). Globalization and Human Rights. Berkeley: University of California Press, 2005.
3. Donnelly, Jack. Universal Human Rights in Theory and Practice. New Delhi: Manas Publication, 2005.
4. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" by Zehra F. Kabasakal Arat. Human Rights & Human Welfare 5, no. 1 (2005). Available at: <https://digitalcommons.du.edu/hrhw/vol5/iss1/30>.
5. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.

6. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
7. Raphdel, D.D. Political Theory and the Rights of Man. London: Macmillan, 1967.
8. Silverburg, Sanford R. International Law: Contemporary Issues and Future Developments. Oxford: OUP, Clarendon, 2007.
9. "International Covenant on Civil and Political Rights" (ICCPR) by the United Nations (1966). Available at:  
<https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf>.
10. "International Covenant on Economic, Social and Cultural Rights" (ICESCR) by the United Nations (1966). Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>.
11. "Universal Declaration of Human Rights" (UDHR) by the United Nations. Available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>.

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## **SKILL ENHANCEMENT COURSE (SEC)**

### **Ethics and Dilemmas in Politics**

**Nature of Course:** SEC  
**Course Code:** BALA 209  
**Semester:** Third (III)  
**Credits:** 3 (L2 T1)

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

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Foundations of Political Ethics**

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

#### **Unit II: How to do the right thing**

- a. Utilitarianism and Justice
- b. Euthanasia

#### **Unit III: Ethics, Social Justice and Equality**

- a. Abortion: Women's body as a battleground

- b. Marital Rape

#### **Unit IV: Ethics in International Relations**

- a. Just War
- b. Humanitarian Intervention

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

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

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Public Opinion and Surveys**

**Nature of the Course:** AEC  
**Course Code:** BALA 215  
**Semester:** Third (III)  
**Credits:** 2

**Mode of Examination:** NUES  
**Course ID:**  
**Marks:** 100  
**Continuous Evaluation**

### **Course Objective**

The objective of the course is to provide analytical tools to the students to carry out surveys and public opinion surveys. The course provides a foundational idea of the various steps of surveys like data collection, data verification and data analysis.

### **Course Outcome**

**CO1 (Knowledge):** The student will have the foundational knowledge of what is a survey and what are the various types of surveys.

**CO2 (Understanding):** The students will have the understanding to conduct and analyse surveys in different contexts.

**CO3 (Synthesis):** After the end of the course the students will have foundational ideas and conceptual understanding to carry out surveys in different settings.

**CO3 (Application):** The students will have the basic ability to critically apply the conceptual understanding of the different types of research surveys in field works.

### **Course Content**

#### **Unit I: Introduction**

- a. Public Opinion- Definitions, Features
- b. Public Opinion in a Democracy- Opinion Poll, Exit Poll
- c. Market and Consumerism

#### **Unit II: Understanding Surveys and Samplings**

- a. Types of Surveys
- b. Types of Sampling
- c. Representation and Surveys

#### **Unit III: Survey Methods, Analysis**

- a. Quantitative data Analysis

#### **Unit IV: Ethical Considerations and Research**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- a. Ethics of Conducting Research and Surveys

### **Pedagogy:**

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

### **Text Books:**

1. Lokniti Economic and Political Weekly, Vol. XXXIX (51). Political Analysis (2013), Vol. 21(1), pp. 48-69, (first published online November 21, 2012).

### **Recommended Readings**

## **1. Purohit, Dr. Ashok, Public Opinion and Survey Research, NE Books and Publishers.**

2. Kalton,G. Introduction to Survey Sampling. Beverly Hills: Sage, 2022.
3. Agresti,A and B. Finlay. Statistical methods for the Social Sciences, 4th edition, Upper Saddle river, NJ: Pearson Prentice Hall, 2009.
4. Kuma, S. and P. Rai. Measuring Voting Behaviour in India, New Delhi: Sage 2013.

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## **FOURTH SEMESTER**

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

**Nature of the Course: DSC**  
**Course Code: BALA POLS 202**  
**Semester: Fourth (IV)**  
**Credits: 4 (L:3 T:1)**

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

### **Course Objective**

This course will acquaint the student with the basics of comparing politics. It will help the students to develop the understanding about comparison as a method in politics, to help students develop critical understanding about different political systems and understanding them in comparative perspective. Additionally, students will be able to assess which factors can play a crucial role in a particular situation to establish a stable political system.

### **Course Outcome**

**CO1 (Knowledge):** The students will have critical understanding of the different government processes.

**CO2 (Understanding):** The students can critically evaluate different theoretical approaches to the study of comparative politics.

**CO3 (Synthesis):** The students can analyse political regimes, governments, political institutions and states.

**CO4 (Application):** The Students can compare the similarities and the differences between the political phenomena across the countries.

### **Course Content**

#### **Unit I: Introduction to Comparative Politics**

- a. Comparative Politics: Meaning, Nature and Scope
- b. Approaches to Comparative Politics
- c. Significance of Comparative Politics

#### **Unit II: Capitalism, Colonialism and Development**

- a. Theories of Modernisation
- b. Underdevelopment

- c. Dependency School and World Systems theory

### **Unit III: Political Economy and Democratisation: Comparative Analysis**

- a. East Asian Economies
- b. China

### **Unit IV: Democracy and Development: Comparative Case Studies**

- a. India and Singapore
- b. Argentina and Brazil

### **Pedagogy**

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

### **Text Books:**

1. Caramani, Daniele, ed. *Comparative Politics*. Oxford: Oxford University Press, 2008.
2. Hague, Rod, and Martin Harrop. *Comparative Government and Politics: An Introduction*. 8th ed. London: Palgrave Macmillan, 2010.
3. Newton, Kenneth, and Jan W. van Deth. *Foundations of Comparative Politics: Democracies of The Modern World*. Cambridge: Cambridge University Press, 2010.

### **Recommended Readings**

1. Cameron, David R. "Canada." In Ann L. Griffiths (ed.), *Handbook of Federal Countries*, 105-119. Montreal & Kingston: McGill-Queen's University Press, 2002.
2. Caramani, Daniele. "Party Systems." In Daniele Caramani (ed.), *Comparative Politics*, 293-347. Oxford: Oxford University Press, 2008.
3. Cole, A. "Comparative Political Parties: Systems and Organizations." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 150-158. Los Angeles: Sage, 2011.
4. Dhillon, Michael. "Government and Politics." In *Contemporary China: An Introduction*, 137-160. London, New York: Routledge, 2009.
5. Downs, W. M. "Electoral Systems in Comparative Perspectives." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 159-167. Los Angeles: Sage, 2011.
6. Evans, Jocelyn A.J. "Electoral Systems." In J. Bara and M. Pennington (eds.), *Comparative Politics*, 93-119. New Delhi: Sage, 2009.

7. Hague, Rod, and Martin Harrop. "The Political Executive." In *Comparative Government and Politics: An Introduction*, 268-290. London: Palgrave MacMillan, 2004.
8. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
9. O'Neil, Patrick. *Essentials of Comparative Politics*. 3rd ed. New York: WW. Norton & Company, Inc, 2009.
10. Palekar, S.A. *Comparative Government and Politics*. New Delhi: PHI Learning Pvt. Ltd, 2009.
11. Poggi, Gianfranco. "The nation-state." In Daniele Caramani (ed.), *Comparative Politics*, 85-107. Oxford: Oxford University Press, 2008.
12. Webb, E. "Totalitarianism and Authoritarianism." In J.T. Ishiyama and M. Breuning (eds.), *21st Century Political Science: A Reference Book*, 249-257. Los Angeles: Sage, 2011.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **Public Administration**

**Nature of the Course: DSC**

**Course Code: BALA POLS 204**

**Semester Fourth (IV)**

**Credits: 4 (L:3 T:1)**

**Mode of Examination: UES**

**Course ID:**

**Marks 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The primary objective of the course is to provide a comprehensive understanding of the key concepts, theories, and principles in public administration. It seeks to provide an overview of the historical evolution of public administration and its role in modern governance.

### **Course Outcome**

**CO1 (Knowledge):** This course will enable students to acquire in- depth knowledge of Public Administration and theoretical and professional aspects.

**CO2 (Understanding):** The students will develop the capacity for mapping out the tasks in organisation and tools, usage of the organisation.

**CO3 (Synthesis):** The students will be able to relate the theory and practical aspects of policy making in administration.

**CO4 (Application):** The students will gain an understanding of the essentials of good governance.

### **Course Content**

#### **Unit I: Public Administration**

- a. Meaning, Nature, Scope, and Significance of Public Administration
- b. Evolution of Public Administration
- c. New Public Administration and New public management
- d. Different approaches to study public administration

#### **Unit II: Administrative thinkers**

- a. Politics-Administration Dichotomy (Woodrow Wilson)
- b. Scientific Management (F.W Taylor), Human Relations Theory (Elton Mayo & M.P Follet), Rational Decision Making, Ecological Approach.
- c. Motivation Theory: Maslow, McGregor, Riggs, Drucker.
- d. Feminist Critique of Administration

### **Unit III: Administrative System Models**

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

### **Unit IV: Administrative Landscapes in India**

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

### **Pedagogy**

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

### **Text Books:**

1. Avasthi, A., and Maheshwari, S. R. Public Administration. Agra: Lakshmi Narain Agarwal, 2013.
2. Bhambri, C. P. Public Administration Theory and Practice. 21st ed. Meerut: Educational Publishers, 2010.
3. Bhattacharya, Mohit. Public Administration. Calcutta: World Press, 2000.
4. Bhattacharya, Mohit. Public Administration: Issues and Perspective. New Delhi: Jawahar Publishers and Distributors, 2012.

### **Recommended Readings**

1. Bhattacharya, Mohit. New Horizons of Public Administration. New Delhi: Jawahar Publishers and Distributors, 2008.
2. Bhattacharya, Mohit, and B. Chakrabarty, eds. Public Administration: A Reader. New Delhi: Oxford University Press, 2003.
3. Bhatnagar, Subhash. Unlocking E-Government Potential: Concepts, Cases and Practical Insights. New Delhi: Sage Publications, 2009.
4. Ferreira, E. J., A. W. Erasmus, and D. Groenewald. Administrative Management. Juta Academics, 2010.
5. Hood, C. "A Public Management for All Seasons." In Classics of Public Administration, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
6. Maheshwari, S. Administrative Thinkers. New Delhi: Macmillan, 2009.

7. Medury, U. *Public Administration in the Globalisation Era*. New Delhi: Orient Black Swan, 2010.
8. Mishra, B. B. *Administrative History of India*. New Delhi: Oxford University Press, 1970.
9. Raj, Srinivas B. *E-Governance Techniques: Indian and Global Experiences*. New Delhi: New Century Publications, 2008.
10. Riggs, F. *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964.
11. Taylor, F. "Scientific Management." In *Classics of Public Administration*, edited by J. Shafritz and A. Hyde, 5th ed., Belmont: Wadsworth, 2004.
12. Webb, E. "Totalitarianism and Authoritarianism." In *21st Century Political Science: A Reference Book*, edited by J. T. Ishiyama and M. Breuning. Los Angeles: Sage, 2011.

## DISCIPLINE SPECIFIC COURSE (DSC)

### India's Foreign Policy

**Nature of Course: DSC**

**Course Code: BALA POLS 206**

**Semester: Fourth (IV)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### Course Objective

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

### Course Outcome

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

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

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

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

### Course Content

#### Unit I: Introduction to India's Foreign Policy

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

#### Unit II: India and its Neighbours

- a. India and Its Neighbourhood: Exploring the Neighbourhood First Policy
- b. India's Himalayan Strategy- Nepal and Bhutan
- c. From Look East Policy to Act East Policy

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

### Unit III: India's Rising Power Share

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

### Unit IV: Contemporary Issues and India's Foreign Policy

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

### Pedagogy

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

### Text Books:

1. Ganguly, Sumit, ed. India's Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press, 2010.
2. Jaishankar, S. The India Way: Strategies for an Uncertain World. New Delhi: Harper Collins India, 2020.
3. Khanna, V. N. Foreign Policy of India. New Delhi: Vikas Publishing House, 2018.
4. Menon, Shivshankar. India and Asian Geopolitics: The Past, Present. Washington DC: Brookings Institution Press, 2021.

### References:

1. Bajpai, Kanti, and Harsh V. Pant, (eds). India's Foreign Policy: A Reader. New Delhi: Oxford University Press, 2013.
2. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." *Journal of Indo-Pacific Affairs* (2023).
3. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. New Delhi: Pentagon Press, 2021.
4. Malone, David M. Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford: Oxford University Press, 2011.
5. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books, 2005.
6. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific. Washington DC: Carnegie Endowment for International Peace, 2012.



7. Nye, Joseph S. *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.
8. Pant, Harsh V., and Julie M. Super. "India's Foreign Policy: The Modi Era." *International Affairs*, 2022.
9. Sharma, R. R. *India and Emerging Asia*. New Delhi: Sage Publications, 2005.
10. Pant, Harsh V. *India's Foreign Policy-An Overview*. New Delhi: Orient Blackswan, 2016.

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## **DSE & MINOR STREAM COURSE (MS)**

### **Public Policy in India**

**Nature of Course: MS**

**Course Code: BALA POLS 208**

**Semester: Fourth (IV)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

The primary objective of the course is to explore the field of public policy in India to understand if one policy can be uniformly implemented given the persisting inequalities

### **Course Outcome**

**CO1 (Knowledge):** The study of Public Policy aspires to provide an in-depth understanding of the challenges prevailing in society and aids in identifying the solutions for them.

**CO2 (Understanding):** The student will have a conceptual understanding of public policy-making and implementation in India

**CO3 (Synthesis):** The main objective of this foundation course is to provide an opportunity to the student to learn the basics of public policy with a focus on the Indian context and its global interactions.

**CO4 (Application):** This study will enable students to understand substantive examination of policy issues, including policy-making and evaluation of public policy.

### **Course Content**

#### **Unit I: Public Policy: Theoretical Perspectives**

- a. Concept of public and policy
- b. Nature, Scope and Importance of Public Policy
- c. Evolution of Public Policy and Policy Sciences: Historical Progression & Institutional Development

#### **Unit II: Models of Public Policy Analysis**

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

#### **Unit III: Practical Approach to Policy Implementation and Evaluation**

- a. Beti Bachao- Formulation, Implementation and Evaluation

- b. NREGA- Formulation, Implementation and Evaluation

#### **Unit IV: Globalisation and Addressing Social and Environmental Issues through Public Policy**

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

#### **Pedagogy:**

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

#### **Text Books**

1. Anderson, J.E. Public Policy-Making: An Introduction. Boston: Houghton, 2006.
2. Lindblom, C.E. and E.J. Woodhouse. The Policymaking Process, 3rd ed. New Jersey: Prentice-Hall, 1993.
3. Moran, Mitchel, and Robert Goodin. The Oxford Handbook of Public Policy. Oxford University Press, New York, 2006.
4. Nachmias, David. Public Policy Evaluation: Approaches and Methods. New York: St. Martin's Press, 1979.

#### **Recommended Readings**

1. McCool, Daniel C. (ed). Public Policy Theories, Models, and Concepts: An Anthology. NJ: Prentice-Hall, 1995.
2. Bardach, Eugene. The Implementation Game: What Happens After a Bill Becomes a Law. Cambridge, MA: MIT, 1977.
3. Bergerson, Peter J., ed. Teaching Public Policy: Theory, Research and Practice. Westport, RI: Greenwood Press, 1991.
4. Bhattacharya, Mohit, and Bidyut Chakrabarty. "Introduction: Public Administration: Theory and Practice." In Public Administration: A Reader, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 1-50. Delhi: Oxford University Press, 2005.
5. Brewer, Gary D., and Peter de Leon. The Foundations of Policy Analysis. Homewood, IL: The Dorsey Press, 1983.
6. Dror, Yehezkel. Public Policy Making Re-examined. Oxford: Transaction Publication, 1983.
7. Dye, Thomas R. Understanding Public Policy. Singapore: Pearson Education, 2008.
8. Henry, Nicholas. Public Administration and Public Affairs. New Delhi: Prentice Hall, 2003.

9. Hill, Michael. *The Public Policy Process*. 5th ed. Harlow, UK: Pearson Education, 2005.
10. Hyderbrand, William. "A Marxist Critique of Organization Theory." In *Frontiers in Organization & Management*, edited by William Evan, 123-150. New York: Praeger, 1980.
11. Jay M. Shafritz, ed. *International Encyclopedia of Public Policy and Administration*. Boulder, CO: Westview Press, 1998.
12. Mouzelis, Nicos P. "The Ideal Type of Bureaucracy." In *Public Administration: A Reader*, edited by Mohit Bhattacharya and Bidyut Chakrabarty, 88-100. Delhi: Oxford University Press, 2005.

**DSE & MINOR STREAM COURSE (MS)**  
**Interrogating the Past: Memory and Museumization**

**Nature of Course: MS**

**Course Code: BALA POLS 210**

**Semester: Fourth (IV)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation: 60**

### **Course Objective**

Memorialization serves as a vital tool for conservation and cataloguing. Museums play a pivotal role in this context as key sites for generating and disseminating memory. This course aims to understand the theoretical frameworks and concepts related to memory studies, museology, and their political dimensions to examine how national identities are constructed within museums and how certain memories are included and excluded; to explore the impact of globalisation, technology, and evolving political landscapes on museum curation practices and memory preservation; and, to understand the specific role museums have played in the Indian context.

### **Course Outcome**

**CO1 (Knowledge):** Students will develop a comprehensive understanding of the theoretical frameworks and concepts related to memory studies and political museology.

**CO2 (Understanding):** Students will get an understanding on how museums work as a site for memory.

**CO3 (Synthesis):** The student will have the foundational knowledge to see the linkages between memory, museum curation and the impact of globalisation and changing political linkages

**CO4 (Application):** Students will be able to develop critical thinking and analytical skills in examining the intersections of memory, politics, and museology.

### **Course Content**

#### **Unit I: State, Memory and Museology**

- a. Understanding Political Museology
- b. Collective Memory and Social Construction of the Past

#### **Unit II: Museums, Memorials, and Political Narratives**

- a. Construction of National Identities
- b. Representation of Marginalised Groups in Museum Spaces

- c. New Museology

### **Unit III: Globalisation, Technology, and Changing Museum Practices**

- a. Changing role of Museums in times of neoliberalism
- b. Museums as places of Education or Entertainment

### **Unit IV: Museums in India**

- a. Museums in Colonial and Post-colonial India
- b. Non-state Museumization

### **Pedagogy**

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

### **Text Books**

1. Black, Graham. "Museums, Memory, and History." *Cultural and Social History* 8, no. 3 (2011), pp. 415-427.
2. Connerton, Paul. *How Societies Remember*. Cambridge: Cambridge University Press, 1989.
3. Jain, Jyotindra. "Museum and Museum-like Structures: The Politics of Exhibition and Nationalism in India." *Exhibitionist* (Spring 2011), pp. 50-55.

### **Recommended Readings**

1. Gray, Clive. *The Politics of Museums*. United Kingdom: Palgrave Macmillan UK, 2017.
2. Halbwachs, Maurice. *The Collective Memory*. New York: Harper & Row, 1980.
3. Jain, Kajri. *Gods in the Time of Democracy*. Durham, NC: Duke University Press, 2021.
4. Luke, Timothy W. *Museum Politics: Power Plays at the Exhibition*. Minneapolis: University of Minnesota Press, 2002.
5. Malinova, Olga. "Politics of Memory and Nationalism." *Nationalities Papers* 49, no. 6 (2021), pp. 997-1007.
6. Mathur, Saloni, and Kavita Singh, eds. *No Touching, No Spitting, No Praying: The Museum in South Asia*. New York: Routledge, 2015.
7. Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations* 26 (1989), pp. 7-24.

**DSE & MINOR STREAM COURSE (MS)**  
**Contemporary Human Rights Concerns (MS)**

**Nature of Course: MS**

**Course Code: BALA POLS 212**

**Semester: Fourth (IV)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The primary objective of the course is to make the student familiar with the ideas of human rights and respect for human dignity along with giving them a fundamental idea about the various human rights concerns and violations in the contemporary world. The course will also address the various challenges to the human rights situation both in the contemporary world.

### **Course Outcome**

**CO1 (Knowledge):** The students will have conceptual ideas about human rights and human dignity.

**CO2 (Understanding):** The students will be trained on the different international institutional and legal mechanisms overlooking the preservation of human rights.

**CO3 (Synthesis):** The student will have the conceptual and analytical tool to analyse various situations of human rights violations and can provide measures and means to mitigate such situations.

**CO4 (Application):** The students will be trained to become good citizens and champions of human rights.

### **Course Content**

#### **Unit I: Introduction to Human Rights**

- a. UDHR
- b. ECHR
- c. Conventions dealing with Rights on Women, Child, Refugees, Transgender, Disabled.
- d. Human Rights in India (Acts and Commissions)

#### **Unit II: Migration, Refugees, Internally Displaced Population and Human Rights**

- a. Understanding Migration Status of Refugees and IDPS
- b. Climate Change and Migration-IDPS

- c. Legal Safeguards for refugees and migrants
- d. Contemporary Challenges: Forced migration, Asylum seekers, Statelessness

### **Unit III: Human Rights Protection in Conflict Zones**

- a. Legal Safeguards during armed conflict: International Humanitarian Law
- b. Addressing Issues: War crimes, Crimes against humanity, Genocide
- c. Case studies: Syrian Civil War, Rwandan Genocide

### **Unit IV: Safeguarding Children's Rights**

- a. Examining Child Labor and Human Rights: Legislative Frameworks and Mechanisms in India
- b. Analysing Child Soldiers and Conflict-Darfur, South Sudan and Central African Republic

### **Pedagogy**

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

### **Text Books:**

1. Sinha, Manoj Kumar, Handbook of Legal Instruments on International Human Rights and Refugee Laws. Delhi: LexisNexis 2014.
2. Brysk, Alison, ed. Globalization and Human Rights. Berkeley: University of California Press, 2002.
3. Aggarwal, H.O. A Concise Book on International Law and Human Rights, 2023.
4. Shelton, Dinah (ed.), The Oxford Handbook of International Human Rights Law, 2013; Available at: <https://doi.org/10.1093/law/9780199640133.001.0001>.

### **Recommended Readings**

1. Alston, Phillip, ed. The United Nations and Human Rights: A Critical Appraisal. Oxford: Clarendon Press, 1992.
2. Arat, Kabasakal Zehra F. "Human Rights and Globalization: Is the Shrinking World Expanding Rights?" Human Rights & Human Welfare 5, no. 1 (2005): Article 30. Available at: <https://digitalcommons.du.edu/hrhw/vol5/iss1/30>
3. Donnelly, Jack. Universal Human Rights in Theory and Practices. New Delhi: Manas Publication, 2005.
4. International Covenant on Civil and Political Rights (ICCPR). United Nations, 1966. <https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/ccpr.pdf>



5. International Covenant on Economic, Social and Cultural Rights (ICESCR). United Nations, 1966. <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-economic-social-and-cultural-rights>
6. Kumar, Vijay. Human Rights Dimensions and Issues. New Delhi: Anmol Publications, 2003.
7. Nickel, James. Making Sense of Human Rights. 2nd ed. Oxford: Blackwell, 2007.
8. Nirmal, B. C., and Prakash Sharma. "Concept of Statehood Under International Law: Understanding in the Light of Situation in Palestine." Indian Journal of International Law, 2021.
9. Raphdel, D. D. Political Theory and the Rights of Man. London: Macmillan, 1967.
10. Riedel, Eibe, Gilles Giacca, and Christophe Golay, eds. Economic, Social, and Cultural Rights in International Law. Oxford: Oxford University Press.
11. Sanford, R. Silverburg. International Law: Contemporary Issues and Future Developments. Oxford: Clarendon, 2007.
12. Universal Declaration of Human Rights (UDHR). United Nations. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

## DISCIPLINE-SPECIFIC ELECTIVE [DSE (SEMINAR/WORKSHOP)]

### Workshop on Quantitative Data Analysis

**Nature of Course:** DSE Seminar/Workshop

**Course Code:** BALA 204

**Semester:** Fourth (IV)

**Credits:** 2

**Mode of Examination:** NUES

**Course ID:**

**Marks:** 100

**Continuous Evaluation**

### Course Objective

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

### Course Outcome

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

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

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

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

### Course Content

#### Unit I: Introduction

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

#### Unit II: Data Collection

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

#### Unit III: Data Analysis

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

#### Unit IV: Digital Tools

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

### Pedagogy

- Lectures

- Workshops
- Seminars
- Project, Assignments

## References

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

## Recommended Readings

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

## **ABILITY ENHANCEMENT COURSE (AEC)**

### **Introducing the Art of Diplomacy**

**Nature of Course: AEC**

**Course Code: BALA POLS 208**

**Semester: Fourth (IV)**

**Credits: 2**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 60**

**External Evaluation: 60**

### **Course Objective**

The course seeks to introduce the basics of diplomacy as a tool and instrument through which a state conducts their affairs, safeguards its interests, and contributes to the development and execution of foreign policy.

### **Course Outcome**

**CO1 (Knowledge):** The students will have the basic knowledge of diplomacy as an art and science by which a state conducts their relationship with other states and organisations.

**CO2 (Understanding):** The students will have the knowledge of the concept of diplomacy, how it evolved and the different forms of diplomacy to navigate the complexities of international relations.

**CO3 (Synthesis):** The students can understand the evolution of diplomacy from old to new and the different diplomatic means employed by different countries to safeguard their national interests.

**CO4 (Application):** The students can understand essential skills for maintaining effective diplomacy and will gain an understanding of how the Foreign Service operates, its structure, and the different types of diplomatic activities it undertakes.

### **Course Content**

#### **Unit I: Introduction to Diplomacy: Concepts, Evolution and Role of United Nations**

- a. Diplomacy: Concept, Definition
- b. Evolution, Different Forms
- c. UN as a Diplomatic Forum

#### **Unit II: Skills and Techniques in Diplomacy**

- a. Negotiation
- b. Mediation
- c. Principles of Negotiation and Conflict Resolution Strategies

### **Unit III: Crisis Management and Diplomacy**

- a. Crisis Management - Handling Diplomatic Crises
- b. Case Studies of Crisis Diplomacy (Kidnapping of Iranian Diplomats, Cuban Missile Crisis)

### **Unit IV: Public Diplomacy- Soft Power**

- a. Concept of Soft Power
- b. Cultural Diplomacy and India

### **Pedagogy**

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

### **Text Books**

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

### **Recommended Readings**

1. Morozov, V.M. 'Network Diplomacy and the Future of the Israel–Palestine Conflict', in Morozov, V. M., *Network Diplomacy*. Singapore: Springer Nature Singapore, 2023. Available at: [https://doi.org/10.1007/978-981-19-7006-1\\_9](https://doi.org/10.1007/978-981-19-7006-1_9).
2. Neumann, Iver B. *International Diplomacy: Theory and Practice*. New York: Palgrave Macmillan, 2012.
3. Young, John W. *The Art of Diplomacy*. London: Palgrave Macmillan, 2016.

## **FIFTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **Feminisms: Theories and Practice**

**Nature of Course: DSC**

**Course Code: BALA POLS 301**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

This is an introductory course to familiarise the students with some of the key concepts in feminism, histories of feminism, and the feminist movement in India. This paper covers the history of feminism in the West, socialist societies, and anti-colonial struggles and focuses on a gendered analysis of Indian society, economy, and polity.

### **Course Outcome**

**CO1 (Knowledge):** This course would create an awareness and understanding of the theories of feminism and trace the historical trajectory of feminist movements across the world.

**CO2 (Understanding):** The course aims to develop an understanding of the structures of gender inequalities.

**CO3 (Synthesis):** It will enable the students to analyze the current issues of feminism with which women's movements were engaged with.

**CO4 (Application):** This paper will help to understand the feminist issues with a perspective of contemporary Indian women's movements.

### **Course Content**

#### **Unit I: Introducing Feminisms: Some Key Concepts**

- a. Patriarchy
- b. Sex and Gender
- c. Histories of Feminisms (18th, 19th and 20th century)

#### **Unit II: Feminisms: Perspectives**

- a. Liberal Feminism- Public/private divide
- b. Socialist Feminism- Historical defeat of the female sex
- c. Radical Feminism- Personal is Political

### Unit III: Feminisms in India

- a. History of women's movement in India: issues and debates
- b. Women in Politics
- c. Violence

### Unit IV: New Directions: Race, Caste and Sexuality

- a. Concept of Intersectionality
- b. Black Feminism
- c. Dalit feminism
- d. Queer

### Pedagogy:

- Class lecture
- Discussions/Interactions
- Projects and Assignments
- Films/Documentaries
- Minor Exam

### Text Books

1. Desai, Neera, and Usha Thakkar. *Women in Indian Society*. New Delhi: National Book Trust, 2001.
2. Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 1998, pp. 1-150.
3. Kimmel, Michael. *The Gendered Society*, New York: Oxford University Press, 2008.
4. Geetha, V. *Patriarchy*. Calcutta: Stree, 2007.

### Recommended Readings

1. Banerjee, Nirmala. "Analysing Women's Work under Patriarchy." In *From Myths to Markets: Essays on Gender*, edited by Kumkum Sangari and Uma Chakravarty, 144-165. Delhi: Manohar, 1999.
2. Beauvoir, Simone de. *The Second Sex*. Translated by H. M. Parshley. New York: Vintage Books, 1989 [1949].
3. Butler, Judith. "Sex and Gender in Simone de Beauvoir's *Second Sex*." *Yale French Studies* 72 (1986), pp.35-49.
4. Chakravarti, Uma. "Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History." *Social Scientist* 16, no. 8 (1988),44-52.
5. Chaudhuri, Maiyatee. "Gender in the Making of the Indian Nation State." In *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*, edited by Sharmila Rege, 36-56. New Delhi: Sage, 2003.

6. Gandhi, Nandita, and Nandita Shah. *The Issues at Stake – Theory and Practice in Contemporary Women’s Movement in India*. Delhi: Zubaan, 1991.
7. Jagger, Alison. *Feminist Politics and Human Nature*. U.K.: Harvester Press, 1983.
8. Johri, Rachana Dr. and Menon, Krishna Dr. "Daily Border Crossings: Negotiations of gender, body and subjectivity in the lives of women workers in urban malls." In *Cultural Encounters, Conflicts, and Resolutions*, Vol. 1: Iss. 1, Article 4, (2014). Available at : [https://engagedscholarship.csuohio.edu/cecr/vol1/iss1/4?utm\\_source=engagedscholarship.csuohio.edu%2Fcecr%2Fvol1%2Fiss1%2F4&utm\\_medium=PDF&utm\\_campaign=PDFCoverPages](https://engagedscholarship.csuohio.edu/cecr/vol1/iss1/4?utm_source=engagedscholarship.csuohio.edu%2Fcecr%2Fvol1%2Fiss1%2F4&utm_medium=PDF&utm_campaign=PDFCoverPages)
9. MacKinnon, Katherine. "Sexuality." In *Toward a Feminist Theory of the State*. Cambridge: Harvard University Press, 1989.
10. Millet, Kate. *Sexual Politics*. Urbana and Chicago: University of Illinois Press, 1969 2000.
11. Roy, Kumkum. "Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women." In *Women and the Hindu Right*, edited by Tanika Sarkar and Urvashi Butalia, 10-28. Delhi: Kali for Women, 1995.
12. Shinde, Tarabai. "Stri-Purush Tulana." In *Women Writing in India, 600 BC to the Present*. Vol. I, edited by Susie Tharu and K. Lalita, 23-44. New York: Feminist Press, 1993.



## **DISCIPLINE-SPECIFIC COURSE (DSC)**

### **Indian Politics: Institutions, Political Processes, and Development Politics**

**Nature of Course: DSC**

**Course Code: BALA POLS 303**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

This course will introduce students to the complexity of Indian Politics since a nuanced analysis is necessary to comprehend the political process in India. It acquaints students with the functioning of the Indian state, its institutions, social stratification, and the discourse on development highlighting the dynamics of contemporary state-society dynamics.

### **Course Outcome**

**CO1 (Knowledge):** This course will introduce the students to Indian Politics and its various issues. It will give knowledge about the Indian state, institutions, political processes, and developmental Politics.

**CO2 (Understanding):** It will enable the students to understand Indian Politics and different issues related to it.

**CO3 (Synthesis):** This course will enable students to understand how the Indian state and society interact.

**CO4 (Application):** This course seeks to provide students with a nuanced reflection on the impact of political processes, political institutions, and developmental Politics.

### **Course Content**

#### **Unit I: Understanding Indian Politics**

- a. Approaches to the study of Indian Politics
- b. Nature of Indian State
- c. Party Politics: Change and Continuity

#### **Unit II: Key Institutions of Indian democracy**

- a. Parliament
- b. Supreme Court
- c. Election Commission

#### **Unit III: Social Stratification and Politics in India**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- a. Class and Politics: Dynamics of class domination in India
- b. Caste and Politics: Politics of Mobilisation
- c. Religion and Politics

#### **Unit IV: Developmental Trajectory of India**

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

#### **Pedagogy:**

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

#### **Text Books:**

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

#### **Recommended Readings**

1. Baxi, Upendra. *The Supreme Court in Indian Politics*. New Delhi: Eastern Book Company, 1980.
2. Bhargava, Rajeev, ed. *Secularism and Its Critics*. New Delhi: Oxford University Press, 1998.
3. Hansen, Thomas, and Christophe Jaffrelot, eds. *The BJP and the Compulsions of Politics in India*. New Delhi: Oxford University Press, 1998.
4. Hasan, Zoya, ed. *Parties and Party Politics in India*. New Delhi: Oxford University Press, 2002.
5. Harris, John. "Comparing Political Regimes across Indian States." *Economic and Political Weekly*, Nov 27, 1999.
6. Kapur, Devesh, and Pratap B. Mehta, eds. *Public Institutions in India: Performance and Design*. New Delhi: Oxford University Press, 2007.
7. Kohli, Atul. *The State and Poverty in India: The Politics of Reform*. Cambridge: Cambridge University Press, 1987.

8. Pai, Sudha. *Dalit Assertion and the Unfinished Democratic Revolution: The Bahujan Samaj Party in Uttar Pradesh*. New Delhi: Sage, 2002.
9. Rudolph, Lloyd, and Susanne Rudolph. *In Pursuit of Lakshmi: Political Economy of the State in India*. Chicago: University of Chicago Press, 1987.
10. Singh, Ujjwal Kumar. "Artificial Intelligence and Elections in India". *Economic and Political Weekly*, Vol. 59, Issue No. 22, 01, 2024.
11. Weiner, Myron. *Party Politics in India: The Development of a Multiparty System*. New Jersey: Princeton University Press, 1957.
12. Weiner, Myron. *Sons of the Soil: Migration and Ethnic Conflict in India*. New Delhi: Oxford University Press, 1987.

## **DISCIPLINE SPECIFIC COURSE (DSC)**

### **International Law and Politics**

**Nature of Course: DSC**

**Course Code: BALA POLS 305**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The objective of the course is to introduce students to the basics of international law and to provide students with a diverse set of analytical tools, empowering them to perceive international politics comprehensively. The course will highlight the interplay between law and politics, aiming to comprehend the operational dynamics of international law and to explore issues and advancements that demonstrate both the potential and constraints of international law in addressing global challenges. This course will focus on current events in international politics to deepen comprehension of the power dynamics and political motivations at play.

### **Course Outcome**

**CO1 (Knowledge):** The students will have knowledge of the concept of international law, the different sources and types.

**CO2 (Understanding):** The students have the understanding of the different actors, institutions and agencies upholding international law and the challenges they face.

**CO3 (Synthesis):** Students will gain analytical and conceptual knowledge of international law and politics, enabling them to better understand various issues and concerns related to violations of international law.

**CO4 (Application):** The student will have the analytical tool to critically understand the role of various actors and agencies in dealing with different issues and concerns of international politics.

### **Course Content**

#### **Unit I: International Law: Evolution, Sources, Types**

- a. International Law and International Relations in Globalised World
- b. Evolution of International Law and Norms
- c. Sources of International Law - treaties, international customs, general recognized principles of law.
- d. Types of International Law- Private and Public international Law

## **Unit II: International Law, Institutions and Enforcement**

- a. Institutions: PCIJ, ICJ, ICC, Ad hoc tribunals
- b. States as the Main Actor
- c. Non-State Actors- Amnesty International, Doctors Without Borders

## **Unit III: International Law: Diverse Aspects**

- a. International Law and Laws of the War- Use of force by States
- b. International Law and Human Rights
- c. Law of the Seas- UNCLOS
- d. International Environmental Law

## **Unit IV: Issues of International Concerns**

- a. Refugees, Displacement and International Law
- b. War Crimes, Genocide and International Law
- c. Artificial Intelligence governance and international Law

### **Pedagogy:**

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

### **Text Books**

1. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press, 2020.
2. Dixon, Martin. "Ch.2 'The Sources of International Law.'" In *Textbook on International Law*, Oxford, U.K.: Oxford University Press, 2013.
3. Evans, M. *International Law*. Fourth edition. Oxford: Oxford University Press, 2014.
4. United Nations International Law Commission. *Identification of Customary International Law*. 2016.

### **Recommended Readings**

1. Boyle, Alan E., and Catherine Redgwell. *International Law and the Environment*. 4th ed. Oxford: Clarendon Press, 2021.
2. Brownlie, Ian. "The Law of Treaties." In *Principles of Public International Law*, 7th ed., 607–38. Oxford: Oxford University Press, 2008.
3. Chesterman, Simon, and Béatrice Pouligny. "Are Sanctions Meant to Work? The Politics of Creating and Implementing Sanctions Through the United Nations." *Global Governance* 9 (2003): 503–18.

4. European Commission for the Efficiency of Justice (CEPEJ). “European Ethical Charter on the Use of AI in Judicial Systems and Their Environment.” 2018.
5. ICC Statutes (Rome Statutes). <https://www.icc-cpi.int/resource-library/documents/rs-eng.pdf>.
6. Jo, Hyeran, and Beth A. Simmons. “Can the International Criminal Court Deter Atrocity? An Analysis of Violence against Civilians in Civil Wars.” In *International Organization* 70, no. 3, (2016).
7. Neff, Stephen C. “A Short History of International Law.” In *International Law*, 3rd ed., edited by Malcolm D. Evans, Oxford: Oxford University Press, 2010, pp.3-31.
8. Pollack, Mark A., and Gregory H. Shaffer, eds. *Interdisciplinary Perspectives on International Law and International Relations*. 2013.
9. Risse, Mathias. “Human Rights and Artificial Intelligence: An Urgently Needed Agenda.” In *Human Rights Quarterly* 40, no. 2 (2018),pp411–25.
10. Sharma, Prakash. “Digital Transformation for providing better protection to Refugees: Quest for Global Standards to Prevent Compromise with Core Protection Standards.” *ISIL Yearbook of International Humanitarian and Refugee Law*, 2022.
11. Shaw, Malcolm N. “International Law and Municipal Law.” In *International Law*, 5th ed., 120–74. Cambridge: Cambridge University Press, 2003.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Modern Indian Political Thought I**

**Nature of Course: DSC**

**Course Code: BALA POLS 307**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

This course aims to provide an understanding of 19th and early 20th-century Indian thinkers and their philosophies, and ideas of social reforms to understand how these ideas have shaped modern-day India.

### **Course Outcome**

**CO1 (Knowledge):** The students have knowledge of the different Indian Political thinkers in early 19th century India.

**CO2 (Understanding):** The students have an understanding of the making of Modern India

**CO3 (Synthesis):** The students can integrate the varied perspectives of these thinkers to develop a unified understanding of the ideological foundations of modern India.

**CO4 (Application):** The students can apply the insights gained from these historical and philosophical analyses to contemporary discussions on nationalism, democracy, and social justice in India.

### **Course Content**

#### **Unit I: The Context, Modernity and Tradition**

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

#### **Unit II: Ideas of Social Reform**

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

#### **Unit III: Thoughts on Nation and Nationalism**

- a. Dadabhai Naoroji- Economic Nationalism

- b. Bal Gangadhar Tilak- Militant Nationalism and Swaraj
- c. Swami Vivekananda- Ideas of Nationalism
- d. V.D. Savarkar- Hindutva and Nationalism

#### **Unit IV: Feminist Social Reformers**

- a. Pandita Ramabai
- b. Tarabai Shinde

#### **Pedagogy**

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

#### **Text Books**

1. Datta, P. K., and Sanjay Palshikar, eds. Indian Political Thought. ICSSR & Oxford University Press: New Delhi, 2013.
2. Kenneth Deutsch, eds, Political Thought in Modern India, Sage, New Delhi, 1986.
3. Mehta, V. R. Foundations of Indian Political Thought. Manohar: Delhi, 2013.
4. Singh, M. P., and Himanshu Roy, eds. Indian Political Thought: Themes and Thinkers. Pearson: Delhi, 2011.

#### **Recommended Readings**

1. Aurobindo. On Nationalism. Pondicherry: Sri Aurobindo Ashram, 1996.
2. Bhargava, Rajeev. "Are there alternative modernities?" Culture, Democracy, and Development in South Asia (2001): 9-26.
3. Bhatt, Chetan. Hindu Nationalism: Origins, Ideologies and Modern Myths. Oxford: Beg, 2001.
4. Chakrabarty, Bidyut, and Rajendra K. Pandey. Modern Indian Political Thought Text and Context. New Delhi: Routledge, 2024.
5. Chatterjee Partha, Nationalist Thought and the Colonial World: A Derivative Discourse, Oxford University Press, Delhi, 1986.
6. Devendra Swaroop, ed. Deen Dayal Upadhyaya's Integral Humanism. New Delhi: DRI, 1992.
7. Devy G.N. and Fred Dallmayr, eds., Between Tradition and Modernity: India's Search for Identity: A Twentieth Century Anthology, Sage, Delhi, 1996.
8. Kiggley, Dermot. "Vivekananda's Western Message from the East." In William Radice, ed., Swami Vivekananda and Modernization of Hinduism. New Delhi: Oxford University Press, 1990.



9. Lele, Jayant. "Gender Consciousness in Mid-Nineteenth Century Maharashtra." In Anne Feldhaus, ed., *Images of Women in Maharashtrian Society*. New York: The University of New York Press, 1998.
10. Nandy Ashis, *Traditions, Tyranny and Utopia*, Oxford University Press, Delhi, 1987.
11. O'Hanlon, Rosalind. *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. New Delhi: Oxford University Press, 2002.
12. Sen, Amiya P. "Vivekananda: Cultural Nationalism." In M. P. Singh and Himanshu Roy, eds., *Indian Political Thought: Themes and Thinkers*. Delhi: Pearson, 2011.
13. Taylor, Charles. "Two theories of modernity." *Hastings Center Report* 25, no. 2 (1995): 24-33.

## **DSE & MINOR STREAM COURSE (MS)**

### **Comparative Constitutions**

**Nature of Course: MS**

**Course Code: BALA POLS 309**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The primary objective of the course is to study various countries and their constitutional provisions from the vantage point of India to figure out best practices to strengthen our democracy.

### **Course Outcome**

**CO1 (Knowledge):** The students can understand the fundamental principles and purposes of constitutions and analyze and compare the constitutions of various countries.

**CO2 (Understanding):** The students will have a critical understanding to analyse and compare different constitutions.

**CO3 (Synthesis):** It will help the students identify, evaluate and map the accomplishments and shortcomings of different constitutions.

**CO4 (Application):** Through comparative analysis, students will understand the role constitutions play in shaping political systems, protecting rights, and guiding governance and strengthening democracy.

### **Course Content**

#### **Unit I: Constitution and Constitutionalism**

- a. Constitutionalism, Constitutional Law and Different Typologies of Constitution
- b. Locke On Constitution
- c. James Madison and Constitution
- d. Ambedkar and Constitution

#### **Unit II: Political Systems**

- a. Federal vs. Unitary System
- b. Parliamentary and Presidential Form of Government
- c. Models of Federal Government: United States, Germany, and Nigeria

### **Unit III: Human Rights and Constitutionalism**

- a. Protection of fundamental rights
- b. Judicial review and constitutional courts
- c. Case studies: Canada, South Africa, and India

### **Unit IV: Political Reservation for Women, and Ethnic Minorities**

- a. Gender Quotas and Women's Representation - Case studies: Nordic countries, Rwanda, India
- b. Ethnic Quotas and Minority Representation-Case studies: United States, Brazil, New Zealand

### **Pedagogy**

- Lectures
- Classroom Discussions and Interaction
- Project and Assignment
- Movies/Documentaries
- Minor exam

### **Text Books**

1. Basu, Durga Das. Comparative Constitutional Law. Nagpur: Wadhwa and Co., 2008.
2. Burgess, Michael. Comparative Federalism: Theory and Practice. Routledge, 2006.
3. Singh, M.P., ed. Comparative Constitutional Law. 2nd ed. Lucknow: Eastern Book Co.
4. Pylee, M.V. Select Constitutions of the World. New Delhi: Universal Law Publishing Co.
5. Watts, Ronald L. Comparing Federal Systems. McGill-Queen's University Press, 1999.

### **Recommended Readings**

1. Dahlerup, Drude. Women, Quotas and Politics. Routledge, 2006.
2. Dorsen, Norman, et al. Comparative Constitutionalism: Cases and Materials. West Academic Publishing, 2003.
3. Epp, Charles R. The Rights Revolution: Lawyers, Activists, and Supreme Courts in Comparative Perspective. University of Chicago Press, 1998.
4. Dicey, A. V. Comparative Constitutionalism. 2019.
5. Htun, Mala. "Is Gender like Ethnicity? The Political Representation of Identity Groups." In Perspectives on Politics 2, no. 3 (2004),pp 439-458.
6. Howard, A. E. Dick. "James Madison and the Constitution." In The Wilson Quarterly 9, no. 3 (1985),pp. 80–91. Available at . <http://www.jstor.org/stable/40256894>.
7. Krook, Mona Lena. Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide. Oxford University Press, 2009.

8. Lijphart, Arend. "Constitutional Design for Divided Societies." In *Journal of Democracy* 15, no. 2 (2004),pp. 96-109.
9. Sunstein, Cass R. "Madison and Constitutional Equality." In *Harvard Journal of Law and Public Policy* 9 (1986),p. 11.
10. DiVita, Nicholas L. "John Locke's Theory of Government and Fundamental Constitutional Rights: A Proposal for Understanding." In *West Virginia Law Review* 84 (1982).

## **DSE & MINOR STREAM COURSE (MS)**

### **Introducing Ambedkar**

**Nature of Course: MS**

**Course Code: BALA POLS 311**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Social Philosophy**

- a. Caste
- b. Untouchability

#### **Unit II: Political Role**

- a. Mahar Satyagraha
- b. Poona Pact

#### **Unit III: Making of Indian Constitution**

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

#### **Unit IV: Quest for Dhamma**

- a. Writings on Buddhism

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

1. Gore, M. The Social Context of an Ideology: Ambedkar's Political and Social Thought. Delhi: Sage Publication, 1993.
2. Jangam, Chinnaiah. Dalits and the Making of Modern India. Oxford University Press, 2017.
3. Keer, Dhananjay. Life and Mission of Dr. B.R. Ambedkar. Popular Prakashan, 1954.
4. Ministry of Social Justice and Empowerment, Government of India. Dr. Babasaheb Ambedkar Writings & Speeches. Vol. 1, 3, 7, 8, 9, and 11. Published by Dr. Ambedkar Foundation. Available at: [https://www.mea.gov.in/Images/CPV/Volume17\\_Part\\_I.pdf](https://www.mea.gov.in/Images/CPV/Volume17_Part_I.pdf).
5. Valerian, Rodrigues. The Essential Writings of B.R. Ambedkar. Oxford University Press, 2010.

## **DSE & MINOR STREAM COURSE (MS)**

### **United Nations and Conflict Analysis (MS)**

**Nature of Course: MS**

**Course Code: BALA POLS 313**

**Semester: Fifth (V)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The objective of the course is to inform students of the United Nations, its structure, and its primary function of maintaining international peace and security. The course will introduce the different methods employed by the UN in settling disputes and maintaining peace and security.

### **Course Outcome**

**CO1 (Knowledge):** The students will have the foundational knowledge of the United Nations and its involvement in maintaining international peace and security.

**CO2 (Understanding):** The students will have the knowledge of the different dynamics involved in peace and conflict management like humanitarian intervention, Responsibility to Protect (R2P), peace-making to peacebuilding.

**CO3 (Synthesis):** The students will have the conceptual and analytical tools to understand the different dynamics involved in conflict settlement under the UN.

**CO4 (Application):** The students will have the analytical tools to have a critical understanding of UN's role in maintenance of international international peace and security

### **Course Content**

#### **Unit I: Conflict Analysis: Theories, Tools and Methods**

- a. Definitions and types
- b. Conflict and Conflict Resolutions: Theories
- c. Conflict Resolution: Methods and Tools

#### **Unit II: UN and Maintenance of International Peace and Security**

- a. The UN-History, Structure, Principles, Objectives and Principal Organs (General Assembly, Security Council and Secretariat)
- b. Mechanisms for conflict prevention
- c. Mediation and negotiation strategies

#### **Unit III: UN Conflict Prevention and Peacekeeping: Evolution and Adaptation**

- a. Evolution of Peacekeeping- From Cold War to Post Cold War
- b. Principles and guidelines of peacekeeping- Peacekeeping, Peace Enforcement and Peacebuilding- An Agenda for Peace, Brahimi Report, Women and Peacekeeping- WPS Agenda of UN

#### **Unit IV: UN Peacebuilding Missions**

- a. UN interventions in African conflicts (Rwanda, Darfur, DRC)
- b. Humanitarian Interventions and the Responsibility to Protect (R2P)- Libya and Syria, Legalities and Challenges
- c. Post-Conflict Reconstruction and Peacebuilding-Afghanistan and Sierra Leone

#### **Pedagogy**

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

#### **Text Books**

1. Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics*. 8th ed. London, England: Oxford University Press, 2020.
2. Bercovitch, Jacob, and Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*. University of Michigan Press, 2009.
3. Thakur, Ramesh. *The United Nations, Peace and Security: From Collective Security to The Responsibility to Protect*. New York: Cambridge University Press, 2017.
4. Whitworth, Sandra. *Men, Militarism and UN Peacekeeping: A Gendered Analysis*. New Delhi: Viva Books Pvt. Ltd., 2006.

#### **Recommended Readings**

1. Autesserre, S. *The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding*. 2010.
2. Annan, Kofi. *Strengthening of the United Nations: An Agenda for Further Change*. Report of the Secretary General. UN Doc. A/57/387, September 9, 2002.
3. Bellamy, A. J., Williams, P., & Griffin, S. *Understanding Peacekeeping*. Polity Press, 2010.
4. Boutros-Ghali. *An Agenda for Peace*. New York: United Nations, 1992.
5. Brahimi, Lakhdar. *Report of the Panel on United Nations Peace Operations*. Brahimi Report. UN Doc. A/55/305, August 21, 2000.
6. Chesterman, S. *You, The People: The United Nations, Transitional Administration, and State-Building*. Oxford University Press, 2005.



7. Koops, Joachim Alexander et.al. *The Oxford Handbook of United Nations Peacekeeping Operations*. OUP, 2015.
8. Paris, R., & Sisk, T. D. *The Dilemmas of Statebuilding: Confronting the Contradictions of Postwar Peace Operations*. Routledge, 2009.
9. Prunier, G. *The Rwanda Crisis: History of a Genocide*. Columbia University Press, 1995.
10. United Nations. *The Blue Helmets: A Review of UN Peacekeeping*. New York: UN Department of Public Information, 1990.
11. United Nations. "United Nations Peacekeeping Operations: Principles and Guidelines" (The Capstone Doctrine). 2008.
12. Vaughan Lowe, Adam Roberts, Jennifer Welsh Eds. *The United Nations Security Council and War: The Evolution of Thought and Practice Since 1945*. Oxford: Oxford Publication, 2008.

## **DISCIPLINE-SPECIFIC ELECTIVE [DSE (SEMINAR/WORKSHOP)]**

### **Gender, Violence and International Guidelines and Toolkits**

**Nature of Course: DSE (Seminar/Workshop)**

**Course Code: BALA POLS 317**

**Semester: Fifth (V)**

**Credits: 2**

**Mode of Examination: NUES**

**Course ID:**

**Marks: 100**

**Continuous Evaluation**

### **Course Objective**

The key objective of the course is to critically understand the progress in international practices in the field of gender and violence. The objective of the course is to introduce the idea of gender and violence to the students. The course focuses on looking at sexual and gender-based violence in international armed conflict and the different international institutional and legal measures to prohibit and prosecute such violence. The course will bring different international non-governmental organizations providing different medical and legal services to the survivors of such violence.

### **Course Outcome**

CO1 (Knowledge) The students will have a conceptual understanding of gender and violence in international politics. They have the understanding of the various forms of gender and sexual based violence during armed conflicts.

CO2 (Understanding) The students have the knowledge of the different international legal documents, instruments and institutions on SGBV in armed conflicts

CO3 (Synthesis) The students will have the understanding of different gendered violence and how they are recognised in international politics

CO4 (Application) They have the basic analytical tool to understand the success and failures in preventing such violence and the lack of accessibility for the survivors to different mental health and psychosocial services.

### **Course Content**

#### **Unit I: Introduction**

- a. Conceptualising Gender and Violence
- b. Introducing the concepts- GBV, CRSV and SGBV
- c. Victims and Survivors

#### **Unit II: UN Strategies for Combating Sexual Violence in Conflict**

- a. Women, Peace, and Security Agenda (WPS Agenda)

- b. UN System Responding and Preventing CRSV- UN Action, OSRSG-SVC
- c. Reports, Guidelines and Toolkits
  - i. Sexual Violence against Refugees: Guidelines on Prevention and Response (UNHCR 2020)
  - ii. The Inter-Agency Standing Committee- Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery (2015)
  - iii. United Nations Peacekeeping and Regulations Against Sexual Exploitation and Abuse (SEA)

### **Unit III: Humanitarian Organisations and Humanitarian Practices**

- a. International Committee for Red Cross (ICRC)
- b. Doctors without Borders/ / Médecins Sans Frontières (MSF)
- c. Physicians Human Rights (PHR)
- d. Lawyers and Doctors for Human Rights (LDHR)

### **Pedagogy**

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

### **Text Books:**

1. Alison, Miranda. "Wartime Sexual Violence: Women's Human Rights and Questions of Masculinity." In *Review of International Studies* 33 (2007), pp75-90.
2. Baaz, Maria Eriksson, and Maria Stern (2013), *Sexual Violence as a Weapon of War? Perceptions, Prescriptions, Problems in the Congo and Beyond*, London: Zed Books
3. Bernard, Vincent and Helen Durham (2014), "Editorial: Sexual Violence in Armed Conflict: From Breaking the Silence to breaking the Cycle", *International Review of the Red Cross*, 96(894), pp. 427–434.
4. Carpenter, R. Charlie. "Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations." In *Security Dialogue* 37, no. 1 (2006), pp.83-10.

### **Recommended Readings**

1. Anholt, Rosanne Marrit. "Understanding Sexual Violence in Armed Conflict: Cutting ourselves with Ocean's Razor." In *Journal of International Humanitarian Action* 1, no. 6 (2016), pp. 1-10.

2. Brahimi Report. "Report of the Panel on United Nations Peace Operations." United Nations General Assembly/Security Council, Doc No- A/55/305S/2000/809, August 21, 2000.
3. Inter-Agency Standing Committee (IASC). Guidelines Integrating Gender-Based Violence Interventions in Humanitarian Action Reducing Risk, Promoting Resilience and Aiding Recovery. 2015.
4. Inter-Agency Standing Committee (IASC). "Guidelines Gender-Based Violence Interventions in Humanitarian Assistance Focusing on Prevention of and Response to Sexual Violence in Emergencies." September 2005.
5. International Committee of the Red Cross (ICRC) Live Discussion. "Sexual Violence & Conflict: Surviving Violence." Held on December 3, 2021, International Committee of the Red Cross.
6. International Committee of the Red Cross (ICRC) Report. "'That never happens here': Sexual and gender-based violence against men, boys and/including LGBTIQ+ people in humanitarian settings." Geneva, International Committee of the Red Cross, 2022.
7. International Committee of the Red Cross (ICRC). "ICRC: International Day for the Elimination of Sexual Violence 2021." June 19, 2021. Available at: 2021. URL: <https://www.icrc.org/en/document/international-elimination-sexualviolence-2021>
8. International Committee of the Red Cross (ICRC). "For Survivors of Sexual Violence: How to Find Help." June 19, 2021. Available at: URL: <https://www.icrc.org/en/document/survivors-sexual-violence-how-find-help>
9. International Committee of the Red Cross (ICRC). "Strategy on Sexual Violence 2018-2022." 2018.

## **SIXTH SEMESTER**

### **DISCIPLINE SPECIFIC COURSE (DSC)**

#### **State Politics in India**

**Nature of Course: DSC**

**Course Code: BALA POLS 302**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The federal structure of Indian politics is reflected in each state in a different and multifaceted nature. It has undergone significant transformation over the decades since the formation of states in terms of social structure, their power relations, electoral participation on the one hand and political governance and economic development on the other. This course attempts to examine the commonalities, diversities, and perspectives to study state politics in India. It also seeks to examine the changing role of tribe, caste, class and community and their impact on state politics.

### **Course Outcome**

**CO1 (Knowledge):** Students will know about why there is a difference in Politics of different states

**CO2 (Understanding):** Students would be able to understand the variations in State Politics

**CO3 (Synthesis):** The students will have basic conceptual and analytical understanding to understand the different dynamics of state politics in India

**CO4: (Application):** The students can map the patterns and variations in state politics in Indian democracy.

### **Course Content**

#### **Unit I: History and Approaches to Study of State Politics**

- a. Approaches to understand State Politics
- b. Reorganisation of States

#### **Unit II: Issues in State Politics**

- a. Question of Caste- UP
- b. Autonomy- Gorkhaland
- c. Language Politics - Assam

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

### **Unit III: Political Parties and Electoral Politics in States of India**

- a. Shiv Sena in Maharashtra
- b. AIADMK and DMK in Tamil Nadu
- c. Mizo National Front

### **Unit IV: Development and State Politics**

- a. Understanding Development
- b. Agrarian Reforms: Green Revolution, Punjab
- c. Regional Developmental Imbalance: Case study of Tribals in Jharkhand
- d. Welfare Model of Development: Kerala

### **Pedagogy**

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

### **Text Books**

1. Paul Wallace (ed.) Region and Nation in India. OUP 1985.
2. Kohli, Atul. Democracy and Discontent: India's Growing Crisis of Governability New Delhi: Oxford University Press, 1991.
3. Lloyd and Susanne Rudolph " Transformation of the Congress Party: Why 1980s was not a Restoration" In Economic and Political Weekly (May, 1981) ,pp. 811-820.
4. Myron Weiner (ed.) State Politics in India, Princeton University, 1968.
5. Myron Weiner and John Osgood Field (eds.), Electoral Politics in the Indian States, Vols. I– IV, New Delhi, Manohar, 1974.

### **Recommended Readings**

1. Asha Sarangi (ed) Language and Politics in India. New Delhi: Oxford University Press, 2009.
2. Bidyut Chakrabarty. Forging Power: Coalition Politics in India. New Delhi: Oxford University Press, 2006.
3. Brass Paul R Language Religion and Politics in North India. CUP, 1974.
4. Christophe Jaffrelot. India's Silent Revolution: The Rise of the Low Castes in North Indian Politics. Permanent Black, New Delhi, 2003.
5. Frankel, Francine R. et al. Transforming India: Social and Political Dynamics of Democracy. New Delhi: Oxford University Press, 2000.
6. Hazarika, Sanjoy. Strangers No More: New Narratives from India's Northeast. 2018.
7. Iqbal Narain (ed.) State Politics in India. Meerut, Meenakshi Prakashan, 1965.

8. Jenkins, Rob. *Democratic Politics and Economic Reform in India*. Cambridge: Cambridge University Press, 1999.
9. Nag, Sajal. *India and Northeast India: Mind, Politics and Process of Integration (1946-1950)*, New Delhi: Regency Publication, 2002.
10. Pai, Sudha (ed.) *Handbook of Politics in Indian States: Region, Parties, and Economic Reforms*. New Delhi: Oxford University Press, 2013.
11. Ramashray Roy & Paul Wallace (eds.) *Diversity and Dominance in Indian Politics*. 2 Vols, 1990, 1992.
12. Yadav, Yogendra. "Understanding the Second Democratic Upsurge: Trends of Bahujan Participation in Electoral Politics in the 1990s." In Francine R Frankel et al, *Transforming India: Social and Political Dynamics of Democracy*. New Delhi: Oxford University Press, 2000.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Western Political Thought**

**Nature of Course: DSC**

**Course Code: BALA POLS 304**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The objective of the course is to introduce ideas of state and statecraft, normative and ethical ideas like justice, rights, and gender of some of the major Western political thinkers.

### **Course Outcome**

CO1 (Knowledge): The students will be introduced to the ideas and philosophy of some of the key western philosophers on state and statecraft, and ethical concerns of rights and justice.

CO2 (Understanding): The students will have a foundational knowledge of the fundamental contours of the classical, western political philosophy and the shift from medieval to modern.

CO3 (Synthesis): The students will have the conceptual knowledge to engage with the different ethical and normative concerns of politics.

CO4: (Application): The students will have the analytical tool to understand the different political philosophies and how this can be applied in the contemporary concerns of justice, freedom, rights and the like.

### **Course Content**

#### **Unit I: Ancient Greek Political Thought**

- a. Idea of Justice-Socrates and Plato
- b. Democracy and Citizenship: Aristotle

#### **Unit II: Medieval And Early Modern Thought**

- a. St. Augustine – ‘City of God.’
- b. St. Thomas Aquinas- Theory of Law
- c. Niccolo Machiavelli – ‘Prince’

#### **UNIT III: Social Contractualists**

- a. Thomas Hobbes
- b. John Locke



- c. Jean Jacques Rousseau

#### **Unit IV: Liberal, Marxist and Feminist Thought**

- a. Mary Wollstonecraft and JS Mill
- b. Karl Marx
- c. Simon De Beauvoir

#### **Pedagogy**

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

#### **Text Books**

1. Nelson, Brian R. Western political thought: From Socrates to the age of ideology. Waveland Press, 2015.
2. Roberts, Peri, & Peter Sutch. An Introduction to Political Thought. Edinburgh University Press, 2012.
3. Singh, Sukhbir. History of Political Thought Vol. I. Rastogi Publications, 1980.
4. Jha, Shefali. Western Political Thought from the Ancient Greeks to Modern Times. Chennai: Pearson India Education Services Pvt. Ltd, 2020.
5. Mukherjee, Subrata and Sushila Ramaswamy, A History of Political Thought Plato to Marx. Delhi: PHI Learning Pvt. Ltd., 2018.

#### **Recommended Readings**

1. Card, Claudia (ed). The Cambridge Companion to Simone de Beauvoir. 2003.
2. Ebenstein, William. Great Political Thinkers. University of California, 1967.
3. Foster & Jones. Masters of Political Thought. Houghton Mifflin, 1949.
4. Hacker, Andrew. Political Theory: Philosophy, Ideology, Science. MacMillan, 1969.
5. Ramaswamy Sushila, Mukherjee Subrata. Western Political Thought- Plato to Marx. Prentice Hall India Learning Private Limited, 2011.
6. Simon De Beauvoir. The Second Sex. 1949.
7. Smith G.W. John Stuart Mill's Social and Political Thought: Critical Assessments. London; Routledge, 1998.
8. Stephen, Leslie. The English Utilitarians. Vols. I–III. New York: Augustus Kelley, 1968 (1900).
9. Sturgeon, N. "Mill's Hedonism." Boston University Law Review. 90 (2010): 1705–29.
10. Sumner, W. Welfare, Happiness, & Ethics. New York: Oxford University Press, 1996.
11. Taylor, Barbara. Mary Wollstonecraft and the Feminist Imagination. 2003.
12. Ten, C.L. Mill on Liberty. Oxford: Clarendon Press, 1980.
13. Wollstonecraft, Mary. A Vindication of the Rights of Woman. 1792.

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**Modern Indian Political Thought II**

**Nature of Course: DSC**

**Course Code: BALA POLS 306**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The primary of the course is to introduce students to the different social and political thinkers and leaders of 20th-century India whose ideas and works have helped shape the democracy of India.

### **Course Outcome**

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

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

**CO3 (Synthesis):** The students can integrate the varied perspectives of these thinkers to develop a unified understanding of the ideological foundations of modern India.

**CO4 (Application):** Apply the insights gained from these historical and philosophical analyses to contemporary discussions on nationalism, democracy, and social justice in India.

### **Course Content**

#### **Unit I: Ideas on Indian State**

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

#### **Unit II: Social Justice**

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

#### **Unit III: Indian Adaptations of Marxist and Socialist Ideals**

- a. MN Roy- Radical Humanism
- b. E.M.S. Namboodiripad-Application of Marxism to Indian conditions

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- c. Jayaprakash Narayan- Total Revolution

#### **Unit IV: Contribution of Women Philosophers**

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

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

1. Deen Dayal Upadhyay. Political Diary. New Delhi: Suruchi Prakashan, 1968.
2. Deendayal Upadhyaya. Integral Humanism. Delhi: Bharatiya Jan Sangh, 1964.
3. Ellen Carol DuBois, Vinay Lal ed. A Passionate Life: Writings by and of Kamaldevi Chhottopadhyay. Zubaan, 2017.
4. Hansa Mehta. Indian Women. Butala and Company, 1981.
5. Rokeya Sakhawat Hossain. The Essential Rokeya: Selected Works of Rokeya Sakhawat Hossain (1880-1932): 13 (Women and Gender: The Middle East and the Islamic World). Translated by Mohammad Quayum. Originally published in English in Madras: The Indian Ladies' Magazine, 1905. Reprinted in "Sultana's dream; and Padmarag: two feminist utopias by Rokeya Sakhawat Hossain.

## **DSE & MINOR STREAM COURSE (MS)**

### **International Organisations**

**Nature of Course:** MS

**Course Code:** BALA POLS 308

**Semester:** Sixth (VI)

**Credits:** 4 (L3 T1)

**Mode of Examination:** UES

**Course ID:**

**Marks:** 100 (40+60)

**Internal Evaluation:** 40

**External Evaluation:**60

### **Course Objective**

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

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: International Organisations: Concept, Types and Historical Legacies**

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

#### **Unit II: Key International Organizations and Their Roles**

- a. Peace and Security: The United Nations

- b. Collective Defence: NATO
- c. Economic IOs: WTO, IMF, World Bank
- d. Human Rights regimes: UNHRC, ECHR, IACHR, ICC

### **Unit III: Regional IGOs**

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

### **Unit IV: Future of IOs and Global Shifts**

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

### **Pedagogy**

- Lectures
- Classroom Discussions/Interaction
- Project and Assignment
- Documentary/ Films
- Minor exam

### **Text Books**

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

### **Recommended Readings**

1. Bennett, A. LeRoy and James K. Oliver. International Organizations: Principles and Issues. 7th Edition; Prentice Hall; 2002.
2. Buzan, Barry, and George Lawson. The Global Transformation: History, Modernity and the Making of International Relations. Cambridge Studies in International Relations: 135, Cambridge University Press, 2015.
3. Cogan, Jacob Katz, Ian Hurd, and Ian Johnstone (eds.). The Oxford Handbook of International Organizations. 2017.

4. Frederking, Brian, and Paul F. Diehl. *The Politics of Global Governance: International Organizations in an Interdependent World*. Fifth Edition, Lynne Rienner, 2015.
5. Gutner, Tamar. *International Organizations in World Politics*. Sage Publications, 2017.
6. Hurd, Ian. *International Organisations: Politics, Law, Practice*. 4th edition, Cambridge University Press, 2021.
7. Karns, P. Margaret, and Karen A. Mingst. *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner Publishers, 2010.
8. Rittberger, Volker, Bernard Zangl, Andreas Kruck, and Hylke Dijkstra. *International Organization*. 3rd edition, Palgrave, 2019.
9. Weiss, Thomas G., and Rorden Wilkinson. *International Organizations and Global Governance*. Routledge, 2013.
10. Ziring, Lawrence; Robert E. Riggs; and Jack C. Plano. *The United Nations, International Organization and World Politics*. 4th Edition, Thomson, Wadsworth, 2005.

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

**Nature of Course: MS**

**Course Code: BALA POLS 310**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

The objective of the course is to provide analytical and conceptual tools to compare different political processes and political institutions in different countries.

### **Course Outcome**

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

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

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

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

### **Course Content**

#### **Unit I: Understanding Comparative Politics**

1. Approaches
2. Significance

#### **Unit II: Constitutions: Forms and Typologies**

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

#### **Unit III: Comparative Analysis of Monarchies and Republics**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

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

#### **Unit IV: Democratic Trajectories: A Comparative Analysis**

1. Singapore and Hong Kong
2. India and Pakistan

#### **Pedagogy**

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

#### **Text Books**

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

#### **Recommended Readings**

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



## **DSE & MINOR STREAM COURSE (MS)**

### **Contemporary Indian Foreign Policy**

**Nature of Course: MS**

**Course Code: BALA POLS 312**

**Semester: Sixth (VI)**

**Credits: 4 (L3 T1)**

**Mode of Examination: UES**

**Course ID:**

**Marks: 100 (40+60)**

**Internal Evaluation: 40**

**External Evaluation:60**

### **Course Objective**

This course aims to engage with India's foreign policy, particularly the contemporary trends, and policies concerning its neighbors and other global powers. The course aims to provide analytical tools to the students to understand the different diplomatic tools that India employs in conducting its foreign policies in bilateral and multilateral forums.

### **Course Outcome**

**CO1 (Knowledge):** The students will have a conceptual idea of India as a democracy engaged with various countries in international politics.

**CO2 (Understanding):** The students will have an understanding of the various push and pull factors determining the foreign policy of India.

**CO3 (Synthesis):** The students will have a foundational and analytical understanding of India's bilateral and multilateral engagements in global politics and the different tools for conducting foreign policy in the context of India.

**CO4 (Application):** The students will have the analytical tools to understand different policies and tools India employs in its conduct of foreign policy in the contemporary world.

### **Course Content**

#### **Unit I: India and Asia**

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

#### **Unit III: India and Middle East**

- a. India and the Arab World
- b. India and the Non- Arab World
- c. India and Israel
- d. India and OECD

#### **Unit III: India's Global Engagements and Strategic Relationships**

Approved in the 6th meeting of the Board of Studies meeting held on 10.06.2014 through circulation and approved in the 58 Academic Council meeting dated 19.06.2024 vide agenda item no. 58.51. Applicable from the Academic Session 2024-25 onwards.

- a. India-Africa Engagement
- b. Russia, US, and India- the changing dynamics
- c. India, UN, and Global South
- d. India and the Indo-Pacific and QUAD

#### **Unit IV: Tools of Foreign Policy**

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

#### **Pedagogy**

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

#### **Text Books**

1. Ganguly, Sumit (ed). India's Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press, 2010.
2. Jaishankar, S. The India Way: Strategies for an Uncertain World. Harper Collins India, 2020.
3. Khanna, V.N. Foreign Policy of India. New Delhi: Vikas Publishing House, 2018.
4. Menon, Shivshankar. India and Asian Geopolitics: The Past, Present. Brookings Institution Press, Washington DC, 2021.
5. Pant, Harsh V. India's Foreign Policy: An Overview. Delhi: Orient Blackswan, 2016.

#### **Recommended Readings**

1. Malone, David M. "Does the Elephant Dance? Contemporary Indian Foreign Policy," Chapter 1. 2011.
2. Mohan, C. Raja. Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books. 2005.
3. Nye, Joseph. Soft Power: The Means to Success in World Politics.
4. Mohan, C. Raja. Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific.
5. Bajpai, Kanti, and Harsh V. Pant, eds. India's Foreign Policy: A Reader.
6. Sharma, R. R. India and Emerging Asia. New Delhi: Sage. 2005.
7. Pant, Harsh V., and Julie M. Super. "India's Foreign Policy: The Modi Era." International Affairs. 2022.
8. Baruah, Darshana M. "India's Approach to the Indo-Pacific: Strategy, Partnerships, and Regional Influence." Journal of Indo-Pacific Affairs. 2023.
9. Datta, Sreeradha. BIMSTEC: The Journey and The Way Ahead. Delhi: Pentagon Press. 2021.
10. Official Websites of MEA, ASEAN, BRICS, EU and AU, BIMSTEC, SCO

