



CURRICULUM & SYLLABUS OF DEGREE PROGRAMME

**3 YEARS DEGREE WITH POLITICAL SCIENCE/4 YEARS
DEGREE WITH POLITICAL SCIENCE HONOURS/ 4 YEARS
DEGREE WITH POLITICAL SCIENCE HONOURS WITH
RESEARCH**

(w.e.f 2023-2024)

**UNDER
NATIONAL CURRICULUM AND CREDIT FRAMEWORK
(NCCF)**

**KAZI NAZRUL UNIVERSITY
ASANSOL, WEST BENGAL**



KAZI NAZRUL UNIVERSITY
CURRICULUM AND SYLLABUS
3 YEARS DEGREE WITH POLITICAL SCIENCE/4 YEARS DEGREE WITH POLITICAL SCIENCE
HONOURS/ 4 YEARS DEGREE WITH POLITICAL SCIENCE HONOURS WITH RESEARCH
(8 Semesters Pattern)
With effect from 2023-2024 academic session and onwards

Abbreviations: MJC= Major (Core); AE= Ability Enhancement; AECC= Ability Enhancement Compulsory Course; MNC= Minor (Core); SE= Skill Enhancement; SEC= Skill Enhancement Course; MD= Multidisciplinary Course; SI - Summer Internship; RP= Research Project; VAC= Value Added Course; CA= Continuous Assessment, ESE= End Semester Examination, L= Lecture Hour; T= Tutorial Hour and P= Practical Hour/ Field Work and NA= Not Applicable.

SEMESTER: I							
Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Political Theory- I	MJC-1	BAPLSMJ101	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 1st Semester by the other Disciplines	MNC-1	See Pool	4 - 1 - 0	5	30	70	100
Choose from the Pool of Multidisciplinary Courses offered in 1st Semester	MDC-1	See Pool	2 - 1 - 0	3	15	35	50
English/MIL Communication	AEC-1	See Pool	4 - 0 - 0	4	15	35	50
Democratic awareness with legal literacy	SEC-1	BAPLSSE101	2 - 0 - 1	3	15	35	50
		SEMESTER	TOTAL:	20	350		
SEMESTER: II							
Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Political Theory- II	MJC-2	BAPLSMJ201	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 2nd Semester by other Disciplines within the faculty	MNC-2	See Pool	4 - 1 - 0	5	30	70	100
Choose from the Pool of Multidisciplinary Courses offered in 2nd Semester	MDC-2	See Pool	2 - 1 - 0	3	15	35	50
Environment Studies	VAC-1	VAC-201	4 - 0 - 0	4	15	35	50
Indian Constitutional Development	SEC-2	BAPLSSE201	2 - 1 - 0	3	15	35	50
		SEMESTER	TOTAL:	20	350		



SEMESTER: III

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Western Political Thought - I	MJC-3	BAPLSMJ301	4 - 1 - 0	5	30	70	100
Comparative Politics	MJC-4	BAPLSMJ302	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 3rd Semester by other Disciplines within the faculty	MNC-3	See Pool	4 - 1 - 0	5	30	70	100
Choose from the Pool of Multidisciplinary Courses offered in 3rd Semester	MDC-3	See Pool	2 - 1 - 0	3	15	35	50
MIL/English Communication	AEC-2	See Pool	4 - 0 - 0	4	15	35	50
SEMESTER TOTAL:				22	400		

SEMESTER: IV

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Western Political Thought - II	MJC-5	BAPLSMJ401	4 - 1 - 0	5	30	70	100
Indian Government and Politics	MJC-6	BAPLSMJ402	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 4th Semester by other Disciplines within the faculty	MNC-4	See Pool	4 - 1 - 0	5	30	70	100
Political Communication and Leadership	SEC-3	BAPLSSE401	2 - 1 - 0	3	15	35	50
Choose from the Pool of Value-Added Course offered in 4th Semester	VAC-2	See Pool	4 - 0 - 0	4	15	35	50
SEMESTER TOTAL:				22	400		

SEMESTER: V

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Basic Theories of International Relations	MJC-7	BAPLSMJ501	4 - 1 - 0	5	30	70	100
Political Sociology	MJC-8	BAPLSMJ502	4 - 1 - 0	5	30	70	100
Basic Theories of Public Administration	MJC-9	BAPLSMJ502	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 5th Semester by other Disciplines within the faculty	MNC-5	See Pool	4 - 1 - 0	5	30	70	100
SEMESTER TOTAL:				20	400		



SEMESTER: VI

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
India's Foreign Policy in a Globalizing World	MJC-10	BAPLSMJ601	4 - 1 - 0	5	30	70	100
Comparative Constitutional Systems	MJC-11	BAPLSMJ602	4 - 1 - 0	5	30	70	100
Issues in Indian Administration and Governance	MJC-12	BAPLSMJ603	4 - 1 - 0	5	30	70	100
Political Process in India	MJC-13	BAPLSMJ604	4 - 1 - 0	5	30	70	100
Summer Internship	SIMC-1	SI601	0 - 0 - 4	2	30	20	50
SEMESTER TOTAL:				22	450		

4-Year UG Degree (Honours)

SEMESTER: VII

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Understanding South Asia	MJC-14	BAPLSMJ701	4 - 1 - 0	5	30	70	100
Politics Of Developing societies	MJC-15	BAPLSMJ702	4 - 1 - 0	5	30	70	100
Indian Political Thought	MJC-16	BAPLSMJ703	4 - 1 - 0	5	30	70	100
Politics in West Bengal	MJC-17	BAPLSMJ704	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 7th Semester by other Disciplines within the faculty	MNC-6	See Pool	4 - 1 - 0	5	30	70	100
SEMESTER TOTAL:				25	500		

SEMESTER: VIII

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Theory as Discourse	MJC-18	BAPLSMJ801	4 - 1 - 0	5	30	70	100
Social Movements in Contemporary India	MJC-19	BAPLSMJ802	3 - 1 - 0	4	30	70	100
Themes in Political Thought	MJC-20	BAPLSMJ803	3 - 1 - 0	4	30	70	100
State Politics in India	MJC-21	BAPLSMJ804	3 - 1 - 0	4	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 8th Semester by other Disciplines within the faculty	MNC-7	See Pool	4 - 1 - 0	5	30	70	100
SEMESTER TOTAL:				22	500		



4-Year UG Degree (Honours with Research)

SEMESTER: VII

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Understanding South Asia	MJC-14	BAPLSMJ701	4 - 1 - 0	5	30	70	100
Politics Of Developing societies	MJC-15	BAPLSMJ702	4 - 1 - 0	5	30	70	100
Indian Political Thought	MJC-16	BAPLSMJ703	4 - 1 - 0	5	30	70	100
Politics in West Bengal	MJC-17	BAPLSMJ704	4 - 1 - 0	5	30	70	100
MINOR COURSE- Choose from the Pool of Minor Courses offered in 7th Semester by other Disciplines within the faculty	MNC-6	See Pool	4 - 1 - 0	5	30	70	100
SEMESTER TOTAL:				25	500		

SEMESTER: VIII

Course Title	Course Type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Theory as Discourse	MJC-18	BAPLSMJ801	4 - 1 - 0	5	30	70	100
Research Methodology	RPC-1	BAPLSRP801	4 - 1 - 0	5	30	70	100
Dissertation	RPC-2	BAPLSRP802	4 - 1 - 0	5	80	120	200
MINOR COURSE- Choose from the Pool of Minor Courses offered in 8th Semester by other Disciplines within the faculty	MNC-7	See Pool	4 - 1 - 0	5	30	70	100
SEMESTER TOTAL:				25	500		

POOL OF POLITICAL SCIENCE MINOR COURSES OFFERED BY POLITICAL SCIENCE DEPARTMENT FOR OTHER DISCIPLINES

Course Title	Course type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Political Theory- I	MNC-1	BAPLSMN101	4 - 1 - 0	5	30	70	100
Political Theory- II	MNC-2	BAPLSMN201	4 - 1 - 0	5	30	70	100
Comparative Government and Politics	MNC-3	BAPLSMN301	4 - 1 - 0	5	30	70	100
Politics Of Globalization	MNC-4	BAPLSMN401	4 - 1 - 0	5	30	70	100
Indian Political Thought	MNC-5	BAPLSMN501	4 - 1 - 0	5	30	70	100
Nation Building and National Integration in India	MNC-6	BAPLSMN701	4 - 1 - 0	5	30	70	100
Gender and Politics in India	MNC-7	BAPLSMN801	4 - 1 - 0	5	30	70	100



POOL OF POLITICAL SCIENCE MULTIDISCIPLINARY COURSES OFFERED BY POLITICAL SCIENCE DEPARTMENT							
Course Title	Course type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Human Rights	MDC-1	MDC103	2 - 1 - 0	3	15	35	50
Women Empowerment in India: Issues and Dimensions	MDC-2	MDC219	2 - 1 - 0	3	15	35	50
Indian Polity and Economy	MDC-3	MDC307	2 - 1 - 0	3	15	35	50
POOL OF POLITICAL SCIENCE VALUE ADDED COURSES OFFERED BY POLITICAL SCIENCE DEPARTMENT FOR ALL DISCIPLINES ACROSS ALL FACULTIES							
Course Title	Course type	Course Code	(L-T-P)	Credit	Marks		
					CA Marks	ESE Marks	Total Marks
Basics of Indian Constitution	VAC-2	VAC407	4 - 0 - 0	4	15	35	50



B.A. in Political Science Syllabus under NCCF 2020
3 Year UG Degree in Political Science
4 Year UG Degree (Honours) in Political Science
4 Year UG Degree (Honours with Research) in Political Science

Semester- I
Course Name: Political Theory-1
Course Code: BAPLSMJ101

Course Type: MAJOR	Course Details: MJC-1			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a critical understanding of the major approaches and contemporary debates in political theory.
2. Analyze the nature, origin, functions, and legitimacy of the state through classical and contemporary theoretical perspectives.
3. Examine and evaluate the concepts, theories, and practices of democracy in comparative and normative contexts.
4. Acquire a comprehensive understanding of key concepts in political theory, such as liberty, equality, justice, rights, citizenship, power, authority, and sovereignty, and assess their relevance in contemporary political discourse.



Course Content:

Unit -1: Understanding Politics: Normative, Empirical, Behavioral, and Post-Behavioral Approaches to the Study of Politics.

Unit-2: The Concept of the State: Social Contract Theory—Thomas Hobbes, John Locke, and Jean-Jacques Rousseau.

Unit-3: The Nature of the State: Idealist, Liberal, and Neo-liberal Perspectives.

Unit-4: Sovereignty: Monistic and Pluralistic Theories.

Unit-5: Democracy: Concepts, Theories, and Classification.

Unit-6: Liberty, Equality, and Rights: Concepts and Their Interrelationship.

Unit-7: Theories of Justice: John Rawls and Robert Nozick.

Course Learning Outcomes (CLOs):

- ❖ Demonstrate a critical understanding of the key concepts of political theory and the major approaches to the study of politics.
- ❖ Analyze the nature, origin, and evolution of the state through classical and contemporary theories, and evaluate different conceptions of the state.
- ❖ Critically examine the liberal tradition and its contribution to the understanding of politics, democracy, liberty, equality, rights, and governance.
- ❖ Evaluate the concepts and theories of sovereignty and justice, and apply these theoretical frameworks to contemporary political issues and debates.

Suggested Readings:

1. Andrew Heywood. (2023). *Political Theory: An Introduction* (5th ed.). Bloomsbury Academic.
2. Rajeev Bhargava. *Political Theory: An Introduction*. Pearson India. (Revised NEP edition).
3. David Held. (2006). *Models of Democracy* (3rd ed.). Polity Press.
4. Will Kymlicka. (2002). *Contemporary Political Philosophy: An Introduction* (2nd ed.). Oxford University Press.
5. Jonathan Wolff. (2023). *An Introduction to Political Philosophy* (4th ed.). Oxford University Press.



6. Michael Freeden. (1996). *Ideologies and Political Theory: A Conceptual Approach*. Oxford University Press.
7. Andrew Heywood. (2021). *Political Ideologies: An Introduction* (7th ed.). Red Globe Press.
8. Paul Graham, & John Hoffman. (2022). *Introduction to Political Theory* (4th ed.). Routledge.
9. John Rawls. (Revised ed.). *A Theory of Justice*. Harvard University Press.
10. Robert Nozick. *Anarchy, State, and Utopia*. Basic Books.
11. Michael Sandel. (2009). *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux.
12. Bhikhu Parekh. *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (3rd ed.). Palgrave Macmillan.
13. Catriona McKinnon. (Ed.). *Issues in Political Theory* (4th ed.). Oxford University Press.
14. Keshab Chandra Ratha. (2020). *Political Theory: Concepts and Debates*. Sage Publications India.
15. Gauba, O. P. (2011). *An introduction to political theory*. Macmillan India.
16. Johari, J. C. *Contemporary political theory*. Advent Books.
17. Verma, S. P. *Modern political theory*. Vikas Publishing House.



Semester-I
Course Name: Political Theory-1
Course Code: BAPLSMN101

Course Type: MINOR	Course Details: MNC-1		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop an in-depth understanding of the major approaches and contemporary perspectives in Political Theory.
2. Analyze the nature, origin, functions, and legitimacy of the state through classical and contemporary theories.
3. Examine critically the concepts, theories, and practices of democracy from comparative and normative perspectives.
4. Acquire a comprehensive understanding of the fundamental concepts of Political Theory, including sovereignty, liberty, equality, rights, and justice, and evaluate their relevance in contemporary political discourse.

Course Content:

Unit -1: Understanding Politics: Normative, Empirical, Behavioral, and Post-Behavioral Approaches to the Study of Politics.

Unit -2: The Concept of the State: Social Contract Theory—Thomas Hobbes, John Locke, and Jean-Jacques Rousseau.

Unit -3: The Nature of the State: Idealist, Liberal, and Neo-liberal Perspectives.

Unit -4: Sovereignty: Monistic and Pluralistic Theories.

Unit -5: Democracy: Concepts, Theories, and Classification.

Unit -6: Liberty, Equality, and Rights: Concepts and Their Interrelationship.

Unit -7: Theories of Justice: John Rawls and Robert Nozick.



Course Learning Outcomes (CLOs):

- ❖ Demonstrate a critical understanding of the key concepts of political theory and the major approaches to the study of politics.
- ❖ Analyze the nature, origin, and evolution of the state through classical and contemporary theories, and evaluate different conceptions of the state.
- ❖ Critically examine the liberal tradition and its contribution to the understanding of politics, democracy, liberty, equality, rights, and governance.
- ❖ Evaluate the concepts and theories of sovereignty and justice, and apply these theoretical frameworks to contemporary political issues and debates.

Suggested Readings:

1. Andrew Heywood. (2023). *Political Theory: An Introduction* (5th ed.). Bloomsbury Academic.
2. Rajeev Bhargava. *Political Theory: An Introduction*. Pearson India. (Revised NEP edition).
3. David Held. (2006). *Models of Democracy* (3rd ed.). Polity Press.
4. Will Kymlicka. (2002). *Contemporary Political Philosophy: An Introduction* (2nd ed.). Oxford University Press.
5. Jonathan Wolff. (2023). *An Introduction to Political Philosophy* (4th ed.). Oxford University Press.
6. Michael Freeden. (1996). *Ideologies and Political Theory: A Conceptual Approach*. Oxford University Press.
7. Andrew Heywood. (2021). *Political Ideologies: An Introduction* (7th ed.). Red Globe Press.
8. Paul Graham, & John Hoffman. (2022). *Introduction to Political Theory* (4th ed.). Routledge.



9. John Rawls. (Revised ed.). *A Theory of Justice*. Harvard University Press.
10. Robert Nozick. *Anarchy, State, and Utopia*. Basic Books.
11. Michael Sandel. (2009). *Justice: What's the Right Thing to Do?* Farrar, Straus and Giroux.
12. Bhikhu Parekh. *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (3rd ed.). Palgrave Macmillan.
13. Catriona McKinnon. (Ed.). *Issues in Political Theory* (4th ed.). Oxford University Press.
14. Keshab Chandra Ratha. (2020). *Political Theory: Concepts and Debates*. Sage Publications India.
15. Gauba, O. P. (2011). *An introduction to political theory*. Macmillan India.
16. Johari, J. C. *Contemporary political theory*. Advent Books.
17. Verma, S. P. *Modern political theory*. Vikas Publishing House.



Semester-I
Course Name: Human Rights
Course Code: MDC-103

Course Type: MD	Course Details: MDC-1		L-T-P: 2 - 1- 0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	15	—	35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the historical evolution, philosophical foundations, and theoretical perspectives of human rights, including the different generations of rights and emerging human rights issues in the contemporary world.
2. Critically examine the international, national, and constitutional frameworks for the protection and promotion of human rights, with special reference to the institutional mechanisms and legal safeguards in India.
3. Analyze the role and functioning of national and international human rights institutions, particularly the National Human Rights Commission (NHRC), in promoting, protecting, and enforcing human rights.
4. Evaluate the complex relationship between human rights, terrorism, counter-terrorism, and national security, and assess state responses to these challenges in the context of democratic governance and developing societies.

Course Content:

Unit1: Human Rights: Concepts, Meaning, Nature, Scope, and Historical Evolution.

Unit 2: Human Rights and the Constitution of India: Constitutional Provisions and Institutional Frameworks for the Protection of Human Rights.

Unit 3: The National Human Rights Commission (NHRC): Composition, Powers, Functions, and Role in the Protection and Promotion of Human Rights.

Unit4: Human Rights, Terrorism, and Counter-Terrorism: Challenges and Contemporary Perspectives.



Course Learning Outcomes (CLOs):

- ❖ Demonstrate a critical understanding of the historical evolution, philosophical foundations, and contemporary debates on human rights at the national and international levels.
- ❖ Analyze the constitutional, legal, and institutional frameworks for the protection and promotion of human rights in India, with particular reference to the role of the judiciary and the National Human Rights Commission (NHRC).
- ❖ Evaluate contemporary human rights issues, including terrorism, counter-terrorism, structural violence, and the rights of marginalized communities, particularly Adivasis, from a human rights perspective.
- ❖ Apply theoretical and analytical frameworks to examine human rights challenges in India and critically assess state responses, public policies, and institutional mechanisms for the protection of human rights.

Suggested Readings:

1. Baxi, U. (2008). The future of human rights (3rd ed.). Oxford University Press.
2. Clapham, A. (2015). Human rights: A very short introduction (2nd ed.). Oxford University Press.
3. Donnelly, J. (2013). Universal human rights in theory and practice (3rd ed.). Cornell University Press.
4. Narayan, S. (2016). Human rights dynamics in India. Kalpaz Publications.
5. Nickel, J. W. (2019). Making sense of human rights (3rd ed.). Wiley-Blackwell.
6. Das, J. K. (2016). Human rights law and practice. PHI Learning.
7. Basu, D. D. (2023). Introduction to the Constitution of India (27th ed.). LexisNexis.



Semester-I
Course Name: Democratic Awareness with Legal Literacy
Course Code: BAPLSSE101

Course Type: SE	Course Details: SEC-1		L-T-P: 2 - 1 - 0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	15	—	35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a comprehensive understanding of the Fundamental Rights, Fundamental Duties, and other constitutional and legal rights guaranteed to the citizens of India.
2. Examine critically the legal and institutional frameworks relating to anti-terrorism, dowry prohibition, sexual harassment, domestic violence, and other forms of gender-based violence in India.
3. Analyze the role of the judiciary in safeguarding the rights of women through constitutional interpretation, judicial activism, and landmark judicial decisions.
4. Evaluate the effectiveness of legal mechanisms, public policies, and institutional interventions in promoting justice, protecting vulnerable groups, and strengthening the rule of law in contemporary India.

Course Content:

Unit 1: The Constitution of India: Fundamental Rights, Fundamental Duties, and Constitutional Safeguards.

Unit 2: Legal Framework for the Protection of Women in India: Laws Relating to Dowry, Sexual Harassment, Gender-Based Violence, and the Role of the National Commission for Women.

Unit 3: Consumer Rights, Consumer Protection Law, and Cyber Crimes in India.

Unit 4: Right to Information (2005) and Right to Education (2009) in India: Legal and Institutional Frameworks.



Course Learning Outcomes (CLOs):

- ❖ Understand the Fundamental Rights, Fundamental Duties, and other constitutional and legal rights of citizens under the Constitution of India.
- ❖ Explain the legal provisions relating to consumer rights, the Right to Information, the Right to Education, cyber-crimes, and anti-terrorism laws.
- ❖ Analyze the laws relating to dowry, sexual harassment, and violence against women, and understand the role of the National Commission for Women in protecting women's rights.
- ❖ Evaluate the role of the judiciary in safeguarding constitutional rights and ensuring justice, with special reference to the protection of women and other vulnerable groups.

Suggested Readings:

1. Basu, D. D. (2023). Introduction to the Constitution of India (27th ed.). LexisNexis.
2. Kashyap, S. C. (2023). Our Constitution: An introduction to India's Constitution and constitutional law. National Book Trust.
3. Gender Study Group. (1996). Sexual harassment in Delhi University: A report. University of Delhi.
4. Kumar, C., & Chockalingam, K. (Eds.). (2007). Human rights, justice, and constitutional empowerment. Oxford University Press.
5. Kothari, J. (2005). Criminal law on domestic violence. Economic and Political Weekly, 40(46), 4843–4849.
6. Mathew, P. D., & Bakshi, P. M. (Eds.). (2020). Right to information: Challenges and perspectives. Universal Law Publishing.
7. Basu, D. D. (2021). Human rights in constitutional law. LexisNexis.
8. Jain, M. P. (2022). Indian constitutional law (9th ed.). LexisNexis.
9. Bakshi, P. M. (2024). The Constitution of India (Pocket Edition). Universal Law Publishing.



SEMESTER-II
Course Name: Political Theory-II
Course Code: BAPLSMJ201

Course Type: MAJOR	Course Details: MJC-2		L-T-P: 4 - 1 – 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a sound understanding of the philosophical and theoretical foundations of Marxism.
2. Examine the major concepts and principles of Marxist political, social, and economic thought.
3. Analyze the key debates and different interpretations of Marxism in classical and contemporary contexts.
4. Evaluate the relevance and application of Marxist theory in understanding contemporary political, economic, and social issues.

Course Content:

Unit-1: Marxist Approaches to the Study of Politics: Dialectical Materialism, Historical Materialism, Class, and Class Struggle.

Unit-2: The Relative Autonomy of the State: Theoretical Perspectives of Ralph Miliband and Nicos Poulantzas.

Unit-3: Antonio Gramsci's Theory of Hegemony and Civil Society.

Unit-4: Marxist Theories of Revolution: The Contributions of Vladimir Lenin and Mao Zedong

Unit-5: Marxist Theory of the Political Party: Lenin's Contribution and the Rosa Luxemburg–Lenin Debate on the Party.



Course Learning Outcomes (CLOs):

- ❖ Understand the philosophical foundations, major concepts, and historical development of Marxism as an influential tradition in political thought.
- ❖ Analyze key Marxist concepts such as dialectical materialism, historical materialism, class, class struggle, labour, alienation, surplus value, revolution, the political party, and communism.
- ❖ Examine critically the contributions of major Marxist thinkers, including Karl Marx, Vladimir Lenin, Antonio Gramsci, Rosa Luxemburg, Mao Zedong, Ralph Miliband, and Nicos Poulantzas to Marxist political theory.
- ❖ Evaluate the relevance of Marxist theory and its debates in understanding contemporary political, economic, and social issues.

Suggested Readings:

1. McLellan, D. (2007). *Marxism after Marx: An introduction* (4th ed.). Palgrave Macmillan.
2. Le Blanc, P. (1996). *From Marx to Gramsci: A reader in revolutionary Marxist politics*. Humanities Press.
3. Bottomore, T. (Ed.). (1991). *A dictionary of Marxist thought* (2nd ed.). Blackwell.
4. Gauba, O. P. (2011). *An introduction to political theory*. Macmillan.
5. Johari, J. C. (2018). *Contemporary political theory*. Sterling Publishers.
6. Ramaswamy, S. (2017). *Political theory: Ideas and concepts*. Macmillan.
7. Mahajan, B. D. (2022). *Political theory: Principles of political science*. S. Chand.
8. Abbas, H., & Kumar, R. (2014). *Political theory*. Pearson.
9. Hoffman, J., & Graham, P. (2009). *Introduction to political ideologies* (2nd ed.). Pearson.
10. Ralph Miliband. (1977). *Marxism and politics*. Oxford University Press.
11. Nicos Poulantzas. (1978). *Political power and social classes*. Verso.
12. Pipoly, J. J. (1980). *Western Marxism: A critical reader*. Knopf Doubleday.
13. Antonio Gramsci. (2011). *Selections from the prison notebooks*. International Publishers.



SEMESTER-II
Course Name: Political Theory-II
Course Code: BAPLSMN201

Course Type: MINOR	Course Details: MNC-2		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a sound understanding of the philosophical and theoretical foundations of Marxism.
2. Examine the major concepts and principles of Marxist political, social, and economic thought.
3. Analyze the key debates and different interpretations of Marxism in classical and contemporary contexts.
4. Evaluate the relevance and application of Marxist theory in understanding contemporary political, economic, and social issues.

Course Content:

Unit-1: Marxist Approaches to the Study of Politics: Dialectical Materialism, Historical Materialism, Class, and Class Struggle.

Unit-2: The Relative Autonomy of the State: Theoretical Perspectives of Ralph Miliband and Nicos Poulantzas.

Unit-3: Antonio Gramsci's Theory of Hegemony and Civil Society.

Unit-4: Marxist Theories of Revolution: The Contributions of Vladimir Lenin and Mao Zedong

Unit-5: Marxist Theory of the Political Party: Lenin's Contribution and the Rosa Luxemburg–Lenin Debate on the Party.



Course Learning Outcomes (CLOs):

- ❖ Understand the philosophical foundations, major concepts, and historical development of Marxism as an influential tradition in political thought.
- ❖ Analyze key Marxist concepts such as dialectical materialism, historical materialism, class, class struggle, labour, alienation, surplus value, revolution, the political party, and communism.
- ❖ Examine critically the contributions of major Marxist thinkers, including Karl Marx, Vladimir Lenin, Antonio Gramsci, Rosa Luxemburg, Mao Zedong, Ralph Miliband, and Nicos Poulantzas to Marxist political theory.
- ❖ Evaluate the relevance of Marxist theory and its debates in understanding contemporary political, economic, and social issues.

Suggested Readings:

1. McLellan, D. (2007). *Marxism after Marx: An introduction* (4th ed.). Palgrave Macmillan.
2. Le Blanc, P. (1996). *From Marx to Gramsci: A reader in revolutionary Marxist politics*. Humanities Press.
3. Bottomore, T. (Ed.). (1991). *A dictionary of Marxist thought* (2nd ed.). Blackwell.
4. Gauba, O. P. (2011). *An introduction to political theory*. Macmillan.
5. Johari, J. C. (2018). *Contemporary political theory*. Sterling Publishers.
6. Ramaswamy, S. (2017). *Political theory: Ideas and concepts*. Macmillan.
7. Mahajan, B. D. (2022). *Political theory: Principles of political science*. S. Chand.
8. Abbas, H., & Kumar, R. (2014). *Political theory*. Pearson.
9. Hoffman, J., & Graham, P. (2009). *Introduction to political ideologies* (2nd ed.). Pearson.
10. Ralph Miliband. (1977). *Marxism and politics*. Oxford University Press.
11. Nicos Poulantzas. (1978). *Political power and social classes*. Verso.
12. Pipoly, J. J. (1980). *Western Marxism: A critical reader*. Knopf Doubleday.
13. Antonio Gramsci. (2011). *Selections from the prison notebooks*. International Publishers.



Semester – II
Course Name: Women Empowerment in India: Issues and Dimensions
Course Code: MDC219

Course Type: MD	Course Details: MDC-2			L-T-P: 2 - 1- 0	
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	15	–	35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the concepts of gender, gender equality, and power, and examine their role in shaping society and politics.
2. Develop knowledge of the historical and contemporary perspectives on gender and the social construction of gender relations.
3. Understand the constitutional, legal, and institutional framework for the protection and promotion of women's rights in India.
4. Examine women's participation and representation in politics and analyze the challenges to achieving gender equality in public life.

Course Content:

Unit – 1: Gender: Concepts and Perspectives—Women, Women's Empowerment, Sex, Gender, and Patriarchy.

Unit – 2: Gender and Social Institutions: Women, Caste, Religion, Environment, Development, Access to Resources, and Political Participation.

Unit – 3: Women's Movements in India: Social Reform, Women's Rights, and Contemporary Debates.

Unit – 4: Women, Law, and the State: Constitutional Rights, Gender Justice, and Legal Reforms.



Course Learning Outcomes (CLOs):

- ❖ Understand the key concepts of gender, sex, gender identity, women's empowerment, patriarchy, and gender equality.
- ❖ Analyze how gender intersects with caste, class, religion, ethnicity, and other social identities to shape opportunities and inequalities.
- ❖ Examine the role of women in politics and public life, and evaluate the challenges to achieving gender equality and political participation.
- ❖ Understand the historical development of women's movements, women's rights, and legal and constitutional protections in India.
- ❖ Differentiate between the concepts of women, gender, and transgender, and develop an understanding of gender identity and diversity.
- ❖ Evaluate the role of law, public policy, and state institutions in promoting gender justice and protecting women's rights.
- ❖ Explain how patriarchy functions as a system of power and influences social, political, economic, and cultural institutions.

Suggested Readings:

1. Kamble, B. (1997). Our wretched lives. In S. Tharu & K. Lalita (Eds.), *Women writing in India: 600 B.C. to the early twentieth century* (pp. 307–311). Oxford University Press.
2. Devi, R. (1997). From Amar Jiban. In S. Tharu & K. Lalita (Eds.), *Women writing in India: 600 B.C. to the early twentieth century* (pp. 190–202). Oxford University Press.
3. Geetha, V. (2007). *Patriarchy Street*.
4. John, M. E. (2012). Feminism, poverty and the emergent social order. In R. Ray (Ed.), *Handbook of gender*. Oxford University Press.
5. Kasturi, L. (2005). Report of the Sub-Committee on Women's Role in the Planned Economy, National Planning Committee (1947). In M. Chaudhuri (Ed.), *Feminism in India* (pp. 136–155). Zed Books.
6. Vandana Shiva. (2010). *Staying alive: Women, ecology and development*. Zed Books.
7. Sangari, K. (1995). Politics of diversity: Religious communities and multiple patriarchies. *Economic and Political Weekly*, 30(52).
8. Pawar, U., & Moon, M. (2008). *We also made history: Women in the Ambedkarite movement*. Zubaan.
9. Nair, J. (2012). The foundations of modern legal structures in India. In R. Ray (Ed.), *Handbook of gender*. Oxford University Press.



Semester- II
Course Name: Indian Constitutional Development
Course Code: BAPLSSE201

Course Type: SEC	Course Details: SEC-2		L-T-P: 2 - 1- 0		
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	15	—	35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the historical evolution of constitutional development in India during the British period.
2. Examine the major constitutional and legislative reforms introduced by the British government and their impact on the constitutional framework of India.
3. Analyze the significance of various Constitutional Acts in the making of the Constitution of India.
4. Develop a comprehensive understanding of the historical process that led to the framing and adoption of the Constitution of India.

Course Content:

Unit1: Constitutional Development in India (1858–1909): Historical Background and Constitutional Reforms.

Unit2: The Government of India Act, 1919 (Montagu–Chelmsford Reforms): Major Provisions and the System of Dyarchy.

Unit 3: Constitutional Reforms in British India: The Simon Commission and the Nehru Report.

Unit4: The Government of India Act, 1935: Major Provisions, Provincial Autonomy, and the Federal Scheme

Unit5: Constitutional Proposals during the Freedom Movement: The Cripps Mission (1942) and the Cabinet Mission Plan (1946).

Unit6: The Indian Independence Act, 1947: Major Provisions and Constitutional Significance.



Course Learning Outcomes (CLOs):

- ❖ Understand the historical evolution of constitutional development in India during the British period.
- ❖ Analyze the major constitutional reforms and legislative measures introduced by the British Government and their impact on India's constitutional development.
- ❖ Examine the significance of the Government of India Acts, constitutional proposals, and political developments that contributed to the framing of the Constitution of India.
- ❖ Evaluate the constitutional legacy of British rule and its influence on the structure and functioning of the Constitution of independent India.

Suggested Readings:

1. Sharma, L. P. (1996). Indian national movement and constitutional development. Lakshmi Narain Agarwal.
2. Agarwal, R. C., & Bhatnagar, M. (2005). Constitutional development and national movement of India. S. Chand.
3. Singh, K. D. (2019). Modern Indian history and constitutional development. K.D. Shiksha Sansthan Pvt. Ltd.
4. Gupta, D. C. (1973). Indian national movement and constitutional development. Vikas Publishing House.
5. Bhagwan, & Vishnool. (1973). Constitutional history of India and national movement. Atma Ram & Sons.
6. Basu, D. D. (2023). Introduction to the Constitution of India (27th ed.). LexisNexis.
7. Noorani, A. G. (2013). Constitutional questions in India: The President, Parliament and the States. Oxford University Press.



Semester- III
Course Name: Western Political Thought – I
Course Code: BAPLSMJ301

Course Type: MAJOR	Course Details: MJC-3		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. To introduce students to the major ideas and contributions of classical Western political thinkers and their role in the development of Political Science.
2. To understand the concepts of justice, state, citizenship, liberty, equality, and political authority as explained by classical political philosophers.
3. To examine the political ideas of major thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx, and assess their relevance to contemporary political thought.
4. To develop the ability to critically analyze and compare different political theories and understand their influence on modern political institutions and democratic values.
5. To familiarize students with the evolution of Western political thought and its contribution to the study of political theory and political philosophy.
6. To enhance students' analytical and critical thinking skills through the study of classical political texts and debates.

Course Content:

Unit – 1: Background of Western Political Thought: An Overview with Special Reference to the Sophists and the Stoics.

Unit – 2: Greek Political Thought: Plato and Aristotle—

(A) Plato: Theory of the Ideal State and Justice and (B) Aristotle: Concepts of the State and Constitution.

Unit – 3: Roman and Medieval Political Thought: Roman Law and Jurisprudence; Features of Medieval Political Thought in Europe.

Unit – 4: Renaissance Political Thought: Niccolò Machiavelli—Secularization of Politics and the Art of Statecraft.

Unit – 5: The Political Thought of Jean Bodin: Theories of the State and Sovereignty.



Course Learning Outcomes (CLOs):

- ❖ Understand the major ideas and contributions of the key thinkers in the Western political tradition.
- ❖ Explain Plato's theory of justice and the ideal state, and Aristotle's concepts of the state and constitution.
- ❖ Analyze the contributions of Roman, medieval, and Renaissance political thought to the development of Western political theory.
- ❖ Evaluate Niccolò Machiavelli's ideas on the secularization of politics, political realism, and the art of statecraft.
- ❖ Examine Jean Bodin's theory of the state and sovereignty and assess its significance in the development of modern political thought.

Suggested Readings:

1. Sabine, George H., & Thorson, T. L. (1973). A history of political theory (4th ed.). Dryden Press.
2. Ebenstein, W. (2009). Great political thinkers: Plato to the present (6th ed.). Wadsworth Cengage Learning.
3. Mukhopadhyay, A. K. (2018). Western political thought. K. P. Bagchi & Company.
4. Sharma, S. K., & Sharma, U. (2020). Western political thought: From Plato to Burke. S. Chand.
5. Johari, J. C. (2018). Contemporary political theory. Sterling Publishers.
6. Gauba, O. P. (2011). An introduction to political theory. Macmillan.
7. Ramaswamy, S. (2017). Political theory: Ideas and concepts. Macmillan.
8. Plato. (2007). The Republic (D. Lee, Trans.). Penguin Classics.
9. Aristotle. (1995). Politics (E. Barker, Trans.). Oxford University Press.
10. Niccolò Machiavelli. (2003). The prince (G. Bull, Trans.). Penguin Classics.
11. Jean Bodin. (1992). On sovereignty: Four chapters from the Six Books of the Commonwealth (J. H. Franklin, Ed. & Trans.). Cambridge University Press.



12. Wayper, C. L. (2009). Political thought. English Language Book Society.
13. Coker, F. W. (2018). Readings in political philosophy. Rawat Publications.
14. Barker, E. (1951). Greek political theory: Plato and his predecessors. Methuen.
15. Leo Strauss, & Cropsey, J. (Eds.). (1987). History of political philosophy (3rd ed.). University of Chicago Press.
16. Coleman, J. (2000). A history of political thought: From ancient Greece to early Christianity. Blackwell.
17. Burns, J. H. (Ed.). (1991). The Cambridge history of medieval political thought (c. 350–c. 1450). Cambridge University Press.
18. Tuck, R. (1993). Philosophy and government, 1572–1651. Cambridge University Press.
19. Passerin d'Entrèves, A. (2017). The notion of the state: An introduction to political theory. Routledge.



Semester-III

Course Name: Comparative Politics

Course Code: BAPLSMJ302

Course Type: MAJOR	Course Details: MJC-4			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the concepts of Comparative Politics and Comparative Government, and distinguish between them.
2. Develop a comprehensive understanding of the nature, scope, and major approaches to the study of Comparative Politics.
3. Examine the major theories and analytical frameworks used in Comparative Politics.
4. Analyze and compare the political systems of different countries using the concepts and methods of Comparative Politics.

Course Content:

Unit – 1: Comparative Politics: Distinction from Comparative Government and Evolution of the Discipline.

Unit – 2: Nature, Scope, Purpose, and Approaches to the Study of Comparative Politics.

Unit – 3: Theories of Political Systems: The System Approaches of David Easton and Gabriel A. Almond & G. Bingham Powell.

Unit – 4: Theories of Political Modernization and Political Development: The Contributions of Lucian W. Pye and Samuel P. Huntington.

Unit – 5: Dependency Theory: The Contribution of Andre Gunder Frank.

Unit – 6: Constitutionalism: Evolution of Constitutionalism, Post-Colonial Constitutionalism, and the Rule of Law

Unit – 7: Electoral Systems: Concepts, Electoral Processes, and Types of Electoral Systems (First-Past-the-Post, Proportional Representation, and Mixed Electoral Systems).



Course Learning Outcomes (CLOs):

- ❖ Understand the key concepts of Comparative Politics and Comparative Government, distinguish between them, and explain the development of Comparative Politics as a discipline.
- ❖ Analyze the scope, purpose, methods of comparison, and major approaches to the study of Comparative Politics.
- ❖ Explain the major theories of political systems, political modernization, political development, and dependency theory.
- ❖ Evaluate the concepts of constitutionalism, post-colonial constitutionalism, and the Rule of Law in comparative perspective.
- ❖ Compare different electoral systems, including First-Past-the-Post (FPTP), Proportional Representation (PR), and Mixed Electoral Systems, and assess their implications for democratic governance.

Suggested Readings:

1. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2019). Comparative politics today: A world view (12th ed.). Pearson.
2. Chatterjee, R. (2018). Introduction to comparative political analysis. Sarat Book House.
3. Roy, S. N. (2017). Modern comparative politics: Approaches, methods and issues. PHI Learning.
4. Mukherjee, S., & Ramaswamy, S. (2017). Theoretical foundations of comparative politics. Orient Blackswan.
5. Hague, R., Harrop, M., & McCormick, J. (2019). Comparative government and politics: An introduction (11th ed.). Red Globe Press.
6. Heywood, A. (2021). Politics (5th ed.). Red Globe Press.
7. Landman, T. (2018). Issues and methods in comparative politics: An introduction (4th ed.). Routledge.
8. Caramani, D. (Ed.). (2023). Comparative politics (6th ed.). Oxford University Press.
9. Lijphart, A. (2012). Patterns of democracy: Government forms and performance in thirty-six countries (2nd ed.). Yale University Press.
10. Huntington, S. P. (2006). Political order in changing societies. Yale University Press.
11. Pye, L. W. (1966). Aspects of political development. Little, Brown and Company.
12. Frank, A. G. (1969). Capitalism and underdevelopment in Latin America. Monthly Review Press.



13. McIlwain, C. H. (2007). *Constitutionalism: Ancient and modern*. Cornell University Press.
(Original work published 1940)
14. Baxi, U. (2000). Postcolonial legality. In H. Schwarz & S. Ray (Eds.), *A companion to postcolonial studies* (pp. 540–555). Blackwell.
15. Downs, W. M. (2011). Electoral systems in comparative perspective. In J. T. Ishiyama & M. Breuning (Eds.), *21st century political science: A reference handbook* (pp. 159–167). Sage.
16. Evans, A. (2009). Electoral systems. In J. Bara & M. Pennington (Eds.), *Comparative politics* (pp. 93–119). Sage.
17. Blondel, J. (1995). *Comparative government: An introduction* (2nd ed.). Prentice Hall.
18. Chilcote, R. H. (2000). *Theories of comparative politics: The search for a paradigm revisited* (2nd ed.). Westview Press.
19. Mahajan, G., & Mehta, P. B. (Eds.). (2021). *Comparative political theory: An introduction*. Oxford University Press.
20. Wiarda, H. J. (2019). *Comparative politics: Approaches and issues* (3rd ed.). Rowman & Littlefield.



Semester-III

Course Name: Comparative Government and Politics

Course Code: BAPLSMN301

Course Type: MINOR	Course Details: MNC-3		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the evolution, nature, and significance of Comparative Politics as an academic discipline.
2. Develop a comprehensive understanding of the scope, objectives, methods, and typologies of Comparative Politics.
3. Examine the structure and functioning of the legislature, executive, and judiciary from a comparative perspective.
4. Analyze the distribution and exercise of political power in different societies and political systems.
5. Evaluate major issues and contemporary debates in Comparative Politics, including welfare, populism, and authoritarianism.

Course Content:

Unit - 1: Comparative Politics and Comparative Government: Concepts, Distinction, and the Development of Comparative Politics.

Unit - 2: Comparative Politics: Nature, Scope, Objectives, and Approaches to the Study of Comparative Politics.

Unit - 3: Theories of Political Systems: The System Approaches of David Easton and Gabriel A. Almond & G. Bingham Powell.

Unit - 4: Typology of Constitutional Systems: Unitary and Federal Systems; Parliamentary and Presidential Systems.

Unit - 5: Comparative Study of the Executive, Legislature, and Judiciary: United Kingdom, United States of America, and People's Republic of China.

Unit - 6: Comparative Study of Political Parties and Pressure Groups: United Kingdom and United States of America



Course Learning Outcomes (CLOs):

- ❖ Understand the development, nature, scope, and objectives of Comparative Politics as an academic discipline.
- ❖ Explain the major theories of political systems and the typologies of constitutional systems from a comparative perspective.
- ❖ Analyze and compare the structure and functioning of the executive, legislature, and judiciary in the United Kingdom, the United States of America, and the People's Republic of China.
- ❖ Evaluate the role and functioning of political parties and pressure groups in the United Kingdom and the United States through comparative analysis.
- ❖ Develop the analytical ability to engage with contemporary debates on welfare, populism, authoritarianism, and other emerging issues in Comparative Politics.

Suggested Readings:

1. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2019). *Comparative politics today: A world view* (12th ed.). Pearson.
2. Chatterjee, R. (2018). *Introduction to comparative political analysis*. Sarat Book House.
3. Ray, S. N. (2017). *Modern comparative politics*. PHI Learning.
4. Hague, R., Harrop, M., & Breslin, S. (2016). *Comparative government and politics: An introduction* (10th ed.). Palgrave Macmillan.
5. Mukherjee, S., & Ramaswamy, S. (2017). *Theoretical foundations of comparative politics*. Orient Blackswan.
6. Johari, J. C. (2019). *Comparative politics*. Sterling Publishers.
7. Johari, J. C. (2018). *Major modern political systems*. Sterling Publishers.
8. Kapur, A. C., & Misra, K. K. (2019). *Select constitutions*. S. Chand Publishing.
9. Caramani, D. (Ed.). (2023). *Comparative politics* (6th ed.). Oxford University Press.
10. Lindstaedt, N. (2020). Authoritarian regimes. In D. Caramani (Ed.), *Comparative politics* (6th ed., pp. 103–115). Oxford University Press.
11. Busch, A. (2015). The changing architecture of the national security state. In S. Leibfried, E. Huber, M. Lange, J. D. Levy, & J. D. Stephens (Eds.), *The Oxford handbook of transformations of the state*. Oxford University Press.
12. Webb, E. (2011). Totalitarianism and authoritarianism. In J. T. Ishiyama & M. Breuning (Eds.), *21st century political science: A reference handbook* (pp. 249–257). Sage.
13. Cas Mudde, & Cristóbal Rovira Kaltwasser. (2017). *Populism: A very short introduction*. Oxford University Press.
14. Garland, D. (2016). *The welfare state: A very short introduction*. Oxford University Press.
15. Lijphart, A. (2012). *Patterns of democracy: Government forms and performance in thirty-six countries* (2nd ed.). Yale University Press.



16. Landman, T. (2018). Issues and methods in comparative politics: An introduction (4th ed.). Routledge.
17. Wiarda, H. J. (2019). Comparative politics: Approaches and issues (3rd ed.). Rowman & Littlefield.
18. Blondel, J. (1995). Comparative government: An introduction (2nd ed.). Prentice Hall.
19. Heywood, A. (2021). Politics (5th ed.). Red Globe Press.
20. Mahajan, G., & Mehta, P. B. (Eds.). (2021). Comparative political theory: An introduction. Oxford University Press.



Semester - III
Course Name: Indian Polity and Economy
Course Code: MDC307

Course Type: MD	Course Details: MDC-3		L-T-P: 2 - 1 - 0	
Credit: 3	Full Marks: 50	CA Marks		ESE Marks
		Practical	Theoretical	Practical Theoretical
		–	15	– 35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the meaning, nature, scope, and conceptual foundations of Indian Political Economy and the relationship between politics and economics in India.
2. Examine the major theoretical approaches to the study of Indian Political Economy, including Economic Nationalism, Liberalism, and Structuralism.
3. Analyze the interaction between political institutions, public policies, and economic development in the Indian context.
4. Develop the analytical skills required to evaluate contemporary issues and debates in Indian Political Economy from multiple theoretical perspectives.

Course Content:

Unit – 1: Introduction to Indian Political Economy: The Interface between Politics and Economy; The Nature of the Indian State.

Unit – 2: Theoretical Perspectives on Indian Political Economy: Economic Nationalism, Liberalism, Neo-Liberalism and Structuralism.

Unit – 3: Planning and Economic Development in India: Nehruvian and Gandhian Perspectives; Planning, the Public Sector, Green Revolution, Land Reforms, and Agrarian Relations.

Unit – 4: Economic Liberalization and Reforms in India: Political and Social Constraints on Development.

Unit – 5: Contemporary Concerns: Food Security, Water Resources, Digital Divide.



Course Learning Outcomes (CLOs):

- ❖ Understand the relationship between politics and economics and explain the conceptual foundations of Indian Political Economy.
- ❖ Apply major theoretical perspectives, including Economic Nationalism, Liberalism, and Structuralism, to analyze the Indian political economy.
- ❖ Analyze the role of the Indian State in economic development, including its developmental, welfare, and regulatory functions.
- ❖ Evaluate the role of planning, the public sector, land reforms, agrarian relations, and economic reforms in shaping India's political and economic development.
- ❖ Develop the analytical skills to examine contemporary political, social, and economic challenges affecting India's development.

Suggested Readings:

1. Bardhan, P. (1998). The political economy of development in India (Expanded ed.). Oxford University Press.
2. Frankel, F. R. (2005). India's political economy, 1947–2004: The gradual revolution (2nd ed.). Oxford University Press.
3. Kohli, A. (2012). Poverty amid plenty in the new India. Cambridge University Press.
4. Kohli, A. (2004). State-directed development: Political power and industrialization in the global periphery. Cambridge University Press.
5. Rudolph, L. I., & Rudolph, S. H. (1987). In pursuit of Lakshmi: The political economy of the Indian state. Orient Longman.
6. Chakravarty, S. (1987). Development planning: The Indian experience. Oxford University Press.
7. Dreze, J., & Sen, A. (2013). An uncertain glory: India and its contradictions. Princeton University Press.
8. Sen, A. (1999). Development as freedom. Oxford University Press.
9. Byres, T. J. (Ed.). (1998). The Indian economy: Major debates since Independence. Oxford University Press.
10. Jalan, B. (1991). India's economic crisis: The way ahead. Oxford University Press.



11. Gilpin, R. (2001). Global political economy: Understanding the international economic order. Princeton University Press.
12. Gilpin, R., & Gilpin, J. M. (2001). Global political economy: Understanding the international economic order. Princeton University Press.
13. Hettne, B. (1995). Development theory and the three worlds (2nd ed.). Longman.
14. Hay, C. (2002). Political analysis: A critical introduction. Palgrave Macmillan.
15. Leftwich, A. (2005). What is politics? The activity and its study. Polity Press.
16. Ahluwalia, I. J., & Little, I. M. D. (Eds.). (1998). India's economic reforms and development: Essays for Manmohan Singh. Oxford University Press.
17. Panagariya, A. (2008). India: The emerging giant. Oxford University Press.
18. Bhagwati, J., & Panagariya, A. (2013). Why growth matters: How economic growth in India reduced poverty and the lessons for other developing countries. PublicAffairs.
19. Basu, K. (2015). An economist in the real world: The art of policymaking in India. MIT Press.
20. Harriss, J. (Ed.). (2016). The New Oxford companion to economics in India. Oxford University Press.



Semester- IV
Course Name: Western Political Thought - II

Course Code: BAPLSMJ401

Course Type: MAJOR	Course Details: MJC-5		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the major ideas and contributions of modern Western political thinkers and their influence on the development of political thought in the Anglo-American tradition.
2. Examine the political philosophies of key thinkers from Thomas Hobbes to Karl Marx and their responses to fundamental political questions.
3. Analyze the evolution of important political concepts such as the state, sovereignty, liberty, rights, democracy, equality, and justice through the writings of modern political thinkers.
4. Develop the ability to critically evaluate the relevance and contemporary significance of modern Western political thought.

Course Content:

Unit 1: Thomas Hobbes: Materialism, Human Nature, the State of Nature, the Social Contract, and the Theory of the State and Sovereignty.

Unit 2: John Locke: Natural Rights and the Theory of Property; Jean-Jacques Rousseau: The Concept of the General Will.

Unit 3: Georg Wilhelm Friedrich Hegel: Dialectics and the Theory of the State.

Unit 4: Karl Marx and Friedrich Engels: Dialectical Materialism, Historical Materialism, and the Theory of Revolution.

Unit 5: Jeremy Bentham: Utilitarianism; John Stuart Mill: Utilitarianism and Liberalism.



Course Learning Outcomes (CLOs):

- ❖ Understand the major ideas and contributions of the modern Western political thinkers included in the course.
- ❖ Compare and analyze the political philosophies of Hobbes, Locke, and Rousseau, particularly their views on human nature, the state of nature, natural law, the social contract, and the origin of the state.
- ❖ Explain and evaluate the concepts of dialectical materialism, historical materialism, and the theory of revolution developed by Karl Marx and Friedrich Engels.
- ❖ Analyze the theories of utilitarianism and liberalism, and critically distinguish between the political thought of Jeremy Bentham and John Stuart Mill.
- ❖ Develop the ability to critically interpret and assess the relevance of modern Western political thought to contemporary political theory and practice.

Suggested Readings:

1. Sabine, G. H., & Thorson, T. L. (1973). A history of political theory (4th ed.). Dryden Press.
2. Mukherjee, S., & Ramaswamy, S. (2017). A history of political thought: Plato to Marx. PHI Learning.
3. Jha, S. (2010). Western political thought: From Plato to Marx. Pearson.
4. Crawford Brough Macpherson. (1962). The political theory of possessive individualism: Hobbes to Locke. Oxford University Press.
5. Amal Kumar Mukhopadhyay. (Latest ed.). পাশ্চাত্য রাজনৈতিক চিন্তা (Western Political Thought) [In Bengali]. Progressive Publishers.
6. Shobhanlal Datta Gupta. (Latest ed.). মার্কসবাদী চিন্তা (Marxist Thought) [In Bengali]. Progressive Publishers.



Semester – IV
Course Name: Indian Government and Politics
Course Code: BAPLSMJ402

Course Type: MAJOR	Course Details: MJC-6		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the basic features, principles, and philosophy of the Constitution of India and examine the functioning of its major constitutional institutions.
2. Examine the making of the Indian Constitution, including the integration of princely states and the adoption of important national symbols through the debates of the Constituent Assembly.
3. Analyze the Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, and the federal structure of the Indian Constitution.
4. Develop a critical understanding of the constitutional framework, governance, and contemporary issues relating to the Constitution of India.

Course Content:

Unit - 1: Framing of the Constitution of India: The Constituent Assembly, Salient Features of the Constitution, and the Preamble.

Unit - 2: Constitutional Guarantees: Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy.

Unit - 3: Nature of Indian Federalism: Constitutional Provisions and Changing Centre–State Relations.

Unit - 4: Union Executive: President, Vice-President, Prime Minister, and Council of Ministers.

Unit - 5: Union Legislature: Rajya Sabha and Lok Sabha—Composition, Powers, and Functions; Role of the Speaker.

Unit - 6: The Judiciary in India: Supreme Court and High Courts—Composition, Powers, and Functions.

Unit - 7: Constitutional Amendment: Procedure and Debates on Religion, Secularism, and Communalism in India.



Course Learning Outcomes (CLOs):

- ❖ Understand the significance of the Preamble and its role in shaping the constitutional philosophy and framework of India.
- ❖ Explain the Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy and their importance in Indian democracy.
- ❖ Analyze the nature of Indian federalism and understand the dynamics of Centre–State relations.
- ❖ Understand the structure, powers, and functions of major constitutional institutions, including the President, Prime Minister, Parliament, and Judiciary.
- ❖ Explain the legislative process and the functioning of the Indian parliamentary system.

Suggested Readings:

1. Basu, D. D. (Latest ed.). Introduction to the Constitution of India. Nagpur: LexisNexis.
2. Kashyap, S. C. (Latest ed.). Our Constitution. New Delhi: National Book Trust.
3. Kashyap, S. C. (Latest ed.). Our Political System. New Delhi: National Book Trust.
4. Hiregowder, G. C., et al. (Latest ed.). The Indian Constitution: An Introduction. New Delhi: Orient Blackswan.
5. Johari, J. C. (Latest ed.). Indian Government and Politics (Vols. I & II). New Delhi: Vikas Publishing House.
6. Khosla, M. (2020). India's Founding Moment: The Constitution of a Most Surprising Democracy. New Delhi: Oxford University Press.
7. Pantham, T. (2004). Understanding Indian secularism: Learning from its recent critics. In R. Vora & S. Palshikar (Eds.), Indian democracy: Meanings and practices (pp. 235–256). New Delhi: Sage Publications.
8. Chandhoke, N. (2010). Secularism. In P. Mehta & N. Jayal (Eds.), The Oxford companion to politics in India (pp. 333–346). New Delhi: Oxford University Press.
9. Bhargava, R. (Ed.). (2006). Secularism and its critics. New Delhi: Oxford University Press.



Semester – IV
Course Name: Politics of Globalization
Course Code: BAPLSMN401

Course Type: MINOR	Course Details: MNC-4		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the meaning, nature, and major debates surrounding globalization.
2. Analyze the impact of globalization on economic structures, policies, and development processes.
3. Examine the influence of globalization on the global political order and changing patterns of international relations.
4. Evaluate the opportunities and challenges created by globalization in contemporary world politics.

Course Content:

Unit - 1: Understanding Globalization: Meaning, Historical Background, and Contemporary Debates.

Unit - 2: From Globalization to De-globalization and Post-globalization: Emerging Trends and Debates.

Unit - 3: State Sovereignty in the Era of Globalization: Political Challenges and the Changing Role of the State.

Unit - 4: Globalization and the New International Order: Emerging Trends and Challenges.

Unit -5: Globalization and Localization: Cultural Transformations and the Challenge of Terrorism.



Course Learning Outcomes (CLOs):

- ❖ Understand the meaning, nature, evolution, and major debates surrounding globalization.
- ❖ Analyze the impact of globalization on economic structures, development processes, and global economic relations.
- ❖ Examine the influence of globalization on the international order, global governance, and changing patterns of world politics.
- ❖ Evaluate globalization as both a historical process and a socio-cultural phenomenon by engaging with major theoretical perspectives and contemporary debates.

Suggested Readings:

1. Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). The globalization of world politics: An introduction (8th ed.). Oxford University Press.
2. Nayyar, D. (Ed.). (2002). Governing globalization: Issues and institutions. Oxford University Press.
3. Keohane, R. O., & Nye, J. S. (2000). Globalization: What's new? What's not? (And so, what?). In D. Held & A. McGrew (Eds.), The global transformations reader: An introduction to the globalization debate. Polity Press.
4. O'Meara, P., Mehlinger, H. D., & Krain, M. (Eds.). (2000). Globalization and the challenges of a new century: A reader. Indiana University Press.
5. Strange, S. (2004). The declining authority of states. In F. J. Lechner & J. Boli (Eds.), The globalization reader (pp. 219–224). Blackwell Publishing.
6. Held, D., & McGrew, A. (2007). Globalization/anti-globalization: Beyond the great divide (2nd ed.). Polity Press.
7. Scholte, J. A. (2005). Globalization: A critical introduction (2nd ed.). Palgrave Macmillan.
8. Stiglitz, J. E. (2002). Globalization and its discontents. W. W. Norton.
9. Steger, M. B. (2020). Globalization: A very short introduction (5th ed.). Oxford University Press.
10. Friedman, T. L. (2005). The world is flat: A brief history of the twenty-first century. Farrar, Straus and Giroux.



Semester – IV
Course Name: Political Communication and Leadership
Course Code: BAPLSSE401

Course Type: SE	Course Details: SEC-3			L-T-P: 2 - 0 - 1	
Credit: 3	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		15		—	35

Learning Objectives

Upon successful completion of this course, students will be able to:

1. Understand the multidisciplinary nature and wider relevance of political communication and election campaign studies.
2. Develop a basic understanding of key concepts, theories, and critical perspectives related to political communication.
3. Examine the relationship between political communication, political leadership, and democratic processes.
4. Analyze different modes, strategies, and techniques of political communication and election campaigns.
5. Apply conceptual frameworks and qualitative research methods for studying political communication and leadership.

Course Content:

Unit- 1: Understanding Political Communication: Meaning, Nature, Scope, Evolution, and Transformation

Unit- 2: Understanding Leadership: Themes, Theories, Typologies, Participation, and Performance.

Unit- 3: Expanding Political Communication and Leadership: Research, Orientation, Action, and Communication Strategies.

Unit- 4: Research Issues and Challenges in Political Communication and Leadership: Surveys, Opinion Polls, Exit Polls, Contemporary Debates, and Career Opportunities.



Course Learning Outcomes (CLOs):

- ❖ Understand the concepts, theories, and practices of political communication and leadership.
- ❖ Develop analytical and research skills for studying political communication, election campaigns, and leadership processes.
- ❖ Apply communication strategies and research methods in areas such as media management, political analysis, election studies, and public relations.
- ❖ Gain professional and career-oriented knowledge for opportunities as media managers, policy analysts, political consultants, journalists, public relations officers, and researchers in government agencies, political organizations, and higher education institutions.

Guidelines for Practical Assessment:

The practical assessment of the course may include various components such as class participation, assignments, projects, fieldwork, presentations, and other activities as decided by the concerned faculty member. Special emphasis will be given to fieldwork, educational tours, and academic excursions for students of the 4th Semester to provide them with practical exposure and experiential learning opportunities.

Suggested Readings:

1. Pole, A. (2009). *Blogging the political: Politics and participation in a networked society*. New York: Routledge.
2. Graber, D. A. (2005). Political communication faces the 21st century. *Journal of Communication*, 55(3), 479–507.
3. Esser, F., & Petsch, B. (Eds.). (2004). *Comparing political communication: Theories, cases, and challenges*. Cambridge: Cambridge University Press.
4. Gerbner, G., Gross, L., Morgan, M., & Signoriello, N. (1982). Charting the mainstream: Television's contribution to political orientations. *Journal of Communication*, 32(2), 100–127.
5. Semetko, H. A., & Scammell, M. (Eds.). (2012). *The SAGE handbook of political communication*. London: Sage Publications.
6. Maxwell, J. C. (2008). *Developing the leader within you*. New Delhi: HarperCollins.
7. Prasad, K. (Ed.). (2003). *Political communication: The Indian experience*. New Delhi: B.R. Publishing Corporation.
8. DePree, M. (2004). *Leadership is an art*. New York: Random House.
9. Atal, Y. (2014). *Mutation ka sansar*. Pratiman, 2(1).
10. Atal, Y. (2018). *Chunav shastra aur Rajneeti*. Pratiman, 11.
11. McNair, B. (2017). *An introduction to political communication* (6th ed.). London: Routledge.



Semester – IV
Course Name: Basics of Indian Constitution
Course Code: VAC407

Course Type: VA	Course Details: VAC-2			L-T-P: 4 - 0 - 0	
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	15	–	35

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the basic features, principles, and institutional framework of the Constitution of India.
2. Examine the making of the Indian Constitution, including the role of the Constituent Assembly, integration of princely states, and the debates surrounding important national symbols.
3. Analyze the Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, and the nature of Indian federalism.
4. Develop a comprehensive understanding of major constitutional institutions and their role in the functioning of Indian democracy.
- 5.

Course Content:

Unit – 1: Making of the Indian Constitution: Constituent Assembly, Constitutional Features, and the Preamble.

Unit - 2: Constitutional Guarantees: Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy.

Unit - 3: Nature of Indian Federalism, Sovereignty, Socialism, and Democracy.

Unit - 4: Secularism and Sarva Dharma Sama Bhava.

Unit - 5: Contemporary Challenges of Indian Constitution: Amending the Constitution, Emergency Provisions and Challenges of the Election Commission (ECI), and Judicial System.



Course Learning Outcomes (CLOs):

- ❖ Understand the significance of the Preamble and its role in shaping the constitutional philosophy and design of India.
- ❖ Explain the Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy, and analyze their importance in Indian democracy.
- ❖ Analyze the nature of Indian federalism and understand the constitutional framework governing Centre–State relations.
- ❖ Understand the Indian Constitution and its relevance.
- ❖ Appreciate the values and goals embedded in Indian Constitution.

Suggested Readings:

1. Basu, D. D. (2020). Introduction to the Constitution of India. Nagpur: LexisNexis.
2. Kashyap, S. C. (2019). Our Constitution. New Delhi: National Book Trust.
3. Kashyap, S. C. (2018). Our Political System. New Delhi: National Book Trust.
4. Hiregowder, G. C., et al. (2016). The Indian Constitution: An Introduction. New Delhi: Orient Blackswan.
5. Johari, J. C. (2005). Indian Government and Politics (Vols. I & II). New Delhi: Vikas Publishing House.
6. Khosla, Madhav. (2020). The Indian Constitution. New Delhi: Oxford University Press.
7. Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
8. Granville Austin, G. (2000). Working a Democratic Constitution: The Indian Experience. New Delhi: Oxford University Press.
9. Bakshi, P. M. (2022). The Constitution of India. Delhi: Universal Law Publishing.
10. Chandra, B., Mukherjee, A., & Mukherjee, M. (2008). India Since Independence. New Delhi: Penguin Books.



Semester – V

Course Name: Basis Theories of International Relations Course Code: BAPLSMJ501

Course Type: MAJOR	Course Details: MJC-7		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the major theories and theoretical perspectives in the study of International Relations.
2. Develop a clear understanding of the basic concepts, principles, and scope of International Relations.
3. Examine the major approaches to the study of International Relations and their relevance in explaining contemporary global politics.
4. Analyze international issues and global political developments using appropriate theoretical and conceptual frameworks.

Course Content:

Unit – 1: International Relations as a Discipline: Emergence, Evolution, Nature, and Scope.

Unit – 2: Basic Concepts of International Relations: National Power, Balance of Power, Collective Security, Polarity (Unipolarity, Bipolarity, and Multipolarity), National Interest, Globalization, and Deterrence.

Unit – 3: Major Approaches to the Study of International Relations: Realism, Liberalism, Functionalism, and World-Systems Theory.

Unit – 4: Techniques of Foreign Policy Implementation: Diplomacy, Propaganda, and Foreign Aid.

Unit – 5: The United Nations: Objectives, Structure, Performance, Specialized Agencies (WHO), and the Need for UN Reforms.



Course Learning Outcomes (CLOs):

- ❖ Understand the major theories and theoretical perspectives in the study of International Relations.
- ❖ Explain the basic concepts and principles of International Relations, including power, security, national interest, globalization, and deterrence.
- ❖ Analyze the major approaches to the study of International Relations and apply them to contemporary international issues.
- ❖ Evaluate the instruments of foreign policy and assess the role and performance of international organizations, particularly the United Nations, in global governance.

Suggested Readings:

1. Burchill, S., Linklater, A., Devetak, R., Donnelly, J., Nardin, T., Paterson, M., Reus-Smit, C., & True, J. (Eds.). (2001). Theories of international relations. Palgrave Macmillan.
2. Bandyopadhyay, J. (1992). A general theory of international relations. Allied Publishers.
3. Reus-Smit, C., & Snidal, D. (Eds.). (2008). The Oxford handbook of international relations. Oxford University Press.
4. Sterling-Folker, J. (Ed.). (2006). Making sense of international relations theory. Lynne Rienner Publishers.
5. Waltz, K. N. (1979). Theory of international politics. Addison-Wesley.
6. Wendt, A. (1999). Social theory of international politics. Cambridge University Press.
7. Brown, C. (1997). Understanding international relations. Macmillan Press.
8. Jackson, R., & Sørensen, G. (1999). Introduction to international relations: Theories and approaches. Oxford University Press.
9. Dunne, T., Kurki, M., & Smith, S. (Eds.). (2007). International relations theories: Discipline and diversity. Oxford University Press.
10. Goldstein, J. S., & Pevehouse, J. C. (2022). International relations (13th ed.). Pearson.
11. Baylis, J., Smith, S., & Owens, P. (Eds.). (2020). The globalization of world politics: An introduction to international relations (8th ed.). Oxford University Press.
12. Viotti, P. R., & Kauppi, M. V. (2020). International relations theory (7th ed.). Rowman & Littlefield.
13. Heywood, A. (2014). Global politics (2nd ed.). Palgrave Macmillan.



Semester – V
Course Name: Political Sociology
Course Code: BAPLSMJ502

Course Type: MAJOR	Course Details: MJC-8		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the distinction between Political Sociology and the Sociology of Politics.
2. Develop a clear understanding of the nature, scope, and major concepts of Political Sociology.
3. Examine the relationship between society and politics through key theoretical perspectives.
4. Apply the concepts and analytical frameworks of Political Sociology to understand contemporary political and social processes.

Course Content:

Unit1: Introduction to Political Sociology: Nature, Scope, and the Distinction between Political Sociology and the Sociology of Politics.

Unit2: Political Culture: Meaning, Characteristics, Dimensions, and Classifications.

Unit 3: Social Stratification in Political Sociology: Caste and Class.

Unit4: Power, Authority, and Legitimacy: Max Weber.

Unit5: Political Socialization: Meaning, Process, and Agencies.

Unit6: Elite Theories: Gaetano Mosca, Vilfredo Pareto, and Robert Michels.

Course Learning Outcomes (CLOs):

- ❖ Understand the distinction between Political Sociology and the Sociology of Politics, and explain their scope and significance.
- ❖ Explain and apply the major concepts and theories of Political Sociology in the analysis of political and social processes.
- ❖ Analyze socio-political institutions, events, and issues by examining the reciprocal relationship between society and politics.
- ❖ Evaluate the role of political culture, social stratification, political socialization, power, authority, legitimacy, and elite theories in shaping political behavior and governance.



Suggested Readings:

1. Bottomore, T. B. (1979). Political Sociology. New Delhi: B.I. Publications.
2. Chakraborty, S. (Ed.). (2005). Political Sociology. New Delhi: Trinity Press.
3. Ashraf, A., & Sharma, L. N. (1983). Political Sociology: A New Grammar of Politics. Hyderabad: Universities Press.
4. Mukhopadhyay, A. K. (2004). Political Sociology. Kolkata: K.P. Bagchi & Company.
5. Bhattacharyya, D. C. (2002). Political Sociology. Kolkata: Vijaya Publishing House.
6. Dasgupta, S. (2005). Political Sociology. New Delhi: Pearson Education.
7. Gupta, D. (1996). Political Sociology in India: Contemporary Trends. Delhi: Orient Longman.
8. Max Weber. (2004). Politics as a Vocation. Indianapolis, IN: Hackett Publishing Company.
9. Gerth, H. H., & Mills, C. W. (Eds.). (1948). From Max Weber: Essays in Sociology. London: Routledge.
10. Gabriel A. Almond, G. A., & Sidney Verba, S. (1963). The Civic Culture: Political Attitudes and Democracy in Five Nations. Princeton University Press.
11. Robert A. Dahl. (1961). Who Governs? Democracy and Power in an American City. Yale University Press.
12. Robert Michels. (1962). Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy. Free Press.
13. Gaetano Mosca. (1939). The Ruling Class. McGraw-Hill.
14. Vilfredo Pareto. (1968). The Rise and Fall of Elites: An Application of Theoretical Sociology. Bedminster Press.



Semester – V

Course Name: Basic Theories of Public Administration

Course Code: BAPLSMJ503

Course Type: MAJOR	Course Details: MJC-9			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the evolution and development of Public Administration as an academic discipline.
2. Develop a comprehensive understanding of the nature, scope, and significance of Public Administration.
3. Examine the major theories, approaches, and models of Public Administration and their practical relevance.
4. Analyze contemporary administrative systems and governance issues using the conceptual and theoretical frameworks of Public Administration.

Course Content:

Unit -1: Public Administration: Nature, Scope, Evolution, and Distinction from Private Administration.

Unit - 2: Theories of Public Administration: Classical, Neo-Classical, and Contemporary Approaches: (A) Classical Theories: Scientific Management – Frederick Winslow Taylor and Administrative Management – Henri Fayol; (B) Neo-Classical Theories: Human Relations Theory – Elton Mayo and Rational Decision-Making Theory – Herbert A. Simon; (C) Contemporary Theory: Ecological Approach – Fred W. Riggs.

Unit - 3: Major Concepts of Organization: Hierarchy, Unity of Command, Span of Control, Authority, Centralization, Decentralization, Delegation, and Line–Staff Organization.

Unit - 4: Max Weber's Bureaucratic Model: Features, Significance, and Critique.

Unit - 5: Development Administration: Concept, Characteristics, and Fred W. Riggs' Contribution.

Unit - 6: Public Policy: Meaning, Nature, Scope, and Relevance.



Course Learning Outcomes (CLOs):

- ❖ Develop leadership, managerial, and administrative skills essential for public service and organizational management.
- ❖ Understand and apply the principles of organization, personnel management, and administrative decision-making for effective governance.
- ❖ Explain the evolution, nature, and scope of Public Administration as an academic discipline.
- ❖ Analyze the major theories and models of Public Administration, including the classical, neo-classical, and contemporary approaches, and evaluate their relevance in modern administrative systems.
- ❖ Assess the significance of bureaucracy, development administration, and public policy in promoting effective governance and public service delivery.

Suggested Reading

1. Bhattacharya, M. (2018). *New Horizons of Public Administration*. New Delhi: Jawahar Publishers.
2. Maheshwari, S. R. (2011). *Administrative Theory: An Introduction*. New Delhi: Macmillan India.
3. Maheshwari, S. R. (2005). *A Dictionary of Public Administration*. New Delhi: Orient Blackswan.
4. Basu, R. (2014). *Public Administration: Concepts and Theories*. New Delhi: Sterling Publishers.
5. Chakrabarty, B., & Chand, P. (2016). *Public Administration in a Globalizing World: Theories and Practices*. New Delhi: Sage Publications.
6. Dhameja, A., & Mishra, S. (Eds.). (2010). *Public Administration: Approaches and Applications*. Noida: Pearson Education.
7. Basu, R. (2012). *Public Administration (in Bengali)*. Kolkata: Paschim Banga Rajya Pustak Parsad.
8. Nicholas Henry. (2017). *Public Administration and Public Affairs (13th ed.)*. Routledge.
9. Dwight Waldo. (1984). *The Administrative State*. Holmes & Meier.
10. Herbert A. Simon. (1997). *Administrative Behavior (4th ed.)*. Free Press.
11. Max Weber. (2004). *Politics as a Vocation*. Hackett Publishing Company.



Semester – V
Course Name: Indian Political Thought
Course Code: BAPLSMN501

Course Type: MINOR	Course Details: MNC-5		L-T-P: 4 - 1 – 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the major ideas and institutions of ancient Indian political thought, with particular reference to statecraft, governance, and political philosophy.
2. Examine the contributions of ancient Indian philosophers to theories of kingship, administration, bureaucracy, law, and the relationship between the ruler and the people.
3. Analyze the political ideas of prominent ancient Indian thinkers and evaluate their relevance to contemporary political thought and governance.
4. Develop a critical understanding of the political philosophies of selected modern Indian thinkers and assess their contributions to modern Indian society, politics, and nation-building.

Course Content:

Unit - 1: Kautilya's Political Ideas: Theory of the State and Principles of Dandaniti.

Unit - 2: Political Thought in Medieval India: Major Ideas and Trends

Unit - 3: Raja Rammohan Roy and Modern Indian Liberalism: Rule of Law and Freedom of Thought.

Unit- 4: Nationalism in Modern Indian Political Thought: Bankim Chandra Chattopadhyay, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, and Kazi Nazrul Islam.

Unit - 5: Mahatma Gandhi: Critique of Modern Civilization, Theory of Non-Violence, Satyagraha, and Trusteeship.

Unit - 6: Savarkar and Golwalkar: Ideology of Hindu nationalism

Unit - 7: Ambedkar's Vision of Social Justice.



Course Learning Outcomes (CLOs):

- ❖ Explain the major political ideas of ancient and modern Indian thinkers and their contributions to the evolution of Indian political thought.
- ❖ Analyze the concepts of kingship, statecraft, governance, and the relationship between the ruler and the people as developed by ancient Indian philosophers.
- ❖ Evaluate the development of political institutions and ideas in ancient and medieval India, and assess their relevance in contemporary political discourse.
- ❖ Interpret the political philosophies of Raja Rammohan Roy, Mahatma Gandhi, B. R. Ambedkar, V. D. Savarkar, M. S. Golwalkar, Bankim Chandra Chattopadhyay, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, and Kazi Nazrul Islam on themes such as nationalism, social justice, rule of law, freedom of thought, non-violence, and trusteeship.
- ❖ Critically compare the contributions of modern Indian political thinkers to the development of Indian nationalism, constitutionalism, democracy, social justice, and nation-building.

Suggested Readings:

1. B. R. Ambedkar. (1946). Prospects of Democracy in India. In Dr. Babasaheb Ambedkar: Writings and Speeches (Vol. 17, Part III, pp. 519–523). Mumbai: Education Department, Government of Maharashtra.
2. Basu, S. (2002). Religious Revivalism as Nationalist Discourse: Swami Vivekananda and New Hinduism in Nineteenth-Century Bengal. New Delhi: Oxford University Press.
3. Bankim Chandra Chattopadhyay. (2006). Anandamath (B. K. Roy, Trans.). New Delhi: Orient Paperbacks.
4. Chakrabarty, B., & Pandey, R. K. (2010). Modern Indian Political Thought. New Delhi: Sage Publications.
5. Das, R., & Das, R. (2012). The Nation and the Community: Hindus and Muslims in the Novels of Bankim Chandra Chatterjee. Proceedings of the Indian History Congress, 73, 578–587.
6. Dhar, S. (1981). Kautilya and the Arthashastra. New Delhi: Marwah Publications.
7. Manusmriti. (2003). (M. N. Dutt, Trans.). New Delhi: Vedic Books.
8. Haldar, M. K. (1977). Renaissance and Reaction in Nineteenth Century Bengal: Bankim Chandra Chattopadhyay. Calcutta: Minerva Associates.
9. Jolly, J. (Ed. & Trans.). (1923). Kautiliyam Arthashastra: The Arthashastra of Kautilya. New Delhi: Motilal Banarasidass.
10. Parekh, B. (1997). The Critique of Modernity. In Gandhi: A Brief Insight (pp. 63–74). Delhi: Sterling Publishers.



11. Parel, A. J. (Ed.). (2002). Introduction. In Gandhi, Freedom and Self-Rule. New Delhi: Vistaar Publications.
12. Mahatma Gandhi. (1938). Hind Swaraj or Indian Home Rule. Ahmedabad: Nava Jivan Publishing House.
13. Rabindranath Tagore. (1917). Nationalism. New York: Macmillan.
14. Vinayak Damodar Savarkar. (1923). Hindutva: Who Is a Hindu? Nagpur: Veer Savarkar Prakashan.
15. Madhav Sadashiv Golwalkar. (1939). We, or Our Nationhood Defined. Nagpur: Bharat Publications.
16. Swami Vivekananda. (1989). The Complete Works of Swami Vivekananda (Vols. 1–9). Kolkata: Advaita Ashrama.
17. মুখোপাধ্যায়, অশোক কুমার (সম্পা.). (২০১৩). ভারতীয় রাষ্ট্রচিন্তা: পরিচয়. কলকাতা.
18. মিত্র, অভিষেক (সম্পা.). (২০২০). ভারতীয় রাষ্ট্রচিন্তা: কৌটিল্য থেকে অমর্ত্য সেন. কলকাতা.
19. Rolland, Romain (রোমাঁ রোলঁ). (১৯৫৬). মহাত্মা গান্ধী. কলকাতা.
20. মোদক, দেবনারায়ণ. (২০২১). সাধক বিশ্বে গান্ধিজি: প্রাসঙ্গিক ভাবনা. কলকাতা.
21. বন্দ্যোপাধ্যায়, তরুণ কুমার. (২০০৯). নেতাজি সুভাষচন্দ্রের রাষ্ট্রচিন্তা: একটি রূপরেখার সন্ধানে. কলকাতা.
22. মোদক, দেবনারায়ণ. (২০২৩). দেশপ্রেমিক সুভাষচন্দ্র: রাজনৈতিক ভাবনা ও কর্মসাধনা. কলকাতা.
23. চক্রবর্তী, সত্যব্রত (সম্পা.). (২০০১). ভারতবর্ষ: রাষ্ট্রভাবনা. কলকাতা: প্রকাশন একুশ।
24. Mitra, P. K. (2009). The Dissent of Nazrul Islam. New Delhi: Oxford University Press.
25. Chakravarty, B. (2021). Kazi Nazrul Islam. New Delhi: National Book Trust.



Semester – VI
Course Name: India's Foreign Policy in a Globalizing World
Course Code: BAPLSMJ601

Course Type: MAJOR	Course Details: MJC-10		L-T-P: 4 - 1 – 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the evolution and changing dynamics of India's foreign policy in the context of globalization and the emerging international order.
2. Analyze the major determinants, issues, and challenges of India's foreign policy in contemporary global politics.
3. Examine India's bilateral relations with major powers, particularly the United States and the United Kingdom, from strategic, political, economic, and security perspectives.
4. Evaluate India's engagement with regional and global economic institutions and forums, and assess their significance for India's foreign policy and economic diplomacy.

Course Content:

Unit - 1: Unit I: India's Foreign Policy in the Era of Globalization: Emerging Issues

(a) India's Global Trade and Market Economy (b) Environmental Issues in India's Foreign Policy (c) Terrorism and Counter-Terrorism (d) National Security and (e) Nuclear Policy: The Pokhran Nuclear Tests and Their Implications.

Unit - 2: India's Foreign Policy towards Selected Neighboring Countries: China, Myanmar, Sri Lanka, Pakistan, and Bhutan.

Unit - 3: The Changing Contours of India–United States Relations in the Era of Globalization.

Unit - 4: India–United Kingdom Relations: Changing Dimensions in a Globalized World.

Unit - 5: India's Foreign Policy: From Non-Alignment to Strategic Engagement in a Multipolar World; BRICS and G20.

Unit - 6: Recent Developments in India's Foreign Policy: India's Response to the Crises in Afghanistan and Myanmar; Growing Relations with the United States and Israel; India's Vision of a New World Order.



Course Learning Outcomes (CLOs):

- ❖ Understand the changing dynamics and emerging trends of India's foreign policy in the era of globalization.
- ❖ Analyze the major issues, challenges, and strategic priorities of India's foreign policy in the contemporary global order.
- ❖ Evaluate India's bilateral relations with major powers, particularly the United States and the United Kingdom, in the context of changing geopolitical and economic realities.
- ❖ Assess India's engagement with regional and global economic forums and institutions, including their significance for India's foreign policy and economic diplomacy.
- ❖ Examine India's relations with neighboring countries and its responses to contemporary regional and global crises.
- ❖ Critically evaluate India's role in shaping an emerging multipolar world order through its participation in multilateral organizations such as BRICS and the G20, and its growing strategic partnerships.

Suggested Readings:

1. Sumit Ganguly. (2019). Indian Foreign Policy: Retrospect and Prospect. New Delhi: Oxford University Press.
2. Kothari, R. K. (2017). India in the New World Order: The Changing Contours of Her Foreign Policy under Narendra Modi. New Delhi: Atlantic Publishers.
3. Muchkund Dubey. (2012). India's Foreign Policy: Coping with the Changing World. New Delhi: Orient Blackswan.
4. Sagarika Dutt. (2016). India in a Globalized World. Manchester: Manchester University Press.
5. Chakrabarty, B., & Nandy, D. (Eds.). (2015). An Outline of India's Foreign Policy and Relations. Kolkata: Mitram.
6. Nandy, D. (2020). Revisiting India's Post-Cold War Foreign Policy: From 1991 to the Present. Kolkata: Avenel Press.
7. David M. Malone. (2011). Does the Elephant Dance? Contemporary Indian Foreign Policy. New Delhi: Oxford University Press.
8. C. Raja Mohan. (2003). Crossing the Rubicon: The Shaping of India's New Foreign Policy. New Delhi: Penguin Books.
9. Shashi Tharoor. (2012). Pax Indica: India and the World of the Twenty-first Century. New Delhi: Penguin Random House India.



Semester – VI
Course Name: Comparative Constitutional Systems
Course Code: BAPLSMJ602

Course Type: MAJOR	Course Details: MJC-11		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the conceptual foundations and major approaches to comparative constitutionalism.
2. Analyze the structure, powers, and functions of the legislature, executive, and judiciary in selected constitutional systems.
3. Examine different forms of the state, constitutional arrangements, and political regimes through a comparative perspective.
4. Develop the ability to critically compare constitutional institutions and governance models across countries.

Course Content:

Unit - 1: Typology of Constitutional Systems: Unitary and Federal Systems; Parliamentary and Presidential Systems

Unit - 2: Comparing State and Regime Types: Capitalist, Welfare, Populist, and Security States.

Unit - 3: Comparative Study of Legislatures: United Kingdom and People's Republic of China; Second Chambers in the United Kingdom and United States; Role of Speakers in Parliamentary and Presidential Systems.

Unit - 4: Comparative Study of Executives: United Kingdom, United States, and People's Republic of China – Prime Minister in the UK, President in the USA, and State Council in the PRC.

Unit - 5: Executive–Legislative Relations in Comparative Perspective: United Kingdom, United States, and People's Republic of China.

Unit - 6: Comparative Study of Judiciary: United Kingdom, United States, and People's Republic of China (with Special Reference to the Procuratorate System)



Course Learning Outcomes (CLOs):

- ❖ Understand the significance of comparative analysis for evaluating and interpreting different constitutional systems and political institutions.
- ❖ Examine the historical, political, social, cultural, economic, and diplomatic contexts shaping the constitutional and political systems of the United Kingdom, United States, and People's Republic of China.
- ❖ Analyze the structure, functioning, and interrelationship of political institutions in the UK, USA, and PRC, and assess their roles in the contemporary global order.
- ❖ Develop critical analytical skills to engage with contemporary debates on welfare states, populism, authoritarianism, and changing forms of governance.
- ❖ Compare the functioning of legislatures, executives, and judiciaries across different political systems and evaluate their implications for democratic governance and state authority.

Suggested Readings:

1. Hague, R., Harrop, M., & Breslin, S. (2019). *Comparative Government and Politics: An Introduction*. London: Macmillan.
2. Johari, J. C. (2006). *Major Modern Political Systems*. New Delhi: Sterling Publishers.
3. Johari, J. C. (2008). *Comparative Politics*. New Delhi: Sterling Publishers.
4. Chatterjee, Rakhahari. (1994). *Introduction to Comparative Political Analysis*. Kolkata: Sarat Book House.
5. Ghai, K. K. (2013). *Major Governments*. New Delhi: Kalyani Publishers.
6. Ray, S. N. (2009). *Modern Comparative Politics: Approaches, Methods and Issues*. Delhi: PHI Learning.
7. Kapur, A. C., & Mishra, K. K. (Eds.). (2014). *Select Constitutions*. New Delhi: S. Chand Publishing.
8. Lindstaedt, N. (2020). Authoritarian regimes. In D. Caramani (Ed.), *Comparative Politics* (pp. 103–115). Oxford: Oxford University Press.
9. Busch, A. (2015). The changing architecture of the national security state. In S. Leibfried, E. Huber, M. Lange, J. D. Levy, & J. D. Stephens (Eds.), *The Oxford Handbook of Transformations of the State*. Oxford: Oxford University Press.
10. Webb, E. (2011). Totalitarianism and authoritarianism. In J. T. Ishiyama & M. Breuning (Eds.), *21st Century Political Science: A Reference Book* (pp. 249–257). Los Angeles: Sage Publications.
11. Mudde, C., & Rovira Kaltwasser, C. (2017). *Populism: A Very Short Introduction*. Oxford: Oxford University Press.
12. Garland, D. (2016). *The Welfare State: A Very Short Introduction*. Oxford: Oxford University Press.



13. Arend Lijphart. (2012). Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries. New Haven: Yale University Press.
14. Giovanni Sartori. (1997). Comparative Constitutional Engineering: An Inquiry into Structures, Incentives and Outcomes. London: Macmillan.
15. Samuel P. Huntington. (1991). The Third Wave: Democratization in the Late Twentieth Century. Norman: University of Oklahoma Press.



Semester-VI

Course Name: Issues in Indian Administration and Governance

Course Code: BAPLSMJ603

Course Type: MAJOR	Course Details: MJC-12			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the structure, evolution, and functioning of Indian Administration.
2. Analyze the major issues, challenges, and reforms in Indian Administration.
3. Examine the concepts, approaches, and practices of governance in the Indian context.
4. Develop an understanding of administrative institutions, public service delivery, accountability, and citizen-oriented governance.

Course Content:

Unit 1: Foundations of Indian Administration: Salient Features, Value Premises, Constitutionalism, Political and Administrative Culture, and Bureaucracy–Democracy Relations.

Unit 2: Major Issues in Indian Administration: Ethics, Accountability, Executive Relations, and Administrative Reforms.

Unit 3: Social Welfare Policies and Governance in India: Education, Health, Food Security, and Employment.

Unit 4: Administration and Society: Citizens, Pressure Groups, and Self-Help Groups.

Unit 5: Governance and Administrative Reforms: Concepts, Good Governance, and Innovations in Administration.

Unit 6: E-Governance and Digital Transformation: Digital India, Digital Divide, and Cyber Security Challenges.



Course Learning Outcomes (CLOs):

- ❖ Understand the nature, structure, and functioning of Indian Administration from a constitutional and institutional perspective.
- ❖ Analyze contemporary issues, challenges, and reforms related to governance and administration in India.
- ❖ Evaluate the role and significance of administration and governance in addressing present-day socio-economic and political challenges.
- ❖ Develop an understanding of administrative processes, welfare policies, accountability mechanisms, and citizen-oriented governance practices.
- ❖ Critically examine emerging trends in governance, including good governance, administrative reforms, and e-governance initiatives.

Suggested Readings:

1. Singh, H., & Singh, M. (1990). Public Administration in India: Theory and Practice. New Delhi: Sterling Publishers.
2. Singh, H., & Singh, D. P. (1990). Indian Administration: Current Issues and Problems. Jaipur: Aalekh Publishers.
3. Pilani, G. P., & Singh, H. (1985). Administration and Social Change. Jaipur: Print well Publishers.
4. Avasthi, A. (1988). Central Administration. New Delhi: Tata McGraw-Hill Publishing Company.
5. Jain, R. B. (1976). Contemporary Issues in Indian Administration. Delhi: Vishal Publications.
6. Maheshwari, S. R. (1989). Indian Administration. Delhi: Orient Longman.
7. Bhambri, C. P. (1973). Public Administration in India. Delhi: Vikas Publishing House.
8. Sarkar, S. (2010). Public Administration in India. New Delhi: PHI Learning.
9. Arora, R. K., & Goyal, R. (2014). Indian Public Administration: Institutions and Issues. New Delhi: New Age International Publishers.
10. Second Administrative Reforms Commission. (2008). Promoting e-Governance: The Smart Way Forward (11th Report). New Delhi: Government of India. Retrieved from <https://arc.gov.in>
11. Government of India. (2006). National e-Governance Plan (NeGP). New Delhi: Department of Electronics and Information Technology, Government of India.
12. Gupta, V., & Sharma, A. (2012). E-governance in India: Problems, challenges and prospects. Research Journal of Economics and Business Studies, 1(9), 48–54.
13. Muthukumar, B. (2010). Information Technology for Management. New Delhi: Oxford University Press.
14. Misra, S. K., & Puri, V. K. (2010). Indian Economy. New Delhi: Himalaya Publishing House.



15. Ministry of Finance, Government of India. (2014). Economic Survey 2013–14. New Delhi: Government of India.
16. Economic and Political Weekly. (Various years). Special articles on Indian economy and public policy. Mumbai: Sameeksha Trust.
17. Frankel, F. R. (2009). India's Political Economy: The Gradual Revolution. New Delhi: Oxford University Press.
18. Mohit Bhattacharya. (2013). New Horizons of Public Administration. New Delhi: Jawahar Publishers.
19. Rumki Basu. (2019). Public Administration: Concepts and Theories. New Delhi: Sterling Publishers.
20. Second Administrative Reforms Commission. (2009). Citizen-Centric Administration: The Heart of Governance (12th Report). New Delhi: Government of India.



Course Name: Political Process in India
Course Code: BAPLSMJ604

Course Type: MAJOR	Course Details: MJC-13		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the processes through which politics operates in India by examining the different forms of power relations and their manifestations across caste, class, religion, ethnicity, and gender.
2. Analyze the interaction between society and politics through the perspective of political sociology, with special emphasis on how social structures influence political processes and power relations.
3. Examine the relationship between caste, religion, and politics in India, along with constitutional provisions and institutional arrangements for tribal self-governance, autonomy, and development under the Fifth and Sixth Schedules of the Constitution.
4. Understand the constitutional and legal mechanisms designed for the empowerment and inclusion of marginalized and vulnerable sections of society.
5. Analyze the evolution of the Indian party system, electoral politics, and democratic competition, including the role of political parties in the articulation and distribution of political power.
6. Evaluate electoral institutions, constitutional provisions, electoral reforms, and the role of the Election Commission of India in ensuring free and fair elections.

Course Content:

Unit 1: Political Parties and Party System in India: National and State Parties; Evolution and Changing Trends.

Unit 2: Elections and Electoral Processes in India: Representation, Voting Behaviour, Electoral Institutions, and Reforms.

Unit 3: Religion and Politics in India: Debates on Secularism and Communalism since Independence.

Unit 4: Caste and Politics in India: Politicization of Caste, Caste-Class Intersections, and Affirmative Action Policies.

Unit 5: Tribes and Politics in India: Constitutional Safeguards, Policies, and Contemporary Challenges.



Course Learning Outcomes (CLOs):

- ❖ Understand the nature and dynamics of political processes in India and analyze their interaction with social cleavages such as caste, class, gender, ethnicity, and religion.
- ❖ Examine the role of the Indian state in addressing the concerns of social groups and marginalized sections through constitutional provisions, policies, and institutional mechanisms.
- ❖ Analyze the evolution, structure, and functioning of political parties and the party system in India.
- ❖ Evaluate the role of representation, electoral competition, and voting behavior in shaping contemporary Indian politics.
- ❖ Develop critical perspectives on issues of social justice, identity politics, democratic participation, and political inclusion in India.

Suggested Readings:

1. Kothari, R. (2002). The Congress system. In Z. Hasan (Ed.), *Parties and party politics in India* (pp. 39–55). New Delhi: Oxford University Press.
2. Chhibber, P., & Verma, R. (2019). The rise of the second dominant party system in India: BJP's new social coalition in 2019. *Studies in Politics*, 7(2), 131–148.
3. Jayal, N. G. (2006). *Representing India: Ethnic diversity and the governance of public institutions*. London: Palgrave Macmillan.
4. Yadav, Y. (2010). Representation. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 347–360). New Delhi: Oxford University Press.
5. Pantham, T. (2004). Understanding Indian secularism: Learning from its recent critics. In R. Vora & S. Palshikar (Eds.), *Indian democracy: Meanings and practices* (pp. 235–256). New Delhi: Sage Publications.
6. Chandhoke, N. (2010). Secularism. In P. Mehta & N. G. Jayal (Eds.), *The Oxford companion to politics in India* (pp. 333–346). New Delhi: Oxford University Press.
7. Kothari, R. (1970). Introduction. In *Caste in Indian politics* (pp. 3–25). Delhi: Orient Longman.
8. Weiner, M. (2001). The struggle for equality: Caste in Indian politics. In A. Kohli (Ed.), *The success of India's democracy* (pp. 193–225). New Delhi: Cambridge University Press.



Semester – VI
Course Name: Summer Internship
Course Code: SI601
(To be prepared later on as per the directions of the University)

Course Type: SI	Course Details: SIMC-1			L-T-P: 0 - 0 -4	
Credit: 2	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		30	–	20	–

Course Objective:

Internships can be a valuable experience for Political Science students, providing opportunities to gain practical experience, network with professionals, and explore potential career paths. By considering the different types of internships available and the top programs in their field, Political Science students can find internships that align with their interests and goals. With the right internship, Political Science students can gain the skills and knowledge they need to succeed in their future careers.

Course outcomes:

This structured summer Internship and Long-Term Internship Model ensures that Political Science students gain practical experience, enhance their research and analytical skills, and engage with real-world socio-economic, Political and Global issues.

Scope of the Summer Internship Programme:

The Summer Internship Programme includes internships, community engagement programmes, and field-based learning/minor projects as per the guidelines outlined in C.C.F, 2022 (UGC D.O. No.1-1/2021(QIP)(CBCS) dated 31.01.2023). Various UGBOS are designing subject-specific internship programmes, which colleges are free to adopt or modify based on local needs and feasibility.



❖ **Duration of the Programme**

- The internship period shall be **60hrs.**and must be completed by **June every year**, (typically from May to June during the summer recess.)
- College teachers must actively participate in the planning and monitoring of students throughout the programme.

❖ **Credit Distribution**

- Each student must maintain a project note-book, which carries 1 credit.
- The programme concludes with a viva examination, which carries 1 credit.

❖ **Evaluation Process**

- Evaluation will be based on the project note-book and viva. A report within 3000 to 5000 words to be prepared by the intern under the supervision of **Supervisor from the parent institution** (own college) and **Mentor from host Institution**
- Internship Completion Certificate by the Mentors/ Mentor. and Supervisor /Supervisor
- Self-assessment and feedback form to be submitted by the Intern.
- CA :30 Marks will be assessed by the Supervisor from the parent institution as Continuous assessment in consultation with the Mentor, depending upon performance and attendance of the intern, and report
- ESE: 20 Marks will be assessed by the External and Internal faculty through seminar presentation and/or viva-voce at the parent institution,
- An External Expert appointed by the university, based on recommendations from the UG-BOS, will conduct the evaluation.

❖ **Internship and Exit Criteria**

- Any student wishing to exit the course must complete the summer internship and score at least 30% in the evaluation.
- Students opting for exit must indicate their preference in the even semester examination application form.
- Students who do not opt for exit can still undertake the internship, and their marks will be retained by the college for future use.



Internship Guidelines:

❖ Selection Criteria for Summer Internships

- Students should choose an internship that provides field knowledge relevant to Political Science and practical applications of theoretical knowledge.
- Internships should involve data collection, analysis, and problem-solving related to society, community, politics and economy, etc.
- Internships must have a duration of at least 8 weeks to be valid.

❖ Approved Internship Organizations: Internships can be undertaken at:

- Government organizations (central and state)
- Research institutions (CSIR labs, IITs, IIMs, DRDO)
- Public sector organizations and industries
- Skill enhancement centres recognized by the government
- Media, publishing houses, and NGOs working in Political Science, ethics, and human rights
- Students can also undertake internships within college campuses, following prescribed guidelines.

❖ Faculty Involvement and Monitoring

- Department Heads (HODs) will allocate faculty advisors to guide students in selecting internships.
- The internship evaluation process consists of external (30 marks) and internal (20 marks) evaluation.
- Faculty members will monitor students and ensure proper conduct.

❖ Evaluation Criteria: Internships are evaluated in two stages:

- External evaluation (60%)
- Internal evaluation (40%)
- If an internship fails to meet requirements, students must repeat the internship.
- The internship marks will be submitted to the academic section for final approval.



Internship Programs for Political Science Students: (Any one)

1. Introduction to Academic Research

Objective: To introduce students to the fundamentals of academic research, including defining research problems, conducting literature reviews, and formulating hypotheses.

Key Topics & Activities:

- **Understanding Research in Academia:** Types of academic research (qualitative, quantitative, mixed methods).
- **Research Problem Formulation:** How to select and define a research problem.
- **Literature Review Techniques:** Conducting thorough literature reviews and identifying research gaps.
- **Ethics in Academic Research:** Understanding ethical issues, plagiarism, and academic integrity.
- **Research Tools and Databases:** Introduction to databases like JSTOR, Google Scholar, and institutional resources.

Assessment: Literature Review Report on a given topic with proper citations and references.

2. Academic Writing and Publishing

Objective: To develop students' academic writing skills and familiarize them with the process of publishing scholarly papers.

Key Topics & Activities:

- **Writing an Academic Paper:** Structuring a research paper (abstract, introduction, methodology, results, discussion, conclusion).
- **Citing and Referencing:** Mastering citation styles (APA, MLA, Chicago) and tools like Zotero and EndNote.
- **Review and Editing Process:** How to review, edit, and proofread academic writing.
- **Publishing in Academic Journals:** Steps involved in submitting research papers to peer-reviewed journals.
- **Ethical Considerations in Publishing:** Avoiding self-plagiarism, understanding copyright, and publication ethics.



Assessment: Draft of an Academic Paper suitable for submission to a journal, with clear research questions and methodology.

3. Teaching Methodology

Objective: To equip students with the basic skills required for teaching at the undergraduate level.

Key Topics & Activities:

- **Pedagogical Theories:** Overview of teaching theories, including behaviorism, constructivism, and active learning.
- **Designing a Lesson Plan:** How to create a clear and engaging lesson plan that aligns with learning objectives.
- **Teaching Techniques:** Interactive methods such as group discussions, problem-based learning, and flipped classrooms.
- **Assessment Techniques:** Developing effective assessment methods to evaluate student learning.
- **Classroom Management:** Strategies to handle diverse learning environments and student behavior.

Assessment: Mock Teaching Session where interns design and deliver a mini-lesson on a chosen topic.

4. Social Justice Advocacy and Policy

Objective: To equip students with the tools and strategies to advocate for social justice policies and drive systemic change.

Key Topics & Activities:

- **Advocacy Campaigns:** Learning how to design and implement effective advocacy campaigns for social justice.
- **Public Policy and Social Justice:** Understanding the role of government policy in addressing social justice issues.
- **Grassroots Organizing:** Building local movements, mobilizing communities, and working with NGOs to foster change.



- **Legal Frameworks for Social Justice:** Exploring international human rights law, civil rights law, and local justice systems.

Assessment: Advocacy Plan where interns design a campaign to address a social justice issue, including methods of raising awareness and influencing policy

5. Environmental Awareness & Action

Objective: To engage students in environmental conservation, sustainability, and climate change.

Key Topics & Activities:

- **Global Environmental Challenges:** Study of key issues such as climate change, biodiversity loss, and pollution.
- **Environmental Justice:** The intersection of social justice and environmental issues, focusing on marginalized communities' exposure to environmental risks.
- **Community Environmental Action:** Initiating and participating in local environmental conservation projects like tree planting, waste management, and water conservation.
- **Advocacy for Environmental Policy:** Learning how to advocate for policies aimed at sustainable development and environmental protection.

Assessment: Community Project Report documenting the environmental initiative or project that interns have worked on

6. Sustainable Development Practices

Objective: To provide interns with knowledge and practical skills in sustainable development practices that contribute to social equity and environmental sustainability.

Key Topics & Activities:

- **Sustainable Development Goals (SDGs):** An overview of the United Nations' SDGs and how they guide global efforts toward sustainability.
- **Green Practices in Communities:** Promoting sustainable living practices, renewable energy, waste management, and eco-friendly production.
- **Business and Sustainability:** Understanding how businesses can incorporate sustainable practices into their operations (corporate social responsibility, green business models).



- **Sustainability in Policy and Advocacy:** How policies can support sustainability initiatives and their long-term impact on society.

Assessment: Sustainability Action Plan outlining a project or initiative focused on sustainability in a local community or organization.

7. Media Ethics and Law

Objective: To familiarize students with the ethical responsibilities and legal frameworks governing the media industry.

Key Topics & Activities:

- **Journalistic Ethics:** Understanding objectivity, fairness, impartiality, and the role of media in shaping public opinion.
- **Media Law:** Overview of defamation, copyright, libel, slander, freedom of speech, and the right to privacy.
- **Ethical Dilemmas in Journalism:** Case studies of ethical challenges in journalism, including issues of bias, sensationalism, and fake news.
- **Regulations in Media:** Introduction to regulatory bodies like the Press Council of India, the Federal Communications Commission (FCC), and their role in media oversight.
- **Reporting on Sensitive Issues:** How to responsibly cover topics such as crime, politics, and social justice.

Assessment: Case Study Analysis on an ethical dilemma faced by a journalist or media outlet, discussing possible solutions and the broader impact

8. Digital Media and Content Creation

Objective: To introduce students to digital journalism and media content creation, including the production and distribution of multimedia content.

Key Topics & Activities:

- **Introduction to Digital Media:** The rise of digital journalism and the role of social media platforms in news dissemination.
- **Content Creation for Online Platforms:** Writing for blogs, websites, social media, and multimedia (video and audio content).



- **Podcasting and Video Journalism:** Basics of creating podcasts and video reports, including equipment, editing, and distribution.
- **Social Media Strategies for Journalists:** How journalists use social media for storytelling, audience engagement, and branding.
- **SEO for Journalists:** Introduction to search engine optimization (SEO) techniques for increasing visibility and audience reach.

Assessment: Digital Content Creation Project where interns create a blog post, podcast, or video segment on a relevant topic in journalism, applying multimedia tools and SEO principles.

Suggested Internship Partners

- **Universities and Research Institutes** – Departments offering research internships.
- **Academic Journals and Publishers** – Opportunities to assist in editing or reviewing academic papers.
- **Schools and Educational Institutions** – Opportunities for teaching experience in classrooms.
- **Non-profit Organizations** – Research-driven NGOs where academic writing is crucial for reports and advocacy
- **Yoga & Wellness Centres**
- **Community Service Organizations**
- **Media Houses & Debate Clubs**
- **Public Relations Firms**
- **Consumer Rights Organizations**
- **Non-Governmental Organizations (NGOs):** Organizations focused on social justice or environmental activism.
- **Government Agencies:** Local, state, or national government bodies involved in social welfare, human rights, or environmental protection.
- **Environmental Research Institutes:** Organizations that focus on sustainability, climate change, and conservation.
- **International Organizations:** UN agencies and other international bodies working on social justice and environmental initiatives.
- **News Outlets (Print, TV, and Online):** Newspapers, TV stations, radio stations, and digital media platforms.



- **Media Agencies and PR Firms:** Agencies that create content for clients and manage public relations.
- **Social Media Platforms:** Opportunities for internships in social media management, content creation, and strategy.
- **Non-profit Organizations and Advocacy Groups:** Interning in media advocacy, creating awareness through content.
- **Broadcasting and Film Production Companies:** Internships focusing on video production, documentary filmmaking, and editing.



4 Year UG Degree (Honours) in Political Science

Semester – VII

Name of the Course: Understanding South Asia

Course Code: BAPLSMJ701

Course Type: MAJOR	Course Details: MJC-14			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the strategic significance of South Asia in regional and global politics, with particular emphasis on its geopolitical, geoeconomic, and security dimensions.
2. Analyze the major border disputes and territorial conflicts in South Asia, and assess their implications for regional peace, security, and interstate relations.
3. Examine the causes, dynamics, and consequences of civil wars, ethnic conflicts, and internal security challenges in the South Asian region.
4. Evaluate the democratic systems and political processes of South Asian countries, and critically assess the prospects and challenges of regional integration and cooperation.

Course Content:

Unit 1: South Asia as a Region: Strategic Significance, Geopolitical Importance, and Regional Dynamics.

Unit 2: Territorial Conflicts and Border Management in South Asia: India–Pakistan and India–Bangladesh.

Unit 3: Civil Wars and Ethnic Conflicts in South Asia: Sri Lanka’s Sinhala–Tamil Conflict and Pakistan’s Baloch Nationalist Movement.

Unit 4: Democracy and State Systems in South Asia: Comparative Perspectives on Pakistan, Bangladesh, Maldives, Sri Lanka, Nepal, Afghanistan, and Bhutan.

Unit 5: Regional Integration in South Asia: SAARC, BIMSTEC, and Emerging Regional Cooperation.

Unit 6: Refugees, Migration, and Cross-Border Infiltration in South Asia: Political, Security, and Humanitarian Dimensions.



Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

- ❖ Understand the historical, political, strategic, and geopolitical significance of South Asia as a regional entity.
- ❖ Analyze the major political, security, and socio-economic challenges confronting South Asian countries, including border disputes, ethnic conflicts, migration, and refugee issues.
- ❖ Examine the dynamics of inter-state relations in South Asia, with special reference to India's relations with its neighbouring countries.
- ❖ Evaluate the role and effectiveness of regional organizations such as SAARC and BIMSTEC in promoting regional cooperation and integration.
- ❖ Develop a critical understanding of the relationship between nationalism, ethnicity, identity politics, and state-building processes in South Asia.
- ❖ Assess contemporary issues related to security, human rights, development, and regional stability in the context of South Asian politics.

Suggested Readings:

1. Ahmed, N. (2017). Democratic governance in Bangladesh: Dilemmas of governing. Routledge.
2. Baxter, C., Malik, Y. K., Kennedy, C. H., & Oberst, R. C. (Eds.). (2002). Government and politics in South Asia (5th ed.). Westview Press.
3. Chengappa, B. M. (2005). Pakistan: Islamization, army and foreign policy. A.P.H. Publishing Corporation.
4. Farmer, B. H. (1993). An introduction to South Asia. Routledge.
5. Ghosh, P. S. (2016). Migrants, refugees and the stateless in South Asia. Sage Publications.
6. Jolly, S., & Ahmad, N. (2018). Climate refugees in South Asia: Protection under international legal standards and state practices in South Asia. Springer Nature.
7. Lodhi, M. (Ed.). (2011). Pakistan: Beyond the crisis state. Rupa Publications.
8. Mitra, D., & Nandy, D. (Eds.). (2015). South Asia and democracy: Contextualizing issues and institutions. Kunal Books.
9. Mukhopadhyay, U. (2022). Internal migration within South Asia: Contemporary issues and challenges. Routledge.
10. Nandy, D. (Ed.). (2019). Mapping South Asia: State, society and security dilemmas. Blue Roan Publishers.



11. Nandy, D. (2010). Understanding Pakistan. Kunal Books.
12. Nandy, D., & Roy, S. (2022). Refugees, migration, and conflicts in South Asia: Rethinking lives, politics, and policy. Peter Lang.
13. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation building in South Asia. Sage Publications.
14. Rana, S. S. J. B. (2008). Kingdom lost: Nepal's tryst with democracy (1951–2008). Rupa Publications.
15. Sundar, A., & Sundar, N. (2014). Civil wars in South Asia: State, sovereignty, development. Sage Publications.
16. Tikku, M. K. (2000). Sri Lanka: A land in search of itself. National Book Trust.
17. Zaki, I. H., & Parakh, R. M. (2016). Small state security dilemma: A Maldivian perception. Lancers Books.



Semester – VII
Name of the Course: Politics of Developing Societies

Course Code: BAPLSMJ702

Course Type: MAJOR	Course Details: MJC-15		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a conceptual understanding of the political systems, institutions, and processes in the countries of the Third World (Developing World).
2. Analyze the socio-economic, political, and historical factors shaping political development, governance, and state-building in the developing world, with particular emphasis on cause-and-effect relationships.

Course Content:

Unit 1: Approaches to the Study of Developing Societies in the Post-Cold War Era: Changing Dimensions and Contemporary Challenges.

Unit 2: Economic Dimensions of Developing Societies: Globalization, Liberalization, and Socio-Economic Inequalities.

Unit 3: The State in Developing Societies: State Formation, State-Building, and State Transformation.

Unit 4: Political Transformation in Developing Societies: From Authoritarianism to Democratization.

Unit 5: Civil Society and New Social Movements in Developing Societies: Identity, Participation, and Political Change

Unit 6: Religion and Politics in the Developing World: Contemporary Issues and Challenges



Course Learning Outcomes (CLOs):

- ❖ Understand the major theoretical approaches to the study of developing societies and analyze the changing political, economic, and social dynamics in the post-Cold War era.
- ❖ Examine the relationship between development, state, politics, and society, with special emphasis on the challenges faced by developing countries.
- ❖ Analyze the impact of globalization, liberalization, and economic transformations on developing societies and their implications for inequality and social justice.
- ❖ Evaluate the role of political institutions, governance systems, and development policies in addressing issues of poverty, exclusion, and socio-economic disparities.
- ❖ Understand the processes of democratization, political participation, social movements, and identity-based politics in developing societies.
- ❖ Critically assess contemporary challenges of developing societies, including governance crises, environmental concerns, technological change, and sustainable development.

Suggested Readings:

1. Burnell, P., & Randall, V. (Eds.). (2008). *Politics in the developing world* (3rd ed.). Oxford University Press.
2. Clapham, C. (1985). *Third world politics: An introduction*. Croom Helm.
3. Fawcett, L., & Sayigh, Y. (Eds.). (1999). *The third world beyond the Cold War: Continuity and change*. Oxford University Press.
4. Gonzales, A., & Norwine, J. (Eds.). (1998). *The new third world: Strategies for a changing era*. Westview Press.
5. Huntington, S. P. (1991). *The third wave: Democratization in the late twentieth century*. University of Oklahoma Press.
6. Keane, J. (2003). *Global civil society?* Cambridge University Press.
7. Ravenhill, J. (Ed.). (2020). *Global political economy* (6th ed.). Oxford University Press.
8. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2015). *Comparative politics today: A world view* (11th ed.). Pearson.
9. Diamond, L., Linz, J. J., & Lipset, S. M. (Eds.). (1995). *Politics in developing countries: Comparing experiences with democracy* (2nd ed.). Lynne Rienner Publishers.
10. Fukuyama, F. (2014). *Political order and political decay: From the Industrial Revolution to the globalization of democracy*. Farrar, Straus and Giroux.



Semester – VII
Course Name: Indian Political Thought
Course Code: BAPLSMJ703

Course Type: MAJOR	Course Details: MJC-16		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the rich intellectual traditions of Indian political thought and the ideas developed by ancient Indian philosophers on politics, governance, statecraft, and social order.
2. Develop an understanding of the political institutions, concepts of kingship, administration, bureaucracy, and the relationship between the state and society as discussed in Indian political traditions.
3. Familiarize students with the ideas and contributions of prominent ancient and medieval Indian political thinkers and their relevance to contemporary political discourse.
4. Examine the major contributions of modern Indian political thinkers whose ideas have significantly influenced Indian society, polity, nationalism, social justice, and democratic thought.
5. Enable students to critically analyze the evolution of political ideas in India and understand their continuing relevance in shaping political institutions and public life.

Course Content:

Unit - 1: Kautilya's Political Thought: Saptanga Theory of State and Dandaniti.

Unit - 2: Medieval Political Thought in India: Historical Context, Major Themes, and Key Ideas.

Unit - 3: Raja Rammohan Roy: Rule of Law, Freedom of Thought, and Liberal Political Ideas.

Unit- 4: Bankim Chandra Chattopadhyay, Rabindranath Tagore, Sri Aurobindo, Swami Vivekananda, and Kazi Nazrul Islam: Ideas on Nationalism

Unit - 5: Gandhi's Political Thought: Swaraj, Trusteeship, and Ethical Foundations of Politics.

Unit - 6: B. R. Ambedkar's Political Thought: Social Justice, Equality, and Constitutional Democracy.

Unit - 7: Competing Ideologies of Indian Nationalism: Savarkar, Golwalkar, Iqbal, and Jinnah.

Unit - 8: Nehru and Subhas Chandra Bose: Socialism, and Visions of Nation-Building



Course Learning Outcomes (CLOs):

- ❖ Upon successful completion of this course, students will be able to:
- ❖ Understand the major ideas and contributions of ancient, medieval, and modern Indian political thinkers regarding politics, governance, statecraft, and the functioning of political institutions.
- ❖ Analyze the concepts of kingship, administration, sovereignty, and the relationship between the state and society as reflected in the ideas of Indian political thinkers.
- ❖ Explain the evolution and trajectory of key political ideas, concepts, and institutions in Indian political thought from ancient to modern times.
- ❖ Examine the political ideas of Raja Rammohan Roy, particularly his contributions to rule of law, freedom of thought, social reform, and liberal values.
- ❖ Analyze the diverse perspectives on nationalism offered by thinkers such as Bankim Chandra Chattopadhyay, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, and Kazi Nazrul Islam.
- ❖ Evaluate the contributions of Mahatma Gandhi, B. R. Ambedkar, Jawaharlal Nehru, and Subhas Chandra Bose to ideas of Swaraj, social justice, socialism, and nation-building.
- ❖ Develop a critical understanding of the relevance of Indian political thought in contemporary debates on democracy, social equality, nationalism, and governance.

Suggested Readings:

1. Ambedkar, B. R. (1946). Prospects of democracy in India. In Dr. Babasaheb Ambedkar: Writings and speeches (Vol. 17, Part III, pp. 519–523). Mumbai: Education Department, Government of Maharashtra.
2. Basu, S. (2002). Religious revivalism as nationalist discourse: Swami Vivekananda and new Hinduism in nineteenth-century Bengal. London: Oxford University Press.
3. Chatterji, B. C. (2006). Anandamath (B. K. Roy, Trans.). New Delhi: Orient Paperbacks.
4. Chakraborty, B., & Pandey, R. K. (2009). Modern Indian political thought. New Delhi: Sage Publications.
5. Das, R., & Das, R. (2012). The nation and the community: Hindus and Muslims in the novels of Bankim Chandra Chatterjee. Proceedings of the Indian History Congress, 73, 578–587.
6. Dhar, S. (1981). Kautilya and the Arthashastra. New Delhi: Marwah Publications.
7. Dutt, M. N. (2003). Manusmriti. New Delhi: Vedic Books.



8. Haldar, M. K. (1977). Renaissance and reaction in nineteenth century Bengal: Bankim Chandra Chattopadhyay (Translation of Bengali essay). Calcutta: Minerva Associates.
9. Jolly, J. (1923). Kautiliyam Arthashastra: Arthashastra of Kautilya. New Delhi: Motilal Banarasidass.
10. Parekh, B. (1997). The critique of modernity. In Gandhi: A brief insight (pp. 63–74). Delhi: Sterling Publishers.
11. Parel, A. J. (Ed.). (2002). Introduction. In Gandhi, freedom and self-rule. Delhi: Vistaar Publications.
12. Ambedkar, B. R. (2014). Annihilation of caste. New Delhi: Navayana Publishing.
13. Guha, R. (2013). Gandhi before India. New Delhi: Penguin Books.
14. Mehta, V. R. (1992). Foundations of Indian political thought. New Delhi: Manohar Publishers.
15. Vanaik, A. (2017). The Rise of Hindu authoritarianism: Secular claims, communal realities. London: Verso.
16. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political thought in modern India. New Delhi: Sage Publications.



Semester – VII
Course Name: Politics in West Bengal
Course Code: BAPLSMJ704

Course Type: MAJOR	Course Details: MJC-17			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the historical evolution and changing dynamics of politics in West Bengal from Independence to the present.
2. Examine the role of major political parties, political leadership, and ideological movements in shaping the political landscape of West Bengal.
3. Analyze the interaction between society, economy, culture, and politics in the state, with special reference to caste, class, ethnicity, and civil society.
4. Assess the emergence and transformation of political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
5. Develop a critical understanding of contemporary political issues, governance, electoral politics, and democratic processes in West Bengal.

Course Content:

- Unit 1:** Nature and Course of West Bengal Politics: Historical Evolution, Society, Economy, and Polity.
- Unit 2:** Congress Rule in West Bengal (1947–1967): Policies, Leadership, Achievements, and Challenges.
- Unit 3:** Left in West Bengal Politics: United Front Regime (1967-1970) - Its Drawbacks; Left Politics in West Bengal – Rise and Decline. Left Front Government (1977-2011) – Formations, Successes and Failures; Left Front in Post 2011 Period.
- Unit 4:** Emergence of the All India Trinamool Congress: Political Transformation and Governance in West Bengal.
- Unit 5:** Bharatiya Janata Party in Contemporary West Bengal Politics: Emergence, Electoral Growth, and Political Challenges.



Course Learning Outcomes (CLOs):

- ❖ Explain the historical evolution, socio-economic foundations, and major phases of political development in West Bengal.
- ❖ Analyze the role of political leadership, political parties, and ideological movements in shaping the politics and governance of West Bengal.
- ❖ Evaluate the contribution and limitations of different political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
- ❖ Assess the influence of caste, class, ethnicity, civil society, and the Bhadrakalok in the political processes of West Bengal.
- ❖ Critically examine contemporary political issues, electoral behavior, governance, and democratic transformations in West Bengal.
- ❖ Develop analytical and research skills to interpret the changing political landscape of West Bengal using historical, institutional, and comparative perspectives.

Suggested Readings:

1. Mukhopadhyay, A. Panchayat administration in West Bengal. Kolkata.
2. Mukherjee, B. (1992). Political culture and leadership in India: A study of West Bengal. New Delhi: South Asia Books.
3. Roy, B. (1993). West Bengal today: A fresh look. New Delhi: Mittal Publications.
4. Chakrabarti, D. (1988). Gorkhaland: Evolution of politics of segregation. Special Lecture, Centre for Himalayan Studies, University of North Bengal.
5. Hansen, T. B., & Jaffrelot, C. (Eds.). (1998). The BJP and the compulsions of politics in India. New Delhi: Oxford University Press.
6. Hasan, Z. (2002). Introduction: Conflict, pluralism and the competitive party system in India. In Z. Hasan (Ed.), Parties and party politics in India (pp. 1–24). New Delhi: Oxford University Press.
7. Jana, A. K. (2010). Backwardness and political articulation. New Delhi: [Publisher not specified].
8. Adeney, K., & Saez, L. (Eds.). (2005). Coalition politics and Hindu nationalism. Oxon: Routledge.
9. Jana, A. K., & Sarmah, B. (Eds.). (2002). Class, ideology and political parties in India. New Delhi: South Asian Publishers.



10. Banerjee, S. (2000). Warriors in politics: Hindu nationalism, violence and the Shiv Sena in India. Boulder, CO: Westview Press.
11. Chatterjee, R., & Basu, P. P. (Eds.). (2012). West Bengal under the Left: 1977–2011. Kolkata: Sarat Book House.
12. Bagchi, R. (2012). Gorkhaland: Crisis of statehood. New Delhi: Sage Publications.
13. Franda, M. F. (1971). Radical politics in West Bengal. Cambridge, MA: MIT Press.
14. Chatterjee, P. (2004). The politics of the governed: Reflections on popular politics in most of the world. New York: Columbia University Press.
15. Kothari, R. (1970). Politics in India. New Delhi: Orient Longman.



Semester: VII
Course Name: Nation Building and National Integration in India
Course Code: BAPLSMN701

Course Type: MINOR	Course Details: MNC-6		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop an understanding of the concept, processes, and challenges of nation-building in contemporary politics.
2. Explain the distinction between the concepts of nation and state and examine their relationship in the context of political development.
3. Analyze the major elements of nation-building, including political integration, social cohesion, economic development, democratic institutions, and national identity.
4. Examine the evolution of Indian nationhood and the historical, constitutional, and cultural foundations of the Indian nation.
5. Assess the major challenges and obstacles to nation-building in India, including regionalism, communalism, caste inequalities, ethnic conflicts, and socio-economic disparities.

Course Content:

Unit – 1: Nation-Building in India: Theoretical Foundations, Historical Evolution, and Cultural Dimensions.

Unit – 2: Challenges to National Integration in India: Identity Politics, Regional Aspirations, and Globalization.

Unit – 3: Planning and Bureaucracy in India's Nation-Building: Developmental Role and Contemporary Challenges.

Unit – 4: Indian National Movement: Ideological Foundations, Mass Mobilization, and Nation-Building.

Unit – 5: Nation-Building in India: Challenges, Opportunities, and Future Prospects.



Course Learning Outcomes (CLOs):

- ❖ Understand the concept, meaning, and processes of nation-building and identify the essential elements required for effective nation-building.
- ❖ Differentiate between the concepts of nation and state and analyze their relationship in the context of political development.
- ❖ Explain the major ingredients of nation-building, including political integration, national identity, economic development, social cohesion, and democratic institutions.
- ❖ Analyze the historical, constitutional, and cultural foundations of Indian nationhood and the evolution of India as a diverse democratic nation.
- ❖ Identify and evaluate the major challenges and hindrances to nation-building in India, including communalism, regionalism, caste inequalities, separatism, and socio-economic disparities.
- ❖ Develop a critical understanding of the contemporary prospects and challenges of nation-building in India.

Suggested Readings:

1. Mohanty, S. (1992). Political development and ethnic identity in Africa. New Delhi: Radiant Publishers.
2. Ramakant, & Upreti, B. C. (Eds.). (1991). Nation-building in South Asia (Vol. 2). New Delhi: South Asian Publishers.
3. Brass, P. R. (1991). Ethnicity and nationalism: Theory and comparison. New Delhi: Sage Publications.
4. Shah, G. (1990). Minorities and nation-building: A case of Muslims and Scheduled Tribes in India. New Delhi: [Publisher details not available].
5. Andersen, W., & Damle, S. (1987). The brotherhood in saffron: The Rashtriya Swayamsevak Sangh and Hindu revivalism. New Delhi: Vistaar/Sage Publications.
6. Basu, A. (1992). Two faces of protest: Contrasting modes of women's activism. Berkeley: University of California Press.
7. Basu, D. D. (1994). An introduction to the Constitution of India. New Delhi: Prentice Hall.
8. Baxi, U. (1980). The Indian Supreme Court and politics. Delhi: Eastern Book Company.



9. Baxi, U., & Parekh, B. (Eds.). (1994). *Crisis and change in contemporary India*. New Delhi: Sage Publications.
10. Brass, P. R. (1974). *Language, religion and politics in North India*. London: Cambridge University Press.
11. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton, NJ: Princeton University Press.
12. Corbridge, S., & Harriss, J. (2001). *Reinventing India: Liberalization, Hindu nationalism and popular democracy*. Delhi: Oxford University Press.
13. Frankel, F. R., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics of democracy*. New Delhi: Oxford University Press.
14. Harrison, S. (1960). *India: The most dangerous decades*. Princeton, NJ: Princeton University Press.
15. Karat, P. (1973). *Language and nationality politics in India*. Bombay: Orient Longman.
16. Khilnani, S. (1997). *The idea of India*. London: Hamish Hamilton.
17. Kumar, A. (Ed.). (1999). *Nation-building in India: Culture, power and society*. New Delhi: Radiant Publishers.
18. Kothari, R. (1970). *Caste and politics in India*. New Delhi: Orient Longman.
19. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Longman.
20. Kothari, R. (1967). *Party system and election studies*. Bombay: Asia Publishing House.
21. Kothari, R. (1988). *State against democracy: In search of humane governance*. Delhi: Ajanta Publications.
22. Sahni, N. C. (Ed.). (1971). *Coalition politics in India*. Jullunder: New Academic Publishing Company.



Semester- VIII
Course Name: Theory as Discourse
Course Code: BAPLSMJ801

Course Type: MAJOR	Course Details: MJC-18		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the major concepts, approaches, and debates in contemporary political theory.
2. Develop a critical understanding of classical political concepts and their reinterpretation in contemporary political thought.
3. Examine the major critiques of liberalism and explore alternative theoretical perspectives such as communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
4. Analyze contemporary political issues through the perspectives of nationalism, globalization, environmentalism, and other emerging political theories.
5. Enhance students' analytical, critical, and research skills by enabling them to engage with contemporary political debates and apply theoretical perspectives to current political and social developments.

Course Content:

Unit 1: Political Theory: Concepts and Critique- Liberty, Equality, Rights, Justice, Democracy, Citizenship and Power.

Unit 2: Critiques of Liberalism: Communitarianism, Multiculturalism, and Deliberative Democracy.

Unit 3: Interrogating Enlightenment Thought: Postmodernism, Postcolonialism, and Feminism.

Unit 4: Contemporary Political Theories: Nationalism, Globalization, and Environmentalism.

Unit 5: Post-Structuralism, Deconstruction; and Subaltern Studies.



Course Learning Outcomes (CLOs):

- ❖ Explain the core concepts and major debates of contemporary political theory and their relevance to political analysis.
- ❖ Critically evaluate classical political concepts such as liberty, equality, justice, rights, democracy, citizenship, and power from contemporary theoretical perspectives.
- ❖ Analyze the major critiques of liberalism through the perspectives of communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
- ❖ Assess the significance of contemporary political theories in understanding issues of identity, diversity, globalization, nationalism, democracy, and environmental sustainability.
- ❖ Apply contemporary political theories to analyze current political, social, and global challenges using critical and comparative approaches.
- ❖ Develop independent analytical and research skills for engaging with advanced debates in contemporary political thought and political practice.

Suggested Readings:

1. Heywood, A. (2017). Political ideologies: An introduction (6th ed.). London: Red Globe Press.
2. Bhargava, R., & Acharya, A. (Eds.). (2011). Political theory: An introduction. New Delhi: Pearson.
3. Peri, R., & Sutch, P. (2012). An introduction to political thought: A conceptual toolkit. London: Routledge.
4. Berlin, I. (1969). Four essays on liberty. Oxford: Oxford University Press.
5. Dworkin, R. (1977). Taking rights seriously. Cambridge, MA: Harvard University Press.
6. Kymlicka, W. (2002). Contemporary political philosophy: An introduction (2nd ed.). Oxford: Oxford University Press.
7. Rawls, J. (1971). A theory of justice. Cambridge, MA: Harvard University Press.
8. Nozick, R. (1974). Anarchy, state, and utopia. New York: Basic Books.
9. Dworkin, R. (2000). Sovereign virtue: The theory and practice of equality. Cambridge, MA: Harvard University Press.
10. Waldron, J. (Ed.). (1984). Theories of rights. Oxford: Oxford University Press.
11. Vincent, A. (Ed.). (2004). Political theory: Tradition and diversity. Cambridge: Cambridge University Press.



12. Macpherson, C. B. (1973). *Democratic theory: Essays in retrieval*. Oxford: Clarendon Press.
13. Halikiopoulou, D., & Vasilopoulou, S. (Eds.). (2011). *Nationalism and globalization: Conflicting or complementary?* London: Routledge.
14. Goodman, J., & James, P. (Eds.). (2007). *Nationalism and global solidarities: Alternative projections to neoliberal globalization*. London: Routledge.
15. Hawken, P. (2007). *Blessed unrest: How the largest movement in the world came into being and why no one saw it coming*. New York: Viking.
16. Auyero, J., & Swistun, D. (2009). *Flammable: Environmental suffering in an Argentine shantytown*. Oxford: Oxford University Press.
17. Anderson, T. L., & Leal, D. R. (2001). *Free market environmentalism* (Rev. ed.). New York: Palgrave Macmillan.
18. Rubin, C. T. (1994). *The green crusade: Rethinking the roots of environmentalism*. New York: Free Press.
19. Speth, J. G. (2004). *Red sky at morning: America and the crisis of the global environment*. New Haven, CT: Yale University Press.



Semester-VIII
Course Name: Social Movements in Contemporary India
Course Code: BAPLSMJ802

Course Type: MAJOR	Course Details: MJC-19			L-T-P: 3 - 1 - 0	
Credit: 4	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the concepts, theories, and approaches for understanding social movements in India.
2. Examine the emergence, evolution, and significance of major social movements, including peasant, tribal, environmental, women, and anti-caste movements.
3. Analyze the relationship between the state, civil society, social movements, and democratic politics in contemporary India.
4. Develop a critical understanding of the role of social movements in promoting social justice, equality, environmental sustainability, and human rights.
5. Enhance students' analytical and research skills by enabling them to evaluate the causes, strategies, outcomes, and contemporary relevance of social movements in India.

Course Content:

Unit - 1: Social Movements: Concept, Characteristics, Types, and Theoretical Perspectives.

Unit - 2: Social Movements and New Social Movements: Concepts, Theories, and Contemporary Perspectives.

Unit - 3: Peasant Movements in India: Telangana and Singur.

Unit - 4: Tribal Movements in India: The POSCO and Niyamgiri Struggles.

Unit - 5: Environmental Movements in India: Chipko, Narmada Bachao, and Silent Valley.

Unit - 6: Women's Movement and Anti-Caste Movements in India: Savitribai Phule, BAMCEF, and Contemporary Gender Justice.



Course Learning Outcomes (CLOs):

- ❖ Explain the concepts, characteristics, and theoretical approaches to the study of social movements and new social movements.
- ❖ Analyze the emergence, causes, objectives, strategies, and outcomes of major social movements in India, including peasant, tribal, environmental, women, and anti-caste movements.
- ❖ Critically evaluate the role of social movements in promoting democracy, social justice, human rights, environmental protection, and inclusive development.
- ❖ Assess the interaction between the state, civil society, political institutions, and social movements in shaping public policy and democratic governance.
- ❖ Apply theoretical perspectives to examine contemporary social movements and their impact on Indian society and politics.
- ❖ Develop independent analytical and research skills for studying social movements using historical, comparative, and interdisciplinary approaches.

Suggested Readings:

1. Shah, G. (2004). Social movements in India: A review of literature. New Delhi: Sage Publications.
2. Shah, G. (Ed.). (2002). Social movements and the state. New Delhi: Sage Publications.
3. Ray, R., & Katzenstein, M. F. (Eds.). (2005). Social movements in India: Poverty, power, and politics. Lanham, MD: Rowman & Littlefield.
4. Singh, A. P. (2012). Development process and social movements in contemporary India. New Delhi: Pinnacle Learning.
5. Kumar, B. (2013). Social movements in modern India. New Delhi: DPS Publishing House.
6. Joshi, S. C. (2010). Contemporary social mobility and social movements: Views and reviews. New Delhi: Akansha Publishing House.
7. Banerjee, P. (2006, November 18). Land acquisition and peasant resistance at Singur. Economic and Political Weekly. <http://sanhati.com/wp-content/uploads/2007/03/acquisitionsingur.pdf>
8. Ghatak, M., et al. (2012). Land acquisition and compensation in Singur: What really happened? Indian Institute of Management. http://ibread.org/bread/system/files/bread_ppapers/p035.pdf
9. Singh, S. J. (2012). Displacement and resistance: A case study of the POSCO project, Odisha. Saarbrücken: LAP Lambert Academic Publishing.



10. Jena, M. (2014). Voices from Niyamgiri. *Economic and Political Weekly*.
<http://www.epw.in/node/128306/pdf>
11. Roy, A. (2010). The women's movement. In N. G. Jayal & P. B. Mehta (Eds.), *The Oxford companion to politics in India* (pp. 409–422). New Delhi: Oxford University Press.
12. Desai, A. R. (Ed.). (1986). *Agrarian struggles in India after independence* (pp. xi–xxxvi). New Delhi: Oxford University Press.
13. Dhanagare, D. N. (2017). Understanding the farmers' movement in Maharashtra: Towards an analytical framework. In *Populism and power: Farmers' movements in Western India, 1980–2014*. London: Routledge.
14. Omvedt, G. (2012). The anti-caste movement and the discourse of power. In N. G. Jayal (Ed.), *Democracy in India* (6th ed., pp. 481–508). New Delhi: Oxford University Press.
15. Guha, R. (2000). *Environmentalism: A global history*. New Delhi: Longman.
16. Oommen, T. K. (2010). *Social movements I: Issues of identity*. New Delhi: Oxford University Press.
17. Oommen, T. K. (2010). *Social movements II: Concerns of equity and security*. New Delhi: Oxford University Press.
18. Tarrow, S. (2011). *Power in movement: Social movements and contentious politics* (3rd ed.). Cambridge: Cambridge University Press.
19. Tilly, C., & Tarrow, S. (2015). *Contentious politics* (2nd ed.). Oxford: Oxford University Press.
20. Mohanty, M. (2004). *Class, caste and gender: Readings in Indian government and politics*. New Delhi: Sage Publications.



Semester – VIII
Course Name: Themes in Political Thought
Course Code: BAPLSMJ803

Course Type: MAJOR	Course Details: MJC-20		L-T-P: 3 - 1 - 0		
Credit: 4	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the core concepts and major themes of political thought through the study of eminent Indian and Western political thinkers.
2. Develop a comparative understanding of the ideas, approaches, and contributions of Western and Indian political thinkers to the evolution of political theory.
3. Examine the relevance of classical and contemporary political ideas in addressing current political, social, and ethical issues.
4. Enhance students' analytical and critical thinking skills by engaging with diverse traditions of political thought and their contemporary interpretations.
5. Enable students to apply the insights of Indian and Western political thinkers to the analysis of contemporary political institutions, public policy, and democratic governance.

Course Content:

Unit 1: Distinctive Features of Indian and Western Political Thought: A Comparative Perspective.

Unit 2: Western Thought: Thinkers and Themes: (a) Aristotle on Citizenship (b) Locke on Rights (c) Rousseau on Inequality and (d) J.S. Mill on Liberty and Democracy.

Unit 3: Indian Thought: Thinkers and Themes-I: (a) Kautilya on State (b) Tilak and Gandhi on Swaraj (c) Ambedkar on Social Justice (d) Nehru on Democracy

Unit 4: Indian Thought: Thinkers and Themes-II: (a) Jayaprakash Narayan on Total Revolution, (b) Deendayal Upadhyaya on Integral Humanism (c) M. N. Roy – Radical Humanism and (d) Kazi Nazrul Islam on Equality (Samya).



Course Learning Outcomes (CLOs):

- ❖ Explain the major concepts, traditions, and themes of Indian and Western political thought.
- ❖ Analyze the political ideas and contributions of major Western thinkers such as Aristotle, John Locke, Jean-Jacques Rousseau, and John Stuart Mill.
- ❖ Critically examine the political philosophy of eminent Indian thinkers including Kautilya, B. R. Ambedkar, Jawaharlal Nehru, Jayaprakash Narayan, and other significant contributors to modern Indian political thought.
- ❖ Compare and contrast Indian and Western traditions of political thought with reference to concepts such as state, democracy, citizenship, rights, justice, nationalism, liberty, equality, and social justice.
- ❖ Evaluate the relevance of classical and modern political ideas in addressing contemporary political, social, and governance-related issues.
- ❖ Develop critical thinking, comparative analysis, and research skills for interpreting political ideas and applying them to contemporary political discourse and policymaking.

Suggested Readings:

1. Sabine, G. H., & Thorson, T. L. (1973). A history of political theory (4th ed.). Hinsdale, IL: Dryden Press.
2. Mukherjee, S., & Ramaswamy, S. (2011). A history of political thought: Plato to Marx. New Delhi: PHI Learning.
3. Jha, S. (2010). Western political thought: From Plato to Marx. New Delhi: Pearson.
4. Altekar, A. S. (1958). State and government in ancient India. Delhi: Motilal Banarasisidass.
5. Varma, V. P. (2000). Modern Indian political thought. Agra: Lakshmi Narain Agarwal.
6. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political thought in modern India. New Delhi: Sage Publications.
7. Chakrabarty, B., & Pandey, R. K. (2009). Modern Indian political thought: Text and context. New Delhi: Sage Publications.
8. Singh, M. P., & Roy, H. (2011). Indian political thought: Themes and thinkers. New Delhi: Pearson.
9. Kangle, R. P. (Trans.). (2010). The Kautiliya Arthashastra (3 vols.). Delhi: Motilal Banarasisidass.
10. Gauba, O. P. (2019). An introduction to political theory (6th ed.). New Delhi: Mayur Paperbacks.



Semester – VIII
Course Name: State Politics in India
Course Code: BAPLSMJ804

Course Type: MAJOR	Course Details: MJC-21		L-T-P: 3 - I - 0		
Credit: 4	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Introduce students to the evolution, nature, and significance of state politics within the framework of Indian federalism.
2. Examine the major theoretical approaches and paradigms for understanding state politics in India, including Liberal and Marxist perspectives.
3. Analyze the political processes, electoral dynamics, voting behavior, and party systems operating across Indian states.
4. Explore the role of regionalism, identity politics, and sub-state movements in shaping political competition and governance in Indian states.
5. Assess the impact of development models, Marxist politics, and social justice policies on state-level political processes and democratic governance.
6. Develop the ability to critically evaluate the diversity of political experiences across Indian states and their implications for Indian democracy and federalism.

Course Content:

Unit – 1: State Politics in India: Liberal and Marxist Approaches.

Unit – 2: Region and Regionalism: Autonomy and Separatism: Tamil Nadu and Punjab; Ethno-Nationalism: North East India; Sub-State Regionalism: Gorkhaland and Bodoland.

Unit – 3: Dynamics of Party Politics and Electoral Politics in Indian States: Regionalization of Party System: One Party Dominant System to Coalition Party System, Pattern of coalition politics; Language and State Politics: Andhra Pradesh, Maharashtra and Tamil Nadu; Caste in State Politics: Uttar Pradesh and Bihar; Religion in State Politics: Gujarat and West Bengal.



Unit – 4: Development and State Politics: State Development Models of West Bengal, Gujarat and Maharashtra; Green Revolution: Punjab and Rajasthan.

Unit – 5: Marxist Politics and Governments in India: A Comparative Study of West Bengal and Kerala.

Unit – 6: Identity Politics in Indian States: Subalterns in West Bengal, Uttar Pradesh, and Bihar.

Course Learning Outcomes (CLOs):

- ❖ Explain the nature, evolution, and distinctive features of state politics within the framework of Indian federalism.
- ❖ Analyze the political asymmetries and regional diversities that characterize the Indian polity and their implications for democratic governance.
- ❖ Assess the causes, nature, and consequences of autonomy, separatist, and sub-state regional movements in different parts of India.
- ❖ Evaluate the role of ethnicity, regional identity, and identity politics, particularly in the North-East and other regions, in shaping state politics.
- ❖ Critically examine the dynamics of party systems, electoral politics, coalition politics, and political competition across Indian states.
- ❖ Analyze the politics of statehood demands, creation of new states, special constitutional provisions, and Centre–State relations in contemporary India.
- ❖ Compare development models, governance patterns, and ideological regimes across different Indian states and assess their impact on public policy and democratic development.

Suggested Readings:

1. Brass, P. R. (2002). India, Myron Weiner and the political science of development. *Economic and Political Weekly*, 37(29), 3026–3040.
2. Narain, I. (1970). Democratic politics and political development in India. *Asian Survey*, 10(2), 88–98.
3. Pai, S. (1989). Towards a theoretical framework for the study of state politics in India: Some observations. *The Indian Journal of Political Science*, 50(1), 94–108.
4. Singh, M. P. (2012). State politics in India. *Dialogue*, 14(1). https://www.asthabharati.org/Dia_Jul%20012/m.p.%20singh.htm
5. Politics in India. (1970). New Delhi: Orient Longman (now Orient Blackswan).
6. Frankel, F. R., & Rao, M. S. A. (Eds.). (1989). Dominance and state power in modern India: Decline of a social order (Vol. 1). New Delhi: Oxford University Press.’



7. Narain, I. (1976). State politics in India. Meerut: Meenakshi Prakashan.
8. Weiner, M. (Ed.). (1968). State politics in India. Princeton, NJ: Princeton University Press.
9. Bhambri, C. P. (1989). The Indian state: Conflicts and contradictions. In Z. Hasan, S. N. Jha, & R. Khan (Eds.), The state, political processes and identity: Reflections on modern India. New Delhi: Sage Publications.
10. Chatterjee, P. (Ed.). (1997). State and politics in India. New Delhi: Oxford University Press.
11. Pai, S. (Ed.). (2013). Handbook of politics in Indian states: Regions, parties and economic reforms. New Delhi: Oxford University Press.
12. Nossiter, T. J. (1988). Marxist state governments in India: Politics, economics and society. London: Pinter Publishers.
13. Manor, J. (1995). The expedient utopian: Bandaranaike and Ceylon. (For comparative insights into regional politics.)
14. Arora, B., & Verney, D. V. (Eds.). (1995). Multiple identities in a single state: Indian federalism in comparative perspective. New Delhi: Konark Publishers.
15. Hasan, Z. (Ed.). (2002). Parties and party politics in India. New Delhi: Oxford University Press.
16. Yadav, Y., & Palshikar, S. (2009). Between Fortunes of the state parties and regionalization of Indian politics. New Delhi: Oxford University Press.
17. Singh, M. P., & Saxena, R. (Eds.). (2011). Indian politics: Constitutional foundations and institutional functioning. New Delhi: PHI Learning.



Semester- VIII
Course Name: Gender and Politics in India
Course Code: BAPLSMN801

Course Type: MINOR	Course Details: MNC-7		L-T-P: 4 - I - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. To develop a conceptual understanding of the relationship between gender and politics in the Indian context from interdisciplinary and intersectional perspectives.
2. To examine how gender shapes political institutions, governance, public policy, citizenship, and democratic participation in contemporary India.
3. To critically analyze the intersections of gender with caste, class, religion, ethnicity, sexuality, and region in influencing political processes and power relations.
4. To explore the role of women, transgender persons, and other gender minorities in political participation, leadership, decision-making, and social movements.
5. To evaluate constitutional provisions, legal frameworks, public policies, and institutional mechanisms designed to promote gender equality, social justice, and inclusive governance.
6. To encourage critical engagement with contemporary debates on gender identity, representation, violence, security, rights, and feminist political thought in India.

Course Content:

Unit 1: Foundational Frameworks & Feminisms in India: (a) Conceptualizing Gender (b) The Three Waves of Indian Feminism and (c) Intersections.

Unit 2: The Indian State, Constitution, and Legal Frameworks: (a) Constitutional Guarantees (b) Personal Laws vs. Uniform Civil Code (c) Legal Interventions and Rights.

Unit 3: Political Participation, Representation, and Power: (a) Women as Voters (b) Women as Representatives (c) The Institutionalization of Quotas.

Unit 4: Political Economy of Gender: (a) The Gendered Labor Market (b) Development and Marginalization (c) Land and Asset Ownership (d) State Welfare Policy.

Unit 5: Gender, Violence, and Contemporary Social Movements: (a) Political Violence and Body Politics (b) Environment and Gender (c) Digital Activism and New Waves.



Course Learning Outcomes (CLOs):

- ❖ Understand the relationship between gender and politics and critically analyze gender-based political participation and representation in contemporary India.
- ❖ Explain the conceptual distinctions among sex, gender, women, transgender, and other gender identities, and evaluate their implications for political rights and citizenship.
- ❖ Analyze how caste, class, religion, ethnicity, and region intersect with gender in shaping political processes, public policy, and governance.
- ❖ Critically assess the constitutional, legal, and institutional frameworks promoting gender equality, women's empowerment, and the rights of transgender and other gender minorities in India.
- ❖ Evaluate the role of women and transgender persons in political leadership, decision-making, social movements, and democratic governance.
- ❖ Apply feminist and gender-sensitive perspectives to analyze contemporary issues relating to gender identity, political representation, security, development, and social justice.

Suggested Readings:

1. Agnes, F. (1999). Law and gender inequality: The politics of women's rights in India. New Delhi: Oxford University Press.
2. John, M. E. (Ed.). (2008). Women's studies in India: A reader. New Delhi: Penguin Books India.
3. Menon, N. (2012). Seeing like a feminist. New Delhi: Zubaan.
4. Rege, S. (2006). Writing caste/Writing gender: Narrating Dalit women's testimonies. New Delhi: Zubaan.
5. Sarkar, T. (2001). Hindu wife, Hindu nation: Community, religion, and cultural nationalism. Bloomington: Indiana University Press.
6. Desai, N., & Thakkar, U. (2001). Women in Indian society. New Delhi: National Book Trust.



4 Year UG Degree (Honours with Research) in Political Science

Semester – VII

Name of the Course: Understanding South Asia

Course Code: BAPLSMJ701

Course Type: MAJOR	Course Details: MJC-14			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the strategic significance of South Asia in regional and global politics, with particular emphasis on its geopolitical, geoeconomic, and security dimensions.
2. Analyze the major border disputes and territorial conflicts in South Asia, and assess their implications for regional peace, security, and interstate relations.
3. Examine the causes, dynamics, and consequences of civil wars, ethnic conflicts, and internal security challenges in the South Asian region.
4. Evaluate the democratic systems and political processes of South Asian countries, and critically assess the prospects and challenges of regional integration and cooperation.

Course Content:

Unit 1: South Asia as a Region: Strategic Significance, Geopolitical Importance, and Regional Dynamics.

Unit 2: Territorial Conflicts and Border Management in South Asia: India–Pakistan and India–Bangladesh.

Unit 3: Civil Wars and Ethnic Conflicts in South Asia: Sri Lanka's Sinhala–Tamil Conflict and Pakistan's Baloch Nationalist Movement.

Unit 4: Democracy and State Systems in South Asia: Comparative Perspectives on Pakistan, Bangladesh, Maldives, Sri Lanka, Nepal, Afghanistan, and Bhutan.

Unit 5: Regional Integration in South Asia: SAARC, BIMSTEC, and Emerging Regional Cooperation.

Unit 6: Refugees, Migration, and Cross-Border Infiltration in South Asia: Political, Security, and Humanitarian Dimensions.



Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

- ❖ Understand the historical, political, strategic, and geopolitical significance of South Asia as a regional entity.
- ❖ Analyze the major political, security, and socio-economic challenges confronting South Asian countries, including border disputes, ethnic conflicts, migration, and refugee issues.
- ❖ Examine the dynamics of inter-state relations in South Asia, with special reference to India's relations with its neighbouring countries.
- ❖ Evaluate the role and effectiveness of regional organizations such as SAARC and BIMSTEC in promoting regional cooperation and integration.
- ❖ Develop a critical understanding of the relationship between nationalism, ethnicity, identity politics, and state-building processes in South Asia.
- ❖ Assess contemporary issues related to security, human rights, development, and regional stability in the context of South Asian politics.

Suggested Readings:

1. Ahmed, N. (2017). Democratic governance in Bangladesh: Dilemmas of governing. Routledge.
2. Baxter, C., Malik, Y. K., Kennedy, C. H., & Oberst, R. C. (Eds.). (2002). Government and politics in South Asia (5th ed.). Westview Press.
3. Chengappa, B. M. (2005). Pakistan: Islamization, army and foreign policy. A.P.H. Publishing Corporation.
4. Farmer, B. H. (1993). An introduction to South Asia. Routledge.
5. Ghosh, P. S. (2016). Migrants, refugees and the stateless in South Asia. Sage Publications.
6. Jolly, S., & Ahmad, N. (2018). Climate refugees in South Asia: Protection under international legal standards and state practices in South Asia. Springer Nature.
7. Lodhi, M. (Ed.). (2011). Pakistan: Beyond the crisis state. Rupa Publications.
8. Mitra, D., & Nandy, D. (Eds.). (2015). South Asia and democracy: Contextualizing issues and institutions. Kunal Books.
9. Mukhopadhyay, U. (2022). Internal migration within South Asia: Contemporary issues and challenges. Routledge.
10. Nandy, D. (Ed.). (2019). Mapping South Asia: State, society and security dilemmas. Blue Roan Publishers.
11. Nandy, D. (2010). Understanding Pakistan. Kunal Books.



12. Nandy, D., & Roy, S. (2022). Refugees, migration, and conflicts in South Asia: Rethinking lives, politics, and policy. Peter Lang.
13. Phadnis, U., & Ganguly, R. (2001). Ethnicity and nation building in South Asia. Sage Publications.
14. Rana, S. S. J. B. (2008). Kingdom lost: Nepal's tryst with democracy (1951–2008). Rupa Publications.
15. Sundar, A., & Sundar, N. (2014). Civil wars in South Asia: State, sovereignty, development. Sage Publications.
16. Tikku, M. K. (2000). Sri Lanka: A land in search of itself. National Book Trust.
17. Zaki, I. H., & Parakh, R. M. (2016). Small state security dilemma: A Maldivian perception. Lancers Books.



Semester – VII
Name of the Course: Politics of Developing Societies

Course Code: BAPLSMJ702

Course Type: MAJOR	Course Details: MJC-15		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop a conceptual understanding of the political systems, institutions, and processes in the countries of the Third World (Developing World).
2. Analyze the socio-economic, political, and historical factors shaping political development, governance, and state-building in the developing world, with particular emphasis on cause-and-effect relationships.

Course Content:

Unit 1: Approaches to the Study of Developing Societies in the Post-Cold War Era: Changing Dimensions and Contemporary Challenges.

Unit 2: Economic Dimensions of Developing Societies: Globalization, Liberalization, and Socio-Economic Inequalities.

Unit 3: The State in Developing Societies: State Formation, State-Building, and State Transformation.

Unit 4: Political Transformation in Developing Societies: From Authoritarianism to Democratization.

Unit 5: Civil Society and New Social Movements in Developing Societies: Identity, Participation, and Political Change

Unit 6: Religion and Politics in the Developing World: Contemporary Issues and Challenges



Course Learning Outcomes (CLOs):

- ❖ Understand the major theoretical approaches to the study of developing societies and analyze the changing political, economic, and social dynamics in the post-Cold War era.
- ❖ Examine the relationship between development, state, politics, and society, with special emphasis on the challenges faced by developing countries.
- ❖ Analyze the impact of globalization, liberalization, and economic transformations on developing societies and their implications for inequality and social justice.
- ❖ Evaluate the role of political institutions, governance systems, and development policies in addressing issues of poverty, exclusion, and socio-economic disparities.
- ❖ Understand the processes of democratization, political participation, social movements, and identity-based politics in developing societies.
- ❖ Critically assess contemporary challenges of developing societies, including governance crises, environmental concerns, technological change, and sustainable development.

Suggested Readings:

1. Burnell, P., & Randall, V. (Eds.). (2008). *Politics in the developing world* (3rd ed.). Oxford University Press.
2. Clapham, C. (1985). *Third world politics: An introduction*. Croom Helm.
3. Fawcett, L., & Sayigh, Y. (Eds.). (1999). *The third world beyond the Cold War: Continuity and change*. Oxford University Press.
4. Gonzales, A., & Norwine, J. (Eds.). (1998). *The new third world: Strategies for a changing era*. Westview Press.
5. Huntington, S. P. (1991). *The third wave: Democratization in the late twentieth century*. University of Oklahoma Press.
6. Keane, J. (2003). *Global civil society?* Cambridge University Press.
7. Ravenhill, J. (Ed.). (2020). *Global political economy* (6th ed.). Oxford University Press.
8. Almond, G. A., Powell, G. B., Dalton, R. J., & Strom, K. (2015). *Comparative politics today: A world view* (11th ed.). Pearson.
9. Diamond, L., Linz, J. J., & Lipset, S. M. (Eds.). (1995). *Politics in developing countries: Comparing experiences with democracy* (2nd ed.). Lynne Rienner Publishers.
10. Fukuyama, F. (2014). *Political order and political decay: From the Industrial Revolution to the globalization of democracy*. Farrar, Straus and Giroux.



Semester – VII
Course Name: Indian Political Thought
Course Code: BAPLSMJ703

Course Type: MAJOR	Course Details: MJC-16		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the rich intellectual traditions of Indian political thought and the ideas developed by ancient Indian philosophers on politics, governance, statecraft, and social order.
2. Develop an understanding of the political institutions, concepts of kingship, administration, bureaucracy, and the relationship between the state and society as discussed in Indian political traditions.
3. Familiarize students with the ideas and contributions of prominent ancient and medieval Indian political thinkers and their relevance to contemporary political discourse.
4. Examine the major contributions of modern Indian political thinkers whose ideas have significantly influenced Indian society, polity, nationalism, social justice, and democratic thought.
5. Enable students to critically analyze the evolution of political ideas in India and understand their continuing relevance in shaping political institutions and public life.

Course Content:

Unit - 1: Kautilya's Political Thought: Saptanga Theory of State and Dandaniti.

Unit - 2: Medieval Political Thought in India: Historical Context, Major Themes, and Key Ideas.

Unit - 3: Raja Rammohan Roy: Rule of Law, Freedom of Thought, and Liberal Political Ideas.

Unit- 4: Bankim Chandra Chattopadhyay, Rabindranath Tagore, Sri Aurobindo, Swami Vivekananda, and Kazi Nazrul Islam: Ideas on Nationalism

Unit - 5: Gandhi's Political Thought: Swaraj, Trusteeship, and Ethical Foundations of Politics.

Unit - 6: B. R. Ambedkar's Political Thought: Social Justice, Equality, and Constitutional Democracy.

Unit - 7: Savarkar and Golwalkar: Ideology of Hindu nationalism.

Unit - 8: Nehru and Subhas Chandra Bose: Socialism, and Visions of Nation-Building



Course Learning Outcomes (CLOs):

- ❖ Upon successful completion of this course, students will be able to:
- ❖ Understand the major ideas and contributions of ancient, medieval, and modern Indian political thinkers regarding politics, governance, statecraft, and the functioning of political institutions.
- ❖ Analyze the concepts of kingship, administration, sovereignty, and the relationship between the state and society as reflected in the ideas of Indian political thinkers.
- ❖ Explain the evolution and trajectory of key political ideas, concepts, and institutions in Indian political thought from ancient to modern times.
- ❖ Examine the political ideas of Raja Rammohan Roy, particularly his contributions to rule of law, freedom of thought, social reform, and liberal values.
- ❖ Analyze the diverse perspectives on nationalism offered by thinkers such as Bankim Chandra Chattopadhyay, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, and Kazi Nazrul Islam.
- ❖ Evaluate the contributions of Mahatma Gandhi, B. R. Ambedkar, Jawaharlal Nehru, and Subhas Chandra Bose to ideas of Swaraj, social justice, socialism, and nation-building.
- ❖ Develop a critical understanding of the relevance of Indian political thought in contemporary debates on democracy, social equality, nationalism, and governance.

Suggested Readings:

1. Ambedkar, B. R. (1946). Prospects of democracy in India. In Dr. Babasaheb Ambedkar: Writings and speeches (Vol. 17, Part III, pp. 519–523). Mumbai: Education Department, Government of Maharashtra.
2. Basu, S. (2002). Religious revivalism as nationalist discourse: Swami Vivekananda and new Hinduism in nineteenth-century Bengal. London: Oxford University Press.
3. Chatterji, B. C. (2006). Anandamath (B. K. Roy, Trans.). New Delhi: Orient Paperbacks.
4. Chakraborty, B., & Pandey, R. K. (2009). Modern Indian political thought. New Delhi: Sage Publications.
5. Das, R., & Das, R. (2012). The nation and the community: Hindus and Muslims in the novels of Bankim Chandra Chatterjee. Proceedings of the Indian History Congress, 73, 578–587.
6. Dhar, S. (1981). Kautilya and the Arthashastra. New Delhi: Marwah Publications.
7. Dutt, M. N. (2003). Manusmriti. New Delhi: Vedic Books.



8. Haldar, M. K. (1977). Renaissance and reaction in nineteenth century Bengal: Bankim Chandra Chattopadhyay (Translation of Bengali essay). Calcutta: Minerva Associates.
9. Jolly, J. (1923). Kautiliyam Arthashastra: Arthashastra of Kautilya. New Delhi: Motilal Banarasidass.
10. Parekh, B. (1997). The critique of modernity. In Gandhi: A brief insight (pp. 63–74). Delhi: Sterling Publishers.
11. Parel, A. J. (Ed.). (2002). Introduction. In Gandhi, freedom and self-rule. Delhi: Vistaar Publications.
12. Ambedkar, B. R. (2014). Annihilation of caste. New Delhi: Navayana Publishing.
13. Guha, R. (2013). Gandhi before India. New Delhi: Penguin Books.
14. Mehta, V. R. (1992). Foundations of Indian political thought. New Delhi: Manohar Publishers.
15. Vanaik, A. (2017). The Rise of Hindu authoritarianism: Secular claims, communal realities. London: Verso.
16. Pantham, T., & Deutsch, K. L. (Eds.). (1986). Political thought in modern India. New Delhi: Sage Publications.



Semester – VII

Course Name: Politics in West Bengal Course Code: BAPLSMJ704

Course Type: MAJOR	Course Details: MJC-17			L-T-P: 4 - 1 - 0	
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Understand the historical evolution and changing dynamics of politics in West Bengal from Independence to the present.
2. Examine the role of major political parties, political leadership, and ideological movements in shaping the political landscape of West Bengal.
3. Analyze the interaction between society, economy, culture, and politics in the state, with special reference to caste, class, ethnicity, and civil society.
4. Assess the emergence and transformation of political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
5. Develop a critical understanding of contemporary political issues, governance, electoral politics, and democratic processes in West Bengal.

Course Content:

Unit 1: Nature and Course of West Bengal Politics: Historical Evolution, Society, Economy, and Polity.

Unit 2: Congress Rule in West Bengal (1947–1967): Policies, Leadership, Achievements, and Challenges.

Unit 3: Left in West Bengal Politics: United Front Regime (1967-1970) - Its Drawbacks; Left Politics in West Bengal – Rise and Decline. Left Front Government (1977-2011) – Formations, Successes and Failures; Left Front in Post 2011 Period.

Unit 4: Emergence of the All India Trinamool Congress: Political Transformation and Governance in West Bengal.

Unit 5: Bharatiya Janata Party in Contemporary West Bengal Politics: Emergence, Electoral Growth, and Political Challenges.



Course Learning Outcomes (CLOs):

- ❖ Explain the historical evolution, socio-economic foundations, and major phases of political development in West Bengal.
- ❖ Analyze the role of political leadership, political parties, and ideological movements in shaping the politics and governance of West Bengal.
- ❖ Evaluate the contribution and limitations of different political regimes, including the Congress, Left Front, All India Trinamool Congress, and the Bharatiya Janata Party.
- ❖ Assess the influence of caste, class, ethnicity, civil society, and the Bhadrakalok in the political processes of West Bengal.
- ❖ Critically examine contemporary political issues, electoral behavior, governance, and democratic transformations in West Bengal.
- ❖ Develop analytical and research skills to interpret the changing political landscape of West Bengal using historical, institutional, and comparative perspectives.

Suggested Readings:

1. Mukhopadhyay, A. Panchayat administration in West Bengal. Kolkata.
2. Mukherjee, B. (1992). Political culture and leadership in India: A study of West Bengal. New Delhi: South Asia Books.
3. Roy, B. (1993). West Bengal today: A fresh look. New Delhi: Mittal Publications.
4. Chakrabarti, D. (1988). Gorkhaland: Evolution of politics of segregation. Special Lecture, Centre for Himalayan Studies, University of North Bengal.
5. Hansen, T. B., & Jaffrelot, C. (Eds.). (1998). The BJP and the compulsions of politics in India. New Delhi: Oxford University Press.
6. Hasan, Z. (2002). Introduction: Conflict, pluralism and the competitive party system in India. In Z. Hasan (Ed.), Parties and party politics in India (pp. 1–24). New Delhi: Oxford University Press.
7. Jana, A. K. (2010). Backwardness and political articulation. New Delhi: [Publisher not specified].
8. Adeney, K., & Saez, L. (Eds.). (2005). Coalition politics and Hindu nationalism. Oxon: Routledge.
9. Jana, A. K., & Sarmah, B. (Eds.). (2002). Class, ideology and political parties in India. New Delhi: South Asian Publishers.



10. Banerjee, S. (2000). Warriors in politics: Hindu nationalism, violence and the Shiv Sena in India. Boulder, CO: Westview Press.
11. Chatterjee, R., & Basu, P. P. (Eds.). (2012). West Bengal under the Left: 1977–2011. Kolkata: Sarat Book House.
12. Bagchi, R. (2012). Gorkhaland: Crisis of statehood. New Delhi: Sage Publications.
13. Franda, M. F. (1971). Radical politics in West Bengal. Cambridge, MA: MIT Press.
14. Chatterjee, P. (2004). The politics of the governed: Reflections on popular politics in most of the world. New York: Columbia University Press.
15. Kothari, R. (1970). Politics in India. New Delhi: Orient Longman.



Semester: VII
Course Name: Nation Building and National Integration in India
Course Code: BAPLSMN701

Course Type: MINOR	Course Details: MNC-6		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Develop an understanding of the concept, processes, and challenges of nation-building in contemporary politics.
2. Explain the distinction between the concepts of nation and state and examine their relationship in the context of political development.
3. Analyze the major elements of nation-building, including political integration, social cohesion, economic development, democratic institutions, and national identity.
4. Examine the evolution of Indian nationhood and the historical, constitutional, and cultural foundations of the Indian nation.
5. Assess the major challenges and obstacles to nation-building in India, including regionalism, communalism, caste inequalities, ethnic conflicts, and socio-economic disparities.

Course Content:

Unit – 1: Nation-Building in India: Theoretical Foundations, Historical Evolution, and Cultural Dimensions.

Unit – 2: Challenges to National Integration in India: Identity Politics, Regional Aspirations, and Globalization.

Unit – 3: Planning and Bureaucracy in India's Nation-Building: Developmental Role and Contemporary Challenges.

Unit – 4: Indian National Movement: Ideological Foundations, Mass Mobilization, and Nation-Building.

Unit – 5: Nation-Building in India: Challenges, Opportunities, and Future Prospects.



Course Learning Outcomes (CLOs):

- ❖ Understand the concept, meaning, and processes of nation-building and identify the essential elements required for effective nation-building.
- ❖ Differentiate between the concepts of nation and state and analyze their relationship in the context of political development.
- ❖ Explain the major ingredients of nation-building, including political integration, national identity, economic development, social cohesion, and democratic institutions.
- ❖ Analyze the historical, constitutional, and cultural foundations of Indian nationhood and the evolution of India as a diverse democratic nation.
- ❖ Identify and evaluate the major challenges and hindrances to nation-building in India, including communalism, regionalism, caste inequalities, separatism, and socio-economic disparities.
- ❖ Develop a critical understanding of the contemporary prospects and challenges of nation-building in India.

Suggested Readings:

1. Mohanty, S. (1992). Political development and ethnic identity in Africa. New Delhi: Radiant Publishers.
2. Ramakant, & Upreti, B. C. (Eds.). (1991). Nation-building in South Asia (Vol. 2). New Delhi: South Asian Publishers.
3. Brass, P. R. (1991). Ethnicity and nationalism: Theory and comparison. New Delhi: Sage Publications.
4. Shah, G. (1990). Minorities and nation-building: A case of Muslims and Scheduled Tribes in India. New Delhi: [Publisher details not available].
5. Andersen, W., & Damle, S. (1987). The brotherhood in saffron: The Rashtriya Swayamsevak Sangh and Hindu revivalism. New Delhi: Vistaar/Sage Publications.
6. Basu, A. (1992). Two faces of protest: Contrasting modes of women's activism. Berkeley: University of California Press.
7. Basu, D. D. (1994). An introduction to the Constitution of India. New Delhi: Prentice Hall.
8. Baxi, U. (1980). The Indian Supreme Court and politics. Delhi: Eastern Book Company.



9. Baxi, U., & Parekh, B. (Eds.). (1994). *Crisis and change in contemporary India*. New Delhi: Sage Publications.
10. Brass, P. R. (1974). *Language, religion and politics in North India*. London: Cambridge University Press.
11. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton, NJ: Princeton University Press.
12. Corbridge, S., & Harriss, J. (2001). *Reinventing India: Liberalization, Hindu nationalism and popular democracy*. Delhi: Oxford University Press.
13. Frankel, F. R., Hasan, Z., Bhargava, R., & Arora, B. (Eds.). (2000). *Transforming India: Social and political dynamics of democracy*. New Delhi: Oxford University Press.
14. Harrison, S. (1960). *India: The most dangerous decades*. Princeton, NJ: Princeton University Press.
15. Karat, P. (1973). *Language and nationality politics in India*. Bombay: Orient Longman.
16. Khilnani, S. (1997). *The idea of India*. London: Hamish Hamilton.
17. Kumar, A. (Ed.). (1999). *Nation-building in India: Culture, power and society*. New Delhi: Radiant Publishers.
18. Kothari, R. (1970). *Caste and politics in India*. New Delhi: Orient Longman.
19. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Longman.
20. Kothari, R. (1967). *Party system and election studies*. Bombay: Asia Publishing House.
21. Kothari, R. (1988). *State against democracy: In search of humane governance*. Delhi: Ajanta Publications.
22. Sahni, N. C. (Ed.). (1971). *Coalition politics in India*. Jullunder: New Academic Publishing Company.



Semester- VIII
Course Name: Theory as Discourse
Course Code: BAPLSMJ801

Course Type: MAJOR	Course Details: MJC-18		L-T-P: 4 - 1 - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		—	30	—	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. Introduce students to the major concepts, approaches, and debates in contemporary political theory.
2. Develop a critical understanding of classical political concepts and their reinterpretation in contemporary political thought.
3. Examine the major critiques of liberalism and explore alternative theoretical perspectives such as communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
4. Analyze contemporary political issues through the perspectives of nationalism, globalization, environmentalism, and other emerging political theories.
5. Enhance students' analytical, critical, and research skills by enabling them to engage with contemporary political debates and apply theoretical perspectives to current political and social developments.

Course Content:

Unit 1: Political Theory: Concepts and Critique- Liberty, Equality, Rights, Justice, Democracy, Citizenship and Power.

Unit 2: Critiques of Liberalism: Communitarianism, Multiculturalism, and Deliberative Democracy.

Unit 3: Interrogating Enlightenment Thought: Postmodernism, Postcolonialism, and Feminism.

Unit 4: Contemporary Political Theories: Nationalism, Globalization, and Environmentalism.

Unit 5: Post-Structuralism, Deconstruction; and Subaltern Studies.



Course Learning Outcomes (CLOs):

- ❖ Explain the core concepts and major debates of contemporary political theory and their relevance to political analysis.
- ❖ Critically evaluate classical political concepts such as liberty, equality, justice, rights, democracy, citizenship, and power from contemporary theoretical perspectives.
- ❖ Analyze the major critiques of liberalism through the perspectives of communitarianism, multiculturalism, deliberative democracy, postmodernism, postcolonialism, and feminism.
- ❖ Assess the significance of contemporary political theories in understanding issues of identity, diversity, globalization, nationalism, democracy, and environmental sustainability.
- ❖ Apply contemporary political theories to analyze current political, social, and global challenges using critical and comparative approaches.
- ❖ Develop independent analytical and research skills for engaging with advanced debates in contemporary political thought and political practice.

Suggested Readings:

1. Heywood, A. (2017). Political ideologies: An introduction (6th ed.). London: Red Globe Press.
2. Bhargava, R., & Acharya, A. (Eds.). (2011). Political theory: An introduction. New Delhi: Pearson.
3. Peri, R., & Sutch, P. (2012). An introduction to political thought: A conceptual toolkit. London: Routledge.
4. Berlin, I. (1969). Four essays on liberty. Oxford: Oxford University Press.
5. Dworkin, R. (1977). Taking rights seriously. Cambridge, MA: Harvard University Press.
6. Kymlicka, W. (2002). Contemporary political philosophy: An introduction (2nd ed.). Oxford: Oxford University Press.
7. Rawls, J. (1971). A theory of justice. Cambridge, MA: Harvard University Press.
8. Nozick, R. (1974). Anarchy, state, and utopia. New York: Basic Books.
9. Dworkin, R. (2000). Sovereign virtue: The theory and practice of equality. Cambridge, MA: Harvard University Press.
10. Waldron, J. (Ed.). (1984). Theories of rights. Oxford: Oxford University Press.
11. Vincent, A. (Ed.). (2004). Political theory: Tradition and diversity. Cambridge: Cambridge University Press.



12. Macpherson, C. B. (1973). *Democratic theory: Essays in retrieval*. Oxford: Clarendon Press.
13. Halikiopoulou, D., & Vasilopoulou, S. (Eds.). (2011). *Nationalism and globalization: Conflicting or complementary?* London: Routledge.
14. Goodman, J., & James, P. (Eds.). (2007). *Nationalism and global solidarities: Alternative projections to neoliberal globalization*. London: Routledge.
15. Hawken, P. (2007). *Blessed unrest: How the largest movement in the world came into being and why no one saw it coming*. New York: Viking.
16. Auyero, J., & Swistun, D. (2009). *Flammable: Environmental suffering in an Argentine shantytown*. Oxford: Oxford University Press.
17. Anderson, T. L., & Leal, D. R. (2001). *Free market environmentalism* (Rev. ed.). New York: Palgrave Macmillan.
18. Rubin, C. T. (1994). *The green crusade: Rethinking the roots of environmentalism*. New York: Free Press.
19. Speth, J. G. (2004). *Red sky at morning: America and the crisis of the global environment*. New Haven, CT: Yale University Press.



Semester- VIII
Course Name: Research Methodology and Ethics
Course Code: BAPLSRP801

Course Type: RP	Course Details: RPC-1			L-T-P: 4 - 0 - 0	
Credit: 4	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. To introduce students to the fundamental concepts, principles, and methods of social science research, with special reference to Political Science.
2. To develop the ability to identify research problems, formulate research questions and hypotheses, and design scientifically rigorous research projects.
3. To familiarize students with qualitative, quantitative, and mixed-method research approaches, including techniques of data collection, analysis, and interpretation.
4. To inculcate ethical values in research by emphasizing academic integrity, responsible conduct of research, plagiarism avoidance, and professional research practices.
5. To provide students with practical knowledge of research tools and statistical software commonly used in social science research.
6. To prepare students for independent research at the postgraduate level and equip them with the methodological and analytical skills required for Ph.D., policy research, and academic writing.

Course Content:

Unit 1: Social Science Research: Concept, Need and Ethics. Ontology, Epistemology and Methodology, Philosophy of Knowledge.

Unit 2: Research Design: Meaning; Goals of Research Design; Formulating a Research Design; Characteristics of a good Research Design.

Unit 3: Hypothesis: Meaning, Characteristics and Types.

Unit 4: Data Collection: Different Methods of Sampling (Probability and Non-Probability).

Unit 5: Survey Research: Sampling, Interview and Questionnaire.

Unit 6: Data Analysis: Quantitative and Qualitative.

Unit 7: Research Questions and Review of Literature.



Course Learning Outcomes (CLOs):

- ❖ Understand the nature, scope, and philosophical foundations of social science research and apply appropriate research approaches to political inquiry.
- ❖ Identify and formulate research problems, research questions, objectives, and hypotheses relevant to Political Science and allied social sciences.
- ❖ Design and conduct research using qualitative, quantitative, and mixed-method approaches, selecting appropriate research designs and sampling techniques.
- ❖ Collect, analyze, and interpret qualitative and quantitative data using suitable analytical methods and basic statistical and research software.
- ❖ Critically review academic literature, identify research gaps, and prepare research proposals and scholarly reports following accepted academic standards.
- ❖ Apply ethical principles in research, including academic integrity, responsible data management, plagiarism avoidance, and proper citation and referencing practices.
- ❖ Develop the methodological competence and analytical skills necessary for independent research, enabling them to undertake dissertations, policy research, and higher studies such as M.Phil. and Ph.D. in Political Science and related disciplines.

Suggested Readings:

1. Goode, W. J., & Hatt, P. K. (Latest ed.). *Methods in social research*. New York: McGraw-Hill.
2. Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. New Delhi: Pearson Education.
3. Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd rev. ed.). New Delhi: New Age International Publishers.
4. Guthrie, G. (2010). *Basic research methods: An entry to social science research*. New Delhi: Sage Publications.
5. Baronov, D. (2004). *Conceptual foundations of social research methods*. Boulder, CO: Paradigm Publishers.



Semester- VIII
Course Name: Research Project / Dissertation
Course Code: BAPLSRP802

Course Type: RP	Course Details: RPC-2		L-T-P: 0 - 0 – 16		
Credit: 8	Full Marks: 200	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		120	–	80	–

Course Description:

This course is designed to equip students with the knowledge and skills required for the systematic application of research methodology in the discipline of Political Science. It provides a structured framework for conducting independent research, enabling students to critically investigate themes, issues, and problems of political significance through scientific inquiry.

The course introduces students to the essential components of scholarly research, including the identification and formulation of research problems and questions, review of literature, development of theoretical and conceptual frameworks, selection of appropriate research designs, and application of suitable qualitative, quantitative, and mixed-method approaches. Emphasis is placed on developing analytical, critical, and methodological competencies necessary for conducting rigorous academic research.

Under the guidance of faculty supervisors, students will learn to plan and execute a research project, collect and analyse data, interpret findings, and present their results in a coherent, logical, and academically rigorous manner. The course also focuses on ethical principles in research, academic integrity, plagiarism prevention, proper citation and referencing practices, and the development of effective academic writing and presentation skills in accordance with accepted scholarly standards.



By the end of the course, students will be able to produce a dissertation or research paper that reflects originality, theoretical understanding, methodological rigour, and critical analysis. The course not only consolidates the research training acquired during the postgraduate programme but also prepares students for advanced academic pursuits, including M.Phil. and Ph.D. programmes, as well as careers in policy research, public administration, think tanks, non-governmental organizations, and other professional research settings.

Phase I: Proposal and Preliminary Research (CA - 40 Marks)

- ❖ **Topic Selection:** Finalizing a research area in consultation with the Supervisor.
- ❖ **Annotated Bibliography:** Compiling a list of at least 15-20 scholarly sources (books, journals, digital archives like JSTOR) relevant to the topic.
- ❖ **Proposal Submission:** Writing a formal 1,500-word proposal including a Research Question, Rationale, and Methodology.

Phase II: Drafting and Application (CA - 40 Marks)

- ❖ **Chapterizations:** Organizing the work into an Introduction, 2-3 Core Chapters, and a Conclusion.
- ❖ **Close Reading & Analysis:** Applying specific critical lenses to the primary texts.
- ❖ **Drafting Sessions:** Periodic submission of chapters to the Supervisor for feedback and revision.

Phase III: Final Submission and Evaluation (ESE - 120 Marks)

- ❖ **Technical Formatting:** Finalizing the manuscript with Title Page, Declaration, Certificate, Table of Contents, and Works Cited (MLA 9th Edition).
- ❖ **Plagiarism Check:** Ensuring the work passes University-mandated similarity index limits.
- ❖ **External Evaluation:** Assessment of the dissertation by an External Examiner followed by a Viva-Voce.



Guidelines for Dissertation Structure:

To maintain parity with the Research Methodology and Ethics (RPC 1) course, the final submission must include:

- 1. Front Matter:** Title Page, Abstract (250 words), and Table of Contents.
- 2. Introduction:** Contextualizing the text/topic and stating the thesis.
- 3. Literature Review:** Surveying existing scholarship to identify the "research gap."
- 4. Core Chapters:** The analytical heart of the project.
- 5. Conclusion:** Summarizing findings and suggesting avenues for future research.
- 6. Works Cited:** Strictly following MLA 9th Edition formatting.



Semester- VIII
Course Name: Gender and Politics in India
Course Code: BAPLSMN801

Course Type: MINOR	Course Details: MNC-7		L-T-P: 4 - I - 0		
Credit: 5	Full Marks: 100	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		–	30	–	70

Course Objectives

Upon successful completion of this course, students will be able to:

1. To develop a conceptual understanding of the relationship between gender and politics in the Indian context from interdisciplinary and intersectional perspectives.
2. To examine how gender shapes political institutions, governance, public policy, citizenship, and democratic participation in contemporary India.
3. To critically analyze the intersections of gender with caste, class, religion, ethnicity, sexuality, and region in influencing political processes and power relations.
4. To explore the role of women, transgender persons, and other gender minorities in political participation, leadership, decision-making, and social movements.
5. To evaluate constitutional provisions, legal frameworks, public policies, and institutional mechanisms designed to promote gender equality, social justice, and inclusive governance.
6. To encourage critical engagement with contemporary debates on gender identity, representation, violence, security, rights, and feminist political thought in India.

Course Content:

- Unit 1:** Foundational Frameworks & Feminisms in India: (a) Conceptualizing Gender (b) The Three Waves of Indian Feminism and (c) Intersections.
- Unit 2:** The Indian State, Constitution, and Legal Frameworks: (a) Constitutional Guarantees (b) Personal Laws vs. Uniform Civil Code (c) Legal Interventions and Rights.
- Unit 3:** Political Participation, Representation, and Power: (a) Women as Voters (b) Women as Representatives (c) The Institutionalization of Quotas.
- Unit 4:** Political Economy of Gender: (a) The Gendered Labor Market (b) Development and Marginalization (c) Land and Asset Ownership (d) State Welfare Policy.
- Unit 5:** Gender, Violence, and Contemporary Social Movements: (a) Political Violence and Body Politics (b) Environment and Gender (c) Digital Activism and New Waves.



Course Learning Outcomes (CLOs):

- ❖ Understand the relationship between gender and politics and critically analyze gender-based political participation and representation in contemporary India.
- ❖ Explain the conceptual distinctions among sex, gender, women, transgender, and other gender identities, and evaluate their implications for political rights and citizenship.
- ❖ Analyze how caste, class, religion, ethnicity, and region intersect with gender in shaping political processes, public policy, and governance.
- ❖ Critically assess the constitutional, legal, and institutional frameworks promoting gender equality, women's empowerment, and the rights of transgender and other gender minorities in India.
- ❖ Evaluate the role of women and transgender persons in political leadership, decision-making, social movements, and democratic governance.
- ❖ Apply feminist and gender-sensitive perspectives to analyze contemporary issues relating to gender identity, political representation, security, development, and social justice.

Suggested Readings:

1. Agnes, F. (1999). Law and gender inequality: The politics of women's rights in India. New Delhi: Oxford University Press.
2. John, M. E. (Ed.). (2008). Women's studies in India: A reader. New Delhi: Penguin Books India.
3. Menon, N. (2012). Seeing like a feminist. New Delhi: Zubaan.
4. Rege, S. (2006). Writing caste/Writing gender: Narrating Dalit women's testimonies. New Delhi: Zubaan.
5. Sarkar, T. (2001). Hindu wife, Hindu nation: Community, religion, and cultural nationalism. Bloomington: Indiana University Press.
6. Desai, N., & Thakkar, U. (2001). Women in Indian society. New Delhi: National Book Trust.